

## Sebastian Kamilli

### Your Learner Type Score

Your most preferred quadrant is **2**.

Your least preferred quadrant is **1**.

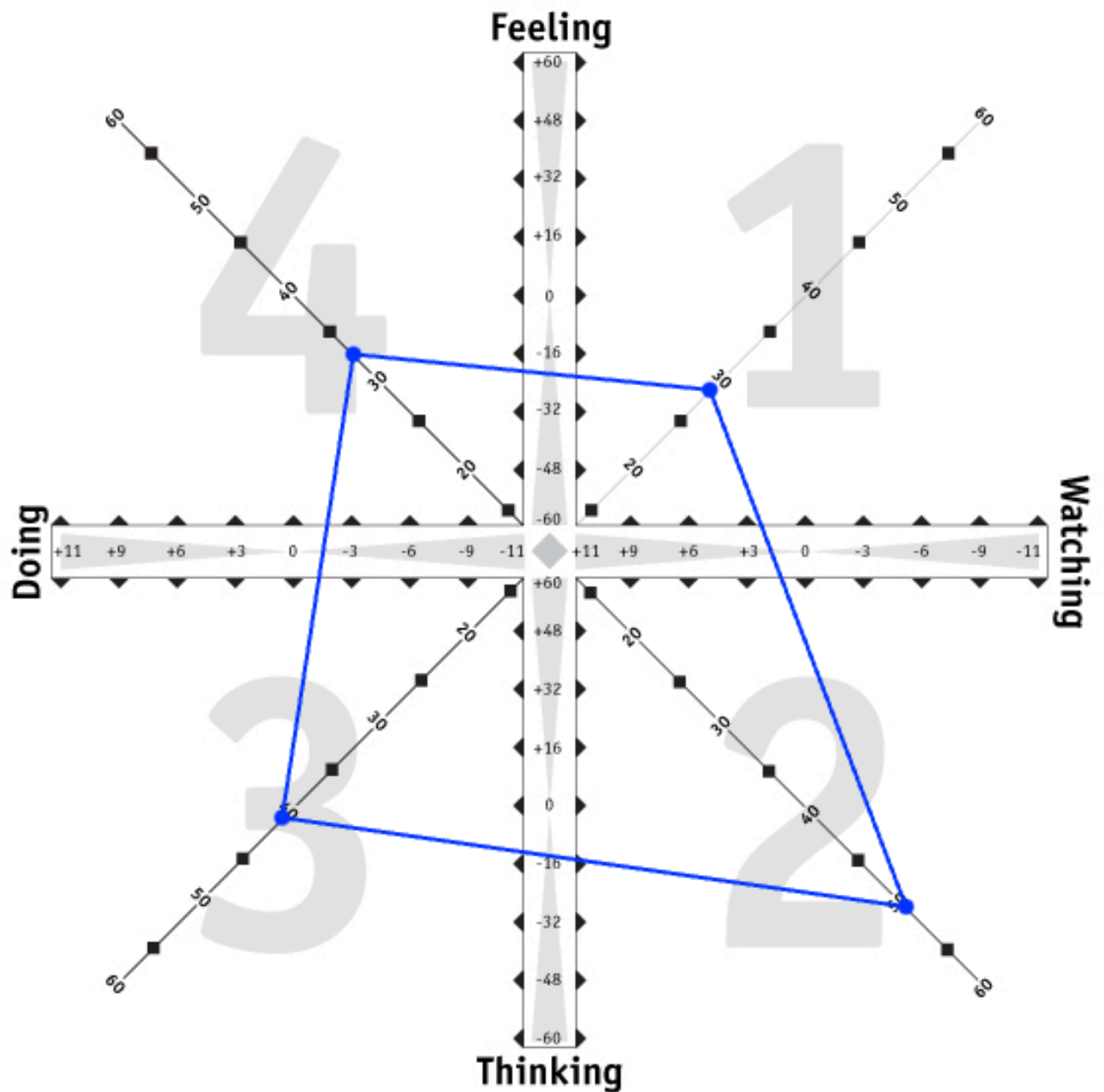
Your watching/doing score is **-3** You are on the **reflective** end of this continuum.

Style 1: 28

Style 2: 50

Style 3: 40

Style 4: 32



## Analytic – Style 2



You have a strong preference for critiquing information and collecting objective data which support your ideas. These behaviors, identified in the 4MAT System as Type Two strategies, mean that above all else, you have a strong preference for critiquing information and collecting objective data which support your ideas. These behaviors, identified in the 4MAT System as Type Two strategies, mean that above all else, you learn best by assimilating abstract facts into coherent theories. Type Two learners pride themselves on their ability to systematically form judgments based on verifiable data. You are, therefore, very comfortable in situations which allow you to use your "tough mindedness" to deduce correct and precise answers. As a Type Two Learner, you are also particularly adept when what is to be learned must be judged for organization and logic. Type Two Learners know immediately when something is important to know. Most Type Two Learners thrive in environments where their intellect is challenged, especially when the learning task requires painstaking follow through and respect for proven ideas. Because Type Two Learners spend endless hours in quiet yet disciplined inquiry, they usually develop self esteem from demonstrating that they know their facts thoroughly and enjoy solving difficult abstract problems.

Those representing learning style 2 tend to perceive information abstractly and process it reflectively. They form theories and concepts by integrating their observations into what is known. They seek continuity and need to know what the experts think. They learn by thinking through ideas. They value sequential thinking. Need details. They critique information and collect data. They are thorough and industrious. They will re-examine the facts if situations perplex them. They enjoy traditional classrooms. Schools are made for them. They are more interested in ideas than people.

### As teacher/trainer:

- Are interested in transmitting knowledge
- Try to be as accurate and knowledgeable as possible
- Believe curricula should further understanding of significant information and should be presented systematically
- Seek knowledge as deepening comprehension
- Encourage outstanding students. I like facts and details and organized sequential thinking
- Are traditional teachers who seek to imbue a love of knowledge
- Believe in the rational use of authority

### As leader:

- Thrive on assimilating disparate facts into coherent theories
- Tackle problems with rationality and logic
- Lead by principles and procedures
- Exercise authority with assertive persuasion and by knowing the facts
- Work to enhance their organization as an embodiment of tradition and prestige
- Need staff who are well organized, write things down with diligence and care, and follow through on agreed decisions

**STRENGTH:** .....Creating concepts and models

**FUNCTION BY:**.....Thinking things through

**GOALS:** .....Intellectual recognition

**FAVORITE QUESTION:** .....WHAT?

### Possible weakness

It should come as no surprise that Type Two Learners are most often distinguished by their patience, reasoned judgment and systematic nature. In this light, the Type Two motto is "according to whom." As with most aspects of human behavior, our gifts, especially if they are extreme, create the natural context for our limitations. For example, Type Two Learners, because they give high priority to ideas, concepts and objective facts, often fail to devote enough attention to the subjective dimension of learning, especially those tasks that are not easily verified. For the same reason, they also have difficulty with open-ended discussions, brainstorming, figural or symbolic language, risk-taking and, most importantly, honoring feelings as a way to know our world. In contrast, other types of learners have different sets of strengths and limitations.

### Stretching exercises

- Try some action before you have a perfect plan
- Take some risks
- Try being open to change
- Go with your instincts
- Try sharing your questions with others
- Be outgoing. Approach people you don't know
- Open your mind to other possibilities
- Dare to experience chaos
- Try to inspire others

### Challenge complacency.



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