Team Learning

Teamwork is the number one global workforce trend across all industries. Teams achieve effectiveness through collectively learning from their experience. The Team Learning Report will guide your team through this team learning process.

Although teams are expected to provide outcomes greater than the sum of individual members' contributions, few people have ever learned how to be a valuable team member or how successful teams work. Effective teams have the capacity to self-manage their work process through knowledge of their members’ capabilities and the project requirements.

The Team Learning Report is designed to give teams and their team members information about one another and their team’s purpose based on the survey they complete. It guides teams through the team learning process and identifies the specific strengths required for each step in that process.

Team members identify their learning strengths and link them to the team learning process. Members gain insight into the actions they can take to make an impact on the team and how they can contribute to team leadership. Members also increase their understanding of the preferences of other team members and how they add value to team learning. Next, members negotiate a shared team purpose by using the team learning process. As they follow the guidance in this report, teams make the process of team learning explicit and continue to build more capacity for learning and effectiveness.

Teams that use this team learning process report less interpersonal conflict and achieve better outcomes, especially in highly complex environments that involve non-routine tasks.

For information about the Team Learning Report, please contact the Institute for Experiential Learning at info@experientiallearninginstitute.org. www.experientiallearninginstitute.org

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Introduction and Overview

Learning is the key to team effectiveness. Virtually every activity that a team undertakes requires new learning from individual team members and the team as a whole. Creating new ideas and approaches, developing plans, making decisions and taking action to implement them are all activities in which learning is central. Team learning follows an ongoing learning cycle of creating, planning, deciding and acting:

The learning styles of team members influence how your team navigates the team learning cycle. Research has identified nine unique learning styles that describe how individuals learn—Experiencing, Imagining, Reflecting, Analyzing, Thinking, Deciding, Acting, Initiating, and Balancing. Each style is particularly suited for mastery of particular activities in the team learning cycle. Experiencing and Imagining, for example, are critical in the creating process. Together, all of the styles contribute to the process of full cycle learning, which encompasses all of the activities in the team learning cycle. Appreciating your team member's learning style differences adds to the team's ability to fully engage the team learning cycle.

Teams achieve effectiveness through the development of “executive consciousness” — a process of collectively learning from their experience together to build a shared, operational understanding of how the team works best. Effective teamwork results when members know each other's capabilities and are able to organize the team's work to bring those capabilities to bear in a flexible and dynamic way.

Members of effective teams create synergy through mutual commitment to one another and the team’s purpose. Effective teams have the capacity to self-manage their work process through a thorough knowledge of their members' capabilities and the project requirements.

How to Use This Report:

The report is organized in two parts, each requiring 30-60 minutes of teamwork to complete. To prepare for the team meeting, team members should read their report in advance. The exercises in the report can be managed by the team members themselves or be facilitated by a team coordinator.

Part One reports the results of the survey of learning styles for each team member and a portrait of how the team as a whole follows the team learning process.

Part Two, Becoming a Purpose-Driven Team, gives your team a chance to work on a real and important task for any team, the creation of a shared team purpose. It gives the team a chance to practice and reflect on the application of the team learning information in Part One.
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Part One: The Survey Results

Team Learning and Learning Styles

• Your personal preferred learning style and its implication for your work on the team.
• The learning styles of the team members positioned around the team learning cycle.
• The adaptability of team members to expand their learning preferences to maximize learning effectiveness.
The Full Cycle Team Learning Process

The figure below shows how key learning style actions can be organized into a systematic decision-making or problem-solving process that follows the Create, Plan, Decide, and Act team learning cycle.

The Team Learning Process is represented in the four-step cycle of Creating-Planning-Deciding-Acting. A team’s work can be viewed as an ongoing learning cycle of these general activities that a team follows repeatedly.

**Creating**: Finding and generating new ideas, imagining new possibilities and alternatives, recognizing patterns.

**Planning**: Imagining scenarios, gathering information and analyzing plans and objectives.

**Deciding**: Analyzing problems and using models and theories to make decisions and define measures of success.

**Acting**: Taking action and risks, overcoming challenges, getting support and resources.

The Learning Styles and the Full Cycle Learning Process are represented in the interior nine circles. Together all of the styles contribute to the process of full cycle learning, which encompasses all of the activities in the Team Learning Process. Each style is particularly suited for mastery of particular activities in the Team Learning Process.
Your Team's Learning Profiles

Your Team's Styles

**Experiencing**
If you prefer the Experiencing style, you emphasize feeling while balancing acting and reflecting. You are sensitive, empathetic, and intuitive. On a team, your greatest strengths reside in your ability to engage in relationships and paying attention to the environment. You enjoy connecting with others to collaborate, promoting trust and easefulness in team settings. You keep an open mind and are accepting of others.

**Imagining**
If you prefer the Imagining style, you learn primarily through feeling and reflecting to explore concrete situations from many points of view. You are caring, helpful, and empathetic. On a team, you are able to recognize patterns in events, relationships and team interactions and make sense of their meaning. You constantly seek new options rather than relying on the status quo. You thrive on situations that call for generating a wide range of ideas. You imagine new possibilities and identify the implications of one course of action. This invites you to leave things open and manage ambiguity.

**Initiating**
If you prefer the Initiating style, you use feeling and acting to initiate action to deal with experiences and situations. You are spontaneous, energetic, and persuasive. On a team, you keep things moving without excessive deliberation. You enjoy achieving goals and involving yourself in new, challenging experiences while relying on others to manage the details. Your ability to act quickly and decisively in a changing environment allows you to seize opportunities and influence others. Your tendency is to act on intuitive “gut” feelings rather than on logical analysis.

**Reflecting**
If you prefer the Reflecting style, you engage in sustained reflection informed by both feelings and thoughts. You are patient, thorough, and insightful. On teams, you observe, listen intently, and recognize the deeper meaning behind members’ words and actions. You create exceptional processes that incorporate the needs of people and the need for accurate information to guarantee better outcomes with minimal risk. You prefer deep discussions that allow you to examine all possibilities before moving to action.

**Analyzing**
If you prefer the Analyzing style, you learn primarily through thinking and reflecting. You are controlled, precise, and careful. On a team, you focus to understand a wide range of detailed information and synthesize it into concise, logical form. You are less focused on relationships with other team members or practical outcomes of team work than you are in the logical soundness of the plan. You thrive in team situations that call for analytical and conceptual skills.

Members

* Donnie Strickland, Mel Gurdeep, Melody Wallace, Peter Sellick
* Marian Schmidt, Shawna Mack, Vinh Sunan
* Clayton Hogan, Dawn Robinson
* Nicky MacKenna
* Ralph Barton

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Your Team’s Learning Profiles

Your Team’s Learning Profiles are reported using two methods.

In the first figure, the number of members who prefer each learning style appears in the Full Cycle Team Learning Process.

In the second figure, the size of the rectangle associated with each learning style suggests the potential dominance (or lack of dominance) of that style preference to team membership and the Team Learning Process. In this figure, the names of team members who prefer each style appear.

15 Team Members (11 Profiles Completed)

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Team Full Cycle Learning Profiles

Team Members’ Full Cycle Learning Profiles Contribute to Team Adaptive Flexibility. The full cycle learning profiles of your team’s members are shown below. Their dominant learning style is shown in bold color and the back-up styles are shown in pastel colors. The dominant learning styles of your team’s members reflect their most developed learning strengths, strengths that often have become habitual through years of experience in their chosen specialization. They are a major source of your team’s learning capability.

Back-up learning styles indicate the ability of team members to adapt their learning approach to different learning situations. These unique back-up style strengths contribute to the team’s adaptive flexibility, enabling the team to move together around the team learning cycle.

Flexible Leadership. Effective teamwork requires team members who can move flexibly around the team learning cycle. It also requires a process of team leadership that capitalizes on team strengths by placing leadership for a particular task in the hands of the member who is most skilled. Thus, leadership of the team is shared and passed from member to member as the team’s work shifts from one task to another around the team learning cycle.
Nicky MacKenna

Peter Sellick

Ralph Barton

Shawna Mack

Vinh Sunan
Team Conversation #1: Analyzing the Results of Your Team

Teams and team members find that they prefer parts of the learning cycle that correspond to their learning style preferences and may skip or underutilize others. By understanding the preferences of the individuals on your team, you will be able to capitalize on members’ strengths. You will also be able to deliberately touch all bases of the Full Cycle Team Learning Process.

When team members’ styles are very similar, it leaves them with strengths in certain parts of the full learning cycle and little skill in others. The key to team learning effectiveness is to monitor your ability to use every step in the process. By making the full learning cycle model explicit, teams can see where they are in the team process and notice when they are stuck or neglecting a critical phase of team learning. By collectively monitoring the learning experience, the team can develop executive consciousness, a shared understanding of how the team works most effectively.

To analyze your team’s learning style survey results, the team should work together on the following steps:

**Step 1**
- Each team member should share their preferred learning style and related team contributions with the rest of the team, commenting on their agreement and/or disagreement with their results.

**Step 2**
- Examine how the team members’ learning style preferences map on the team learning cycle.
- What are our strengths as a team?
- What are areas where we might get stuck as a team?
- What can we do to use our strengths and manage our weaknesses to navigate every step in the full team learning style?

**Step 3**
- Now examine the full cycle learning profile of each of the team members that combines their preferred learning style with styles they use to adapt to different learning challenges.
- Discuss how members’ back up styles will contribute to learning and leadership.

**Step 4**
- Using your new knowledge, gain agreement about how the team will work together to build learning relationships and use each step of the learning process.
- Determine who will provide leadership at various stages in the team process.
- Identify team gaps where members lack strengths and decide how you will complete this process step.
Part Two: Becoming a Purpose-Driven Team

- Effective teams have a shared sense of the team’s purpose that guides their work.
- The team purpose exercise asks team members to create a team purpose statement from the individual team purpose statements they wrote in the survey.
- The team then reviews the learning process that follows in creating their purpose.
The Team Purpose Exercise gives your team a chance to work on a real and important task for any team, the creation of a shared team purpose. In addition, the team can practice and reflect on the application of the team learning information in Part One.

Without a shared purpose, a group of individuals is not a team but simply individuals pursuing their own individual objectives. The more a team can explicitly develop an encompassing shared purpose, the more likely it is to accomplish its mission. Often a team is given a task to complete, and the group immediately starts working on solutions to complete it without consideration of the goal the task is supposed to achieve or the wider purposes of the team’s existence. Articulating the team’s mission at the highest level of purpose can create the highest level of member motivation by integrating both team goals and individual goals and by expressing the deeper meaning of the team’s work.

**Step 1**
- Review the individual team purpose statements from your survey responses.
- Use these ideas to create a consensus team purpose statement.

**Step 2**
- Complete the team purpose pyramid form on the following page.
- Spell out your team goals and the tasks required to achieve your purpose.

**Step 3**
- Create a shared leadership structure. Using what you have learned about your team’s approach to learning in Part 1, identify team members who can coordinate leadership on achieving tasks and goals.

**Step 4**
- Conduct a team process review. Reflect together on your teamwork in the exercise.
- Describe how your team interacted in each of the four stages of the team learning cycle—creating, planning, deciding, and acting.
- Did you reach a decision? Did everyone agree? How were differing opinions dealt with?
- What will you do differently next time?
Individual Team Member Purpose Statements

In the survey you completed for this report, team members wrote their views of your team’s purpose. These are listed below:

The Purpose of "Test Team"

Assentior consectetuer ne mel. Eos delectus intellegam ex, no has summo consectetur. Ne conditarenturque. Duo ea ullam impetus, ei illum urbanitas cum, est et detracto insolens comprehensam.

Interesting!

Te facete mandamus interpretaris vin, vero mazim non concludatur ne. Ei est tantas argumentum, mel recteque complectitur ei.

Tritani prodesset rationibus sea id. Graeco volutpatibus nam ea, omittam luptatum at est. Vim imperdiet forensibus no. An accusam argumentum mei, eos nulla accusamus consulatu ei. Id atqui inermis urbanitas pro.

Maecenas nec risus at nulla lobortis mattis placerat in erat. Curabitur malesuada, metus sit amet aliquam imperdiet, velit leo laoreet mi, ut rhoncus justo dui eget erat. Proin vulputate metus sapien, non auctor luctus suscipit non. Nullam eget odio dignissim, lacinia lorem in, convallis felis.

Urbanitas ullamcorper mel at, homero occurreret prodesset eam an, reque audiam in ius. Eu suas posse eirmod mel, molestie voluptatum mei at, no volumus omittantur mei.

Vestibulum tincidunt finibus facilisis. Fusce egestas, risus non mattis aliquet, velit metus vulputate urna, vel mattis orci felis eu lectus.
Suspendisse tincidunt, justo ut lobortis porttitor, mauris eros porta tellus, nec porta ante mi convallis eros. Curabitur congue lorem id malesuada fringilla.


Come to agreement about the shared purpose of your team and record it below:
The purpose pyramid below shows the hierarchy of team work from tasks to goals to purpose. Moving up the hierarchy makes explicit the deeper meaning of team activity by answering the why question e.g. “Why are we doing this task?” Moving down the hierarchy makes explicit how the higher level can be achieved e.g. “What tasks will help achieve our goals?”

Our Team’s Purpose is

Our Goals to achieve the purpose

Major Tasks to achieve goals

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Additional Information
Learning Styles and Team Learning

Your learning style is your personal ‘comfort zone’ for learning. It indicates your preference for navigating the learning cycle, especially when you are on automatic pilot. A learning style is not a stereotype or trait; it is more like a habit or steady state. Learning style is influenced by personality, physical settings, other people, and even the wider organizational and cultural environment. To some extent your learning style determines the choices you view as possibilities and what you pay attention to. Understanding your learning style builds self-awareness and allows you to witness your preferences as you are in the process of daily life and team work.

Learning styles correspond to steps in a more detailed learning process within the team cycle called full cycle learning. Teams and team members find that they prefer parts of the learning cycle that correspond to their learning style preferences and may skip or underutilize others. By understanding the preferences of the individuals on your team, you will be able to use their inherent strengths. You will also be able to deliberately reach all bases of the team process rather than missing some steps or being derailed by common team dysfunctions.

Team learning seems logical and simple yet paying attention to all the steps in the process is difficult for most teams to accomplish. This is because of the tension between the learning styles that are pairs opposites in the full learning cycle. Initiating and Analyzing, Experiencing and Thinking, Imagining and Deciding, and Reflecting and Acting styles contain tension and call for opposite, yet complementary capabilities. When team members have strong preferences for styles associated with one portion of the cycle and underutilize others, parts of the team learning cycle and the associated process steps may be skipped. For instance, if team members’ learning styles are more aligned with styles associated with Deciding and Doing, the team may immediately jump to a conclusion and take action. They may skip the process steps associated with Creating and Planning, neglecting to imagine an innovative outcome, or analyze the information that drives informed decision-making. Alternatively, if team member learning styles are aligned with styles associated with Creating and Planning, the team may linger too long imagining alternatives or trying to form a perfect plan and never commit to a goal or achieve results.

When team members’ styles are very similar, it leaves them with strengths in certain parts of the full learning cycle and underutilizes others. This team is a specialized team and may not be a diverse team. When a team is specialized in its approach, team members need to make learning explicit and intentionally focus on each step, especially when no one on the team is strong in those skills. The key to team learning effectiveness is to monitor your ability to use every step in the process. By making the full learning cycle model explicit, teams understand where they are in the team process and notice when they are tempted to rest in one step or return to it after the team has moved on. Team members reiterate full cycles in the work of the team, and recognize their preference for focusing on certain process steps. By collectively monitoring their learning experience, team members develop executive consciousness, a shared understanding of how the team works most effectively.

Teams composed of members with diverse learning styles have deep psychological diversity regardless of the demographic diversity of its members. With knowledge of learning styles, team members can be inclusive of members whose styles are different since they appreciate the strengths of each style preference to the effectiveness of the whole team process. These teams have been shown to be able to manage conflict and improve overall performance, whereas specialized teams with little learning style diversity tend to experience more process conflict that can impede team performance.
The Nine Learning Styles of the Team Learning Cycle

Initiating Style

If you prefer the Initiating style, you use feeling and acting to initiate action to deal with experiences and situations. You are spontaneous, energetic, and persuasive. On a team, you keep things moving without excessive deliberation. You enjoy achieving goals and involving yourself in new, challenging experiences while relying on others to manage the details. Your ability to act quickly and decisively in a changing environment allows you to seize opportunities and influence others. Your tendency is to act on intuitive "gut" feelings rather than on logical analysis.

Strengths: As an Influencer, you adapt easily to changing contexts and conditions, inspire and motivate others, recognize new opportunities, and bounce back from failure.

Leadership of Team Process: (Act) Influence, motivate, coach. Seize opportunities to keep things moving.

Make an Impact on the Team: 1. Enhance relationships by modeling how to continuously re-negotiate the way members relate to each other in a dynamic team environment. 2. Lead public presentations.
3. Begin team process reviews at the end of each meeting then connect learning with practice to reinforce improvements. 4. Ease tension and build trust with gentle, benign humor.

Learning Challenges: You may find it difficult to be impartial or make logical, independent judgments.

Experiencing Style

If you prefer the Experiencing style, you emphasize feeling while balancing acting and reflecting. You are sensitive, empathetic, and intuitive. On a team, your greatest strengths reside in your ability to engage in relationships and paying attention to the environment. You enjoy connecting with others to collaborate, promoting trust and easefulness in team settings. You keep an open-mind and are accepting of others.

Strengths: As a connecter, you establish trusting relationships with others, remain involved and engaged, connect personally when communicating, and create team norms for emotional expression.

Leadership of Team Process: (Act and Create) Engage, feel, and connect. Connect personally to motivate and inspire team members. Create trust and psychological safety needed to generate new ideas and take risks.

Make an Impact on the Team: 1. Remain present to people and your surroundings. 2. Pay attention to the learning space and physical environment to support teamwork. 3. Normalize the impact of emotions by discussing your feelings and inquiring about those of others. 4. Share inspirational stories and anecdotal information.

Learning Challenges: You may find it difficult to be impartial or make logical, independent judgments.
Imagining Style

If you prefer the Imagining style, you learn primarily through feeling and reflecting to explore concrete situations from many points of view. You are caring, helpful, and empathetic. On a team, you are able to recognize patterns in events, relationships and team interactions and make sense of their meaning. You constantly seek new options rather than relying on the status quo. You thrive on situations that call for generating a wide range of ideas. You imagine new possibilities and identify the implications of one course of action. This invites you to leave things open and manage ambiguity.

Strengths: As a dreamer, you generate new ideas, demonstrate empathy, seek others' opinions, and imagine new possibilities.

Leadership of Team Process: (Create) Imagine, diverge, include. Create a culture that is open to diverse ideas and new people.

Make an Impact on the Team: 1. Encourage innovation by imagining new possibilities and ideal outcomes rather than being tied to existing solutions. 2. Encourage others to diverge before setting goals or taking action. 3. Include all team members, remaining open to their diverse opinions.

Learning Challenges: You may find it difficult to make a decision or to complete a project without reopening discussion.

Reflecting Style

If you prefer the Reflecting style, you engage in sustained reflection informed by both feelings and thoughts. You are patient, thorough, and insightful. On teams, you observe, listen intently, and recognize the deeper meaning behind members' words and actions. You create exceptional processes that incorporate the needs of people and the need for accurate information to guarantee better outcomes with minimal risk. You prefer deep discussions that allow you to examine all possibilities before moving to action.

Strengths: As an observer, you listen with an open mind, gather information from a variety of sources, identify underlying problems and issues, and view issues from many perspectives.

Leadership of Team Process: (Create and Plan) Listen, examine, process. Develop processes that support strong outcomes and team learning.

Make an Impact on the Team: 1. Slow down decisions that are being made prematurely. 2. Take time to ask provocative, curious questions. 3. Listen for what is being said as well as what is omitted. 4. Check the assumptions that guide team action.

Learning Challenges: You may find it difficult to operate in fast-moving or large group situations or to take action before having a clear plan.
Analyzing Style

If you prefer the Analyzing style, you learn primarily through thinking and reflecting. You are controlled, precise, and careful. On a team, you focus to understand a wide range of detailed information and synthesize it into concise, logical form. You are less focused on relationships with other team members or practical outcomes of team work than you are in the logical soundness of the plan. You thrive in team situations that call for analytical and conceptual skills.

Strengths: As an organizer, you plan ahead to minimize mistakes integrate information to get the full picture; use critical thinking for objective understanding; and create processes that support consistency.

Leadership of Team Process: (Plan) Analyze, synthesize, plan. Lead by focusing your analytical skills to plan and manage projects with precision.

Make an Impact on the Team: 1. Make the learning cycle model explicit to manage teamwork. 2. Help your team members to stay on task by organizing the environment and the information they use. 3. Maintain clarity of purpose by keeping track of current data. Structure adequate time into a meeting agenda when team members need to make sense of data.

Learning Challenges: You may find it difficult to manage with a lack of structure and to value relationships with team members as much as you value data.

Thinking Style

If you prefer the Thinking style, you conceptualize, drawing both on reflecting and acting. You are able to inductively develop a particular idea and deductively evaluate its validity by testing the ideas in the real world. You are rational, structured, and controlled. On a team, you rely on evidence to evaluate options that allow you to be confident in your own thinking. You identify a strategy and scan to find problems and inconsistencies where they exist. You strive for accuracy.

Strengths: As a questioner, you use hard data to analyze solutions, frame arguments with logic, use critical thinking for objective, effective communication, and are confident enough in your thinking to make independent judgments.

Leadership of Team Process: (Plan-Decide) Generalize, interpret, think critically. Lead by focusing on team strategy, using data to support your approach. Bring accuracy and thoroughness to the team’s process and outcome.

Make an Impact on the Team: 1. Override any emotional drama by remaining neutral and precise. 2. Bring data and research to team conversations. 3. Logically compose your thoughts before speaking. 4. Devise time for working independently on specific tasks.

Learning Challenges: You may find it difficult to work in a group and to value subjective, anecdotal information.
Deciding Style

If you prefer the Deciding style, you emphasize thinking and acting in learning situations. You like to solve problems and make decisions by finding practical solutions. You are focused, pragmatic, and decisive. On a team, you are quick to commit to a goal and measure progress toward achieving it. You focus on efficiency, paying little attention to distractions such as feelings or relationships that may stand in the way of your goal.

**Strengths:** As a judge, you find practical solutions to problems, set performance goals, make decisions and solve problems, and take a stand, even on controversial issues.

**Leadership of Team Process:** (Decide) Commit, decide, converge. Lead by identifying a clear goal and well-defined measures of success. Commit to a plan, clarify the goal, and balance efficiency with effectiveness.

**Make an Impact on the Team:** 1. Identify measurable goals and monitor progress. 2. Coax the team to make a decision in every meeting by assuring members that you can adjust after completing the current full learning cycle. 3. Remain grounded in practical approaches and solutions. 4. Use your determination to commit to team process as an effective way to reach a outcome.

**Learning Challenges:** You may find it difficult to deal with inefficiency and ambiguity.

Acting Style

If you prefer the Acting style, you are equally comfortable functioning in the practical world that requires feelings and results as well as in the technical world that requires conceptual abilities. You are assertive, personable, and achievement oriented. On a team, you thrive because of your ability to integrate task and human requirements. You jump right in to get things done, often using checklists to execute the tasks that accomplish your goal. You implement plans by using both your experience in the moment and concepts that guide you.

**Strengths:** As an achiever, you meet time deadlines, find ways to make things happen, commit to goals and objectives, and implement plans with limited resources.

**Leadership of Team Process:** (Decide-Act) Act, execute, implement. Lead by constantly moving to achieve results. Balance the needs of your team members with the technical and task needs to accomplish your goals.

**Make an Impact on the Team:** 1. Keep track of time, allowing adequate time to take intentional action in any meeting. 2. Delegate and empower others to achieve results. 3. Ask direct questions that shed light on hidden obstacles to team effectiveness. 4. Operate with a “can-do” attitude to accomplish your purpose.

**Learning Challenges:** You may jump to action so quickly that you fail to consider implications or consequence. You may engage in trivial or undirected activity that causes exhaustion or burnout.
Balancing Style

If you prefer a Balancing style, you tend to shift between the opposites of feeling-thinking and action-reflection. You are aware, adaptive, and resourceful. On a team, your ability to take different perspectives allows you to bridge differences between team members with conflicting opinions, approaches and styles. You find positions of compromise. You fill in the gaps and are adept at finding blind spots that can sabotage results.

**Strengths:** As an adapter, you identify the blind spots when observing an entire situation, bridge differences between people, adapt to shifting priorities, and display resourcefulness.

**Leadership of Team Process:** (Create-Plan-Decide-Act) Adapt, bridge, compromise. Lead by changing your approach based upon the context of the situation. Fill in any gaps in the team learning process and adapt to shifting priorities in team purpose.

**Make an Impact on the Team:** 1. Pay attention to situations that require compromise and encourage others to do the same. 2. Adapt your communication style to bridge differences between team members. 3. Interpret feelings and issues to find a middle ground when team members are polarized.

**Learning Challenges:** You may find it difficult to be decisive because you can always emphasize different alternatives.
To Learn More

About team learning:


About team learning online education:

• Supplement Team Learning with Online Education  http://www.experientiallearninginstitute.org/services/

About the learning process and your learning style:

• Take the Kolb Learning Style Inventory 4.0 for a personal development report  https://store.kornferry.com/store?Action=pd&Locale=en_US&RedirectToken=11788208UQSNDE81f2fwYAdXBmCgIECkLvAA%3D%3D&SiteID=lominger&productId=512493600&resid=5EyuWQoydRAAAAIfsxHw/1333&Expires=1548529240574
• Participate in the Experiential Learning Certification Program (Level I and II)  https://www.experientiallearninginstitute.org/services/online-certification/

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About Experiential Learning:
