

The Factor Combinations that Most Affect School Life

The two factors that most affect how one acts and learns in school are those of introversion/extroversion and sensation/intuition. Introverts may be more reflective while extroverts may be more outgoing. Practical skills may come more easily to sensates, while intuitives may be more comfortable with imagination. The key to academic and social success is to get to know your learning style and your comfort areas and then use those strengths to work on your less developed areas. The chart below shows the four possible combinations.

	Extroverts (E)	Introverts (I)
Sensates (S)	<p style="text-align: center;">ESs Action oriented realists (≈ 36%)</p> <p>This type loves action and things happening. They like to get practical results from their work, and like to work in groups. For them too much watching is a waste of time, they want to do. They like to share what they are doing and thinking. They get impatient when things are too slow, complicated, or abstract.</p>	<p style="text-align: center;">ISs Thoughtful realists (≈ 36%)</p> <p>This type is the most careful and steady. They don't mind working alone or with one other. They like practical results and are good with details, and technical things. They are often the least expressive; they see much but usually share little. They don't like careless ideas, plans, or too many new things at once.</p>
Intuitives (N)	<p style="text-align: center;">ENs Action oriented innovators (≈ 16%)</p> <p>This type is really motivated and likes to make things happen. They like to work in groups on new and interesting things. They like to take their theories and apply them with others. They share easily, especially what's inside. They don't like details, routines, or the same old thing for too long.</p>	<p style="text-align: center;">INs Thoughtful innovators (≈ 12%)</p> <p>This type is the best at solving problems. They like to work at their own pace on their own ideas. They like to make creative and scientific things. They would rather express themselves through their thoughts, instead of socializing with lots of others. They don't like doing busy work or things that don't make sense.</p>

The Combinations that Most Affect How We See Things

When sensation is combined with the last (J/P) category, and intuition is combined with the third (T/F) category, four combinations are created that are often called the four temperaments types. When looking at a problem each of the four types may see it, and approach solving it, very differently. But for a team to be most successful it needs to incorporate the ideas and perspectives of each of these four learning styles.

Sensates	<p style="text-align: center;">SPs Sensible, Adaptable, Active types (≈ 30%)</p> <p>When sensate qualities are combined with perceiver qualities the result is usually someone very tuned in to the here and now. They like doing and playing today, and not being too worried about tomorrow. They are the most spontaneous and easy-going. They like to get involved in new and interesting activities. School can be boring for the SP, if it means sitting still and doing all written work, but it can be fun too, because that's often where the action is.</p>	<p style="text-align: center;">SJs Sensible, Decision-making types (≈ 40%)</p> <p>When sensate qualities are combined with judging qualities the result is usually someone who is very dependable and responsible. The SJ is very service-oriented and are good "team players." They most like situations that are spelled-out and well organized. SJs like institutions like school, teams, church and family. They usually don't mind step-by-step work, and they like and do well in school (partly because most teachers are SJs themselves).</p>
Intuitives	<p style="text-align: center;">NFs Enthusiastic, Insightful types (≈ 20%)</p> <p>When intuition is combined with feeling qualities the result is someone who is very good with people and language. The NF is usually very enthusiastic and warm. They are very oriented toward cooperative things, and away from competitive things. They usually have very strong feelings about things and people, they really like them or really don't. NFs are very personal types, and thrive in supportive, creative, and harmonious situations.</p>	<p style="text-align: center;">NTs Logical, Ingenious types (≈ 10%)</p> <p>When intuition is combined with a thinking style the result is someone who always needs to know "why?" NTs are less interested in how things have been done, and more interested in how they can improve and change them. They are very imaginative, and are very comfortable in the "world of ideas." They like to be good at things, and always want to be learning. They can appear unemotional, and can be accused of having an "attitude," which is usually not the case.</p>

Learning Profiles of each of the Four Academic Types – IS, IN, ES, EN

	Extroverts (E)	Introverts (I)
Sensates (S)	<p style="text-align: center;">ESs Action-Oriented Realists (≈ 36%)</p> <p>Let me work with my hands and create something practical. Some people may call me a “kinesthetic” learner, but I would rather call myself a “doer.” I like to be part of a team and see practical results from my/our work. I have a strong need to contribute and be recognized. Don’t just explain how to do something to me, at least show me, and better yet, let me try it out. I learn from doing and then reflecting on what I have done. If you want me to understand an abstraction let me discover it inductively, or I can have a difficult time integrating it into a big picture understanding. Written directions can be really helpful to me. If you expect me to continually sit and listen to a lecture and then do well on a test later, I will likely disappoint you much of the time.</p>	<p style="text-align: center;">ISs Thoughtful Realists (≈ 36%)</p> <p>Let me work independently on tasks that are clearly spelled out. Let me work with facts and information and I will be able to use my power of insightful realism to come to sound well thought-out conclusions. Give me a chance to be careful and thoughtful. I will be your most dependable and steady student if you give me work where the directions are clear and the desired outcome is understood beforehand. Give me recognition for my care and persistence since those are my strengths and I may not draw as much attention to myself as some of the other students. When you give vague careless directions or just expect me to “be creative” with no guidelines, I will likely feel some uneasiness and maybe even some resentment.</p>
Intuitives (N)	<p style="text-align: center;">ENs Action-Oriented Innovators (≈ 16%)</p> <p>Let me work in situations where I can use my communications skills in my learning. If I am working in a group where there are chances to be creative, I can get really motivated. I am a much better student when I am “into the task” as opposed to when I am “not into the task.” I like to be inspired and see the purpose behind the work. I have an expressive energy that comes out when I am comfortable, and it helps me draw out my creativity and make connections across content. Talking, discussing, role-playing, debating are natural ways for me to tap that energy source. Peer tutoring a subject that I am good at is one of my favorite things to do. Projects where I can solve problems and draw energy from working with others and overcoming challenges are also areas where I feel very confident. When there are too many details, routines, lectures or the same old thing all the time, I may turn my creative energies into behavior that you may not like.</p>	<p style="text-align: center;">INs Thoughtful Innovators (≈ 12%)</p> <p>Let me work in situations where I can come up with my own ideas whenever possible. I don’t have as much trouble as some of the other students in being creative. I am often surprised when I see that I sometimes see deeper realities that other students miss. I like to come up with stories, draw pictures, or think of new ways of doing something. Some people call me a “visual learner” but I just feel more comfortable studying something for a while and understanding how it works before I try to do it or talk about it. I will be the last to volunteer usually, but I will work to master it long after the other students have moved on to something else. I need to be able make connections with the current subject and the previous subjects, so let me know the purpose behind what we are doing before you tell me what to do. If you ask me to do work that is pointless, inconsistent, or irrelevant then you will probably see me become at least a bit cynical and/or irreverent.</p>

From – *Teaching Across Type – Five Principles* © Paragon Consulting