Course 7: Learning Styles
Learning Styles

COURSE DESCRIPTION:

The receiving and processing of information varies among learners. Individuals have their own preferred method of learning, a wide range of intelligences, and attitudes about learning and the environment in which the learning occurs. Each of these areas of learner individuality plays a significant role in instructional outcomes.

In this course, professional-technical instructors will be introduced to the theories of learning styles, multiple intelligences, learning types and environmental affects on learning. Instructor-learners will identify their own learning attitudes, environment preferences, learning styles and intelligences and begin to identify the learning profiles of their students.

This course will facilitate instructors to create learning environments that are most conducive to optimal learning and to implement teaching/learning strategies that engage a variety of learning styles for instructional success.

LEARNING OUTCOMES: The instructor-learner will:

- Recognize the diversity of intelligences and learning styles, modeling a positive learning attitude, while respecting and encouraging successful learning communities.
- Create learning environments that are conducive to optimal learning and implement learning strategies that engage a variety of learning styles for instructional success.
- Demonstrate sensitivity to individual learning needs and the learning environment and show flexibility and spontaneity in meeting the needs of diverse learning styles.

OUTCOMES ASSESSMENT:

- Assess their own learning styles, learning attitudes, intelligences and learning environment preferences and how these impact their personal teaching style.
- Ascertain the learning styles, intelligences and preferences of students in their classes to modify instruction.
- Design a clear, concise lesson plan that successfully demonstrates use of the four different learning styles and multiple intelligences theories.
- Develop specific activities that facilitate students and others to support and respect individual differences in learning styles and intelligences.
- Design a learning environment that engages diverse learners and fosters a positive
Learning atmosphere and attitude and encourages students to explore new learning styles to broaden their learning potential.

**PERFORMANCE INDICATORS:**
- The learning environment is optimized for successful and enjoyable learning experiences.
- Students are actively engaged in the learning experience and encouraged to respond to information using their most preferred learning style.
- Collaboration within small groups is promoted using the four learning styles to mentor one another for clarification of information.
- Classroom reflects a positive learning environment with use of peripherals, sound, comfortable seating, appropriate breaks, temperature, music, graphics, etc.
- Visual aids, auditory aids, kinesthetic models, and process journals throughout the course to address learning styles of diverse students are incorporated.
- A wide variety of learning strategies that recognize diversity in learning is implemented.
- Students move out of learning in isolation into collaborative working teams and community learning environments.
- The physical learning environment is carefully designed to enhance learning, reduce anxiety, promote curiosity, engage the learner, and encourage a playful attitude about learning.
- Flexibility within the instructional framework to meet the needs of all learning styles is demonstrated.
- Brain-compatible learning principles are incorporated throughout the course and program.

**KNOWLEDGE AND SKILLS: The instructor-learner will gain:**
- Knowledge of and sensitivity toward diverse learning styles.
- Knowledge of multiple intelligences.
- Understanding and application of teaching and learning strategies for diverse learners.
- Ability to develop and modify a learning environment for diverse learners.
- Understanding of various personality and styles inventories.
- Knowledge of effective group activities.
- Knowledge of brain-based theories of development for learning.

**SUGGESTIONS FOR LEARNING ENVIRONMENT:**
- Learning styles and Multiple Intelligences posters are displayed along with positive motivational learning quotes that are changed frequently.
- Course outline, competencies, outcomes and daily plan are displayed in colorful, clear, concise posters, as applicable.
- Appropriate equipment and materials are available for kinesthetic learners to reduce anxiety at beginning of course.
- Plants, fresh flowers, or some form of “nature” is included within the classroom to support the “naturalist intelligence.”
- Materials such as colored pens, colored paper, scissors, and clay are readily available for class projects.
- Use of music during breaks, creative processing, jingles for memory hooks and to activate both hemispheres of the brain.
- Small group learning sessions are grouped by learning styles, intelligences, and preferences and grouped randomly to encourage and celebrate diversity.
LEARNING ACTIVITIES: The facilitating-instructor may use the following activities/assignments with instructor-learners.

- Metaphors, anecdotes, testimonials, guest speakers, stories, humor, jokes, fairy tales, are used to relay concepts for global and auditory learners.
- Frequent opportunities to stop instruction to talk about the learning, share questions, concerns and relevant experiences are planned.
- Periodic reviews and big-picture check-ups to review daily road map and global road map of the program are conducted to support analytical learners.
- Window framing or other visual learning strategies are used to facilitate sequential learning, visual creativity, and long-term memory.
- Reflective journaling for processing information and facilitating intra-personal learners is used.
- Frequent change in group leadership focus.
- “How does it feel?” questions are frequently asked to reinforce kinesthetic, emotional, and intuitional learners.
- Discussions on the relevance of multiple intelligences and learning styles in working and learning environments are frequent.
- Demonstration of negative body language-charades type activities are used.
- Strategies for overcoming negative self-talk are incorporated.
- Discussion of learning communities and experiences with group work focus regularly.
- Practice with visualization techniques is regular.

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**Essential Content**

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<td>• Current brain research and new educational strategies.</td>
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<td><strong>Silent saboteurs to learning</strong></td>
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<td>• Incorporating all the intelligences.</td>
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<td>• See <em>Moving Students from Isolation to Group Work</em>, attached.</td>
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</table>
**LEARNING ACTIVITIES:** The facilitating-instructor may use the following activities/assignments with instructor-learners.

- About those vibes, discussion of personal examples, small groups.
- Diagram of neurons vibration communication/intuitive learning
- Pantomiming body language/what am I really saying?
- Awards presentation for best ideas: How “believing” is achieving.
- Brain drawings of positive vs negative.
- Song: RESPECT. How to: Discussion groups giving suggestions
- Poster of positive/motivational learning quotes
- Discuss elements beginning from a “feeling” level. How did you feel when you entered the room? Elements listed, reactions noted, positive and negative.
- Identify personal learning environment preferences, post to flip chart.
- Groups discuss noted elements, how, when, where, why, etc. and their affect on learning reporting back to whole group.
- Demonstrate use of music for learning: discuss pros and cons.
- Student/Facilitators design learning environments as if architects. Small groups give presentations using Architectural drawings. Incorporating elements for all learning styles and intelligences etc.
- Sharing / journaling / processing / overcoming the saboteur.

**SUPPORT MATERIAL:**

* Designing a Learning Environment  
* Sound Environment, Use of Music in Learning

**WEBSITES:**

For Learning/Teaching Styles websites, see Section#18: Websites, of this guide.

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<td>• See Personality Styles Inventory, attached.</td>
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<td>• See <a href="http://snow.utoronto.ca/Learn2/mod3/tchstyle.html">http://snow.utoronto.ca/Learn2/mod3/tchstyle.html</a> to find links to Assessing Your Learning Style, Multiple Intelligence Inventory, Thinking Styles Inventory, and Learning Style Inventories and Tests on the Web.</td>
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<td>Teacher style vs student style</td>
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<td>• Identifying learning styles.</td>
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<td>• See <a href="http://snow.utoronto.ca/Learn2/mod3/tchstyle.html">http://snow.utoronto.ca/Learn2/mod3/tchstyle.html</a> for a Teaching Style Inventory designed by Rita and Kenneth Dunn.</td>
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<td>Behavior styles</td>
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Factors to consider when choosing learning style instruments

• Conceptual or theoretical base: does the instruments address information processing, personality factors, or perceptual learning or all of these? What kinds of decisions or judgments can be based on the results?
• Research Data: validity, scoring, time, interpretation, use of results, etc.
• For a listing of all relevant instruments, refer to Table 5.1 in Review and Critique of Available Learning-Style Instruments for Adults...listed in Additional Resources.

LEARNING ACTIVITIES: The facilitating-instructor may use the following activities/assignments with instructor-learners.

• Arouse curiosity by speculating style preferences before distributing inventories.
• Brain drawings: Right/Left hemispheres.
• Ascertain R/L brain preference with small group discussion/reporting to whole.
• Brain gym activities for R/L interactions, demonstrate and practice.
• Learning styles history using Picture Frame technique, see attachment.
• Using visual created in above to repeat history within small groups.
• Present learning styles indicators.
• Small group discussion/reporting to whole.
• “Acting” observable traits for whole group to identify.
• Groups read materials to identify preferred styles within text.
• Demonstrate cycling styles to improve learning retention w/opportunity to practice.
• Individual evaluation of prior teaching techniques for style preferences/absences.
• Discuss: How to utilize styles and preferences in the workplace.
• Small groups design brief learning segment incorporating different styles.
• Student facilitators present learning segment for peer feedback.
• Sharing / Journaling / Processing / Overcoming the saboteur.
• Take a Teaching Styles Inventory and develop a lesson showing your dominant style.
• Develop and present a brief lesson accommodating learning styles of diverse students.

SUPPORT MATERIAL:
Learning and Communication
How to Use Picture Framing
Cycling Learning
Exploring How You Like to Learn
Learning Style Descriptors
Components of Types
Analyzing Style
Strengths and Weaknesses of the Analytic Style
Expressive Style
Strengths and Weaknesses of the Expressive Style
Driving Style
Strengths and Weaknesses of the Driving Style
Supportive Style
Strengths and Weaknesses of the Supportive Style
Personality Styles Inventory; Behavioral Characteristics
Left Brain/Right Brain Hemispheres Drawing
Simple Brain Gym Activities
Model Lesson Plan Incorporating the Four Learning Styles
| Essential Content | MULTIPLE INTELLIGENCES
| Discuss Topics and Key Points |
|----------------------|----------------------------------------|
| New intelligence theories | • Howard Gardner’s work  
|                       | • Goldman’s emotional intelligence |
| Defining intelligence | • Interpersonal  
|                       | • Intrapersonal  
|                       | • Musical  
|                       | • Kinesthetic  
|                       | • Linguistic  
|                       | • Naturalist  
|                       | • Visual/Spatial  
|                       | • Intuitive  
|                       | • Mathematical  
|                       | • Emotional  
| Importance of MI for Learning Communities | • Utilizing everyone’s talents/MI  
| | • Five brains better than one  
| | • Appreciating/respecting difference  
| | • Utilizing everyone’s strengths for “whole” learning |
| Diversity | • Coping and flexibility skills for changing world  
| | • Profiting from diversity  
| | • Overcoming opposition |

**LEARNING ACTIVITIES:** The facilitating-instructor may use the following activities/assignments with instructor-learners.

- Reading/acting a play which numerous characters each representing a different intelligence.
- Present multiple intelligence indicators.
- Small group discussion of MI.
- Reflection on close friend, family or mate/what’s their MI?
- Discuss how MI change the way we learn/teach.
- Diversity training activity/celebrating differences.
- Student facilitators create a learning environment that incorporates all intelligences.
- Student facilitators present for peer feedback.
- Discuss skills needed to improve coping with diversity within the learning environment and workplace.
- Sharing/Journaling/Processing/Overcoming the saboteur.

**SUPPORT MATERIAL:**

*Emotional Intelligence Integral to Success*
*Howard Gardner’s Eight Intelligences*

**PRIMARY TEXT/RESOURCES:**


Myers-Briggs Type Indicator.

ADDITIONAL READINGS AND RESOURCES:
Myers, Isabel Briggs. (1976). Introduction to Type. Gainesville, Florida: Center for Applications of Psychological Type.

GLOSSARY OF TERMS

Picture Framing: Using pictures to reinforce instruction enhances creativity and speeds learning. Words slow down the thinking process, drawing a picture to represent a learning concept facilitates memorable learning.

Success Spiral: Each time we experience success we are empowered to take more risks, which in turn provide opportunities to achieve more success. Teachers who are cognizant of the learning spiral build success into the learning environment to help students meet their learning goals.

Silent Saboteur: The Silent Saboteur is our own negative self-talk. This is the conversation we carry on with ourselves that limits our learning potential, such as; “I can't do math, I've never been good in science. I'm too old to learn a second language,” etc. This Silent Saboteur affects our learning potential keeping us locked in negative learning behaviors and beliefs.

Silencing the Saboteur: Overcoming this negative self-talk begins by providing opportunity to express the negative and discuss how to replace these old beliefs with positive learning attitudes.

Reflective Journaling: Reflective journaling provides an opportunity to think about learning, metacognition. Often we're hurriedly pushing in so much information we neglect to give ourselves time to think about what we're learning. This piece in the learning spectrum is very important and without it, we often lose a lot of what we learn. The brain, like a giant computer, requires time to put information into some order, to process, categorize, sort, dismiss, recall, question, doubt and review all the events and experiences of our learning in order to store then relocate that information when it's necessary. This means we need to schedule time for reflecting on learning.

Learning environment: Any stimulus that affects learning outside the scope of the instruction. Because the brain is taking in information through all the senses simultaneously, everything that is present during instruction is stimulating the learning: noise, temperature, anything within our peripheral vision, smells, tactile objects. Teachers can
incorporate the stimulus of the learning environment to improve instruction

**Autogenics:** Autogenics was developed in Germany in 1932 by a man named Johannes Schultz. The origins of his work were in hypnosis, and self hypnosis. The term Autogenics means self (auto) generated (genics). Autogenics is centered around the process of repeating verbal phrases in a highly structured and repetitive pattern. The phrases, or “formulas” as Schultz called them, are each focused on a particular effect, each related to states of deep relaxation.

Check out the Western Washington University website for more information: http://www.wwu.edu/~chw/ccautogeni.html

**Alpha Brain State:** Brain waves indicate brain function. It is generally considered that while we are in an “alpha state” we are most open to learning, most creative, and most able to process our thoughts. (see support materials for more on brain waves)

**Visualization for Learning Success:** Being able to “see” in our mind’s eye, stimulates the brain to produce connections that activate the body’s ability to achieve what the mind sees. Example: seeing a lemon activates salivary glands. The same holds true for the learning process. If we are able to visualize mastery of learning, the body/mind connection helps support that goal.

**Emotional Intelligence:** Emotional Intelligence is rooted in the belief that success is only partly explained by IQ, or one’s intellect. More important is how one behaves in response to events, and how well they interact with people.

**Synergistic Brain:** The brain processes information through all the senses, taking in information and sending it to numerous areas of the brain simultaneously, not to just one or two locations. Therefore, whatever goes into the brain, expands, multiplies.

**Gilbran Quote:** “A teacher does not take you to the door of his learning, but leads you to the threshold of your own.” Khalil Gilbran

**Visualization:** Visualization for learning can be taught to students by anyone who has successfully employed these strategies for their own personal learning. There are a number of excellent books on the subject and courses available.

**Brain Gym:** Brain Gym® is the core program of Educational Kinesiology (Edu-K), the study of physical movement as it relates to brain function. In addition to Brain Gym offers a variety of programs that facilitate, develop and advance intellectual, interpersonal, and physical learning.

**Childlike Learning Strategies:** We learn the most in the first 6 years of life. In observing how children learn and applying some of those “natural” learning strategies we can rejuvenate some of that tremendous learning potential:

Children learn most while
1) playing
2) using their imaginations
3) observation
4) touching
5) employing all their senses
6) being non-critical, non-judgmental
7) having no fear of failure
8) flexible, entirely open to changes

Use this as a learning activity asking participants to add to this list of reasons why children learn more.

**Mental Imaging and Learning:** Mental imaging returned to education with its application to sports training. Many athletes began employing visualization and imagining techniques of Alfonso Caycedo in the 1960s to improve sports performance. He trained 7 of the 10 Olympic Gold Medal winners in the downhill ski competitions.

Mental imagining involves using all the senses seeing, hearing, feeling, tasting, touching, and doing, visualizing so completely that the mind stimulates those mental connections to actualize the process.
Support Materials for Course 7: Learning Styles
Use of Metaphors to Introduce New Material
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

I first heard this metaphor in an Expanded Learning Spanish class with Diane Davalos. It's been used and adapted for many learning frameworks.

A zoologist set out to find new bear for his zoo. Spying an island of bears he approached with his tranquilizer pistol. He watched as they played freely, dancing, singing, creating poetry, climbing trees, observing nature, designing castles in the sand, and using their incredible imaginations.

He thought how fortunate to find such remarkable bears. Quickly taking out his tranquilizer gun, he shot a bear and when it was asleep carried him to his zoo where he put him in a cage.

When the bear awoke he tried to free himself, but each time he crashed into the bars of the cage. Again and again he tried, but always with the same results. He began to pace back and forth, back and forth, back and forth.

Years passed.

Then one day the zoologist decided it would be better to build a larger cage for the bear, hoping the bear would be more interesting to watch once again.

The time came to move the bear into the new cage, a cage equipped with trees and a running brook, flowers and lots of space. The bear was tranquilized and when he awoke he found himself in the new cage.

And what do you think the bear did in his beautiful new cage?

Sadly, he looked around, and started to pace, just as he’d done in the old cage. Back and forth, back and forth, back and forth.

DISCUSSION:
After telling the tale, ask student facilitators to discuss how this metaphor relates to education and later report back to the whole group their interpretations of the metaphor.
How to Use Reflective Journaling
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

Reflective journaling is simply providing an opportunity to think about learning, metacognitive time. So often we’re hurriedly pushing in so much information we neglect to give ourselves time to think about what we’re learning. This piece in the learning spectrum is very important and without it, we often lose a lot of what we learn. The brain, like a giant computer, requires time to put information into some order, to process, categorize, sort, dismiss, recall, question, doubt and review all the events and experiences of our learning in order to relocate that information again when it’s necessary. This means we need to schedule time for reflecting on the learning.

Using a “learning journal” or “reflection journal” and establishing a designated quiet time to review instruction moves learning from a superficial exercise that is forgotten within hours to a long term, memorable learning experience.

Students are given a “reflections notebook or journal” as this technique is introduced.

The idea of “process time” or time for reflection is introduced by explaining how the brain is like a computer (a weak comparison but it works.) The brain, like a computer, can suffer from “overload” when too much information goes in and there’s no time to sort, categorize, or process information. When that happens, as with a computer, the machine grinds to a stop, not allowing more information to enter.

The individual reflection time doesn’t require more than 5 or 10 minutes. I use a nice piece of baroque music at a very low level and ask students to sit quietly and think about what they learned. The facilitator participates in this reflective time as well, reviewing his/her learning for that day in regards to their lesson plans.

In addition to quiet reflection, students are encouraged to jot down BRIEF notes about what they learned and include questions, doubts, problems, concerns, etc. they might have regarding the instruction. What they liked, didn’t like, why or why not, etc.

Following this metacognitive time, it is important to open up discussion of any questions, doubts, observations or any concerns that were brought to students’ attention during the reflective time. Post those comments to a flip chart and review them as a group. Every comment that is made should be included on the chart, even if it seems unrelated or irrelevant.

This is great feedback for teachers because it will indicate where there are holes in the learning or what needs to be reviewed for more clarity. Any reluctance to “reflective journaling” is quickly discarded after experiencing this technique once or twice. Generally students look forward to this quiet, relaxing time that reveals a wealth of personal learning information for students and facilitators alike.
Autogenics Training
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

Autogenics was developed in Germany in 1932 by a man named Johannes Schultz. The origins of his work were in hypnosis and self hypnosis. The term Autogenics means self (auto) generated (genics). Autogenics is centered around the process of repeating verbal phrases in a highly structured and repetitive pattern. The phrases, or “formulas” as Schultz called them, are each focused on a particular effect, each related to states of deep relaxation in some way. Schultz developed 6 formulas, which are:

- Heaviness “My arms and legs are heavy”
- Warmth “My arms and legs are warm”
- Breathing “My breathing is calm and regular”
- Heartbeat “My heartbeat is steady and slow”
- Solar Plexus (abdominal area) “My solar plexus is warm”
- Forehead “My forehead is cool” (To avoid sleep).

Each formula should be practiced for about a week, or until a satisfactory result is achieved, and then you should move on to the next formula and practice it, along with the preceding ones. The first two, heaviness and warmth should be done in a more modular format, starting with the dominant arm and following the feelings to the other arm or down to the legs and then to the other arm. So you might begin with “My right arm is heavy” for a day or so, then add “my right and left arm are both heavy, my arms are heavy”, until eventually you are saying “My arms and legs are heavy.” You would repeat the same process for warmth, and then by the end of week two or so, your self-statement should be “My arms and legs are heavy and warm.”

When saying the formulas, you should go very slow, and regulate the pacing with your breathing, so, for example, the words “My arms and legs...” would be on the inhale and the words “...are heavy and warm.” should be on the exhale—SLOWLY. You should repeat each phrase 5-7 times very slowly, and then take a break, open your eyes and stretch out, then go back for another set of 5-7 repetitions. A given practice session should include three sets, each set being 5-7 repetitions of whatever formulas you are saying. The entire practice session should be around 10 minutes. Twice a day is best. It is important to keep the practice sessions short and not hang out in a state of relaxation for more than a few minutes - especially in the beginning. Likewise, don’t try to use Autogenics in a stressful situation until you have become proficient at it. Otherwise you may experience frustration and failure, and this can be discouraging. You want to teach your mind and body to relax quickly and deeply. When done correctly, this is one of Autogenics’ greatest strengths. As you get better at relaxing quickly, you can begin to enjoy your experience more fully and take more time with it. You will also find that you will be able to relax, even in the most stressful situations. A disadvantage of Autogenics, however, is that you have to TRAIN your body into this and it takes a lot of time and patients, especially in the beginning. Also, Autogenics is a highly verbal technique, and some folks just aren’t that verbal! It's better if you can develop imagery to go along with the phrases, but not essential. As with all the other forms of relaxation, it is important not to try, but allow the changes to occur. Keep in mind, that this is an art and a skill which comes with practice.

The following is an outline of Autogenic practice for a six week period. For best results,
Learning Styles

practice twice a day. After a while of practice, strong feelings may take the place of the words, which is fine. Or you may just say an abbreviated form such as “heavy, relaxed and warm...easy breathing...I am relaxed...”

Week 1
Day 1: “My right arm is heavy” 5-7 times- Break- “My right arm is heavy” 5-7 times- Break - “My right arm is heavy” 5-7 times. End with opening the eyes and stretching
Day 2: “My right and left arms are heavy” 5-7 times- Break-“My arms are heavy” 5-7 times- Break “My arms are heavy” 5-7 times. End with opening the eyes and stretching
Day 3: “My arms are heavy” 5-7 times- Break- “My arms and legs are heavy” 5-7 times- Break- “My arms and legs are heavy” 5-7 times. End with opening the eyes and stretching.
Days 4-7: Repeat as day 3

Week 2
Day 1: “My arms and legs are heavy, and my arms and hands are warm” 5-7 times- Break- “My arms and legs are heavy, and my arms and hands are warm” 5-7 times- Break- “My arms and legs are heavy, and my arms and hands are warm” 5-7 times. End with opening the eyes and stretching.
Day 2: “My arms and legs are heavy and my arms and hands are warm” 5-7 times- Break- “My arms and legs are heavy and my arms and hands are warm” 5-7 times- Break- “My arms and legs are heavy, and my arms and hands are warm” 5-7 times. End with opening the eyes and stretching.
Day 3: “My arms and legs are heavy and warm” 5-7 times- Break- “My arms and legs are heavy and warm” 5-7 times- Break- “My arms and legs are heavy and warm” 5-7 times. End with opening the eyes and stretching.
Days 4-7: Repeat as day 3.

Week 3
Day 1: “My arms and legs are heavy and warm, and my breathing is calm and regular” 5-7 times- Break- “My arms and legs are heavy and warm, and my breathing is calm and regular” 5-7 times- Break- “My arms and legs are heavy and warm, and my breathing is calm and regular” 5-7 times. End with opening the eyes and stretching.
Days 2-7: Repeat as day 1.

Week 4
Day 1: “My arms and legs are heavy and warm, my breathing is calm and regular, and my heartbeat is steady and slow” 5-7 times- Break- “My arms and legs are heavy and warm, my breathing is calm and regular, and my heartbeat is steady and slow” 5-7 times- Break- “My arms and legs are heavy and warm, my breathing is calm and regular, and my heartbeat is steady and slow” 5-7 times. End with opening the eyes and stretching.
Days 2-7: Repeat as day 1.

Week 5
Day 1: “My arms and legs are heavy and warm, my breathing is calm and regular, my heartbeat is steady and slow and my solar plexus is warm” 5-7 times-Break - “My arms and legs are heavy and warm, my breathing is calm and regular, my heartbeat is steady and slow” 5-7 times. End with opening the eyes and stretching.
and slow and my solar plexus is warm" 5-7 times-Break-“My arms and legs are heavy and warm, my breathing is calm and regular, my heartbeat is steady and slow and my solar plexus is warm” 5-7 times. End with opening the eyes and stretching.

Days 2-7: Repeat as day 1.

**Week 6**

Day 1: “My arms and legs are heavy and warm, my breathing is calm and regular, my heartbeat is steady and slow, my solar plexus is warm, and my forehead is cool” 5-7 times-Break-“My arms and legs are heavy and warm, my breathing is calm and regular, my heartbeat is steady and slow, my solar plexus is warm, and my forehead is cool” 5-7 times-Break-“My arms and legs are heavy and warm, my breathing is calm and regular, my heartbeat is steady and slow. End with opening the eyes and stretching.

Days 2-7: Repeat as day 1.

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**Uses of Mental Imaging and Learning**

Submitted by Janet Wren, Fires for Learning, Seattle, Washington

Have students sit quietly and imagine their learning goal. For example: attaining a meaningful job. Imaging themselves at the job, doing the job, enjoying the work. Imagine hearing the voices of people on the job giving compliments for good work, feel the positive emotions of doing a good job.

The more senses that can be used in the imagery the better the results.

Mental imaging can also be used to “see” a process, by imaging themselves as part of a mechanical function, traveling throughout the machinery for example.

Rehearsing a skill, sport, job, can also be achieved through mental imagery.

Mental imagining is fun and with practice most people become very competent. Careful introduction to this tool as well as appropriate use of voice and music are key elements to successful imagining.

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**How to Silence the Learning Saboteurs**

Submitted by Janet Wren, Fires for Learning, Seattle, Washington

We often sabotage our learning through negative self-talk and negative past learning experiences that remain fixed in our attitudes about learning. These thought processes inhibit our ability to learn by continually reinforcing old negative learning patterns. The first step in breaking through these self full-filling prophecies is to acknowledge their existence. Recognizing the words, thoughts, or negative behaviors that limit our learning potential, is the first step to replacing those patterns.

The minute the inner voice, the “silent saboteur” repeats a thought such as “I can’t do this, it's
Learning Styles

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Learning stops. We shut down the thinking process, and our brain goes into a holding pattern. We no longer effectively manage information.

In order to keep learning and to prevent the “shut down effect,” facilitators need to afford opportunities for people to express the negative thoughts, doubts, fears and questions they have about the learning. Once these doubts and concerns are expressed, whether in written form or verbally, the options for overcoming the saboteur, avenging the negative can begin and positive learning strategies put in place.

The reflections journal is one approach that works well. Time alone to write down any negative thoughts, feelings, beliefs that are intruding on our personal learning. These reflections are often too personal to share at the beginning of a course and before students are comfortable with one another. However, the facilitator can ask students to anonymously write down a negative thought, belief, fear, doubt, question etc. that they think is getting in the way of their learning. The facilitator reads these and then the class breaks into small groups to discuss options that might help overcome negative or problematic thinking patterns.

One example was a woman who shared her reluctance to stand up before a group to give a report. She overcame this fear by seeing herself giving a gift, rather than a speech. Since everybody loves to give gifts, giving a report became a positive rather than negative situation.

Another example was a young man who thought he was stupid and unable to learn: Whenever he heard that negative thought he’d “see” it as small bully sitting on his shoulder. He would then physically push the bully off his shoulder (no one except himself knew this hand motion was anything more than brushing lint from his shoulder). After using this technique for only a few days the “bully” stopped talking and he could feel comfortable and confident about his ability to learn.

The group can then list the various ideas for overcoming silent saboteurs and post those for future reference. It’s necessary to stop and dialogue with the saboteurs throughout a course, to keep old negative patterns from robbing us of the enjoyment of learning.

Triune Brain Theory:
Drawing the Three Brains and Their Functions
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

Dr. Paul MacLean, author of *A Mind of Three Minds: Educating the Triune Brain*, introduces us to the “lizard” brain, as well as our emotional and logical brains, that all work together.

In this “empty” brain you can draw a little lizard at about the same location that the brain and the spinal column join. This little guy has been called the mammalian brain or the “reptilian” brain or the antigua brain. I’ve chosen to call it “reptilian (lizard)” because it’s more fun to draw and because it is very similar to the brain structure of today’s reptiles.

Our lizard brain is, in a sense our bodyguard, it is associated with survival. It fires up when we are threatened. It’s the part of our brain which decides, “Should I stay here and fight?”
or “Should I run like hell.” It’s also the part of our brain related to homing instincts, hunting, territorial protection, and choosing a mate. This little lizard is our protective brain. The functions of this brain are paramount, for without it, we wouldn’t be here.

Above the Lizard Brain, and located more centrally in the brain, is the paleomammalian brain. It can be represented with a heart. It’s our “limbic brain” the “emotional” brain. Its function has a great deal to do with memory. It is this emotional brain which is the “glue” for remembering. Some researchers have even suggested that if information does not create some kind of emotional reaction, if we aren’t emotionally involved in the learning process, it will be lost in the vast unconscious, as irretrievable information. (So now you know why all those test questions and answers have disappeared into the vast cerebral “trash file.”)

The neocortex is the covering, so to speak, over the brain and varies in diameter. This is the thinking brain where we process thought.

By making a fist with one hand and pointing the thumb downward, then covering the fist with the other hand, you’d have the three brains. The neocortex is the hand covering the fist, the thumb pointing down would be the reptilian brain, and the fist would be the limbic brain.

Importance for educators. We have to calm the lizard or information doesn’t pass into the limbic and neocortex areas of the brain.

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**Neurons and Dendrites: How Learning Happens**

Submitted by Janet Wren, Fires for Learning, Seattle, Washington

Large blank sheets of paper for small group drawing of dendrites, cell bodies, and synaptic connections.

Demonstrate how the brain makes connections by tossing a ball of yarn back and forth across the room to everyone. As each receives the ball he/she holds onto the yarn and tosses it to another person, forming a giant web.

Using scissors to cut the connections, you can demonstrate the affect of fear, humiliation, self-doubt, negativity affect the growth of the myelin shield.

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**Simile for Triune Brain and Learning**

Submitted by Janet Wren, Fires for Learning, Seattle, Washington

The reptilian brain, one third of the triune brain theory of Paul MacClean

A simile for the affect of fear, intimidation, embarrassment, or humiliation on the brain might be:

The brain is like a high speed race-car, functioning very well at high speed, racing around corners, down the straights without problem or concern, when suddenly ahead the driver sees
Learning Styles

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an enormous dinosaur laying across the road. In order to continue he must slam on the brakes, down shift and move slowly, quietly, cautiously around the creature, searching for another route to win the race. The car now is working much harder and less effectively, which is what happens to the brain when it experiences negative, fearful, dehumanizing treatment in the learning environment. The brain “downshifts” into “gears” or behaviors that are not productive to learning.

Body Language Charades
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

Facilitator writes several different “feelings” on small pieces of paper and puts them into a hat. Participants pull one from the hat and act out, using only body language. Others guess what is the emotion, or feeling.

Example: disappointment, disgust, frustration, acceptance, encouragement, etc.

Student facilitators then discuss how these non-verbals affect learning.

Moving Students From Isolation To Group Work: 1, 2, 4, Grouping Technique
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

To introduce students to the idea of working within groups at the beginning of a course without meeting resistance, you can use the 1,2,4 Grouping Technique. This helps facilitate moving students from working alone to working in community, within a group. Since most adult learners have been conditioned to working alone, it’s important to introduce group work and working teams while still respecting the individual’s comfort zones.

Begin asking individuals to answer a question with three or more responses, with each response on a single small piece of paper. For example: What are the three most important reasons to learn?

After writing their three reasons on three slips of paper, individuals are asked to turn to a person sitting nearby and share their responses together. The pair then selects the best three reasons to learn from their combined six, keeping on those three slips of paper.

The pair is then asked to join another pair and now, within the group of four, they select the best three responses. Finally, one person is picked at random (use a criteria such as the person born closest to this school) to report to the whole class why their group decided on their final three selections.

This group formation technique is generally non-threatening, working first as individuals,
then pairs, then into a small group. Later the size of the groups could be enlarged to a maximum of 8. Beyond 8 the group effectiveness is diminished.

Begin with group work that is non-threatening and “game-like” to promote positive relationships. Begin with smaller more intimate groups at the beginning of a course and provide opportunities to become comfortable together before initiating group working teams and more serious projects.

Groups should be changed frequently giving everyone the opportunity to meet and work with diversity, learning style differences and intelligences.

Designing a Learning Environment
Submitted by Janet Wren, Fires for Learning, Seattle Washington

Using large sheets of paper, teams of two design a learning environment as if they are interior designers or architects. Including the elements of a positive learning environment, the pair then explain their drawings to the whole group for feedback and comments.

These “architectural drawings” include elements such as the following, PLUS those elements they consider important:

- seating arrangement
- temperature
- lighting
- poster locations
- group activity areas
- action or experiential learning areas
- use of color
- sound environmental elements

Sound Environment, Use of Music in Learning
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

Incorporating music into the learning environment provides a powerful tool for teaching. Great research supports music as a learning aid. Music, additionally helps student relax, promotes an element of fun, reduces stress in the classroom, conveys information, and stimulates long term memory.

Music can help promote excitement for new learning. Students entering a classroom to hear the music of the Olympic Games feel inspired and motivated. Using music for creative problem solving or as hooks for memory are all valuable uses.

Music is fun to use as an introduction to new material. If you’re going to be talking about respect in the classroom, introduce the discussion with a 1 minute rendition of Aretha Franklins’ Respect.

Or if you’re teaching a lesson on the Orient, play some music of the area. Getting students
“Into the mood” is an important first step to learning.

Select pieces carefully, don’t use anything with negative suggestions. Keep it upbeat and positive.

The Mozart Affect by Don Campbell is a good resource. Take a class on how and when to use music and then try it. It makes learning easier and more enjoyable while reducing stress, yours and theirs.

Play a variety of different types of music and ask yourself how each piece made you feel. Did the piece calm you, move you, stimulate you to work more, did you feel more creative, or thoughtful?

Use music that has no words unless it is a specific game or activity. Otherwise select classical or baroque music to play very softly for periods of approximately 20 minutes during the course.

Learning and Communication
Prepared by Cal Crow, Ph.D., Center for Learning Connections, Highline Community College

There are many variables involved in the learning process, and many “types” of learners. The more we know about how people learn, the more likely we will be able to engage them in constructive communication. Following are examples of different ways of learning:

- **Feeling:** You probably learn best by becoming emotionally involved, and by being able to draw on previous experiences.

- **Observing:** You probably learn best by watching someone else, and by having examples to follow.

- **Thinking:** You probably learn best by having access to good information, and by being able to “think things over.”

- **Performing:** You probably learn best when you are actively involved, and when you have a chance to try things out.

- **Abstract-Random:** You probably learn best by interacting and sharing with others, and by using fantasy and imagination.

- **Abstract-Sequential:** You probably learn best through intellectual activity, and when you can get lost in your thoughts.

- **Concrete-Random:** You probably learn best when you can test and challenge convention and when you can be different from others.

- **Concrete-Sequential:** You probably learn best when things are predictable, and when you can work things out “step by step.”
• **Sensing:** You probably learn best when you are receiving information through the senses, and when you are on “solid ground.”

• **Intuition:** You probably learn best when you can envision possibilities, and when ideas come to you spontaneously.

• **Visual:** You probably learn best when you can see or visualize something.

• **Auditory:** You probably learn best when you can hear something.

• **Kinesthetic:** You probably learn best when you can be physically or emotionally active.

Everyone wants to feel competent, confident and connected. By understanding how others view their world, and responding accordingly, we can help increase these “three Cs” immeasurably.

**How to Use Picture Framing**
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

The following is only one technique for using Pictures to teach. The possibilities are endless.

Example: You are teaching a course on finding a job and you want students to remember 10 essential elements to making a good first impression. Using a “Picture frame” students make rapid Drawings in each box of the 10 elements they need to remember.

Picture framing can be either a group activity or individual activity. Students review each frame by sharing what the picture represents with either a partner or small group. The whole

<table>
<thead>
<tr>
<th>Draw a picture of someone visualizing success</th>
<th>Draw a picture of a phone call to confirm an appointment</th>
<th>Draw a picture of showering &amp; deodorant</th>
<th>Draw someone putting on proper attire for an interview</th>
<th>Draw a picture of a smiling face</th>
</tr>
</thead>
<tbody>
<tr>
<td>Picture of a strong handshake</td>
<td>Picture of good eye contact</td>
<td>Picture of confident responses and questioning</td>
<td>Picture of feeling positive about the interview</td>
<td>Draw a picture of arriving on time</td>
</tr>
</tbody>
</table>
series of pictures are then briefly shared to solidify the learning sequence. Talking about the pictures demonstrates whether the learning has occurred.

Do not use words or numbers in the pictures. Remember, “a picture speaks a thousand words.” It’s true, so don’t include any written words.

Emphasize with students that artistic talent counts for NOTHING in this exercise. Remarkably, the brain seems to remember a BAD picture better than a good one! Have fun! Laughter improves learning too.

Generally a limit of 20 Pictures is recommended.

(Walt Disney was probably the first to use this technique, drawing “story boards” to represent the story line of his animated cartoons.)

Cycling Learning
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

David Hunt, using Kolb’s learning styles framework, suggests that to maximize our learning facilitators need to employ techniques to cycle through all four ways of learning.

First: activities to experience the learning,
Second: reflect on the learning,
Third: analyze the learning,
Fourth: using the learning.

While learners will recognize that some modes in the cycle are easier than others, using all the cycles maximizes learning benefits. Although we have our preferred style of learning, that we return to and which decreases our learning stress levels, it’s beneficial to experience all the styles. Strengthening our weaker styles expands our learning potential.

Developing Leadership Abilities Through Random Selection:
Leaders, are they born or developed? Probably both. But what generally happens in educational and working environments is that the more vocal participants, the more extroverted, more frequently are asked to assume leadership roles. Quieter, less vocal types are often overlooked, as if to assume they are incapable of leading.

Random selection of persons to assume leadership roles allows everyone the opportunity to experience leadership responsibilities and to develop the skills to become leaders. Do not allow stronger participants to “take over” or step into the role.

Frequently change leadership roles within groups using random methods of selection. Examples:

Assign new leaders using criteria such as: oldest, youngest, born outside the US, born furthest from the school, wears red socks, blue shoes, black pants, has painted toe nails, or draw names from a hat. Whatever selection process, insure it is truly random.

Random grouping and selections take the element of “teacher’s pet” out of the learning environment and opens up the opportunity to move into leadership roles for everyone. While being a leader may not be comfortable for some of us, without experiencing the role, we’ll never know what we could have done.
Exploring How You Like To Learn
Adapted from: Jim Teeters, Adults Teaching Adults.

Instructions: A learning cycle includes receiving, exploring and integrating, and demonstrating competence in knowledge, skills or understanding in a particular subject area. Place a checkmark in front of your top five (5) choices in each category.

How do you like to receive knowledge, skill understanding?
Stories, anecdotes, illustrations
Charts, graphs
Lecture
Short takes, “lecturettes”
Questions and answer sessions
Read
Films, videos
Logical sequencing
Bits and pieces
Surprise and humor
‘Lots or repetition’
Demonstrations
Case studies
Simulations and games
Personal coaching/mentoring
Peer learning
Computer programs
Home study
Classroom
Self-directed learning
Overhead, flip charts

How do you like to explore and integrate knowledge, skill or understanding?
Small group discussion
Large group discussion
Write a report
Do a research project
Small group assignments
Problem solving, puzzles and challenges
Art work, drawing, sculpting, etc.
Dialogue with one other person
Simulations and games
Demonstrations
Debates
Role-playing
Guided imagery
Journaling
Meditating, pondering
Output: How do you like to demonstrate your new learning?
Take a written test
Essay test
True/false, multiple choice test
Photo essay
Put on a live demonstration
Group project
Do a statistical chart
Keep a journal
Give a talk
Set up an experiment
Teach it to someone else
Engage in a debate or discussion
Produce a video
Dramatic presentation or skit
Present a small group report
Do a mind map
Role-play

Reflection: Reflect on your responses and write a brief summary of how you like to learn.

Learning Style Descriptors
Adapted from: David A. Kolb’s Learning Style Profile

Accommodator (Dynamic Learner):
• Gets involved
• Good at taking risks
• Trial and error
• Uses others for ideas
• Leadership
• Self-discovery
• Variety, flexibility
• Intuitive
• Asks—“what can this become?”

Diverger (Innovative Learner):
• Imaginative
• Open-ended
• Sees things from many angles
• Good at generating ideas
• Likes identifying problems
• Creative
• Emotional
• Social
• Cultural interest
• Asks, “Why? Why not?”
Converger (Common Sense Learner):
- Experiments
- Application
- Uses facts to build ideas
- Good at making decisions
- Likes a single, correct answer
- Problem solver
- Likes working with things
- Practical
- Asks, “How does it work?”

Assimilator (Analytic Learner)
- Theories
- Collect information
- Looks for explanations
- Industrious and thorough
- Likes to know what experts think
- Observer
- Likes working with data
- Likes traditional classrooms
- Asks,” What is it?”

Components of Types
Submitted by: Cal Crow, Center for Learning Connections, Highline Community College
Adapted from: Myers-Briggs Type Inventory and variations on the MBTI

HOW DO YOU GET ENERGY? HOW DO YOU OPERATE IN THE WORLD?
Extraversion:
You probably-
- are energized by people and things.
- prefer being “out in the world” to being alone.
- would rather take than write.

Introversion:
You probably-
- are energized by your inner world.
- prefer having your own space to being “out in the world”.
- would rather think and reflect before talking.
- prefer to work quietly, without interruption
- prefer short stays at parties or other social gatherings.

HOW DO YOU COME TO KNOW ABOUT THINGS?
Sensing:
You probably-
- prefer to work with givens in the “real world.”
- operate in the present.
- enjoy using your senses to get information.
• think of yourself as realistic, practical, and down-to-earth.
• are good with facts, policies, procedures, and detail.

Intuition:
You probably-
• look for patterns, meanings and possibilities.
• enjoy thinking about what the future holds.
• enjoy using your imagination to get information.
• think of yourself as creative, with an eye on the “big picture.”
• can operate from hunches and other unexplainable ways of knowing.

HOW DO YOU MAKE DECISIONS?
Thinking:
You probably-
• look for cause and effect relationships.
• examine logical consequences.
• look for some objective standards
• like things to make sense.
• are good at weighing the evidence.

Feeling:
You probably-
• focus on person-centered values.
• look at the importance of the choice on yourself and others.
• look for a harmonious result.
• like people to feel valued.
• are tactful.

HOW IMPORTANT ARE ORDER AND CLOSURE?
Judging:
You probably-
• prefer that event be well-planned.
• Are goal-oriented.
• Enjoy situations that are organized and scheduled.
• Like knowing that things are settled or completed.
• Use calendars and check-lists (either mental or actual.)

Perceiving:
You probably-
• are comfortable “winging it”
• are flexible and open to experience.
• enjoy situations that allow for spontaneity.
• like to keep your options open.
• can have many things going at once, and not worry about closure.
Personality Styles Inventory; Behavioral Characteristics

**Rating Form**

DIRECTIONS: Circle the ONE number that most closely indicates what you believe you behavior will be like while a member of your bargaining team.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dominant</td>
<td>Easy-going</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Appears confident</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Passive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Responsive</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Easy-going</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Takes charge</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Formal</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. Disciplined</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Communicates Readily</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Accepting</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Appears unorganized</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Initiates social contact</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Asks questions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Overbearing</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Reserved</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>15. Appears active</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. Relaxed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Withholds feeling</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>18. Relationship oriented</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>19. Pushy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>20. Discriminating</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>21. Introvert</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22. Warm Subtle</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23. Subtle</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24. Distant</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25. States information</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26. Quiet</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Behavior Characteristics

**Score Sheet**

To locate yourself on the A (Dominant) and B (Easy-going) Scale: Place the rating from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below:

1.  
5.  
8.  
13.  
15.  
19.  
21.  
25.  

2.  
4.  
9.  
12.  
16.  
23.  
26.  

SUM #1____________       SUM #2 _____________

(SUM #1) + 35 -(SUM#2)=______________ divided by 16 = _______________

To locate yourself on the C (Formal) and D (Informal) Scale: Place the rating from the Behavioral Characteristics Rating Form on the lines following the corresponding question numbers below:

6.  
7.  
14.  
17.  
20.  
24.  

3.  
10.  
18.  
22.  

(SUM #1) + 20-(SUM#2) = _____________ divided by 10 = _____________
Behavioral Matrix

A. Dominant Mode
   Takes charge: directive; aggressive; strong opinions

B. Easy-going Mode
   Responsive; supportive; non-assertive; moderate opinions

C. Formal Mode
   Structured; reserved; cautious; proper; more attention to reason

D. Informal Mode
   Flexible, expressive; impulsive; casual; more attention to feelings

Expressive Behavioral Style

Supportive Behavioral Style

Driving Behavioral Style

Analyzing Behavioral Style
Behavioral Styles Worksheet

1. Read the three pages of information provided regarding your style. Underline all words or phrases that resonate with you about yourself. If the statements do not seem like you at all, tell your trainer. After completing the first task, begin a conversation within your group. Remember to pick a recorder and a reporter. Answer the following question.

   • List at least three strengths that you recognize about yourself that enable you to be an important part of a team.
   • List at least three liabilities that you recognize about yourself that can hinder you to being an important part of the team.

2. Based on what you have heard, read and know of styles, list at least two character traits that you recognize as important and valuable contributions to a team effort from other styles. Also, list at least one behavior each of the other styles can work on which make your participation in the team less stressful. Do not do your own.

   Expressive
   Supportive
   Analytic
   Driver

3. Based on what you know of yourself, what is at least one character trait you are going to work on to help other team members participation less stressful.

   Expressive
   Supportive
   Analytic
   Driver
Expressive Style

People who have been described by those who know them as coming across with an Expressive Style tend to get involved with people in active, rapidly moving situations. They generally like exciting activities of an inspirational nature. Not given to detailed analysis, they can make easy generalizations without sufficient pause to gather information. They are usually stimulating people to be with, lively and personable. Socially outgoing and friendly, they tend to be fun-loving and informal people who enjoy being with other people. Others experience them to act impulsively. Because of a somewhat dramatic nature, they may think out loud with others in a way convincing to them but temporary with themselves. Their vigor and excitement may come across to others as egotism.

In a job setting people with an Expressive Style of behavior will generally be eager to please others, especially those who respond to their outgoing ways. They attach themselves to people they admire, and want recognition from them. They tend to be imaginative, and respond to incentives, wanting to be measured by their personal contributions. They tend to get personally involved with others, and sometimes will settle for less than the best in order to get on to something else, because they frequently like to move rapidly from task to task. Although they may not always like it they work best in a setting which provides some structure where they can be helped in the planning and follow-through which is unnatural to them.

Relationships with other people will usually be marked by certain characteristics. They may be seen as trying to sell themselves to others, to persuade them to their own point of view. Even though they are viewed as socially outgoing and forceful, they may be perceived by others as manipulative and even using people. They are aware of and concerned with the feelings of others rather than only their ideas, and they try to include others in their plans and activities. They tend to be open with their feelings and try to be helpful in interpersonal situations. They may try to achieve status and prestige by attaching themselves to people whom they believe have those qualities.

Persons with the Expressive Style usually lack concern for details, and may move too rapidly forward before completing a task. They may jump to conclusions too rapidly. A more organized approach could make their enthusiasm more effective, because they may appear careless in their approach. Changeable decisions will have a disrupting effect on those around them. They can be highly competitive, to the point where, if they are thwarted in their efforts, they can chew out other people rather dramatically. They need to learn to work with and through others.

Strengths and Weaknesses of the Expressive Style

Persons displaying predominantly Expressive behavior have a number of positive traits that can make them a pleasure to work with. They tend to move very quickly, and to do it with fun and joie de vivre. They inject humor and excitement into situations, and can be very stimulating and persuasive. Expressive people need few precise instructions, because they can make decisions without such structure. At the same time, they can think in terms of what will please others: they can figure out techniques that are people oriented: and they can recognize social situations that need to be enlivened with a few sparks of drama or humor.

Of course, Expressives can cause problems for people if they joke, laugh, and brush off
situations that are not taken lightly by others. When Expressives try to stimulate and excite for
the sake of getting approval in a business situation, without having the facts at hand to justify
their actions, they can cause tensions for others. In addition, their sensitivity about their
relationships with others, while an advantage in some cases, can become a problem if they
become so thin-skinned that they must be handled with kid gloves. And their need to be
constantly doing exciting things may result in what other people see as careless and impul-
sive behavior.

For example, a person with a supportive style might become envious of dramatic, stimulating
Expressives, or, worse still, might think their friendliness is false, because although Express-
ive people develop relationships rapidly, they don’t pause long enough to develop them in
depth.

People with a Driving style may find Expressive behavior particularly difficult to accept,
because while Expressives are competitive like the Driver, they are more interested in ap-
proval than in achievement. Their tendencies to have fun and have people respond warmly to
them — behaviors that are part of the Expressive style — may not have the structure, direc-
tion, and the stated objectives that the person with a Driving style typically wants.

Individuals with Analytical behavior are least like the Expressive, and therefore they may have
more trouble accepting Expressive people as comfortable to work with, or may find it hard to
deal with them at all. An Analytical man or woman’s discomfort with an Expressive can be
expressed by statements such as: “Can’t you be serious?” or, “You really don’t have enough
facts to say that”.

Supportive Style

Persons who have been described by those who know them as coming across with a
Supportive Style tend to be perceived by others as casual and likeable people who try to
minimize interpersonal conflict. Though they are responsive to people, they generally let
others take the initiative in social situations. They find it difficult to turn down a request
because they want to be helpful, even if they must subordinate their interests to the interests
of others. Their understanding and friendly approach to people make them nonthreatening
and easy to be with. Not usually highly competitive people, they don’t impose themselves on
others to try to convince others of their points of view. They tend to be more concerned with
the feelings of others and their relationships with them than they are about logic. Unpreten-
tious, they tend to be permissive with others.

In a job setting, persons with a Supportive Style of behavior will generally be cooperative and
willing to be of service to others. They will tend to work through the structure in order to
prevent interpersonal misunderstandings and, therefore, will accept supervision readily. They
try to please others by doing what is expected of them. They like reassurance that they are
doing well, and respond to the personal attention they get from superiors. Because they don’t
like to hurt others or be disliked by them, they may sometimes withhold unpleasant informa-
tion. They frequently welcome direction from others to overcome their natural desire to continue to work with what is familiar to them. If they believe that their ideas can benefit others, they will put them forth in a nonterrorizing manner.

Relationships with other people will usually be marked by certain characteristics. They will probably be seen as those who seek close, warm and lasting relationships. They are good listeners who will take time with people and help them relax and be at ease. They extend themselves to others and are accepting of different styles of people, partly because they may need to be liked by them. Responsive to praise, they may be too eager to please, pretending to consent to and agree with people even though they disagree and don’t intend to ultimately consent. They usually are sensitive to others’ feelings and try to keep from hurting them.

Persons with the Supportive Style tend to lack interest in planning and goal-setting, and may need structuring and specific descriptions of the activity expected of them. They expend effort to be liked, but they will be more effective as they apply their relationship skills to the job to be done. There are probably times when more open and honest feedback to others would benefit them and other people. They may need to learn to stand up for their ideas, although their likeable style will undoubtedly be a benefit to them.

**Strengths and Weaknesses of the Supportive Style**

People with this behavior tend to be very supportive; they are usually polite and do not interrupt or push their own interests ahead of others’. They are good listeners and are sensitive to others’ feelings. Because of this, they can be very helpful in monitoring morale problems, even before such problems become significant.

Given their typical approach, people with supportive styles tend to make sure that relationships are firmly established and that a positive attitude exists, before they move into a task. They are typically strong, loyal team players. And while they can be very energetic, they also lend an air of relaxation to the groups they work in, fostering a leisurely work place.

Another characteristic of the Supporter is the fact that they work very hard not to let people down and are willing to go only an extra mile to respond to the needs of others. They’ll not only help others with a task, but also will give them personal attention — a willing ear or a shoulder to cry on.

On the less positive side, supporters tend to be slow to act, sometimes to the detriment of finishing a task before a deadline. They may stop to consider feelings unnecessarily. And their reluctance to move forward independently may irritate people who want faster, more definitive action. Thus, supporters can sometimes create tension for others because of their personal insistence on doing things in a slow-paced, warm and friendly, responsible but unaggressive way.

People with other styles react in fairly typical ways to the supporter. For example, an Expressive person may see the supportive man or woman as pleasant, but too easygoing and slow-moving. This can make the Expressive impatient with the Supportive.

People with a Driving style see much the same thing, but in addition, they may become so impatient with Supporters that they begin to feel that they cannot expect timely action and tough, initiating behavior from them. Consequently, Drivers may either place strict demands
on Supporters or simply take over the job from them completely.

Individuals displaying Analytical behavior can also have trouble in their relationships with Supportives because Analyticals require attention to facts and details, and they don’t get much of this from Supportives. Thus, Analyticals often find themselves taken by surprise over the concern for everyone’s feelings ultimately expressed by Supporters. Analyticals not only wonder why the supportive person allows relationships and feelings about others to influence objectivity, but also why the Supporter expects others to deal with these subjective feelings.

Driving Style

Persons who have been described by those who know them as coming across with a Driving Style tend to be active, independent and ambitious, giving an appearance of self-confidence. They tend to take the initiative with other individuals and in groups, and enjoy running things, which they may do with a take-charge attitude. They generally are strong-willed and forceful, and are willing to confront others about their ideas and attitudes. They usually make decisions easily and sometimes rapidly, having about them a sense of urgency. Because it may be difficult for them to show much feeling, they appear to others to be business-like and concerned with efficiency. They may resent other people having power over them; they want to run their own lives.

In a job setting, people with this Driving Style of behavior will generally respond to a fast-moving challenge, and will tend to get bored if they find the pace is too slow. They are task-oriented, and may sometimes offend others with their eagerness to get the job done. They want to know what’s going on around them, to be in the know, and to help direct the course of the work group. Not having the situation under control raises their tensions. They tend to set their objectives and then work toward them without delay. Because they direct their energy toward task results, others will tend to accept their authority and leadership.

Relationships with other people will usually be marked by certain characteristics. They will be looked to by other people for results, but probably not for encouragement, inspiration or support. They can be demanding at times, and may work to meet their own objectives without realizing that their behavior might be irritating to others. They will be seen as competent and determined, but at times they may push too hard and be critical of others for not responding. They are likely to get the job done before taking time to work on interpersonal relationships.

People with a Driving Style tend to lack patience, and may not find it rewarding to work with the same problems over a long period of time. They may need to strengthen their ability to listen to others and recognize the importance of feelings and attitudes as well as logic. Their need for personal success may limit their ability to cooperate with others to accomplish organizational objectives. They will be more effective if they remember that they tend to come on strong with others so that their behavior can be overwhelming.
Strengths and Weaknesses of the Driving Style

People seen as having primarily Driving behavior are fast-paced, fairly businesslike, and goal-oriented individuals. They are willing to take the responsibility for moving ahead and making decisions. They will make the open statement and take the definitive stand. Drivers have the ability to deal with tough interactions without becoming upset by criticism or personal rejection. They get the facts and move on, without appearing to worry about whether or not they are liked. Thus, if we work with Drivers, we can utilize their ability to present a position in a confident and forceful way — whether or not all the evidence for their stands actually exists.

Of course, Drivers can also be seen as somewhat rough and tough — very impatient and less likely to seek, hear, or respond to information from others. Drivers frequently accept data from coworkers in an off-hand way, without giving credit to the source, incorporating the information in their ongoing activity as though the facts were their own.

Both Expressives and Supportives see Drivers as lacking human qualities and being businesslike to the exclusion of the good relationships that people with Expressive or Supportive styles feel are important. Thus, unless the Driver's leadership abilities are needed, Expressive or Supportive persons tend to minimize contact with the Driver.

The Analytical person's trouble with Drivers occurs because Drivers don't need as much data and logic as the Analytical does. Because of this, the Analytical sees Drivers as people who are willing to exercise quick options and confidently make decisions on the basis of data that seem insufficient. If the Analytical had no more data than these individuals, he or she would be unwilling to state a position, and because of this, the Analytical sometimes assumes that Drivers are truly sure of themselves. The Analytical can then be disillusioned to find out that a Driver's opinion may not be based on information as complete as the Analytical had supposed.

Analyzing Style

People who have been described by those who know them as coming across with an Analyzing Style tend to take a problem-solving approach to situations and are oriented more toward ideas and concepts than toward feelings. They prefer study and analysis to immediate action and give off a thoughtful, perhaps even hesitant impression. They tend to be a steadying influence in a group setting with their restrained and unassuming way. Deliberate and unaggressive, they usually wait for others to come to them rather than offering their opinions. They typically want to collect a great many facts and opinions before making a decision. The consulting role with other people seems to suit their serious and precise manner. Others can perceive them at times as academic and taking themselves very seriously.

In a job setting people with an Analyzing Style of behavior will generally take an orderly, systematic approach. Detailed and thorough persons, they usually like things to be rational and well-organized. They are likely to pause until they are sure the task is clear, then work at it with persistence, conscientiousness and industriousness. Well established rules and procedures will create an environment in which their methodical efforts will be most effective. They may become tense when surrounded by confusion or ambiguity and perhaps even
become immobilized. Because they are not likely to thrive on hard competition, they would more naturally move to an advisory role. Their steady and quiet manner will probably cause others to look to them for advice.

Relationships with other people will usually be marked by certain characteristics. They are probably seen as hesitant in relationships with other people, not easily risking or giving trust. Though they tend not to initiate relationships, others will seek them out because they are good listeners, quiet and non-threatening to others. They tend not to seek personal recognition, but instead use their ability as problem-solvers to establish and build relationships. They will usually wait until they are very sure of their ground before they offer their opinions. Though they appear unemotional, they can be tough and arbitrary when their tensions are high. But they would probably prefer to avoid interpersonal confrontation and conflict.

People with the Analyzing Style tend to lack the ability to be casual in interpersonal situations and therefore may sometimes be perceived as aloof or even stuffy. They can procrastinate and get too involved with analysis, still seeking more data when it may be time for action. They sometimes may need to look more at the forest and less at the trees by establishing overall priorities and not get distracted by details. They could probably be more effective if they learn to be less critical, loosen up and enjoy situations more.

Strengths and Weaknesses of the Analytic Style

When we work with individuals showing Analytical behavior, we can appreciate their fact-oriented, data-gathering approach to problems and their tendency to move cautiously and not create problems and precipitous action. Their objectivity, willingness to listen, and cool, collected response to troublesome situations are aspects of their behavior that others can use when working with them. Of course, this is not to say that Analytical people won’t be upset when they make a mistake, or that they won’t ever be assertive about something they are quite sure about.

On the flip side of the coin, the tentative behavior of Analyticals can use problems for others who seek suggestions or conclusions from them. Analyticals do not respond to emotional appeals nor can they stimulated to move quickly. Instead they prefer holding to their own data-gathering pace. Others may think Analyticals express ideas in a negative fashion, when in fact, they are only unwilling to be positive until they have examined all sides of a question.

When working with Analyticals, individuals with Driving behavior can become impatient with their lack of decisiveness and unwillingness to take risks. Drivers may feel compelled to hurry Analytics along, seeing their preferences for gathering more data as unnecessary. Expressives also question Analytics’ dependence on facts. In addition, Expressives tend to be put off by Analyticals’ critical, “stuffy” behavior, their impersonal approach to relationships, and their lack of enthusiasm for dramatic ideas.

Persons with Supportive behavior may admire Analyticals cooperative, organized approach to tasks, but will often be critical of their lack of warmth and close relationships. Analyticals’ reliance on facts and figures, to the seeming exclusion of humans, can also cause tension for Supporters.
Left Brain / Right Brain Hemispheres Drawing
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

Using a simple drawing of the brain ask student facilitators to include the processes that are relevant to each of the two hemispheres.

For example:
Let's start with the colorful Right Brain. Go ahead! Put some color into that Right hemisphere. Color is a function of the right hemisphere. The left hemisphere sees things only in Black and White.

Dr. Roger Sperry, the Nobel Prize Laureate for Physiology & Medicine in 1981, brought to our attention the different functions of the two hemispheres of the brain. While this has been over-popularized into labeling people “left-brained” or “right-brained,” the two hemispheres do not function in totally black and white terms. Rather, the hemispheres constantly work together in complementary ways. Yet, there is evidence to the fact we develop both physical and mental habits that show a preference for one or the other hemisphere.

The left hemisphere of the brain is considered the logical side. On this side you can use a nice black pen to write about its function. It’s the ordered, rational side, that side likes things in Black and White. The left is where words are located, mathematics, numbers, and of course rational thought processes. It's sequential, analytical, directed, deductive, and SLOW. The left hemisphere is the “critical judge.” It is that voice you’re hearing that says, “Be careful,” or “This is ugly,” or “I can’t Draw,” as you complete this diagram. Don’t listen! Sometimes it's necessary to shut off the left brain, so we can get into creative thinking. Later the left hemisphere can return to help move through necessary analyzing and sequential learning processes.

Simple Brain Gym Activities
Submitted by Janet Wren, Fires for Learning, Seattle, Washington
Adapted from Paul Dennison’s work in Educational Kinesiology

1. The body is 70% water and the brain operates best when it is well hydrated. Suggest that students drink a lot of water (not carbonated beverages as the carbonation actually uses up oxygen). Be an example, drink water during class.

2. Movement is a key element in oxygenating the brain and improving our thinking. Simply getting off the chair is helpful to thinking. Incorporate activities that require movement.

3. Deep breathing takes oxygen to the brain and improves our ability to think. Stop and breath periodically reminding students that 5 simple deep breaths will help relax, relieve stress and foster better thinking.

4. Cross body crawl. Swinging the arms in large circles, crossing over the midline of the body is an exercise that stimulates moving information across the corpus colossum, the midbrain which connects right and left hemispheres of the brain. It also releases neck and shoulder tension.
Model Lesson Plan Incorporating the Four Learning Styles
Submitted by Janet Wren, Fires for Learning, Seattle, Washington

When planning for any instruction including the four learning styles guarantees that everyone will grasp the information you teach. Using any lesson plan format, include a notation of VAKI (Visual, Auditory, Kinesthetic, Intellectual) to remind yourself to design activities using all four learning styles. Encourage individuals to share their learning preferences to provide opportunities for the group to experience different approaches to learning.

Using the example of teaching job readiness skills using all four learning styles:

Activities for Visual Learners:
• Use the “Picture frame” technique to Draw the 10 most important steps to making a good first impression
• View a video on job preparedness
• Visualize each of the steps to getting a job.

Activities for Auditory Learners:
• Invite former students who are now working at the job to tell their story
• Rehearse using a tape recorder what they will say when they interview.
• Tell someone within your small group how you would step by step prepare for the interview.

Activities for Kinesthetic Learners:
• Do a role-play activity preparing for and going to a job interview.
• Physically step through each “step” to getting a job
• Ask Kinesthetic learners to write how they would feel at each point in the process of job readiness

Activities for Intellectual Learners:
• Have Intellectual Learners write the sequential steps to getting a job.
• Write in Reflections Journal what the job experience would look like.
• Look up on the internet what others have done to find a job.

Emotional Intelligence Integral to Success
By Charlie Breeding, Director of Strategic Services/Carolinas for Interim Career Consulting, Greensboro South Carolina.

Recall the opening scene in the blockbuster movie, “Forrest Gump” — a feather floating in the wind, up and down and all around with no control or sense of direction whatsoever. I would argue that many business people feel that awful feeling of being powerless, being blown around by the latest change of which they have no power, influence or sense of control. Helpless. It is not a good feeling.

Later in the movie, as Forrest’s son is about to leave for his first day of school, he asks his father a thought-provoking question: “Is life like a feather (I’m powerless over many
events which affect me) or do I have destiny (I can set goals, and purposefully move toward them)?” Forrest’s answer: “I guess it’s just a little bit of both, son.” Isn’t it?

Stuff Happens, says the cleaned-up version of the famous bumper sticker. Yet, 10 percent of success is what happens to you — 90 percent of success is what you do with what happens to you. In other words, do you respond or react? Do you quit, or get up and try again? Are you a golf club thrower, or do you recoup quickly? Do you let your feelings of resentment or anger get the best of you, or are you as cool as a cucumber in a crisis? Do you say things that you later regret? Or, when attacked, do you respond with calmly spoken, kind words and perhaps make the other person regret their attack?

IQ or EQ?
Emotional Intelligence, sometimes abbreviated EI or EQ, in a takeoff of IQ, has become a hot management leadership consulting area in the last two years. Emotional skills have replaced experience and IQ or intelligence as the most important markers of personal success. EI is rooted in the belief that success is only partly explained by IQ, or one’s intellect. More important is how one behaves in response to events, and how well they interact with people.

Credit for popularizing EI concepts generally goes to Daniel Goldman, chief executive of Emotional Intelligence Services in Massachusetts and a former Harvard educator. Goldman reached the bestseller list in 1995 with “Emotional Intelligence.” The foundation of EI, says Goldman, is that “we are being judged by a different yardstick — not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other.” And I would argue that the tests are how well we handle ourselves in a crisis, in conflict, in disagreement and in dealing with problems. These situations are the tests of EI and leadership, not when things are going our way.

Kinder and gentler
Goldman describes the results of a U.S. Navy study of its best commanding officers: “…the greatest difference between average and superior leaders was in their emotional style. The more effective leaders were more positive and outgoing, more emotionally express and dramatic, warmer and more sociable (including smiling more), friendlier and more democratic, more cooperative, more likable and ‘fun to be with,’ more appreciative and trustful, and even gentler than those who were merely average.”

I guess that Dale Carnegie had much of it right over 60 years ago. Improving EI is all about improving our relationships with others. Unlike IQ, however, emotional intelligence is a learned competence. Corporations, which spend small fortunes identifying, nurturing and training their future leaders, have begun to zero in on emotional intelligence as a key component of management success.

So what else comprises EI? Goldman’s research shows that emotional intelligence — which includes such things as self-awareness, motivation, empathy/sensitivity, listening, self-regulation, accepting responsibility and accountability, and adeptness in relationships — may be up to 25 times as potent as IQ in determining workplace success.

An example
John is a rising executive, who at 42 years old has punched his ticket all the way to executive vice president at a utility. He’s extremely bright, having graduated from one of the best graduate schools for MBAs, and is a well above-average presenter and public speaker.
Recently, he was provided data about how his peers, subordinates and colleagues viewed him from an assessment instrument called “360 Feedback.” The results: John is seen as not a good listener; he takes delegated or empowered authority back in meetings when things aren’t going his way; he is seen as somewhat unapproachable because of his quick temper and growing reputation for shooting messengers; he is viewed as having problems giving feedback other than criticism, of which he excels.

John’s first reaction to the feedback data is disbelief, followed by the same stages as facing pending, imminent death: Denial, blaming, anger and more. Yet, as the expert coaching intervention proceeds over time, he comes to give some credit of how he is perceived by others. “Perception is reality,” he grudgingly admits. Because of John’s eventual acceptance of this information, he has won 25 percent of the battle: Awareness. He also has the desire to improve, the next 25 percent of the eventual victory. Many business leaders aren’t even aware of the impact that their style has on the respect, trust, commitment level and motivation of their direct reports.

What to do
One of the most critically important ways to begin to strengthen your emotional intelligence is to learn to accept full and complete responsibility — offering no excuses. This trait is not age-dependent or experience-driven, unfortunately. No passing the buck. Full accountability, regardless of “extenuating circumstances,” is a must. Perhaps this is one reason that managers command the salaries that they do — they are responsible for what their team does, or fails to do, period.

Make a year 2000 resolution to work on your emotional intelligence. Leadership development, executive coaching and even some classroom training (beyond the one-day seminar wonder) can and will have an effect on the critical interpersonal skills so important to emotional intelligence. If you are on the “fast track” and want to stay there, success requires a solid emotional intelligence.

Howard Gardner’s Eight Intelligences
The above information is from “Multiple Intelligences in the Classroom,” by Thomas Armstrong. This 1994 publication is from the Association for Supervision and Curriculum Development, Alexandria, Virginia.

According to Gardner, all people possess at least eight distinct sets of capabilities—or intelligences which work in concert, rather than in isolation.

1. **Linguistic:** The capacity to use words effectively, either orally or in writing. It includes things such as the structure of language, the sounds of language, the meanings of language, and the practical uses of language. This type of intelligence is highly developed in story tellers, orators, politicians, poets, playwrights, editors and journalists.

2. **Logical-Mathematical:** The capacity to use numbers effectively and to reason well. It includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), and other related abstractions. This type of intelligence is highly developed in mathematicians, accountants, statisticians, scientists, computer programmers and logicians.
3. **Musical**: The capacity to perceive, discriminate, transform, and express musical forms. Included here are sensitivity to rhythm, to pitch or melody, and to timbre or tone color. This type of intelligence is highly developed in musical performers, composers, aficionados, and critics.

4. **Spatial**: The ability to perceive the visual-spatial world accurately and to perform transformations upon one's perceptions. It involves sensitivity to color, line, shape, form, space, and the relationships between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix. This intelligence is highly developed in hunters, scouts, guides, interior designers, architects, artists, and inventors.

5. **Interpersonal**: The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This intelligence can include sensitivity to facial expressions, voice, and gestures, as well as the ability to respond effectively to such cues—to influence other people, for example. Effective counselors, salespeople, teachers and politicians have developed this intelligence.

6. **Intrapersonal**: The ability to act adaptively on the basis of self-knowledge. This intelligence includes having an accurate picture of one's strengths and limitations, awareness of one's moods and motivations, an understanding of one's temperaments and desires; and the capacity for self-discipline, self-understanding, and self-esteem. This intelligence is highly developed in individuals who are described as “having their act together.”

7. **Bodily-Kinesthetic**: The ability to use one's whole body to express ideas and feelings, and facility in using one's hands to produce or transform things. It includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as tactile capacities. This intelligence is highly developed in actors, mimes, athletes, dancers, craftspersons, sculptors, mechanics, massage therapists, and surgeons.

8. **Naturalist**: The ability to see connections and patterns within the natural world—particularly the plant and animal kingdoms—and to group and classify items accordingly. Individuals with strengths in this intelligence have an overall sensitivity to the natural world, consistently comment on “what's in the air,” and always seem to be aware of their surroundings. This intelligence is highly developed in plant and animal scientists, farmers, geologists, meteorologists, and trackers.