Instructional Style Indicator

Identify and develop strategies to immediately increase your educational and learning effectiveness with others. For teachers, trainers, mentors, spearkers, facilitators, consultants, parents, coaches, instructors, and others who can benefit from understanding their preferred Instructional Style.

Name of Participant: **Sample Report**
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CRG

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What Is The Instructional Style Indicator?

The Instructional Style Indicator (ISI) is a professionally developed learning and communication instrument. It is not a test that can be passed or failed.

CRG has created a trademarked resource program, Why Don't You Teach The Way That I Learn?™, with versions for both instructors and learners. The program uses the Instructional Style Indicator and the Learning Style Indicator.

The ISI can assist you to increase your overall instructional effectiveness and equip you with strategies for being pro-active and intentional with all your learners. This tool is useful for everyone involved in the transfer of knowledge or skills, including those who prepare instruction or who do on-the-job training.

Instructing others to learn is certainly a high calling. It requires using the best possible strategies to achieve the outcome and results that all parties seek. Today, human knowledge is doubling about every 24 months. That means the need for instruction and continuous learning has never been greater.

The traditional learning model of sitting in a classroom and listening to a teacher or instructor does not meet today's various learning needs. In fact the shift to hold the instructor accountable for the learning outcomes is long overdue. In the past, many instructors simply applied their preferred Instructional Style to the learning environment, never taking into consideration the Learning Style of the learners.

Successful learning has as much or more to do with the instructor than with the learner. As instructors, each of us—no matter our age or background—must commit to an Instructional Style that fits the needs of today's life-long learner. Just a few years ago, terms such as blended learning, virtual universities, and online learning did not exist. Not that long ago, non-traditional educational intuitions were frowned upon. Today, they include some of our greatest business success stories. Why? They put the learner first; they meet the needs of their learners—not just the needs of the instructors or the inflexible learning models of traditional educational institutions.

One of the reasons the Instructional Style Indicator is such a powerful instrument is that it equips you with the knowledge to be pro-active with your method of success. If you instruct or teach others in any capacity, paid or volunteer, complete the sister assessment: the Learning Style Indicator. That will reveal your predominant Learning Style and the impact it is having on your Instructional Style.
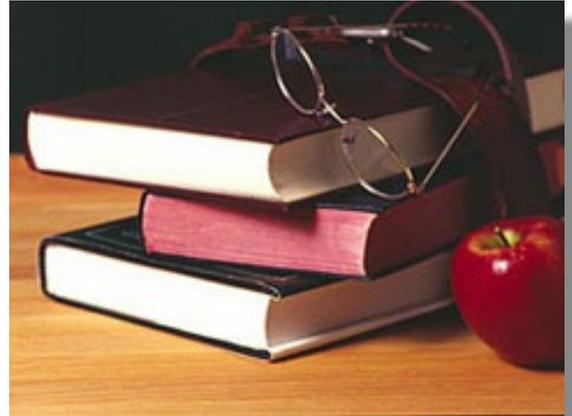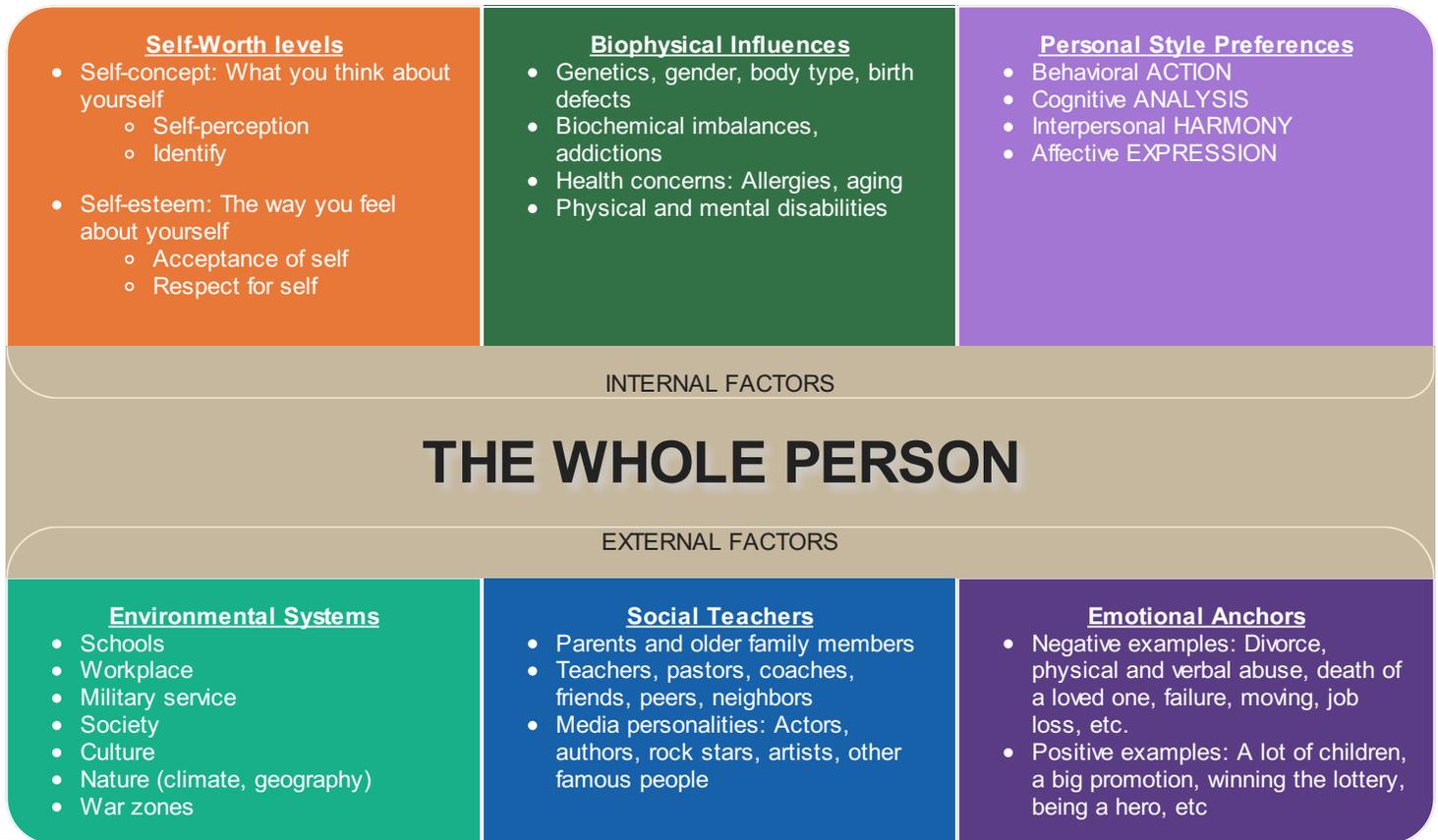
Understanding Your Instructional Style

We will get to your scores in a minute. First, let's outline the Instructional and Personality Development Factors. It will guide you to better understand your own and others' learning tendencies and provide increased clarity in self-understanding and improved learning strategies.

As you go through the sections, you will learn step-by-step how to understand and interpret your scores in the Instructional Style Indicator.

Instructional Style is only one part of your personality. Even though it is important, it represents only one facet of you. We must acknowledge that human beings are more complex than just their Instructional Style.

To simplify and explain this complexity, CRG created the Instructional and Personality Development Factors Model (see illustration below). All the Factors, at various levels, have contributed and are contributing to your instructional success and development. Each factor is self-evident, except perhaps Emotional Anchors, where a past experience of a positive or negative nature stirs an emotional reaction within.

To learn more about the Personality Development Factors Model, buy the book Why Aren't You More Like Me? available from CRG.

Self-Worth levels	**Biophysical Influences**	**Personal Style Preferences**

• Self-concept: What you think about yourself
   ◦ Self-perception
   ◦ Identify
• Self-esteem: The way you feel about yourself
   ◦ Acceptance of self
   ◦ Respect for self
	• Genetics, gender, body type, birth defects
	• Biochemical imbalances, addictions
	• Health concerns: Allergies, aging
	• Physical and mental disabilities
		• Behavioral ACTION
		• Cognitive ANALYSIS
		• Interpersonal HARMONY
		• Affective EXPRESSION

INTERNAL FACTORS

THE WHOLE PERSON

EXTERNAL FACTORS

Environmental Systems	**Social Teachers**	**Emotional Anchors**
• Schools • Workplace • Military service • Society • Culture • Nature (climate, geography) • War zones	• Parents and older family members • Teachers, pastors, coaches, friends, peers, neighbors • Media personalities: Actors, authors, rock stars, artists, other famous people	• Negative examples: Divorce, physical and verbal abuse, death of a loved one, failure, moving, job loss, etc. • Positive examples: A lot of children, a big promotion, winning the lottery, being a hero, etc

STEP ONE
Understanding Instructional Style

Research reveals you are born with a preferred Instructional Style and that it is mostly consistent throughout your lifetime. It is your natural predisposition to perceive, approach, and interact with information to assist learners to gain knowledge and/or change behaviors. Theory and research indicate that four main styles are useful in describing human behavior. Understanding the four styles will provide you with valuable insights. It is also important to understand how your Instructional Style influences much of your instructional behavior, your instructional choices, and your success.

What is Instructional Style?

It is simply your natural preference to present, deploy, and interact with information in instructional situations. Many factors determine your Instructional Style and how much rigidity or flexibility you demonstrate. Your Instructional Style is created by a complex set of behaviors and attitudes that strongly affect the way you can engage information which, in turn, will cause you to instruct in specific ways. In the purest sense, there are no right or wrong Instructional Styles; there are simply preferences.

Definition of a Successful Instructor

Successful instructors and professionals are defined in this instrument as people who—by means of vision, passion, and hard work—are able to intentionally transfer knowledge, content, and skills to others in a way that enables them to learn. "Successful" means that the client/learner achieves his or her goals and objectives via the information you are presenting. This applies equally to a parent teaching a two-year-old or to a workplace retraining with individuals unaccustomed to learning environments.

The ISI will provide you with an opportunity to clarify a powerful plan for developing that kind of "total instructional success" with you learners and clients at personal, interpersonal, organizational, and business levels.

Instructional Style: The Foundation of Your General Approach to Learners

We all tend to view the world in our own personal ways. We each perceive, approach, and interact with our surroundings in a unique manner or Instructional Style. Things that tend to attract your attention, the way you decide to act, and the people you prefer to instruct are all influenced by the way you are naturally predisposed to behave and teach. Your clients are no different in their uniqueness. As an instructional professional, you need to know and understand your Instructional Style and to be aware of your clients' Learning Styles.

The Instructional Style Indicator with the Instructional Style Indicator In-Depth Interpretations will give you an organized view of how you perceive yourself, while revealing the likely consequences or impact of your Instructional Style.

If the learning environment or your instructional strategies do not support the Learning Style of your clients, the consequences can include frustration or tragedy. One of the authors nearly failed high school because his Learning Style did not match the Instructional Style of the school. For years he was (wrongly) identified by officials as a disruptive, poor learner. He later went on to earn an advanced university degree with honors—after he found an instructional environment that matched his Learning Style.

The main purpose of the ISI is to give you the framework and common language to pro-actively create the best learning environment for your learners' needs. A word of caution: Not all learning failure can be attributed to mismatched Instructional Styles, but they can be a factor. As you become more keenly aware of the consequences that a mismatched Instructional Style and Learning Style can cause, you can develop instructional strategies and style-flexibility to increase the learning success of others.

The instructional preferences exhibited by your style vary somewhat from person to person and situation to situation. For the most part and for most people, however, instructional preferences remain consistent over time. The general pattern you exhibit is unique and distinct from the patterns of most other individuals. Gaining deeper understanding of the four Instructional Style dimensions will assist you to appreciate the characteristics of the other styles. You can apply this knowledge later, when you want to shift your style to be more effective, build your credibility, and increase your instructional effectiveness with and for others. Style-shifting is an important skill to develop. You can learn to be more flexible and effective without being artificial in the way you present yourself.

Have others complete an ISI on their perception of your Instructional Style!

If you want an understanding of how others perceive you, ask them to complete an ISI on you. Over the years we have found this a very insightful process. You can then compare the way you see yourself with how others see you. This strategy is important if you want to improve learners' success, build effective instructional teams, and enhance communications and other applications.

You can also complete the ISI on other instructors, to help you better understand their potential Instructional Style. We encourage this strategy for anyone who has responsibilities regarding instructors, including teachers and educational professionals. Many educational institutions and parent associations are using the ISI as part of their instructor/student success strategies.

Although the ISI should never replace getting to know someone else personally, it can help you frame a way to understand a person's Instructional Style and to be aware of his or her preferences and needs.

What Instructional Style and Learning Style are Not!

A Word of Caution

Not all instructional and learning failure can be attributed to mismatched Instructional Learning Styles, but they can be a factor. Many individuals confuse Instructional Style with other factors that are independent from your Instructional Style, but that still contribute overall to the way a person instructs. Here are a few of the characteristics that can influence the overall instructional process/success of an individual but that are still independent from Instructional and Learning Styles.

IQ
Your intelligence does not determine your Instructional and Learning Style.

Abilities
The growing research on intelligence shows, for example, how certain individuals can easily engage music but fail miserably in mathematics. Individuals with completely different abilities can be similar in the way they prefer to instruct.

Interests
Two individuals might have the same preferred Instructional Style but completely different interests, for example, one in medicine and the other in heavy-duty mechanics.

Learning Disabilities
Conditions such as dyslexia and attention deficit disorder (ADD) can influence the way individuals learn. If these conditions are successfully treated, however, individuals' natural learning preferences would most likely not change.

Health
More and more evidence is linking the ability/capability of a person's learning to his or her overall health, wellness, and nutritional habits. For example, individuals' ability to learn can be influenced if they get little sleep prior to a learning experience or if they are addicted to caffeine, nicotine, and/or other substances. That influence will vary, based on their overall health and wellness level. Your level of health can also affect your instructional effectiveness.

Culture
Instructional and learning experiences/processes are part of a cultural norm, which can include countries (and regions within countries), institutions, organizations, and families. Example: the majority of North American schools operate on a military education model designed in the 1700s. The fact that our educational culture or methodology is supportive of certain Learning Styles and not of others has been sighted as one of the contributing factors to the high drop-out rate.

Regardless of the reason a learner is not succeeding, it is CRG's belief that the responsibility for success can be placed equally with the learner and the instructor.

Understanding the Four Instructional Style Dimensions

Behavioral — INDEPENDENT

SCORE 41

This dimension influences people toward taking action. They tend to make decisions quickly and to have little fear of the learning environment. A high score here indicates instructors who have a strong preference for low control over learners. They want learners to have wide boundaries to learn on their own. They prefer to help them only when asked. They are competency-focused and prefer to evaluate learners on their performance and results, rather than on thoughts or ideas. They prefer using facts and real-life experiences as examples.

They like presentations and lectures that are short and to the point. Their focus as an instructor is to learn by doing, rather than by hearing. They like learners to set goals and to work toward preset timelines; they can get irritated or impatient when learners don't take responsibility for their own learning. They like "discovery" learning and build opportunities into their approach for learners to figure out things on their own. They tend to undercommunicate and not provide as much information as learners sometimes need.

Cognitive — VISUAL

SCORE 42

This dimension influences people toward examining tasks and relationships at deep levels. It influences them to be structured and organized so they can improve the quality of their environment. A high score in this dimension indicates an instructor who prefers to give learners information in ways that allow them to analyze its usefulness. These instructors like data-oriented presentations that link concepts to statistics, historical events, and outcomes. They prefer instructions that are specific, directional, and complete.

They often use visual aids such as graphs, maps, charts, and videos. They are critical of other instructors who misuse time and who are "shallow" in content and/or who are incompetent. They set high standards for themselves and for learners. They can display anger in learning situations if they think learners are wasting time and are not serious about learning. Their high need for structure and compliance in the learning environment can frustrate and demoralize learners who do not learn through this dimension. They evaluate firmly but fairly and believe learners must work hard if they are to succeed.

Interpersonal — AUDITORY

SCORE 39

This dimension influences people to seek peace with others. It forces them to move away from hostility and toward cooperation. These instructors have a strong preference for learners who are people-oriented. Learners like the friendly, non-judgmental approach to learning that these instructors provide. People with this style dimension like having others give testimony about how they became skilled in their area of expertise. They also like to show how information can be used to help others who are in need.

Their lectures are usually easy for learners who like to take notes. They like giving learners extra time to absorb concepts and complete assignments. They are seldom critical of learners, preferring to focus on their positive aspects. They tend to have difficulty with learners who are resistant to instruction, especially if the learners are strong-willed and aggressive toward authority. Also, their slower-paced Instructional Style can frustrate faster-paced learners who just want to get on with it. They prefer small-group learning exercises rather than individual or large-group experiences. They are practical (common sense) instructors who have a need to please others.

Affective — EXPERIENTIAL

SCORE 38

This dimension influences people to think openly about everything and everybody. It stimulates them to seek fun in their work. It helps them accept others for who they are. These instructors are very partial to presentations that are entertaining. They enjoy leading others if the experience is not hard, slow, or boring. They don't like learners to sit for long periods. They prefer instructing when learners are very involved in the learning process. They prefer to use storytelling and humor to illustrate learning concepts. They like using variety and being innovative and creative when instructing.
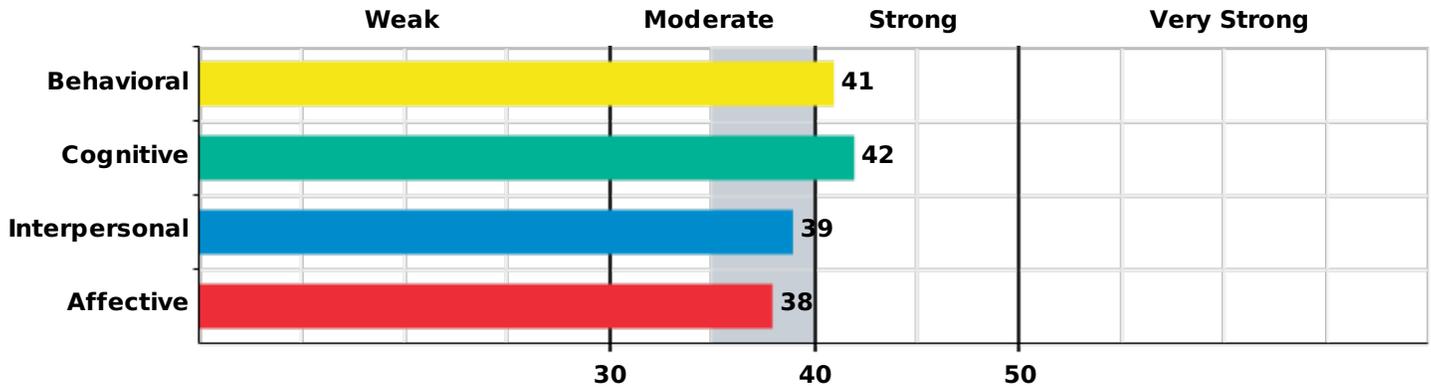
They prefer learners who are open-minded and willing to try new approaches to solving problems. They dislike highly structured learning environments, routine procedures, and inflexible rules. They tend to overuse their verbal skills to instruct and motivate learners. Their lack of orientation to structure, discipline, and details can confuse or frustrate learners who require this as part of their Learning Style. Their tendency to use unconventional and creative approaches can sometimes cause learners to not take them seriously.

STEP TWO
Your Instructional Style Graph

Now you have a visual graph that represents your Instructional Style pattern. Here is what this might mean to you.

- Each of us has all four dimensions, in varying intensities.
- The higher your score in one of the dimensions, the more likely this dimension is influencing the way you perceive, approach, and interact with the environment in instructional situations.
- The opposite is true for your lower scores. The lower your score in a style dimension, the less likely that dimension is influencing your instructional choices and preferences.

	Weak	Moderate	Strong	Very Strong
Behavioral			41	
Cognitive			42	
Interpersonal		39		
Affective		38		

30　　40　　50

STEP THREE
Learning about Your General Instructional Style Tendencies

There is no right or wrong answer or distribution of numbers. The majority of individuals will have two scores above 40 and two scores below 40. Some will have only one score above 40; others will have three scores 40 and above. A small percentage of the population has all four scores within 4 to 5 points.

The combination of your four scores makes up your Instructional Style Pattern. Carefully read the description of each Instructional Style quadrant to gain an understanding of each Instructional Style dimension and its typical preferences and common dislikes. While reading these tendencies, think about the instructional preferences that are true for you and those that are your weakest or that you dislike.

Exercising Caution when Assessing Your Own and Others' Styles

We should never pigeonhole individuals or try to stuff someone into a personality "box." When provided with crisp, neat categories, the temptation is to use those models as a shortcut to get to know people. The models were intended to provide clarity and insight about a person's preferred Instructional Style.

Some people have said of others, "Oh, he's a Cognitive type" or "She's an Affective type," pronouncing clear judgment of another person's personality. This type of simplistic thinking is to be avoided, especially when you share style patterns with friends, co-workers, or family members.

The Instructional Style Indicator is just that: an indicator, not a test. It is meant to provide a common language to assist you in understanding yourself and communicating with others regarding the important issue of Instructional and Learning Styles.

Understanding Your General Instructional Style Tendencies

Behavioral — INDEPENDENT

SCORE 41

Primary Instructional Style Preference:
- Independent
- Learns best by self-directed actions: working alone, trial and error, self-discovery, etc.

As an Instructor, Prefers:
- Fact-filled presentations
- Self-directed learning activities
- Learners working at their own pace
- Outside-of-class activities
- Realistic questions and answers
- Learners figuring it out for themselves
- Direct and to-the-point presentations
- Individual study assignments
- Take-home examinations
- Learners who are businesslike

As an Instructor, Dislikes:
- Learners who talk too much
- Learners who waste time
- Group assignments
- Instruction on how to teach learners
- Learners who don't start and finish on time

Cognitive — VISUAL

SCORE 42

Primary Instructional Style Preference:
- Visual
- Learns best by using eyes: watching, reading, writing ideas, seeing concepts linked in models, etc.

As an Instructor, Prefers:
- Clear charts, graphs, and diagrams
- Assignment of readings in books and magazines
- Videos, movies, slides to facilitate learning
- Observation of learners' behavior
- Analyzation of numbers, statistics, and other data
- Learners asking them (rather than others) for help
- Repeated instructions to learners
- Learners studying from the textbook
- Multiple-choice examinations
- Learners who are well organized

As an Instructor, Dislikes:
- Creation of experiments to test things
- Presentations that are unorganized
- Learners who don't conform
- Learners who expect easy grades
- Learners who are late

Interpersonal — AUDITORY

SCORE 39

Primary Instructional Style Preference:
- Auditory
- Learns best through the ears: hearing, listening, lectures, presentations, etc.

As an Instructor, Prefers:
- Easy-to-follow explanations
- Hearing learners' ideas and information
- Learners having time to complete work
- Other experts' shared ideas
- Short, practical questions and answers
- Co-leaders' suggestions for improvement
- Clear, concise instructions
- Learners using notes during exams
- Guest lecturers presenting to their learners
- Learning activities that include music

As an Instructor, Dislikes:
- Loud and aggressive learners/instructors
- Conflict in the learning environment
- Learners who criticize learners and teachers
- Learners who don't care about other learners
- Favoritism or grading learners harshly

Affective — EXPERIENTIAL

SCORE 38

Primary Instructional Style Preference:
- Experiential
- Learns best by personal experience: humor, activities, touching, group discussion, storytelling, etc.

As an Instructor, Prefers:
- Entertaining stories to make a point
- Spontaneous learning activities
- Many instructional options
- Group activities and assignments
- Creative questions and answers
- Opportunities to move when talking and lecturing
- Hands-on learning experiences
- Co-leadership with other instructors
- Presentations in front of classes, groups, and audiences
- Provision of whatever "feels right" for the learners

As an Instructor, Dislikes:
- Lectures/presentations that are boring
- Learning activities that aren't fun
- Routine approaches to learning
- Learners working alone on projects
- Learners who challenge every detail

STEP FOUR
How Your Pattern(s) Were Determined

We will outline the process on how we determined your style pattern(s). As mentioned earlier, the combination of your four scores (patterns) reflects your Instructional Style. Most of us will have one, perhaps two, or even a maximum of three In-Depth Interpretations with which we best identify.

Your Primary Style Pattern is all your scores 40 and above.

1. If you have only one score 40 or over, you will only have one Primary Pattern.
2. If you are like the majority of individuals who have two dimensions 40 or above, your pattern was determined by placing the letters in order, with the highest score first.
3. There is, however, one exception to this rule of highest letter first. On some occasions, individuals will have two scores of 40 or over that are within 5 points. Because your two scores are within 5 points, two patterns would be identified.
4. A percentage of people will have three scores of 40 and over. In this case, you would have a Triple-High Pattern.
5. In the case of three dimensions 40 or over, the order of the letters no longer applies the way that it did with two dimensions.
6. Finally, a very small but important group of individuals will have all four of their scores within 4 to 5 points of each other. Having all your scores within 4 to 5 points means by default that all your scores will be close to the midline of 40. If that is true for you, Synergistic would represent that type of pattern.

For most people, your Primary Pattern will fit you well.

Your Secondary Pattern

There is one more step that we have determined for you—whether you have a Secondary Pattern.

The rules for determining your Secondary Pattern are the same as for the Primary Style Pattern, but this time all scores of 35 and above were included. When they are included, most individuals will end up with a Triple-High or even a Synergistic Pattern.

Note: At this particular time, CRG is not aware of any style research that clearly documents inherent style-flexibility or versatility. People with a dimension score of 35 to 39 might have tendencies to operate out of this dimension and might strongly relate to an In-Depth Summary that includes those scores. If you do not have scores from 35 to 39, determining a Secondary Pattern does not apply to you. And that is fine.

Style Summary

Sample Report, Your Primary Patterns

| C & B | Competitive Instructional Leader |

Instructional Leaders who have this style pattern usually tend to be very knowledgeable. They prefer to keep up-to-date in their area of study and put in extra hours reading about changes in data that may improve their presentations. They prefer to use a direct educational approach when presenting information, then have learners apply it to problem-solving situations. They often like setting up "tests" that measure learner-understanding of key concepts and procedures. These tests are usually very discriminating, so that the leader can identify the learners who are having difficulties. This style of Leader can be a good resource person for other Instructional Leaders who need more in-depth information. With good interpersonal communication-skills training, Instructional Leaders with this style pattern sometimes progress to become effective administrators of educational institutions.

| B & C | Independent Instructional Leader |

The B dimension helps the Leader guide learners toward productivity (measured by reaching learning goals within set timelines). The C also gets tasks completed by helping learners to set higher standards for their work and to be critical of any work that falls short of these standards. The B gives learners few rules and much of the responsibility for learning what it is they want to learn. The C uses time well in class and provides the support materials to learners that the B doesn't think the learners really need. The B helps the Leader keep up on the latest findings in his or her area of instruction, while the C helps them to use examples from the past to illustrate current points of learning.

Secondary Pattern

| B , C , I & A | Synergistic Instructional Leader |

Instructional Leaders with this pattern have the potential to be good at being both learner-sensitive (people-focused) and learning process-efficient (task-focused). This means they can relate to individual learners in meaningful ways, while also keeping the group focused on achieving the educational results desired. They have a natural ability to use different modes of educational delivery and are more capable when they do so. They are effective at providing important details in short periods of time without becoming hung up on the details. They tend to use time efficiently when their creative, people-oriented side isn't controlling them. They are good listeners when they take the time to listen; they generally understand most learners because they have enough of all four style patterns to connect with each learner's style pattern.

Sample Report, Your In-Depth Interpretation

Primary Pattern #1

C & B	Competitive Instructional Leader

Strengths

Instructional Leaders who have this style pattern usually tend to be very knowledgeable. They prefer to keep up-to-date in their area of study and put in extra hours reading about changes in data that may improve their presentations. They prefer to use a direct educational approach when presenting information, then have learners apply it to problem-solving situations. They often like setting up "tests" that measure learner-understanding of key concepts and procedures. These tests are usually very discriminating, so that the leader can identify the learners who are having difficulties. This style of Leader can be a good resource person for other Instructional Leaders who need more in-depth information. With good interpersonal communication-skills training, Instructional Leaders with this style pattern sometimes progress to become effective administrators of educational institutions.

Limitations

This style of Instructional Leader can sometimes be too powerful for some learners. They are so task-oriented in their approach to learning that many people-oriented learners may not be able to form the relationship with them that the learners need to learn from Instructional Leaders with this style pattern. They can seem loud and critical to learners who don't live up to their expectations and standards of performance. They can also appear to have little mercy for those who make mistakes when learning. They are often impatient with learners who can't keep up with their pace of instruction and may even, at times, show favoritism to learners who can keep pace. They seldom use group projects and assignments because they want to see which learners can do it on their own and which ones can't. They are also rarely open to feedback about their style of instruction. They tend to believe and argue that their way is the "right" way to educationally lead others. To other Instructional Leaders, they may appear arrogant and unwilling to learn.

Self-Perception

An Instructional Leader with this pattern might say, "There's a right and wrong way to do everything and it is the responsibility of the Instructional Leader to show learners which way is the correct one."

Style-Shifting Tips

You can develop Leadership Style flexibility through the following.

- Becoming more sensitive to learners who are not task-oriented
- Not approaching education as if it is a competition you must win
- Developing more interpersonal communication skills to improve relationships
- Learning how to effectively use experiential learning exercises and programs
- Being aware of how powerful your personal presence may be for certain learners
- Developing more patience with learners who are slower than average
- Reframing critical statements into positive encouragement that motivates learners to continue to try rather than quit because they sense you are upset with them

Primary Pattern #2

B & C   **Independent Instructional Leader**

Strengths

The B dimension helps the Leader guide learners toward productivity (measured by reaching learning goals within set timelines). The C also gets tasks completed by helping learners to set higher standards for their work and to be critical of any work that falls short of these standards. The B gives learners few rules and much of the responsibility for learning what it is they want to learn. The C uses time well in class and provides the support materials to learners that the B doesn't think the learners really need. The B helps the Leader keep up on the latest findings in his or her area of instruction, while the C helps them to use examples from the past to illustrate current points of learning.

Limitations

The B and C together could make this Leader too demanding and too critical of slower-paced learners. The strong task-orientation can also influence the Leaders to limit open discussions that some learners may need so they can improve. They can also be impatient with low levels of performance, especially when learners are not really trying. In attempting to motivate learners with negative-reinforcement approaches (which often contain signs of non-acceptance, intolerance, and anger), they actually do the opposite and turn learners off to learning. A Leader with this style can overpersonalize learners' attitudes and performance as being a reflection of his or her instructional skill. When this happens, these Leaders often tend to verbally attack learners or withdraw assistance, leaving the learners to "sink or swim" for themselves.

Self-Perception

A Leader with this style may perceive that a firm approach to learners is necessary. He or she might say, "Learning is not a game; it is hard work that prepares learners to be successful in life. Learning requires Instructional Leaders who are willing to demand the best from their learners, even if it means the Leader won't end up being very popular."

Style-Shifting Tips

You can develop Leadership Style flexibility through the following.

- Using learning approaches you wouldn't want an Instructional Leader to use with you
- Allowing timelines that are realistic for learners' abilities to learn, rather than for your ability to present
- Introducing fun activities into your instruction and using more humor in your examples
- Developing learning strategies that allow everyone in the class to achieve—rather than just a few high-level learners—and involving all the learners.
- Not approaching learning as a competition that is to be won or lost
- Not using grades and positive feedback as a means of separating the "winners" from the "losers"
- Making yourself more available to learners on a personal level; sharing more of who you are to offset the "all work and no play" image you may be projecting
- Developing your listening skills and being more sensitive to the messages your body language is sending to learners when you are frustrated with them

Secondary Pattern

B , C , I & A   **Synergistic Instructional Leader**

Strengths

Instructional Leaders with this pattern have the potential to be good at being both learner-sensitive (people-focused) and learning process-efficient (task-focused). This means they can relate to individual learners in meaningful ways, while also keeping the group focused on achieving the educational results desired. They have a natural ability to use different modes of educational delivery and are more capable when they do so. They are effective at providing important details in short periods of time without becoming hung up on the details. They tend to use time efficiently when their creative, people-oriented side isn't controlling them. They are good listeners when they take the time to listen; they generally understand most learners because they have enough of all four style patterns to connect with each learner's style pattern.

Limitations

Trying to be all things to all people can leave an Instructional Leader with this pattern feeling overwhelmed. Internal stress is a high possibility for these Instructional Leaders as they attempt to please "all of the people, all of the time." If the Leader is unable to determine which of the four dimensions to use in a specific situation, he or she will be less competent and/or effective. Therefore, Leaders who are not in control of this pattern will not be as effective as those who are. When there is loss of control, contradictory messages about what is expected are sent to the learners, which can confuse the learners and hurt the credibility of the Leader. When really pressured by time and people demands, a Leader with this style pattern might run around like a "chicken with its head cut off."

Self-Perception

Instructional Leaders with this style might sum up their view of themselves by saying, "There has never been a learner that I couldn't understand or help." Their natural ability to "flex" would lead them to perceive themselves as being educational generalists, rather than specialists.

Style-Shifting Tips

You can develop Leadership Style flexibility through the following.

- Learning how to take control over your pattern so that it does what you want it to, when you want it to—rather than letting it control you
- Being aware which learners have which style patterns, so you can better meet their individual learning needs
- Learning to use time to your best health advantage—not letting the clock run your life into illness
- Building your self-worth as an Instructional Leader upon your internal standards, rather than meeting external criteria from many different (and contradictory) sources
- Being more understanding and less demanding of learners who lack style flexibility
- Slowing down and relaxing more; when instructing, using humor and having some fun
- Watching your sudden shifts from one pattern into another; this can leave learners perceiving you as wishy-washy or indecisive as an Instructional Leader

STEP FIVE
Developing Instructional Style Flexibility and Improving Your Credibility

You can now use the powerful information found in the ISI to establish your successful instructional process and strategies.

If you are in an instructional position and your responsibilities are clashing with your natural Instructional Style, we know that, over time, the situation will become stressful. The mismatch could effectively lower your success level and maybe even result in increased failure for your learners. Every manager/leader should consider matching the nature of the instructing position, while taking into consideration the needs of the learners.

Instructional success is highly influenced by your ability to meet your clients' Learning Style, not yours. After you are able to recognize Instructional and Learning Style patterns in your own and others' behaviors, you will be better prepared to develop your instructional awareness, approach, and versatility. Each of us already has a capacity for a certain amount of flexible behavior, depending on the needs of the moment. The further development of your awareness of self and others will allow you greater freedom to be more intentional and conscious in your dealings with others, for your benefit and theirs.

Instructional professionals need to develop style flexibility and human relations skills more than most people, because their livelihood and their learners' success depend on it. This step can assist you to gain insight into the Learning Style needs of each of the dimensions. By embracing the style-shifting model below and studying the needs of learners on the next page, you are choosing to improve your effectiveness with your learners.

Style-Matching to Avoid Style-Clashing

We can clash with others simply by virtue of our natures. People naturally get along with and learn from some people better than others. The clients, students, learners, and co-workers with whom we have style-clashes can be respected and valued more if we are willing and able to shift into instructional patterns in which they are more comfortable.

It must also be noted that learners should also consider being flexible and realize that not all learning will match their preferred Learning Style. Therefore style-shifting applies to both the instructor and the learner.

This is not to say we should stop being ourselves, but we can learn to be ourselves in ways that are more effective in adapting to others' Learning Styles. If we only instruct or be with people who are "like us," we will immediately put our instructional success and potential at risk.

Developing Your Plan to Increase Your Instructional Success

The diagram below illustrates the five steps for effective style-shifting. On the following page, you will find guidelines to assist you to be more aware of how you might instruct in a different way with various types of learners who, in some situations, exhibit and prefer types of behaviours and learning that are diverse from yours. In the four style boxes on the next page, you may wish to note the names of learners, clients, or co-workers with whom you wish to style-shift.

Even though style-shifting is an effective process, it is only one step to creating a successful learning environment. The ISI is very powerful tool, especially when used as part of an overall instructional strategy and system. In most cases, it produces dramatically increased learning results.

Step One
Access the Learning Style of the other person

Step Two
Select appropriate style behaviors

Step Three
Implement your new style behaviors

Step Four
Observe and evaluate the impact

Step Five
Re-assess and repeat, if necessary

The Instructional Professionals' Style-Shifting Guidelines

<table>
<tr><td>**Behavioral**</td><td>**ACTION**</td></tr>
</table>

SCORE 41

Independent Learners:

Prefer:
Multi-skilled instructors
Problem-solving exercises
Application of learning concepts
Self-directed learning experiences
Case histories
Real-life examples
Businesslike instructors
Competency-based skills training
Short lectures
Disassembly and reassembly

Dislike:
Team or group assignments
Slow-paced instruction
Instructors who talk too much
Instructors who waste time
Instructors who can't take charge

<table>
<tr><td>**Cognitive**</td><td>**ANALYSIS**</td></tr>
</table>

SCORE 42

Visual Learners:

Prefer:
In-class discussions
Logical questions and answers
Instructors who provide correct data
Study with one person
Guidelines on how and when to do things
Historical places, events, data, or people
Specific instructions and assignments
Systematic presentations
Opportunity to ask numerous questions
Tough, discriminating evaluation from instructors

Dislike:
Disorganized learning environments
Instructors who are late
Instructors who don't keep timelines
Learning without handouts or visual support
Statements that lack supportive facts

<table>
<tr><td>**Interpersonal**</td><td>**HARMONY**</td></tr>
</table>

SCORE 39

Auditory Learners:

Prefer:
Small-group learning activities
Team assignments
Library research
Fill-in-the-blanks examinations
Steady-pace progress
Opportunities to help others learn, as well as self
Asking others for suggestions
Opportunities to listen, rather than talk
Common-sense solutions to problems
Laboratory experiments

Dislike:
Aggressive instructors
Fast-paced learning
Presentations in front of a group
Critical instructors
Uncaring instructors

<table>
<tr><td>**Affective**</td><td>**EXPRESSION**</td></tr>
</table>

SCORE 38

Experiential Learners:

Prefer:
Large-group learning activities
Role-playing
Panel discussions
Oral or essay examinations
Games to assist learning
Opportunities to move physically while learning
Creative and spontaneous approaches to learning
Group presentations
Instructors who are entertaining and who tell stories
Opportunities to taste, touch, smell, and see

Dislike:
Serious and formal instructors
Routine and rules for learning
Dry and boring presentations
Working alone
Learning activities that aren't fun

Developing Your Plan to Increase Your Instructional Success

The diagram below illustrates the five steps for effective style-shifting. On the following page, you will find guidelines to assist you to be more aware of how you might instruct in a different way with various types of learners who, in some situations, exhibit and prefer types of behaviours and learning that are diverse from yours. In the four style boxes on the next page, you may wish to note the names of learners, clients, or co-workers with whom you wish to style-shift.

What are Your Instructional Style Preferences/Strengths?

Review the ISI and your ISI Interpretations. Identify the way you need and prefer to present new information and to engage new learning experiences. Be specific about the instructional strategies and environments that serve you best

What Learning Styles and Strategies are You Least Able to Serve?

Identify the types of Learning Styles and instructional environments where you find it most difficult to instruct. Be clear and concise so that, if possible, you can avoid and/or shift your Instructional Style to better serve your learners.

Developing Your Pro-Active Instructional Strategy Plan

Using your comments from questions A and B and the information found in the ISI and the ISI Interpretations, identify three specific action items to improve your instructional success. Focus on creating a learning environment, processes, and choices that best fit your participants' preferred Learning Styles and needs. We also want you to consider how you might become more flexible in your approach to instruction, to expand your choices, experiences, and possibilities. In some situations, it may be best for you to team-teach with someone with a different Instructional Style than yours, to meet the various needs of your learners.

GOAL 1 / Action Steps

GOAL 2 / Action Steps

GOAL 3 / Action Steps

CRG Consulting Resource Group Inc.

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