

## **LEADERSHIP MODULE**

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**KEY AREA:**

**UNIT:**

**NAME OF THE MODULE:** “Know Your Team Better Through Kolb’s Learning Cycle – Learning Style Inventory”

**INTRODUCTION:** This is a hands on activity of about one hour. The school leader can conduct the exercise with the entire team if the team is small or in a group of 15 to 20 members if the team is large.

**Learning Objectives:** Helps school head in exploring his / her own personal learning style and also of the team.

Further it would also help teachers to understand the personal learning style of the students and hence help them learn more effectively by developing appropriate learning opportunities.

**Key Words:** Concrete experience, Reflective observation, Abstract conceptualization, Active experimentation, feeling, watching, thinking, doing, diverging, assimilating, converging, accommodating,

**Learning Style Inventory:**

Handouts of sheet 1, sheet 2 and sheet 3 are distributed to the participants.

### **SHEET 1**

Handout (attached) has 12 statements with 4 options each

Participants rate the options based on their preferences with scores of:

4 points for what they relate to the MOST

2 points for the 2<sup>nd</sup> LAST

3 point for the SECOND best

1 point for the LEAST related to

### **SHEET 2**

Handout (attached)

The points are mapped on the scoring sheet

Please note that the alphabets are not in order

Scores in each column is totaled

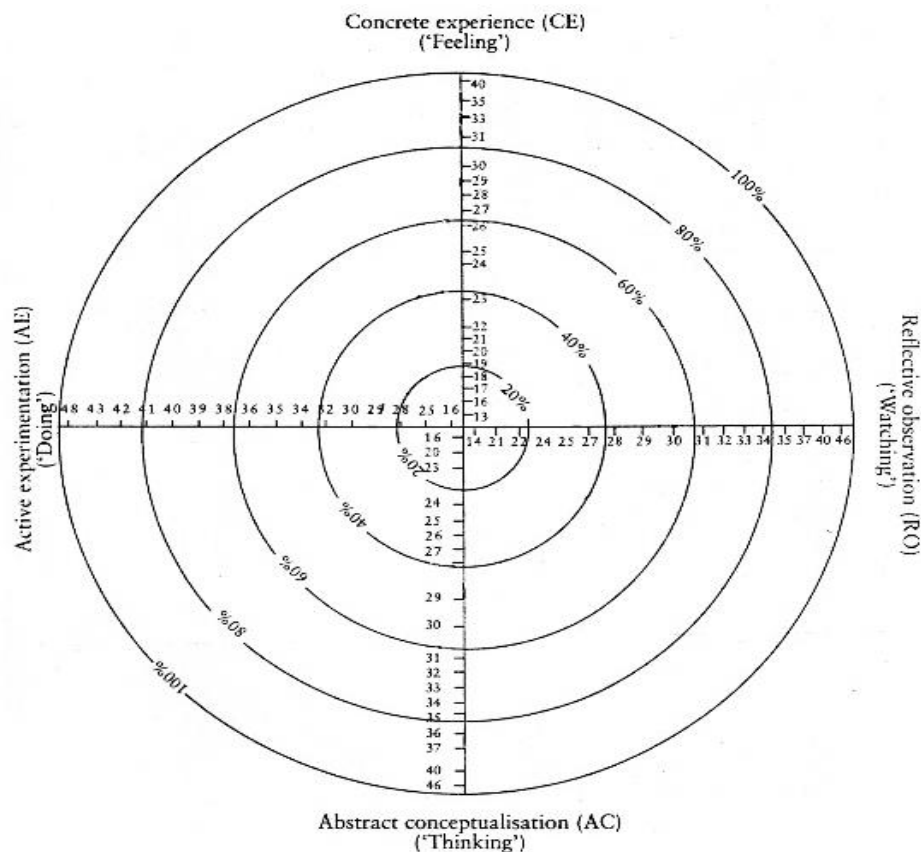
### **SHEET 3**

Handout (below)

They plot the scores of the 4 stages on the graph.

The ordered pairs are joined to form a kite

Resulting figure displays individual preferences



**Concrete experience:** A new experience is encountered.

**Reflective observation:** Reflecting on the experience.

**Abstract conceptualization:** reflection gives rise to a new idea or a modification of an existing abstract concept.

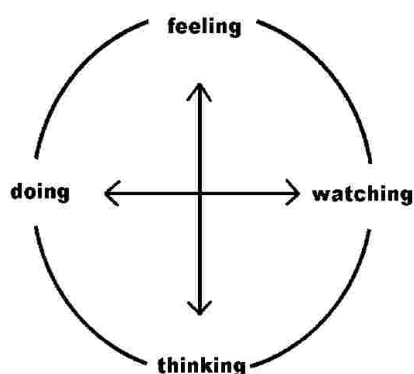
**Active experimentation:** learner applies them to the world around to see what results.

**Effective learning is seen when a person progresses through a cycle of four stages:**

- Having a concrete experience followed by
- Observation and reflection on that experience which leads to
- The formation of abstract concepts (analysis) and generalizations (conclusions) which are then
- Used to test hypothesis, resulting in new experiences.

Kolb viewed learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning occurs only when a learner is able to touch all four stages of the model.

### Kolb's Theory- learning Cycle



Kolb states that in a new learning situation:

- By reflex we decide whether to take an **action** or **watch / observe**
- Simultaneously we also decide whether to **think** or **feel**

The result is our preferred learning style

## LEARNING STYLES

Each person learns differently, having unconsciously developed an individual style that starts with one and combines the four basic elements uniquely. However no single mode will completely describe an individual's learning style. Ideally a learner should touch all the stages.

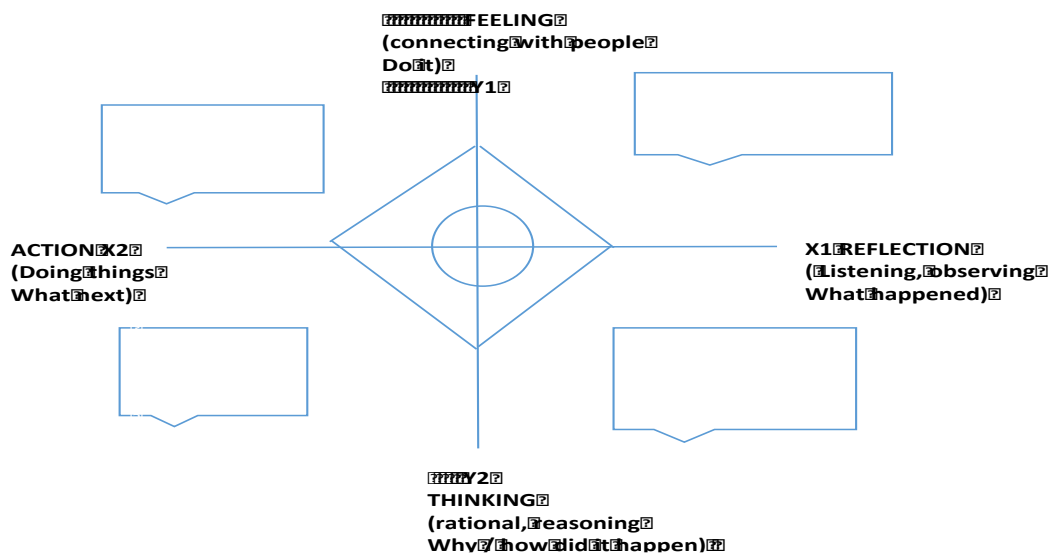
Kolb has described four distinct learning styles which are based on a four stage learning cycle discussed above.

He opines that different people naturally prefer a certain style.

Various factors influence a person's preferred style. They could be social environment, educational experiences or basic cognitive structure of the individual.

He further says, learning style preference itself is actually the product of two pairs of variables or two separate choices that we make, which he represented as lines of axis, each with conflicting modes at either end.

The x – axis is the processing continuum (how we approach the task) and the y – axis is called the perception continuum (our emotional response or how we think or feel about it)



Kolb believed that we cannot perform both variables on a single axis simultaneously (e.g. think and feel).

Each learning style represents a combination of two preferred styles as shown in the figure below-

Diverging, Assimilating and  
Converging, Accommodating

**DIVERGING (reflectors)** – they are sensitive, view a situation from various perspectives, prefer to watch rather than do, tend to gather info and use imagination to solve problems. Interested in people, imaginative and emotional, prefer to work in groups, listen with open mind. Good in idea generation like brainstorming.

**ASSIMILATING (theorists)**– concise, logical approach, Ideas are more important than people, less focused in people and more on ideas, science careers, like to think things through. Require good explanation rather than practical opportunity.

**CONVERGING (pragmatists)**– use their learning to find practical solutions, more attracted to technical tasks rather than social or interpersonal issues. Like to experiment with new ideas. Specialists.

**ACCOMODATING (activists)** – relies on hands on experience, practical, experiential approach, attracted to new challenges, act on “gut” instinct rather than logic. Relies on others for info rather than carry out self-analysis.

## **SUMMING UP**

### **Implications for school leaders –**

A round of exercise on learning style inventory with their colleagues helps school heads understand and hence deal with each member better.

Heads can preserve the kite of each member for future reference.

The kite of each individual helps school heads assign responsibilities according to their choices, inclinations, ways of solving problems, managing and communicating.

### ***References:***

*The Organizational Learning cycle: How We Can Learn Collectively*

*Scholarly articles for Kolb’s reflective cycle*

## **ASSESSMENT FOR THE MODULE:**

### **What are the four learning styles according to Kolb?**

Diverging (feeling and watching - CE/RO)

Assimilating (watching and thinking - AC/RO)

Converging (doing and thinking - AC/AE)

Accommodating (doing and feeling - CE/AE)

### **What are the four steps in experiential learning cycle?**

Concrete experience

Reflective observation

Abstract conceptualization

Active experimentation

### **What are the various factors influence a person’s preferred style?**

They could be social environment, educational experiences or basic cognitive structure of the individual.

## **Supplementary Reading**

Kolb LSI 4.0 – Experience Based

1. When I learn:	A —	I like to deal with my feelings.	B —	I like to think about ideas.	C —	I like to be doing things.	D —	I like to watch and listen.
2. I learn best when:	—	I listen and watch carefully.	—	I rely on logical thinking.	—	I trust my hunches and feelings.	—	I work hard to get things done.
3. When I am learning:	—	I tend to reason things out.	—	I am responsible about things.	—	I am quiet and reserved.	—	I have strong feelings and reactions.
4. I learn by:	—	feeling.	—	doing.	—	watching.	—	thinking.
5. When I learn:	—	I am open to new experiences.	—	I look at all sides of issues.	—	I like to analyse things, break them down into their parts.	—	I like to try things out.
6. When I am learning:	—	I am an observing person.	—	I am an active person.	—	I am an intuitive person.	—	I am a logical person.
7. I learn best from:	—	observation.	—	personal relationships.	—	rational theories.	—	a chance to try out and practise.
8. When I learn:	—	I like to see results from my work.	—	I like ideas and theories.	—	I take my time before acting.	—	I feel personally involved in things.
9. I learn best when:	—	I rely on my observations.	—	I rely on my feelings.	—	I can try things out for myself.	—	I rely on my ideas.
10. When I am learning:	—	I am a reserved person.	—	I am an accepting person.	—	I am a responsible person.	—	I am a rational person.
11. When I learn:	—	I get involved.	—	I like to observe.	—	I evaluate things.	—	I like to be active.
12. I learn best when:	—	I analyse ideas.	—	I am receptive and open-minded.	—	I am careful.	—	I am practical.

1C \_\_\_\_\_

1B \_\_\_\_\_

1D \_\_\_\_\_

1A \_\_\_\_\_

2D \_\_\_\_\_

2B \_\_\_\_\_

2A \_\_\_\_\_

2C \_\_\_\_\_

3B \_\_\_\_\_

3A \_\_\_\_\_

3C \_\_\_\_\_

3D \_\_\_\_\_

4B \_\_\_\_\_

4D \_\_\_\_\_

4C \_\_\_\_\_

4A \_\_\_\_\_

5D \_\_\_\_\_

5C \_\_\_\_\_

5B \_\_\_\_\_

5A \_\_\_\_\_

6B \_\_\_\_\_

6D \_\_\_\_\_

6A \_\_\_\_\_

6C \_\_\_\_\_

7D \_\_\_\_\_

7C \_\_\_\_\_

7A \_\_\_\_\_

7B \_\_\_\_\_

8A \_\_\_\_\_

8B \_\_\_\_\_

8C \_\_\_\_\_

8D \_\_\_\_\_

9C \_\_\_\_\_

9D \_\_\_\_\_

9A \_\_\_\_\_

9B \_\_\_\_\_

10C \_\_\_\_\_

10D \_\_\_\_\_

10A \_\_\_\_\_

10B \_\_\_\_\_

11D \_\_\_\_\_

11C \_\_\_\_\_

11B \_\_\_\_\_

11A \_\_\_\_\_

12D \_\_\_\_\_

12A \_\_\_\_\_

12C \_\_\_\_\_

12B \_\_\_\_\_

AE Total =

AC Total =

RO Total =

CE Total =