The Team Learning Report

Prepared for the members of:
Sample Team
April 9th, 2020
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 for 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 members’ 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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Team Learning and Learning Styles

- Your personal preferred learning style and its implication for your work on the team
- The learning style of the team members positioned around the team learning cycle
- The adaptive ability 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

Initiating

If you prefer the Initiating style, you use feeling and acting to initiate action to deal with experiences and situations, paying the least attention to analyzing. 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.

Members

Sawyer
Karter

Experiencing

If you prefer the Experiencing style, you emphasize feeling while balancing acting and reflecting, spending the least amount of time using thinking. You are sensitive, empathetic, and intuitive; you are present to what is happening now. On a team, your greatest strengths are your abilities to engage in relationships and pay attention to the environment. You enjoy connecting with others to collaborate and promote trust in team settings. You keep an open-mind and are accepting of others. The internal experience of Experiencing is to engage directly with everything around you. The impact on others is that you are relational, intuitive, and open.

Members

Blake Parker,
Riley Sage

Imagining

If you prefer the Imagining style, you learn primarily through feeling and reflecting, spending the least amount of time using deciding. This allows you to explore situations from many points of view. You are caring, helpful, and empathetic. Your focus on others allows you to draw them out and help facilitate meaning in what they say. On a team, you are able to recognize patterns in events, relationships and interactions, then make sense of their meaning. You thrive on situations that call for generating a wide range of ideas rather than relying on the status quo. You imagine new possibilities and identify the implications of one course of action. This enables you to leave things fluid and ambiguous rather than choosing a path too soon. The internal experience of Imagining is light, gentle, and receptive. The impact on others is that you are inclusive, empathetic, and helpful.

Members

Parker
Emery,
Peyton
Remington

Balancing

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. You adapt in ways that can be both energizing and depleting. The impact on others is that of a generalist who fill in where needed.

Members

Jordan
Blake
If you prefer the Reflecting style, you engage in sustained reflection informed by both feelings and thoughts, spending the least amount of time acting. You are patient, thorough, and insightful. On teams, you observe, listen intently, and recognize the deeper meaning behind members’ words and actions. You create 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. The internal experience of Reflecting is calm and introspective. The impact on others is that you deliberate with an unhurried manner.

If you prefer the Deciding style, you emphasize thinking and acting, spending the least amount of time imagining. You are focused, pragmatic, and decisive. You like to solve problems and make decisions by finding practical solutions. On a team, you are quick to commit to a goal and measure progress toward achieving it. You focus on efficiency, and task completion, paying little attention to distractions such as feelings or relationships that may stand in the way of your goal. The internal experience is firm and certain. The impact on others is that you are pragmatic and determined.

If you prefer the Thinking style, you conceptualize by drawing on reflecting and acting, spending the least amount of time experiencing. You are rational, structured, and controlled. You are able to inductively develop a particular idea and deductively evaluate its validity by testing the ideas in the real world. 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 look for problems and inconsistencies where they exist. You strive for accuracy. The internal experience involves narrowing your focus and zeroing in. The impact on others is that you are consistent and rational.
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.

9 Team Members (9 Profiles Completed)

**Experiencing**
Blake Parker, Riley Sage

**Initiating**
Sawyer Karter

**Balancing**
Jordan Blake

**Reflecting**
Hayden Elliott

**Imagining**
Parker Emery, Peyton Remington

**Deciding**
Angel Rylan

**Thinking**
Quinn Sawyer

**Analyzing**
Quinn Sawyer
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 gray. 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.

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 to move flexibly around the team learning cycle. It also requires a process of team leadership that is flexible enough to capitalize on team strengths. This process is both planned (placing leadership for a particular task in the hands of members with the most skill) and emergent (allowing team members to increase their range as they develop strengths using a shared model of teamwork). Thus, leadership of the team is ideally shared and passed from member to member as a team’s work shifts from one task to another around the team learning cycle.

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Team Conversation #1: Analyzing the Results of Your Team

Teams and their 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 can capitalize on members' strengths. 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 their 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?
- Where might we get stuck as a team?
- How can we 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, agree on how the team will work together to build learning relationships and use each step of the learning process
- Discuss who will provide essential leadership at each step of the process and whether emergent learning opportunities exist for team members.
- Identify team gaps where members lack strengths and decide how you will complete this 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.
Team Conversation #2: The Team Purpose Exercise

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 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 work on actions to complete it without considering of the goal the task is supposed to achieve or the wider purpose of the team. 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 their survey responses.
• Use these ideas to create a consensus team purpose statement.

Step 2
Complete the team purpose pyramid form on the following page.
• Identify 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 lead 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 did you deal with differing opinions?
• 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 "Sample Team"


Pellentesque molestie vitae ante ac ullamcorper. Aenean enim urna, gravida at nunc sed, faucibus vehicula augue. Donec volutpat tempus ornare.


Nam nec lectus laoreet, interdum lectus condimentum, feugiat orci. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Vestibulum porta risus vitae eros porttitor, quis ullamcorper lacus mattis.


Nulla placerat dolor sem, eget ultrices massa laoreet eget.

Nam egestas fermentum felis at feugiat. Fusce iaculis porta nisi, id dictum dolor porttitor et. Phasellus rutrum magna vitae felis maximus convallis vel at dui. Nullam lacus odio, malesuada sed rhoncus sed, finibus sit amet leo.
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 us achieve our goals?”

Our Team’s Purpose is

Our Goals to achieve the purpose

Major Tasks to achieve goals
Learning Styles and Team Learning

The Nine Learning Styles of the Team Learning Cycle
What's your learning style?

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 in 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 members' strengths. You will also be able to deliberately touch all bases of the team process rather than skipping some steps or being derailed by team dysfunctions.

What is the impact of learning style on teams?

Team learning seems logical and simple, yet paying attention to all the steps in the process is difficult for most teams. This is caused by 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.

Is the team specialized or diverse?

When team members’ styles are very similar, it leaves them with strengths in certain parts of the full learning cycle and fewer skills in others. This team is a specialized team rather than a diverse team. When a team is specialized in its approach, team members need to make learning explicit and intentionally focus on each step, even 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 manage conflict and improve overall performance, whereas specialized teams with little learning style diversity tend to experience more process conflict, which can impede team performance.
Initiating

If you prefer the Initiating style, you use feeling and acting to initiate action to deal with experiences and situations, paying the least attention to analyzing. 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.

The internal experience of Initiating on others uninhibited, optimistic, non-deliberative. The impact is that you are outgoing, improvisational, and persuasive.

Strengths: As an influencer, you adapt to changing conditions, influence and motivate others, recognize new opportunities, and bounce back from failure.

Leading a Team: (Act and Create) Influence, motivate, coach. Seize opportunities to keep things moving. Keep the positive team spirit alive. Pay attention to time.

Making an Impact as a Team Member: 1. Enhance relationships by learning 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. 5. Pivot when the situation changes or you see an opening to move things along.

Challenges and Stressors: You may find that you become impatient when waiting, getting caught up in details, operating within the bounds of tightly structured processes, or being alone for too long.

Minimize Challenges: Try pausing to take a deep breath. Slow down to see what you might be missing. Do not interrupt others when they speak.

Risks of Overuse: If you overuse the Initiating style, you may find it difficult to listen to others without interrupting, and may be impatient, impulsive, or pushy.

Develop the Initiating Style: Improvisation, positive thinking, and redefining your definition of failure can help you develop the Initiating style. Dial down the need to over-analyze.

Noor, a marketing executive, prefers the Initiating style: “My ability to see opportunities and move to action immediately has served me well in marketing. Our business environment changes so quickly that if we hesitate, we lose. Yes, sometimes we get it wrong, but we recover quickly, and, just as often, we have big wins. It is well worth taking some risks in the end. I often remind myself that other people just don’t process things as quickly as I do, so I tap my persuasiveness to get them on board when I spot a good opportunity. I must admit that I can get impatient when others on my team are indecisive or want to spend too much time checking facts. After all, we can always tweak things once we get going, right?”
Experiencing

If you prefer the Experiencing style, you emphasize feeling while balancing acting and reflecting, spending the least amount of time using thinking. You are sensitive, empathetic, and intuitive; you are present to what is happening now. On a team, your greatest strengths are your abilities to engage in relationships and pay attention to the environment. You enjoy connecting with others to collaborate and promote trust in team settings. You keep an open-mind and are accepting of others. The internal experience of Experiencing is to engage directly with everything around you. The impact on others is that you are relational, intuitive, and open.

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.

Leading a Team: (Act and Create) Engage, feel, and connect. Connect personally to motivate and inspire team members. Establish trust and psychological safety needed to generate new ideas and take risks. When leading group process, remain self-aware and aware of others.

Making an Impact as a Team Member: 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. 5. Help the group notice when it does not feel safe to dissent from the dominant view.

Challenges and Stressors: You may find it difficult to be impartial or make logical, independent judgment, to separate feeling from fact, to be locked into the same routine, or to work alone.

Minimize Challenges: Try to ground your body by breathing rather than being carried away by emotions. Pause to look for evidence that can support your intuitive hunches.

Risks of Overuse: If you overuse the Experiencing style, you may rely on intuition or information from your trusted circle of friends to make decisions. You may become overwhelmed from emotions that prevent you from behaving logically or making independent judgments or learning from the experience.

Develop the Experiencing Style: Open yourself to the present moment and pay attention to your feelings without worrying about what they mean. Focus on breathing. Dial down the need to question everything.

Sophia, a chief nursing officer, prefers the Experiencing style: “I always wanted to be a nurse—I had a way of connecting with people that seemed to be healing. Now that I have a leadership position, I find that I focus on relationships with my staff just like I did with my patients. I use a team approach to build trust and generate rich conversation so that we can learn about and from each other. How do I make the tough decisions that this role demands? I often use anecdotal information coupled with my intuition and then back it up with data later.”
Imagining

If you prefer the Imagining style, you learn primarily through feeling and reflecting, spending the least amount of time using deciding. This allows you to explore situations from many points of view. You are caring, helpful, and empathetic. Your focus on others allows you to draw them out and help facilitate meaning in what they say. On a team, you are able to recognize patterns in events, relationships and interactions, then make sense of their meaning. You thrive on situations that call for generating a wide range of ideas rather than relying on the status quo. You imagine new possibilities and identify the implications of one course of action. This enables you to leave things fluid and ambiguous rather than choosing a path too soon. The internal experience of Imagining is light, gentle, and receptive. The impact on others is that you are inclusive, empathetic, and helpful.

Strengths: Your imagination enables you to generate new ideas, show empathy for others, seek others’ opinions, and visualize new possibilities.

Leading a Team: (Create and Plan) Imagine, diverge, include. Create a culture that is open to diverse ideas and people.

Making an Impact as a Team Member: 1. Encourage innovation by imagining new possibilities and ideal outcomes rather than being tied to existing solutions. 2. Slow down decision-making before others weigh in or consider many options. 3. Include all team members, remaining open to their diverse opinions. 4. Minimize interpersonal upset and drama by acknowledging others’ feelings and coaching them to resolve differences. 5. Facilitate open conversations and debate by asking good questions.

Challenges and Stressors: You may find it difficult to make a decision or to complete a project without reopening discussion. It may be difficult for you to set clear standards or evaluate outcomes objectively.

Minimize Challenges: Make small decisions that allow you to move in the direction of a goal. Consider running a pilot with the understanding that you can make improvements in the future.

Risks of Overuse: If you overuse the Imagining style, you may not reach a practical solution, complete a project, or accomplish an outcome. You may become personally depleted from empathizing with others, and they may be depleted from your lack of clarity about goals and achievement.

Develop the Imagining Style: Seek the opinions of others and remain curious. Avoid judging too quickly.

Liam, an Organization Development manager, prefers the Imagining style: “I am a big picture person. In fact, I often think I am standing on the balcony while others are on the dance floor. From there, I can detect patterns in events, relationships, and interactions. I find that I can connect the dots to anticipate the outcomes of potential decisions; therefore, I am constantly trying to improve things before following through on one path. People say I see new possibilities that they cannot imagine. I’d say my strong suit in organizational development is interviewing stakeholders at the beginning of any project, getting everyone’s opinion and perspective about what is important. They seem to know I am an empathetic person and want to help.”
Reflecting

If you prefer the Reflecting style, you engage in sustained reflection informed by both feelings and thoughts, spending the least amount of time acting. You are patient, thorough, and insightful. On teams, you observe, listen intently, and recognize the deeper meaning behind members’ words and actions. You create 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. The internal experience of Reflecting is calm and introspective. The impact on others is that you deliberate with an unhurried manner.

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

**Leading a Team:** (Create and Plan) Listen, examine, process. Develop processes that support strong outcomes and team learning.

**Making an Impact as a Team Member:**
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.
5. Use your powers of observation to pick up on cues others may miss.

**Challenges and Stressors:** You may find it difficult to operate in fast-moving situations, to take action before you have a clear plan, or to speak up in large groups.

**Minimize Challenges:** Set time deadlines that remind you to take a small action in order to gather more information. Silence your inner critic to recognize that no solution is perfect. Consider asking questions in larger group settings.

**Risks of Overuse:** If you overuse the Reflecting style, you may be a perfectionist and miss opportunities to contribute.

**Develop the Reflecting Style:** Reflecting requires time and space. Try viewing situations from many perspectives and strive to be empathic. Impulsive desires and pressures to act inhibit reflecting.

Jacob, a human resources manager, prefers Reflecting style: “I have always loved taking classes to keep up with the deepest thinking in HR. After any continuing education program, I read all I can on the topic to understand the theory behind it and to figure out how it might impact our employees from every perspective. Then, I still take my time to make decisions about implementing new programs. I have found that if I partner with a colleague who is more comfortable in the Acting style than I am, she nudges me—I am very deliberate, so this helps to get programs rolled out a little faster. She is actually a good role model for me; I pick up ideas that I can think through before I try them on the job. I especially wish that I could speak up at group meetings like she does. Yet, I find that on those occasions when I do offer my opinion, people really listen to me.”
Analyzing

If you prefer the Analyzing style, you learn primarily through thinking and reflecting, spending the least amount of time initiating. You are organized, precise, and careful. On a team, you focus to understand a wide range of detailed information and synthesize it into a concise, logical form. You are less focused on relationships with other team members or practical outcomes of teamwork than you are in the logical soundness of the plan. You thrive in team situations that call for analytical and conceptual skills. The internal experience is controlled and structured. You impact others by being cautious and restrained.

Xia, a financial planner, prefers the Analyzing style: “More than anything, I get satisfaction by gathering and organizing information—lots of information—then making sense of it so my clients can be sure I’ve done the research. It’s like solving a huge puzzle that seems unsolvable to others. Honestly, I prefer to work alone more than in groups, so I can stick to the processes I know are reliable over time. I have always been able to figure things out on my own, especially where numbers and data are concerned. Clients seem to appreciate the way I put all the information into a logical format so they can make investment decisions. I can explain things well to them, especially if it’s just one-on-one or in a small group.”

Strengths: As an organizer, you plan ahead to minimize mistakes, organize information to get the full picture, base analysis on sound concepts and ideas, and focus on systematic consistency.

Leading a Team: (Plan and Decide) Analyze, synthesize, plan. Lead by focusing your analytical skills to plan and manage projects with precision.

Making an Impact as a Team Member: 1. Make the learning cycle model explicit to manage teamwork. 2. Help your team members to stay on task by organizing the environment, the assignments, and the information they use. 3. Maintain clarity of purpose by keeping track of current data. 4. Structure adequate time into a meeting agenda when team members need to make sense of data. 5. Organize the environment and all team documents.

Challenges and Stressors: You may find it difficult to improvise or to manage with a lack of structure. You may avoid working with people in chaotic, fast moving environments.

Minimize Challenges: Get projects off the ground by focusing on high quality information within a specific time frame. Recognize what actually can be controlled in any situation.

Risks of Overuse: If you overuse the Analyzing style, you may become fixated on the details of a project without making progress toward a goal or providing a response. You may find yourself avoiding people to work alone.

Develop the Analyzing Style: Use the learning cycle model to help you organize and structure information. An extreme focus on details enhances Analyzing, but diversion and interruptions inhibit your ability to analyze.
Thinking

If you prefer the Thinking style, you conceptualize by drawing on reflecting and acting, spending the least amount of time experiencing. You are rational, structured, and controlled. You are able to inductively develop a particular idea and deductively evaluate its validity by testing the ideas in the real world. 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 look for problems and inconsistencies where they exist. You strive for accuracy. The internal experience involves narrowing your focus and zeroing in. The impact on others is that you are consistent and rational.

Olivia, a risk analyst, prefers the Thinking style: “I am good at what I do—solving problems and predicting outcomes with numbers. I like things to be logical and consistent, and I take my time to be certain that my conclusions are accurate. To do this, I need to know what outcome is expected from my work and who will be judging it. Once I have a clear framework, I can close my door, focus, and find all the potential problems lurking beneath the surface of the issue. I am proud of my record with the company—no one trumps the accuracy of my recommendations. However, when working on a team, my colleagues often call me a skeptic. Maybe that is the reason I prefer to work alone.”

Strengths: As a questioner, you use data to analyze solutions, frame arguments with logic, draw independent conclusions, and form and express definite opinions.

Leading a Team: (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.

Making an Impact as a Team Member: 1. Override any emotional drama by remaining neutral and precise. 2. Bring data and research to team conversations to avoid mistakes. 3. Highlight the difference between subjective, anecdotal information and quantitative data. 4. Devise time for working independently on specific tasks. 5. Help the team to reach conclusions after adequate discussion.

Challenges and Stressors: You may find it difficult to work in a group, especially if there is chaotic, interpersonal conflict or lack of purpose. You may find decisions difficult when you only have subjective, anecdotal information.

Minimize Challenges: Remember the human element that impacts every situation.

Risks of Overuse: If you overuse the Thinking style, you may be detached or lost in thought. You may devalue the importance of emotions and relationships or avoid working with people.

Develop the Thinking Style: Use numbers to analyze problems; practice making independent judgments, and frame arguments in logic. Intense emotion can disrupt the ability to focus on evidence or look for underlying problems.
Deciding

If you prefer the Deciding style, you emphasize thinking and acting, spending the least amount of time imagining. You are focused, pragmatic, and decisive. You like to solve problems and make decisions by finding practical solutions. On a team, you are quick to commit to a goal and measure progress toward achieving it. You focus on efficiency, and task completion, paying little attention to distractions such as feelings or relationships that may stand in the way of your goal. The internal experience is firm and certain. The impact on others is that you are pragmatic and determined.

Pierre, a lawyer, prefers the Deciding style: “My clients appreciate that I am always seeking practical results for them; I keep the bottom line in mind. To do this, I have to be efficient and focused, not distracted by any drama or emotional feelings they may have. It’s easy for me to frame a problem and clearly see the best course of action, so I can get frustrated with people who waffle. It is such a waste of time to keep hashing over options once we have reached a decision. I always work toward meeting a goal—in each case and in life, in general. For instance, I am on track to take my family to all the national parks within the next five years.”

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

Leading a Team: (Decide and Act) 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.

Making an Impact as a Team Member: 1. Commit to a shared team purpose. 2. Identify measurable goals and monitor progress. 3. Coax the team to make a decision in every meeting by assuring members that you can adjust after completing the current full learning cycle. 4. Remain grounded in practical approaches and solutions. 5. Use your persistence to commit to team process as an effective way to reach the outcome.

Challenges and Stressors: You may find it difficult to deal with inefficiency and ambiguity, face unclear expectations, or be unable to complete tasks in a practical manner.

Minimize Challenges: Postpone decision-making long enough to consider other options that may improve or innovate. Consider that working with others may improve decision-making and effectiveness in the long run.

Risks of Overuse: If you overuse the Deciding style, you may judge too early before considering other alternatives. Your expediency to reach a decision may exclude others’ input or the chance of innovation.

Develop the Deciding Style: Identify a goal and the standards of success, then measure your progress toward achieving the goal. Complete one “trip around the learning cycle” before changing course.
Acting

If you prefer the Acting style, you use feeling and thinking to initiate action, spending the least amount of time in reflecting. 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 track the tasks that accomplish your goal. You implement plans by using both your experience in the moment and concepts that guide you. The internal experience of Acting is a willingness to move toward a goal. The impact on others is that you are confident and resourceful.

Miguel, a manufacturing manager, prefers the Acting style: “I definitely use Acting to approach life—at work and at home, I get right to the task at hand. I like to get things done. That means that I jump in and take some risks. When I have an order to produce, I mobilize all resources to get things moving. Time is money! If it’s a new order and we have to reconfigure our line, I have my go-to people who will interpret the important information I need to make decisions. Whether on the manufacturing floor or in the office, I can switch gears quickly to get the order out on time. My team kids me that my favorite line during any team meeting is, “OK, who’s doing what by when?” as I tap my watch. As long as I surround myself with people who make sure that we are aiming at the right target, I am the go-to guy to get things done.”

Strengths: As an achiever, you meet time deadlines, find ways to make things happen, take goal-directed action to achieve results, and implement plans with limited resources.

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

Making an Impact as a Team Member: 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. 5. Take calculated risks to get things done on time with limited resources.

Managing Challenges and Stressors: Time delays, inefficiencies, or perfectionism may trigger a stress reaction. You may find that strict process guidelines or structured bureaucracies challenge your need to reach the finish line.

Minimize Challenges: Pause to avoid acting prematurely or to create work without achieving results.

Risks of Overuse: 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.

Develop the Acting Style: Make check lists and keep timetables to accomplish tasks. Take even a small action toward a goal. Worrying about risk or trying to be perfect inhibits action.
Balancing

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. You adapt in ways that can be both energizing and depleting. The impact on others is that of a generalist who fill in where needed.

Charlotte, a mediator, prefers the Balancing style: “I agree that I prefer a Balancing style since I have trouble coming down on one side or the other—I even had trouble answering the questions on the KLSI. That’s actually a quality that makes me pretty good as a mediator. I can always see another side to an issue, and I probably found the one career that plays to my strengths. I like the variety of meeting new people and moving on to a new challenge every few days. I’m not sure what I would do otherwise. I am creative in coming up with new ideas or solutions to almost any problem. Sometimes I think that I just have too many interests, so novelty is more important to me than mastery. I am adaptable to new situations and learn quickly. One of my strong suits is teamwork; I can relate to people with different style preferences, so I bridge gaps between them. Because I can see everyone’s perspective, it is sometimes hard for me to commit to one of my own.”

Strengths: As an adapter, you balance conflicting priorities, bridge differences between people, understand different points of view, and identify blind spots in opposing positions.

Leading a Team: (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.

Making an Impact as a Team Member: 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. 4. Balance the needs of people with the need for results. 5. Take the middle ground when opinions differ.

Challenges and Stressors: You may find it challenging to take a strong stand that may cause friction or remain committed to one decision.

Minimize Challenges: Try to identify a vision or outcome, then adapt in small ways to go in that direction. Recognize the pull in different directions that may paralyze you. Commit to using the entire learning cycle rather than getting stuck on one element.

Risks of Overuse: You may find it difficult to be decisive because you can always emphasize different alternatives and see different points of view.

Develop the Balancing Style: Uncover blind spots that may promote compromise. Intentionally adapt to people and situations rather than taking a strong stand. Dampen a strong adherence to one specialized learning style.
Appendix
To Learn More

About team learning:

  https://www.amazon.com/gp/product/0998599905/ref=dbs_a_def_rwt_bibl_vppi_i3
  https://learningfromexperience.com/research-library/experiential-learning-in-teams/

About team learning online education:

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

About the learning process and your learning style:

  https://www.amazon.com/gp/product/1626568707/ref=dbs_a_def_rwt_bibl_vppi_i2
- Take the Kolb Learning Style Inventory 4.0 for a personal development report
  https://store.kornferry.com/store?Action=pd&Locale=en_US&RedirectToken=Um7%2B08UQ5NDE81f2fYAdXBrCqECKLyAA%3D%3D&SiteID=alominger&productId=5124936000&resid=XEyuWOoydBAAA5xHwAAACF&rests=1548529240574
- Participate in the Experiential Learning Certification Program (Level I and II)
  https://www.experientiallearninginstitute.org/services/online-certification/

About coaching services for personal and professional development:

- Engage in individual or team coaching to support learning and development
  https://www.experientiallearninginstitute.org/services/coaching/

About group programs and train-the-trainer programs for your organizations:

- https://www.experientiallearninginstitute.org/services/group-programs/

About Experiential Learning:

  https://www.amazon.com/Experiential-Learning-Experience-Source-Development/dp/0133892409/ref=sr_1_1?keywords=Experiential+Learning&qid=1554498615&s=gateway&sr=8-1