

# Teen & Parent Guide

## Shortening the Learning Curve

Everyone can learn and have fun doing it

Everyone can learn, but we learn in different ways. Learning is life-long. To shorten your learning curve read this booklet and discover the way that you learn best and the type of post-secondary education that matches the way you learn and the type of career that excites you.

Typically, the age-graded self-contained classroom where students sit in rows and the teacher lectures has been the standard in schools for the last one hundred or more years. This has been the most efficient method to educate public school students. Yet this approach doesn't work well for about 30 percent of public-school students that drop out of school because the teaching methods are not delivered in the way some students learn best. Teachers work very hard to reach all students, but policy, lack of leadership, and a vision can have a negative impact on the delivery of instruction.



**30 % of public-school students drop out of school**

Who are you? How do you learn best? The way that you think determines how you learn and the natural abilities that you have had since birth. This is a big “aha”. Your thinking process, how you take in information, process it, and keep it in your memory determines your preferences in the way you learn, and your predictive behaviors including motivations and communication style. The way you think also affects your career choices.

Everyone can learn, but we learn in different ways

**The Secret to Your Extraordinary Mind.** Discover your secret to life-long learning that can bring you job satisfaction in your career, relationships, a better understanding of why you and others do what you do that results in a high level of confidence and your happiness. It is OK to be you! Who is the real you? Everyone is complex. However, in the following pages, you will investigate four dichotomies that will determine your Learning Characteristics and ways to shorten your learning curve and make learning enjoyable. You will be able to apply what you learn for success in a better understanding of yourself and others.



# The Four Dichotomy Building Blocks

## Xyte's Science of the Mind Technology

Everyone is unique. We each think in different ways and are "hard-wired" from birth with a thinking process that determines how we learn and behave. Four dichotomy building blocks determine your thinking process we call a Cognofile. Our technology is based on how you cognitively take in information, process it, and keep it in your memory. Your mind completely controls you and your body. How you think determines your predictable behavior, motivation, and what you prefer.

A dichotomy is simply contrasted between two things that are or are represented as being opposed or entirely different. Let's examine the four dichotomies to clarify further the building blocks of your mind. This more in-depth understanding will help us know why we and others do what we do, why we excel at certain jobs and not others, how we learn best, what work mode (Body, Hand, Word, or Mind) is best for us in our educational program and career or job. Each dichotomy represents a continuum of behavior from one end to another, a contrast of behaviors that are opposite of each other. One group of behaviors on one side of the dichotomy is not any better than the other side, just different, and results in different predictable behaviors.

**Everyone is valuable and born with natural gifts  
to excel in learning and the work world.**

There are NO wrong or right behavioral preferences. This is what makes us different and life interesting. It is OK to be you and it is OK for others to be who they are. Be the best and most authentic you! Take caution as to not use your behaviors for being unkind to another human being. When faced with diversity and difficult times in your life be sure to step back and reflect. Remember that everyone is valuable and should be respected and appreciated. Understanding the Four Dichotomy Building Blocks will help you understand yourself and others.

## How You Make Decisions: The First Dichotomy

Everything in nature is logical and organized. The mind is no exception. How your mind works is, of course, the basis for your predictable behaviors. More to the point, how you make decisions is the first and most important dichotomy in relationships and has major ramifications in daily living.

On one end of the decision-making dichotomy, are people that prefer to live more for the day. We call these people Short-Term. On the other end are those who plan for the future, namely Long-Term. Which side of the dichotomy sounds more like you? Read the following two sections to help you decide.

## Short-Term Decision-Maker

As a Short-Term Decision-Maker, Tony loves to buy things on a whim. As he states: "I like being able to buy what I like. When I see something I like, I buy it right away. Why wait? It might be gone, or I won't find it again." When he isn't online, Tony has a routine way that he goes about his day. He likes to make his lunch the same way and isn't much into changing things up. He is happy to push homework aside watch some of his favorite programs on TV. Tony prefers not to read books but will occasionally look through photos in magazines to catch up on the latest celebrity news.

To determine if you are a Short-Term Decision-Maker like Tony, see how many of these questions apply to you:

- Do you find yourself spending all the money you make by the end of the week?
- Do you prefer routines, such as making your lunch the same way each day?
- How about doing schoolwork a certain way and on the same day each week?
- Do you like to shop online and/or in stores frequently?
- Do you spend your leisure time doing physical activities or watching TV, not reading a book or traveling?
- Do you check out the pictures in the local paper or celebrity magazine?
- Do you dislike change?
- Do you not do a lot of planning for the future?
- Are you ok with eating a certain type of meal over and over again?
- Do you prefer eating out most of the time?
- Do you get easily distracted or bored while trying to perform any task that involves concentration?



Short-Term characteristics typically include:

- Lives in the present
- Creates solutions which involve their physicality, such as building something
- Driven to do tangible activities – touch and action with body
- Believes in fate and luck
- Keeps updated on local news and events
- Views things as black or white, no gray areas
- Enjoys routine work
- Prefers solid things
- Dislikes change

## Long-Term Decision-Maker

A Long-Term Decision-Maker, June is motivated to save up money for college and a trip to Europe. She is naturally curious about other cultures and spends time reading about them. She takes pride in planning good meals for herself and occasionally has cookouts for friends. Grocery shopping is a chance for her to problem-solve saving money by checking out new brands of food and new stores to shop. She is trying so hard to be careful with her money, not just for her trip to Europe but also to start putting money into a money market account at her credit union. She pays off her car payment every month to avoid paying interest.

To determine if you are a Long-Term Decision-Maker like June, see how many of these questions apply to you:

- Do you invest a portion of your part-time job?
- Do you read national or international papers?
- Do you enjoy reading, writing, and/or learning in your leisure time?
- Plan for trips/vacations to other parts of the world?
- Are you interested in world news and other cultures?
- Do you plan at least one degree from a college or university?
- Do you generate a lot of ideas for a solution to a problem?

Long-Term characteristics typically include:

- Likes to read
- Dislikes routine work
- Has concern for others worldwide
- Understands abstract things
- Reads between the lines
- Makes decisions with gray areas instead of black and white
- Believes in hope and opportunity
- Tries for formal higher education
- Enjoys change



### **How does this dichotomy affect how you learn?**

If you are Short-Term you don't like sitting in school in rows of desks for hours. You learn better by moving about and using your hands to learn something new that has practical application. A better way to learn about fractions for example is to pour water in a vessel dealing with concrete, tangible things. Learning is better by doing and touch and feel. If you are Long-Term you might like to project 3D in your mind, a more abstract method to design a new type of fuel-efficient home by reading and researching on the internet.

## **How You Think: The Second Dichotomy**

Now we are going to discuss how you take in and process information, whether you can multitask or like to focus on one thing, how sensitive you are towards time, and how structure affects your process. This dichotomy is based on the two major ways that people think and process information. We call one end of the dichotomy, a Weaver Mind, and the other, a Driver Mind. One end of the dichotomy is not better than the other; however, the resulting predictive behaviors are different.

The key to discovering your predictive behaviors and others' is to first understand how your mind works, and then to discover that of others. This difference in the way people think and process information explains breakdowns in communications when two or more people have different ways of processing information. This communication breakdown could easily be considered the number one problem at work, at home, or even in society in general. This is a big "aha!" We now know how to improve communications.

So how does your mind work? Read the following and select the one side of the dichotomy that captures your preference.

### **Weaver Mind**

For a Weaver Mind, the following applies:

- Happiest on their own timeline
- Easily takes multiple strands of information or activities; can appear to deal with three things at once
- Time is relative
- Structure is not good
- Likes freedom of ideas
- Interruptions are opportunities
- Spontaneous and relaxed
- Can tolerate a messy environment



Do you like to be spontaneous with activities in your leisure time? Are you approximate in arriving somewhere on time? Do your bedroom and living areas usually look "lived in" and even a little messy? Are you comfortable with disorganization? Can you do three things at once like washing dishes, talking on the phone, and cooking something on the stove? Do you find that a call from a friend is a good excuse to drop that project that hasn't been completed and join them in another activity? Are you more laid back?

### **Driver Mind**

For a Driver Mind, the following applies:

- Happiest being organized
- Driven to focus on and accomplish one goal
- Time is important
- Details are important
- Structured systems are good
- Does not like interruptions
- Seeks answers to problems
- Can be intense
- Feels most comfortable in a neat and orderly environment



Do you post a task list on your desk or the refrigerator and check off things as you do them? Do you usually get everything done on it? When meeting up with friends, are you always on time or a little early? Do you plan and pack for that weekend trip? Is everything usually put away and in its place? Do you plan your meals? Do you balance your checkbook and keep it up to date? If something needs to be fixed, will you keep at it until it is done? Is your desk space neat? Is your refrigerator clean and stocked with food? Did you make your bed? Do you walk quickly and confidently to get somewhere?

### **How Your Mind Works Affects Communications and the Way You Learn**

Each of us is born with a mind--an intrinsic way of processing information--that does not change. You are very much hard-wired to be a Weaver Mind or a Driver Mind. This results in a certain set of behaviors that are natural or comfortable for you. Weaver and Driver Minds think and process information very differently. If two people have these two opposite types of minds, the potential for communication problems will surface, and here's why.





The **Driver Mind** processes information step-by-step and can focus for very long periods while striving for results. Individuals with this type of mind are not easily distracted, are always looking for the next step, and plan for a timely result.

The **Weaver Mind** can process multiple thoughts all at the same time and can function well in a noisy and chaotic

environment. They may appear to be focused on what you are saying, yet be thinking about other topics that "pop" into their mind that may or may not seem to be related. Their speech pattern is not always coherent with incomplete sentences of several desperate thoughts, rambling stories as their thought processes are very fast because they do talk about whatever they are thinking.



When interacting, a Driver Mind has to listen very carefully to an individual that has a Weaver Mind, who may introduce three topics in one sentence taking a "colorful route" towards the result, but they can include more from observations/distractions for a creative approach that a Driver Mind had missed. A Weaver Mind has to listen to a Driver Mind who will provide an organization of the Weaver's ideas and incorporate the Weaver's ideas into a solution that is orderly and actionable. Where does a Driver Mind get creative ideas from? How would a Weaver Mind ever get anything done?

If you think about the way you hear and speak with others, you will probably recognize that it is easier to speak with and understand people that think the way you do. It is easier for a Driver to listen to another Driver, just as it is easier for a Weaver to communicate with another Weaver. What do you think happens when your teacher has the opposite type of mind?

Xyte's research has identified that the Weaver/Driver dichotomy is the biggest contributor to breakdowns in communications. One way of thinking is not better than another. They are just different. To make the most out of relationships with others that are different from you, know that you will have to work harder to understand the other and accept that at times, there will be misunderstandings because of the differences in processing information.

## Where You Get Your Energy: Third Dichotomy

You have determined two of the four dichotomies for you. Now you are going to determine your third dichotomy.

Most people know whether they are introverted or extroverted, traits of which are described in many different places. Our research is a much more precise way of understanding yourself and how you can get your batteries recharged. The two halves of this dichotomy are called Singular or Plural. This particular dichotomy is very important for perhaps an obvious reason: how you prefer to spend your free time--with others or by yourself--can dramatically impact your relationships. Understanding each other's needs in this area can lead to some very

challenging social outings or quiet time at home is nonexistent. How do you recharge your batteries?

Again, your preference will not change, and one is not better than another.

### **Singular**

For a Singular, the following applies:

- Shy and protective
- Works alone happily
- Needs quiet time to recharge their battery
- Thinks about it, then plans-talks
- Seeks perfection, detailed-oriented
- Passive
- Focuses inwardly on self



Do you usually listen first and then talk? Do you prefer to stay at home at night most of the time rather than go out? Would your friends call you shy? Do you enjoy working on projects alone and you are a bit of a perfectionist? Do you prefer quiet time to recharge your battery? If something doesn't turn out right, do you blame yourself?

### **Plural**

For a Plural, the following applies:

- Gets their energy from interaction with people
- Outgoing, competitive
- Proactive, does it now
- Talks first, then listens
- Results good enough
- Focuses on external realities



Do you talk to strangers in line at the grocery store? Do you talk with salespeople that call on the phone or others who come to the door of your apartment, house, or dorm? Do you get your energy from interacting with people? Do you seek out your next-door neighbor? Are projects or homework deemed "good enough" when you work on them just so you can get them done?

This third dichotomy should be considered by everyone. Everyone needs "air time"--time to be heard in a group and alone. One extreme or the other (from Singular to Plural) can affect people who always control the conversation.

If you relate mostly with the Singular person, here are some suggestions to consider:

- Be sure to carve out time to be alone and recharge your battery.
- Be careful not to blame yourself for any problems. Try to look at the total picture.
- Use the phrase "I'll think about it" to create some space and time and not feel pressured into making decisions too quickly.

If you relate mostly with the Plural person, here are some suggestions to consider:

- Ease tensions with Singular people by developing good listening skills.
- Take time to ask others their opinion and compromise some of the time.
- Use your speaking ability to sincerely appreciate and show respect.

# What Makes You More Comfortable? Fourth Dichotomy

The last dichotomy for determining the way you learn best and unique behaviors is based on whether you are more comfortable with people or things. In other words, are you more apt in your free time seeking out friends, or would you prefer working on your car or hiking in the woods by yourself or with a friend? This dichotomy focuses on how closely connected you are to your emotions and how you relate and deal with emotions. In other words, everyone has both feelings and logic (fact and evidence). What comes to the surface first when you respond to a conversation or situation?

Read through the following lists and see which of the two ends of the dichotomy best describes you.

Feeling-oriented ● ————— ● Thing-oriented

## Feeling-oriented

- Comfortable with emotions
- Make decisions based on gut feelings
- Easy to relate with
- More tactful than truthful
- Great empathy for others

Are you comfortable with emotions? Do you like to hug and be hugged even by strangers? Do you like a morning kiss and a light touch? Are you more tactful than truthful? Do you see a tragedy on TV and have great empathy for others? Do you cry when you see a sad part in a movie or accidentally run over a wild animal? These behaviors are typical of a Feeling-oriented person.



## Thing-oriented

- Make decisions using logic, facts, and reason
- More rational than emotional
- Find it difficult or exhausting to relate to people
- More truthful than tactful; blunt
- Uncomfortable with emotions

Do you use logic to solve all problems? Do you have difficulty relating to people and tend to be more comfortable with your "things"? Would friends say you are blunt? Do you have a rational, logical way for dealing with a tense situation? For example, you are driving down the road, and a squirrel runs out in front of you, and you accidentally run over it. Do you stop immediately, get overwhelmed with emotion, and cry? This would be Feeling-oriented. Or do you proceed down the road and forget what has just happened, which is Thing-oriented?

Now, this tends to be more comfortable with feelings or things can have important implications for how you learn, what you like learning about, and your relationships. Everyone has feelings and can approach a situation using logic, but one preference surfaces first when making decisions or reacting to the situation.



## Predictable behaviors and how you learn best does not change over time Determining How You Learn Best

To determine your quadrant that identifies how you learn best and your post-secondary educational program located whether you are a Weaver/Driver or Short-Term/Long-Term. For example: If you are a Weaver and Short-Term you are one of the four Cognofiles (Initiate, Perform, Operate, and Practical) found in quadrant #1 Semi-Active Teacher-Directed. If you are a Driver and Long-Term the way you learn best is found in quadrant #4 Proactive Independent.

<b>Learner Characteristics Grid</b>						
<b>APTITUDE MODES</b>						
		<b>Weaver</b>		<b>Driver</b>		
		<b>Plural</b>	<b>Singular</b>	<b>Plural</b>	<b>Singular</b>	
		Try IT To Control	Explore It To Understand	Act Upon It To Direct	Test It To Improve	
<b>WORK MODES</b>	<b>Short Term</b>	<b>Body</b> Tangible People	1. Initiate <b>Semi-Active Teacher-Directed</b> On the job - short weekly training <ul style="list-style-type: none"><li>Needs guidance</li><li>Short attention span</li><li>Concrete facts</li></ul>	2. Perform	3. Classify <b>Active Directed Routine</b> Monthly certificates 1-2 years technical <ul style="list-style-type: none"><li>Step-by-step, sequential learner</li><li>Understands better with hands/body</li></ul>	4. Reliable
		<b>Hand</b> Tangible Things	<ul style="list-style-type: none"><li>Hands-on activities</li><li>Needs orderly, well defined goals</li><li>Reading is difficult</li><li>Simple, practical applications</li><li>Rote approach</li><li>Observant</li><li>Spontaneous</li></ul>		<ul style="list-style-type: none"><li>Abstract concepts difficult</li><li>Wants defined goals</li><li>Can deal with more complexity than first quadrant</li></ul>	
	<b>Long Term</b>	<b>Word</b> Abstract Feelings	9. Perceive <b>Reactive</b> 4-year degree programs <ul style="list-style-type: none"><li>Voracious user of new technology for reading-early adopter</li><li>Interested in everything</li></ul>	10. Compose	11. Verbal	12. Clarify
		<b>Mind</b> Abstract Things	<ul style="list-style-type: none"><li>Teach in "chunks" to help focus and pay attention to intrinsic motivations</li><li>Good abstract reasoning</li></ul>		<ul style="list-style-type: none"><li>Independent</li><li>Focused, goal oriented</li><li>Abstract theory</li></ul>	<ul style="list-style-type: none"><li>Organized</li><li>Plans long term</li><li>Good test taker</li><li>Self motivated</li><li>Complex concepts</li><li>Imaginative</li><li>"What if" scenarios</li></ul>
		5. Operate	6. Practical	7. Implement	8. Organize	
		13. Plan	14. Theory	15. Analyze	16. Conceptual	

### Shortening the Learning Curve: Quadrant #1 Semi-Active, Teacher Directed

The following suggestions will help in shortening the learning curve for #1 Semi-Active, Teacher Directed students. Xyte's research finds that these students have the most difficulty sitting in rows and listening to teachers talk. They are not their best in the morning, but afternoon and evening. The white noise of radio/tv of music helps with focusing on the subject being taught.

These students are most apt to become impatient with public schools and refer to them as irrelevant, become behavior problems, and drop out if learning is not hands-on and instructor-led.



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Shortening the Learning Curve: Quadrant #4 Proactive Independent

The following suggestions will help in shortening the learning curve for #4 Proactive Independent Learner students. This quadrant is the opposite of the #1 Semi-Active Teacher Directed. Xyte's research finds that these students are the most independent learners and love to read. They are their best in the morning and can focus when involved all day and night on a project. Noise is disruptive. Quiet is preferred unless group work for feedback. These students are most apt to go on to formal university education for 4+ years and are avid readers.



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### Shortening the Learning Curve: #3 Reactive Learner

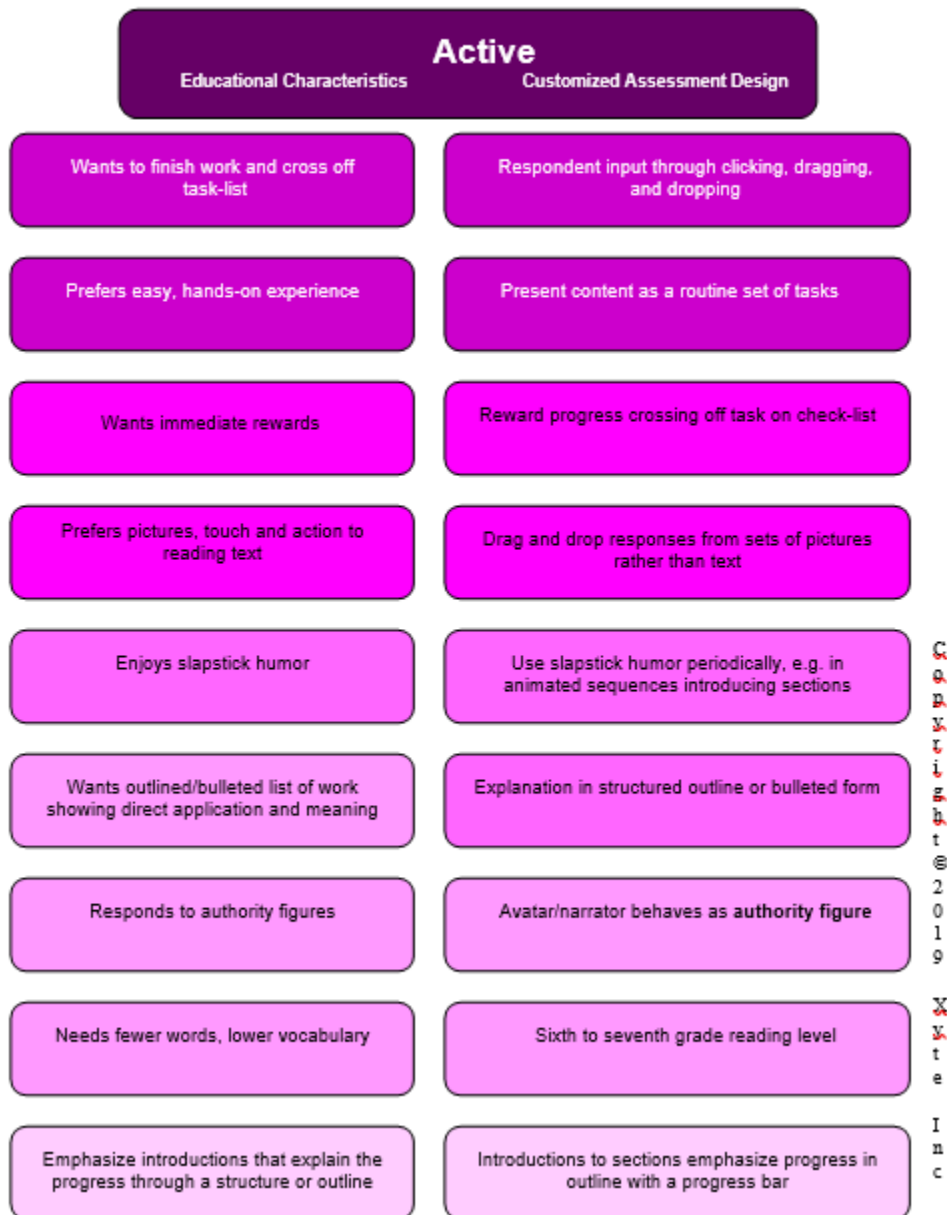
The following suggestions will help in shortening the learning curve for #3 Reactive Learner students. Xyte’s research finds that these students have the most difficulty focusing on one topic for any length of time. They are not their best in the morning, but afternoon and evening. The white noise of radio/tv of music helps with focusing on the subject being taught. Their Weaver Minds can be thinking about three things at once and generate a lot of ideas. They are avid readers and can put ideas and people together. Learn better in “chunks”.



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The following suggestions will help in shortening the learning curve for #2 Active Directed Routine students. This quadrant is the opposite of quadrant #3 Reactive. Xyte's research finds that these students like routine and learn best by doing not necessarily reading about abstract concepts. They are their best in the morning and can focus when in a traditional public- school setting.



## Summary of How You Learn Best

Your thinking process determines how you learn best based on how you take information in, process it, and keep it in your memories. Students vary in how they learn.

Education must address and deliver instruction the different ways students learn to decrease the dropout rate and provide a positive learning experience for all students

Understanding how you learn can help determine the post-secondary educational program that fits each student best.

Xyte's four dichotomies help in understanding the best way to shorten the learning curve.

Students need instruction in answering the question: Who am I? And who are you? To better understand why they and others do what they do to improve value, respect, and appreciation of each other.

## Xyte Products for Further Discovery

Log onto: <https://www.xyte.com> and select Youth on menu bar

### Xyting Insight Assessment.

Your *My Insight Report*<sup>™</sup> lists your innate strengths or those that you were born with based on how you think. You should be able to closely identify with the Cognofile report and some of its examples. Share your Cognofile Report with family and friends who know you best and ask for their feedback. Some details may not fit exactly because of the influences of your surrounding environment and future experiences (9 pages) Fee: \$50 per assessment

### Career Path – O'NET

Your *My Insight Report*<sup>™</sup> lists many kinds of careers that match your strengths. For more career choices, return to the main menu for High School and select the O'NET PDF file specific to your Cognofile. O'NET is a Federal Occupational Database of Jobs, created by the U.S. Department of Labor. Xyte has correlated the strengths of each of our Cognofiles with appropriate careers in this database. You may not want to print that whole file (report size varies 75-100 pages), but review it on screen and find the careers that most interest you. You may find three or maybe even twelve, but half the battle is over by eliminating jobs you would not be happy doing for a long time. Review the tasks associated with these jobs and plan to shadow or visit a person currently in that position at a nearby organization. Free

### Learner Characteristics Report

Find out more with a report for your specific Cognofile. What kind of program will make learning fun for you? Does a four-year theoretical program get you excited? Does a tech college with a lot of hands-on learning and out-of-the-classroom learning opportunities sound more exciting?

Cognofiles in the top two rows on the Learner Characteristics Grid page 9 (Short-Term dichotomy) like to use their bodies and hands to learn. Learning needs to be practical and tangible with immediate results. Secondary Education should be less than two years in length. On-the-job training, certificates, and/or short courses may suit you best. Cognofiles in the bottom two rows (Long-Term dichotomy) enjoy reading

and can more easily deal with and are interested in abstract ideas. They will enjoy and can be more successful in four-year university programs that are more theoretical. (3 pages).

Linda L. McIsaac, Ph.D. is a teacher and former Superintendent of Schools in Wisconsin. She and her business partner Gerry Klodt discovered how to identify the predictive behaviors that people are born with and how to measure those natural gifts in their online, 15-minute Xyting Insight assessment. Together they have developed and applied tools to help those incarcerated, employers/employees, students, and families. Their book, *2Connect* a revolutionary Mind2Heart technology to find a soul mate or improve an existing relationship was released in 2020.