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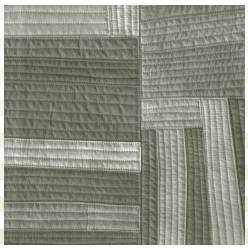
Introduction



Learning is a lifelong process. We learn at school, at work, at home, in our community, and in our recreational pursuits. Everyone has learning preferences that affect how and what he or she prefers to learn. As well, everyone can develop certain skills and strategies to make learning more effective.

Introduction to Type® and Learning introduces you to key learning strategies and learning style information. Designed for adult learners who want to take control of their learning, it provides a comprehensive guide for enhancing learning effectiveness. Whether you are returning to school, learning on the job, or developing skills and knowledge related to your personal interests, the booklet will help you identify your learning style and develop and apply strategies that suit your learning preferences. If you facilitate the learning of other adults, it will help you identify your teaching style and show you how to accommodate the learning preferences of others.

The booklet begins by providing an overview of personality type. It describes the four pairs of opposite personality preferences identified by the *Myers-Briggs Type Indicator®* (MBTI®) assessment and explains how the four preferences you identified combine to form one of sixteen personality types. It then takes a brief look at the type dynamics and developmental challenges of each personality type.

Next the booklet leads you through a process for learning more effectively. It introduces ten key learning strategies useful for individuals of all personality types. Then it looks at the individual preference pairs in detail to find specific learning preferences and to see how each of your preferences contributes to your learning style.

Finally, the booklet moves beyond individual learning preferences to describe the eight learning styles of the sixteen types. These styles reflect a combination of three individual preferences that indicate where and how a person is most likely to focus his or her time and attention. For example, individuals who prefer to process information by talking about or acting on it (Extraversion), are interested in ideas and possibilities (Intuition), and prefer to deal with the world in an open-ended manner (Perceiving) are called Explorers (ENTP and ENFP). The learning style of Explorers is different from the learning styles of individuals with other combinations of preferences. The booklet also describes the learning styles of Responders, Expeditors, Contributors, Assimilators, Visionaries, Analyzers, and Enhancers.

As you read through the information on learning strategies and style, consider which parts of the descriptions are true for you. Not all of the statements and suggestions will be relevant for you. An essential part of "learning to learn" is evaluating and applying material. Rather than accepting what you read at face value, your task is to think about and assess what will work for you and what won't. Use this material to identify your strengths and decide which tips you can incorporate to enhance your learning and to help you adapt to learning situations that are not a close fit for your personal learning style.

Choose your own way to read and use the booklet. Some readers may prefer to read from front to back, working through the information step by step. Others would rather jump to the section they need first. The introductory section provides information that is useful to all learners. In the personality type information sections, only some of the information will be relevant for each learner, so feel free to read only the descriptions that apply to your specific learning preferences. Trainers and teachers may find it helpful to read the entire booklet while thinking of ways to customize their instruction to meet the needs of all learners.

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

Explorers ENTP and ENFP
"Innovate and Initiate"
Dominant function: Extraverted Intuition

The Dominant Function's Influence on Learning

Explorers use their dominant function, Extraverted Intuition, in the world around them to take in and explore new ideas and concepts. They use this preference to look for associations and patterns, focusing on what could be rather than what is. They see many possibilities in everything they can sense, experience, and imagine. Explorers are enthusiastically focused on the future and like to initiate change. They see every situation as an opportunity to learn and to try something different.

When learning, Explorers go beyond the concrete information at hand. They extrapolate, elaborate, and integrate information from multiple sources. They are drawn to learning that allows them to anticipate the future, create new ideas, build models, and link ideas that can then be shared with others.

"I am a good connector of ideas. I can quickly apply something from one sphere to another. I like taking information and putting it together in a new, creative way."

Learning Style

In the Classroom

Explorers enjoy classroom learning when open-ended discussion is encouraged and opportunities for learners to share ideas and viewpoints are provided. They are especially interested in group activities and discussions as opportunities to hear and think about new perspectives and points of view.

Explorers dislike highly routine or structured classroom learning environments. They find it difficult to sit and listen without interacting for long periods unless the training content is especially interesting and dynamically presented.

"My least-preferred learning is listening to straight lecture with no opportunity to discuss or challenge theory."

Explorers often have broad interests and read or learn about a wide range of topics. Preferring breadth to depth, they enjoy classroom environments that provide opportunities to explore a broad range of resources, perspectives, applications, and disciplines. They find connections between what they are learning and a variety of other topics.

"I can take in oodles of information from a variety of sources or perspectives and make connections between all of it to arrive at something new."

Explorers are attracted to theories and models. They tend to be more engaged in the classroom learning process when they are provided with a broad overview and conceptual framework for the learning. They can then discuss information and incorporate facts and details as necessary. Explorers can become bored with learning if they are presented with a large number of facts and details. In-depth manuals usually do not appeal to Explorers.

Facts and details are most valuable for the ideas and patterns they can stimulate, and Explorers benefit from finding ways to connect the facts they must learn to ideas and possibilities. Some Explorers memorize and retain facts best by linking them to an interesting context or story.

Interacting with Instructors

Explorers are drawn to instructors who emphasize new ideas and use exploratory learning activities, such as brainstorming and open-ended discussion. They want instructors to provide frequent opportunities to discuss content. Explorers want instructors to be flexible and discuss topics of interest as they arise rather than stick to a rigid agenda.

Explorers can find it difficult to learn when an instructor presents primarily factual information, especially if the instructor does not show how the facts relate to an overall context or framework. They prefer to be given a broad overview about a topic and can quickly lose interest and tune out with too much explanation.

"I find it very difficult to pay attention when instructors present highly detailed factual information. I try to listen but usually find myself thinking about something else."

They want instructors to expose them to a broad range of ideas and perspectives about a topic and may dislike learning from instructors who do not seem to see or consider multiple perspectives. They often bring up related ideas or models in class and expect instructors to discuss how the different models connect to what is being studied. They may either challenge or disengage from an instructor whom they see as overly rigid, as illustrated by an Explorer recalling a literature course:

"When we talked about the poems it was his *interpretation that was the right one, and never anything different. I did poorly in that course, didn't enjoy it, and remember nothing from it except the frustration."*

Interacting with Other Learners

Generally, other learners see Explorers as open ended and exploratory. They come across as enthusiastic, questioning, and innovative. Asking questions and discussing ideas in a group help Explorers process and build on ideas. Preferring to think out loud, these learners can find it difficult to process their ideas internally.

In a group setting, Explorers often jump in with many questions and may take up a lot of the group's time exploring diverse and tangential ideas. Their open-ended discussion style can be uncomfortable for those learners and instructors who prefer completing specific objectives or coming to closure.

If the learning environment does not provide an opportunity to discuss what is being learned, Explorers may seek out someone willing to have a discussion. One Explorer found an online learning course challenging until she discovered this solution:

"I ended up partnering with another student and we would call each other after working on modules to discuss and bounce our thoughts off each other."

Learning from Feedback

Explorers want feedback on their ideas and models. They benefit from feedback that helps them structure and organize ideas. Explorers also benefit from feedback that points out gaps between their ideas and the realities of the situation. However, they may interpret this kind of feedback as a lack of vision.

"I want to explore and play with options and possibilities, and sometimes the reality checks seem too much like someone is throwing a bucket of cold water on my ideas."

Some Explorers have a complementary decision-making preference for Feeling, and others for Thinking. Explorers preferring Feeling (Compassionate Explorers) tend to like hearing positive feedback presented in a sensitive manner, while Explorers preferring Thinking (Logical Explorers) tend to want corrective feedback presented in a frank and matter-of-fact manner.

Learning Style Checklist

Use the checklists below to mark which characteristics of this learning style fit for you as an ENTP or ENFP.

Explorers as learners tend to

- ❑ Be enthusiastic, innovative, and adaptable
- ❑ Have a work style of bursts of inspiration
- ❑ Read extensively and have broad interests
- ❑ Skim facts to get a general idea of what is important
- ❑ Learn a little about a lot of topics
- ❑ Be spontaneous and curious
- ❑ Like exploring ideas more than coming to closure

In the learning environment, Explorers tend to

- ❑ Like lots of stimulation
- ❑ Integrate information from a variety of sources
- ❑ Improvise rather than prepare extensively
- ❑ Be easily bored with details
- ❑ Need variety and change to keep their interest level high
- ❑ Resist structure and test rules or challenge authority
- ❑ Like to start things more than follow things through to completion

When learning with others, Explorers tend to

- ❑ Like to initiate new ideas and seek change
- ❑ Think out loud
- ❑ Like group work
- ❑ Want to discuss information
- ❑ Share and build on ideas
- ❑ Enjoy brainstorming and visioning
- ❑ Seek out different points of view

Thoughts for Explorers

How has your learning style helped you manage or learn information in the past? Write down one or two ways you can use your learning style to help you learn now or in the future.