"Because it is based on underlying assumptions about fixed personality preferences, the Myers-Briggs typology does not lend itself to continuous development in the same way as or to the extent that the Learning Cycle does. The Learning Cycle, both in the theory upon which it is built and in its practical application with clients, accounts for and invites ongoing, dynamic human development."

Creating Adaptive Leaders and Organizations

Advantages of the New Kolb Learning Cycle and Styles Inventory as Compared with the MBTI

By Kay Peterson and Merryn Rutledge

As we work with the leaders of organizations, we see them struggling to respond to trends like the quickening pace of change, increasing complexity, and interdependence (Joiner & Josephs, 2007). As they try to cultivate resilience (Zolli & Healy, 2012) in themselves and their employees, they recognize that they need the capacity to be continually adaptive. Heifitz has shown how leaders' "adaptive work consists of... learning" (1994, p. 22), and Vaill contends that embracing and developing skill in "learning as a way of being" (1996, p. 44) is what equips leaders to respond to challenges like complexity and unstable environments.

In our organizational development consulting and executive coaching, we encourage leaders to center their learning practice in "personal mastery" (Senge, Kleiner, Roberts, Ross, & Smith, 1994, p. 193) that begins with self-awareness and awareness of others. We use assessments and frameworks to raise awareness. We have used the Myers-Briggs Type Indicator (MBTI) for many years and we both now use the Kolb Learning Styles Inventory 4.0 (KLSI 4.0). We have found that Kolb's Learning Cycle, used with KLSI 4.0, is an effective way to raise our clients' awareness of their own and others' adaptive processes. As we have continued to explore the MBTI and KLSI 4.0 and their theoretical frameworks, we have compared what each one describes, how it sees human development, how it treats opposite styles, and how easy it is to use.

We have now used KLSI 4.0 and Learning Cycle in business, law, health care, education, and nonprofit settings, and in individual executive coaching. We have come to prefer KLSI 4.0 and the Cycle because they help clients see how deliberate learning occurs and provide a roadmap for continuous self-development.

Accordingly, in this article, we first give an overview of MBTI, Myers-Briggs typology, KLSI 4.0, and the Learning Cycle. Next we give a more detailed explanation of KLSI 4.0 and the Learning Cycle and illustrate how we use the inventory and Cycle model. We then compare four features of MBTI and Myers-Briggs typology with KLSI 4.0 and the Learning Cycle in order to explain what we see as advantages of the latter.

Overview Two Sets of Tools and Models

The Myers-Briggs Type Indicator (MBTI) is "arguably the most widely used measure of nonpathological differences currently in publication" (Salter, Evans, & Forney, 2006, p. 174). The instrument is based upon Isabel Myers' and Katharine Briggs' interpretation of Jung's theory, in which "specific dynamic relationships among the four preferences... lead to the characteristics of the 16 personality types" (Myers, McCaulley, Quenk, & Hammer, 1998, p. 5). This typological framework for identifying aspects of one's personality provides information that contributes to self-awareness and awareness of others (Ahmed, Campbell, Jaffar, Alkobaisi, & Campbell, 2010, p. 237; Quenk & Kummerow, 2003, p. 16; Thompson & Bing-You, 1998, p. 13).

Since 1962, when MBTI was published

by the Educational Testing Service as a research instrument (Myers et al., 1998, p. 129), an industry has grown up around the MBTI. Two organizations provide the MBTI instrument: CPP, Inc. and the Center for Applications of Type, each with its own ways of depicting and describing MBTI results. There are courses in MBTI, a certification test for practitioners, and numerous books, videos, and training materials that show the practitioner how to use MBTI typology and assessment information in organizational development, education, career counseling, multicultural, and other settings (CAPT, 2014; CPP, Inc. 2014).

Feeling, and Judging/Perceiving, are hardwired (Myers et al., p. 5; Pittenger, 1993, p. 471; Salter, Evans, & Forney, 2006, p. 174). We have also found that our clients have difficulty remembering the complex typology of this theory: 16 distinct types, each with a letter code; the meaning of the four sets of dichotomies that compose type; and the dynamics among the four preferences that make up "whole type."

In a new version of the Learning Cycle (Kolb & Kolb, 2011), we have found a research-supported model, based on Experiential Learning Theory, that we believe is more useful as a foundational framework

Holman, Pavlica, & Thorpe, 1997; Kosower & Berman, 1996; McGlinn, 2003; Reese, 1998; Rhee & Sigler, 2010; Sugerman, 1995). Our literature search indicates that while KLSI has been used in some business settings (Kark, 2011; Gemmell, 2012; Turesky & Gallager, 2011), it is less widely known in these settings than is MBTI.

We will now offer a more detailed description of the Learning Cycle and KLSI 4.0. We will also illustrate how we use KLSI 4.0 and the Learning Cycle in order to highlight advantages of the Learning Cycle as a basis for creating continually adaptive individuals, teams, and organizations.

Sarah followed her intuition about how to engage her senior team, reflected on diverse stakeholder perspectives, analyzed the roles of each of the officers, and decided on first steps. Although Sarah did not recognize it at the time, she was using the process of learning. As Sarah came to expand her definition of learning, she began to understand that problem solving, decision making, attitude and behavior change, and the creative process all involve learning.

Over the years, various forms of the MBTI have undergone changes in order to test, refine, and improve the instrument (Myers et al., 1998, p. 158). Nevertheless, even as the MBTI purports to be "an objective measure of Jung's (1921/1926) theory of psychological type" (Pittenger, 1993, p. 468), challenges to the validity of MBTI type have questioned the dichotomous nature of personality preferences, dominant and auxiliary functions, and whether there are 16 distinct preferences (Pittenger, 1993, p. 469, 483; Barbuto, 1997, p. 612; Gardner & Martinko, 1996, p. 46).

As we have used the MBTI in our organizational development and coaching practice, we have seen its usefulness for understanding self and others. Increasingly, and especially as we have worked together, we have begun to see limitations. Believing as we do that people can learn and change, we are concerned that MBTI enforces a mental model of fixed type. This mental model maintains that the four dimensions of personality, Extraversion/Introversion, Sensing/Intuition, Thinking/

for individual, team, and organizational learning and development. This Learning Cycle makes the process of learning—adapting to any experience—explicit through four steps: experiencing, reflecting, thinking, and acting.

The assessment that lays the foundation for using the Learning Cycle is the KLSI 4.0, which identifies a person's learning style preference among nine styles and also describes her/his learning flexibility. Learning styles are not fixed psychological traits; a style is influenced by personality, educational specialization, professional career, current job role, gender, and adaptive competencies (Kolb, 2013, p. 10).

MBTI typology has been widely used in the workplace (Barbuto, 1997, p. 611; Gardner & Martinko, 1996, p. 45; Salter, Evans, & Forney, 2006, p. 174). Since the KLSI was developed in 1971, (Kolb, 1971; Kolb, Rubin, & McIntyre, 1971), it has been widely used in education and career development (Bager, 2011; Cleave-Hogg & Morgan, 2002; Harb, Terry, Hurt, & Williamson, 1995; Hatcher & Bringle, 1997;

The Learning Cycle and KLSI 4.0

Soon after Sarah assumed the position of CEO of a mid-size private health care system, she set out to identify priorities for forming strategic partnerships and delivering excellent health care amid national reforms and pressures to reduce costs. Sarah followed her intuition about how to engage her senior team, reflected on diverse stakeholder perspectives, analyzed the roles of each of the officers, and decided on first steps. Although Sarah did not recognize it at the time, she was using the process of learning. As Sarah came to expand her definition of learning, she began to understand that problem solving, decision making, attitude and behavior change, and the creative process all involve learning.

Kolb explicitly described this basic adaptive process in a Learning Cycle model (Kolb, 1984; Kolb & Kolb, 2011). He understood that learning involves more than ones' thoughts; it calls on feelings, perceptions, and actions. The Learning Cycle (*Figure 1*, next page) can be seen as a compass with locations for four main modes of learning in the North, East, South, and West locations: experiencing, reflecting, thinking, and acting (Kolb, 1984, p. 32–33; Kolb & Kolb, 2005).

Starting in the North and moving clockwise around the compass, we begin the Learning Cycle with an experience that is direct and concrete. We then move to the reflecting mode as we look back at the experience, take time to inquire, test
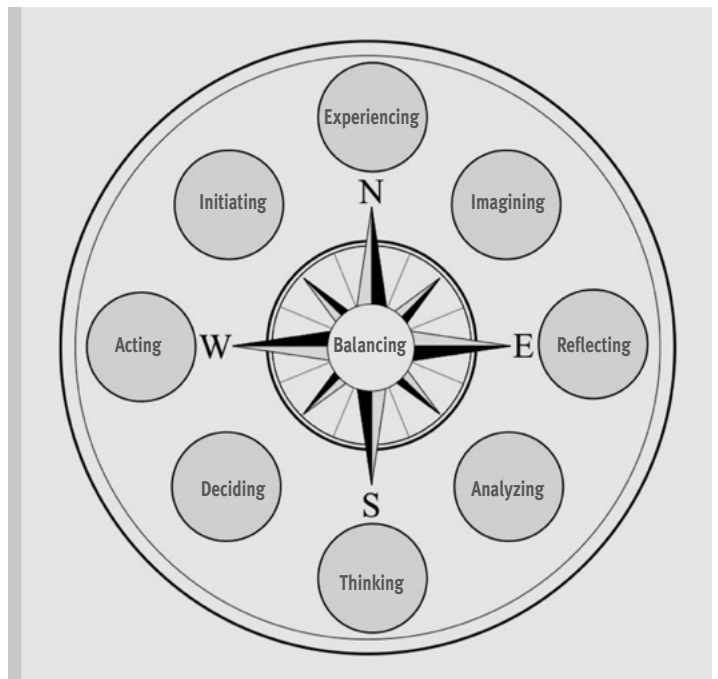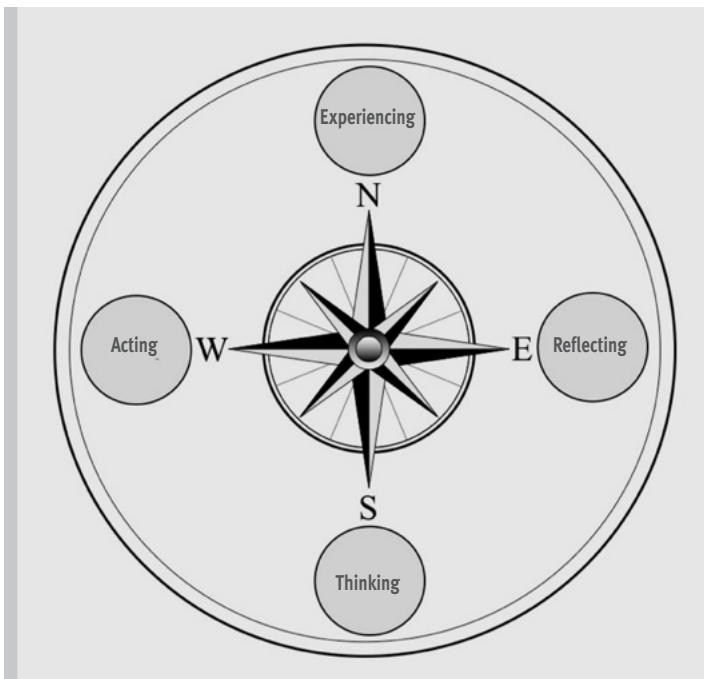
Figure 1. The Learning Cycle with the Four Modes of Learning

Figure 2. The Nine Learning Styles of the Learning Cycle

assumptions, and observe the experience from many perspectives. We progress to the thinking mode as we stand back from the direct experience to generalize and account for biases and automatic responses. Here we use rational analysis to focus on a single goal. Finally, using the acting mode, we move beyond internal processing in order to test our ideas in the external world of action and visible consequences (Kolb & Kolb, 2009, p. 44).

The four modes on the Learning Cycle—experiencing and thinking, reflecting and acting—are pairs of opposites. We take in information through the experiencing and thinking modes, shown opposite each other at North and South on the compass. In the experiencing mode, we take in information as raw, unprocessed experience; in the thinking mode, we filter information through symbols, intellectual understanding, or logical analysis. We process information by reflecting and acting, shown opposite each other in the East and West locations on the compass. Reflecting involves wondering about our observations, taking diverse perspectives, and looking for meaning, while acting involves taking initiative, setting goals, and influencing people and events through action (Kolb & Peterson, 2013, p. 46–48).

These four modes of experiencing, reflecting, thinking, and acting are easy concepts for clients to remember and apply

as parts of the cycle of learning. Accordingly, we coached Sarah and her team so they could recognize the processes involved in their learning. Already aware of her affinity for logical planning and rationally applied management theory, Sarah quickly saw that she had a preference for the reflecting and thinking modes. Soon Sarah began to identify her use of all four modes. Then she began to have other insights related to the Learning Cycle, such as seeing the natural tensions on teams between "process people," who enjoy reflecting activities like collecting information, and "outcomes people," who quickly move into the acting mode.

Learning Styles of the KLSI 4.0

As Sarah could see from her own experience, people typically do not use all modes of the Learning Cycle with equal ease. People come to select some learning modes, preferring to dwell in some parts of the Learning Cycle while neglecting others (Kolb, 1984, p. 64). We all find a "sweet spot" in the Learning Cycle because that familiar approach has worked well for us in the past, and we keep reinforcing this comfort zone by choosing situations that are compatible with our preferred style.

The way a learner uses and toggles between modes—experiencing and

thinking, reflecting and acting—defines a learning style that can be identified by the new KLSI 4.0 (Kolb & Kolb, 2011, p. 4). This instrument is the latest of six versions originally developed by David A. Kolb as a self-assessment and a tool for construct validation of Experiential Learning Theory. It has been continuously refined over forty years to ensure high scale reliability and internal and external validity (Kolb, 2013, p. 90). The forced choice method used in the Learning Styles Inventory (including the new KLSI 4.0), like that used in the MBTI, has created a statistical debate even as the Learning Styles Inventory has been widely accepted as both reliable and valid (Wilcoxson & Prosser, 1996).

In contrast to MBTI, administering the KLSI 4.0 does not require a certification program by its publisher, the Hay Group; the assessment is available to any interested person, along with guidebooks to assist in using KLSI 4.0 (Hay Group, 2013). We continue to deepen our own practice through our experience with organizational and coaching clients, and we participate in an Experiential Learning Community of Practice to share experiences, extend our knowledge, and generate new applications.

The new nine styles of the KLSI 4.0 suggest refined distinctions within the four basic modes of the Learning Cycle and the original four learning styles. Each style also depicts a step in the learning process.

Table 1. *Description of the Nine Learning Styles Embedded in the Learning Cycle and Their Associated Capabilities (Kolb & Kolb, 2011; Kolb & Peterson, 2013)*

Learning Style	Style Description	Capabilities
Initiating	» Experimenting with new courses of action to deal with situations and experiences	» Influencing » Opportunity-seeking » Taking initiative » Committing to objectives
Experiencing	» Finding meaning from deep involvement in experiences and relationships	» Embracing sensations, emotions, and intuition » Attending » Being mindful and present » Being in relationships
Imagining	» Creating meaning by observing and reflecting on experiences and considering a range of possible solutions	» Possibility-thinking, dreaming » Appreciating diversity » Empathy » Receptivity
Reflecting	» Connecting experiences and ideas through sustained reflection	» Observation » Perspective-taking » Perceptivity
Analyzing	» Integrating and systematizing ideas through reflection	» Planning systematically » Synthesizing » Understanding conceptual structures » Testing assumptions
Thinking	» Demonstrating the capacity for disciplined involvement in abstract reasoning, mathematics, and logic	» Quantitative Analysis » Objectivity and neutrality » Focus on single objective
Deciding	» Using theories and models to choose a single course of action to solve problems and achieve practical results	» Solving problems » Setting goals and priorities » Evaluating ideas and solutions » Making decisions
Acting	» Taking assertive, goal-directed action that integrates people and tasks	» Acting to get things done » Leading work teams » Balancing technical knowledge and relationships
Balancing	» Weighing the pros and cons of acting versus reflecting and experiencing versus thinking to assume any learning style	» Adapting » Considering all options » Assuming a holistic perspective to find blind spots

Figure 2 shows the styles around the Cycle. Each style is characterized by specific capabilities; for example, people who prefer the Experiencing style in the North position on the compass "are likely to learn from deep involvement in their experience and contexts; rely on their feelings; approach problem solving intuitively rather than logically; be seen as sensitive, empathetic, helpful, and intuitive" (Kolb & Kolb, 2011, p. 10). *Table 1* gives brief descriptions of the nine styles.

The KLSI 4.0 personalized feedback report provides a snapshot of how a person currently uses the Learning Cycle and how he/she can improve effectiveness. *Figure 3* (next page) is our representation of Sarah's KLSI 4.0 results. The kite shape, resting over much of the South and Southeast regions of the Learning Cycle, means that Sarah prefers to enter the Cycle from here; that is, she has a preference for using the Analyzing style.

The Learning Cycle and learning styles are elegantly intertwined: the styles describe a preferred approach to learning and the combination of the styles describes the full learning process. Clients readily recognize the nine styles as parts of this intertwined whole—each represents the partial capabilities of a whole person, as well as steps in work processes like project management, strategic and tactical planning, and product creation. In short, the styles provide a sophisticated roadmap for any process that involves adapting what a person or team already knows to new circumstances.

The styles also suggest the capabilities that will support individuals and teams on any adaptive–learning–journey. For example, as Sarah became more able to use the Learning Cycle and the nine styles, she could see that she was more successful in all activities when she included several styles. For instance, she found that she made better decisions when she used divergent thinking to gather information and perspectives in Imagining style before she converged toward one goal in Deciding style. When Sarah became uncertain or stuck, the Learning Cycle suggested refined instructions about the style she could use next.
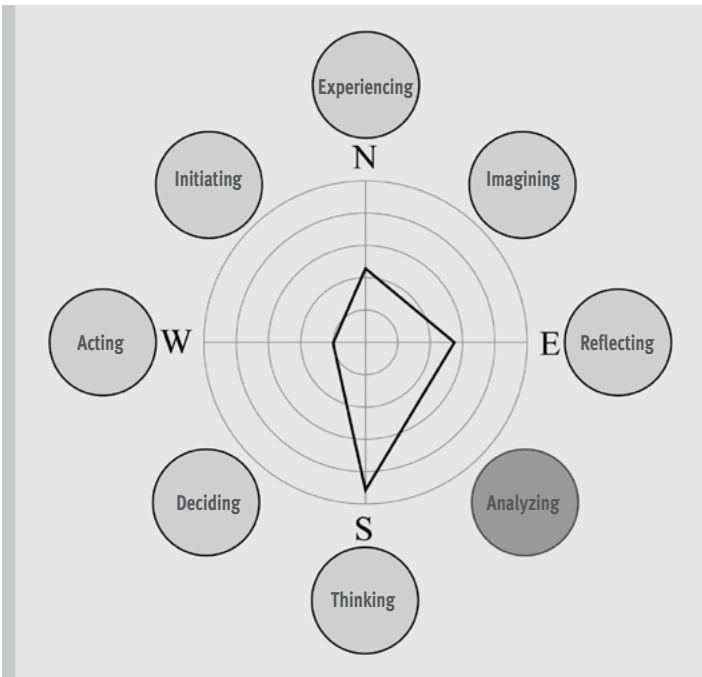
Figure 3. Example of Sarah's KLSI 4.0 "Kite" Graphic Showing Her Preference for the Analyzing Style

Learning Flexibility

Individuals may not be rigidly attached to one learning style; they may use back-up styles when the situation demands a different approach (Sharma & Kolb, 2010). This flexibility is beneficial. Flexible learners have richer, more diverse relationships and are able to handle more complex life situations while reporting less conflict and stress (Kolb & Kolb, 2013, p. 27). They are more self-directed and believe themselves to be more resilient and capable of altering external life situations to create their desired lives (Sharma & Kolb, 2010; Wolfe & Kolb, 1980, p. 243). Finally, the ability to be a more flexible learner supports greater maturity in leaders and helps them handle more complexity (Sharma & Kolb, 2010).

The KLSI 4.0 Learning Flexibility Index (LFI) and Profile (*Figure 4*) provide information about a person's flexibility as she/he responds to different situations (Kolb & Kolb, 2011, p. 17). Sarah's LFI score quantifies how much she "flexes" to other styles (on a scale of 0–1.0) and the grid identifies which learning styles she uses as back-up styles. By studying her results, Sarah could easily see that she uses Thinking, Deciding, and Acting Styles in her repertoire. An LFI of 0 means that one's learning style is consistent regardless of the circumstance, whereas a score of 1.0 means that one "flexes" whenever the situation demands. Sarah's LFI of .53, therefore, indicated that she uses back-up styles about half of the time or moderately well. Sarah's Profile gave her more valuable information about which learning styles to continue to develop.

Myers-Briggs Typology Compared to the Learning Cycle

We now elaborate on four differences between MBTI typology and the Learning Cycle. These differences, which are summarized in *Table 2*, have led us to prefer the Learning Cycle as a platform for individual, team, and organizational learning and development.

A first point of contrast concerns what MBTI types and Kolb learning style preferences describe. Whereas MBTI types
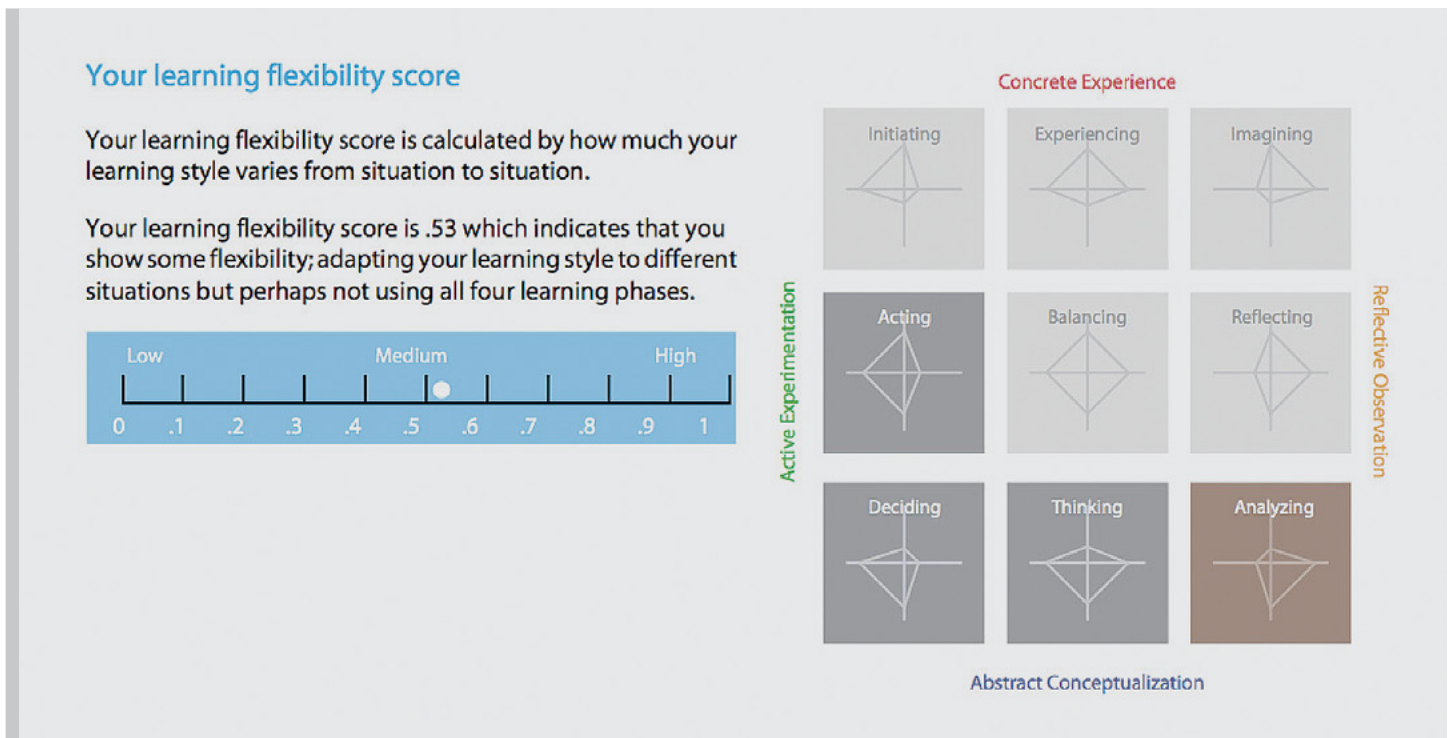

Figure 4. The KLSI 4.0 Learning Flexibility Index (LFI) and Profile (Kolb & Kolb, 2011, p. 17).

are assumed to be innate personality preferences, heredity is only one of many influences on the formation of Kolb learning style preferences. MBTI typology elaborates on Jung's idea that personality types are innate (Myers et al., 1998, p. 11; Pittenger, 1993, p. 471; Salter, Evans, & Forney, 2006, p. 174). "The object of the MBTI is to ascertain, as accurately as possible, the four categories to which the respondent *naturally belongs*" (italics added) (Myers et al., 1998, p. 11). This emphasis upon innate aspects of personality is reinforced by the fact that each of the four "personality indices is

treated as a dichotomy...there is no recognition theoretically that a person may be partially" one type component and partially the opposite (Barbuto, 1997, p. 614).

Both in Kolb's earlier work on the Learning Cycle (Kolb, 1984), which described four learning styles, and in the new Cycle of nine styles (Kolb & Kolb, 2011), a combination of heredity, life experience, education, and various aspects of culture, such as gender, influence our preference for one learning style and relative neglect of others (Kolb, 1984, p. 77). Although we do tend to reinforce our style

through repeated use, we are not simply wired for one.

This different emphasis upon what is innate and what is learned points to a second difference between MBTI typology and the Learning Cycle; namely, the two frameworks see human development quite differently. In MBTI theory, "development comes from striving for excellence in those functions that hold the greatest interest and from becoming at least passable in the other less interesting but essential functions" (Myers et al., 1998, p. 28). The phrase "at least passable" signals that in midlife people tend to develop "previously neglected" (p. 28) type components. Nevertheless, because of the contention that one's type is "comprised of innate dispositions" (Salter, Evans, & Forney, 2006, p. 174), "for each type, two of the four functions are assumed to be more interesting and more likely to be consciously developed and used" (Myers et al., 1998, p. 27–28) and only "a very few exceptional persons may reach a stage of development at which they can use each function relatively easily" (p. 28).

The Learning Cycle rests upon fundamentally different assumptions about human development. At the same time that one reinforces her/his style preference through repeated use, one can learn to recognize that default style and choose other styles that better respond to different work challenges. Over time and with intentional practice, one can develop the agility with different styles that the KLSI 4.0 calls "learning flexibility" (Kolb & Kolb, 2011, p. 17).

We saw this fluidity emerge in Sarah as she worked with her senior team. In decision-making meetings, Sarah learned to notice when she would disregard the features of Initiating and Experiencing styles, that is, styles opposite her preferred Analyzing style. She learned to speak up about this tendency and work with her senior team colleagues to ensure that overlooked styles were used to make better decisions. By intentionally developing more flexibility, Sarah increased her personal and leadership effectiveness.

A third difference between MBTI typology and the Learning Cycle model has

Table 2. *A Comparison of the New Kolb Learning Cycle with Myers-Briggs Typology*

Kolb Learning Cycle, with Nine Learning Styles	Myers-Briggs Typology
Learning style preferences arise from a combination of heredity, life experience, education, and various aspects of culture, such as gender.	Types reflect innate personality differences.
Development means that while we have default learning styles, we can learn, through practice, to strengthen and develop all other styles.	Over a lifetime, a person can, to some extent, learn to access non-preferred components of one's personality. At the same time, one's preferred type components are innate.
Styles opposite each other on the Learning Cycle are polarities that invite the learner to see and manage a dialectic relationship of capabilities and to move back and forth to develop learning flexibility.	Type components are dichotomous. One's preference for one side of the dichotomy is *a priori*.
The Learning Cycle can be represented as a compass showing four main "directions" or modes of experiencing. Each of the nine styles around the dial elaborates on these north, south, east and west "directions."	Sixteen distinct types, each with four letter codes standing for the type components, can be arranged on a Type Table.
The Learning Cycle uses a visual model that also functions as a map. The map shows the process individuals and teams use during each adaptive experience of learning. The four main "directions," nine styles and polar relationships also suggest the choices individuals and teams have for movement while learning. The visual model also serves as a map for continual individual, team, and organizational learning.	After the MBTI learner knows the functions and atttudes, their letter codes, and the concept of "whole type," the logic of the Type Table can be discerned. MBTI practitioners have suggested ways to visually depict how to use all four functions for team decision-making, for example (Myers et al., 1998, p. 340-340). These visual representations do not suggest a process for development.

Table 3. *The Components of MBTI Type (Myers et al., 1998, p. 6)*

E/I	S/N	T/F	J/P
"Attitudes or orientations of energy"	"Functions or processes of perception"	"Functions or processes of judging"	"Attitudes or orientations toward dealing with the outside world"
Extraversion (E) Energy is directed "mainly toward the outer world."	*Sensing (S)* Focus is "mainly on what can be perceived by the five senses."	*Thinking (T)* "Basing conclusions on logical analysis with a focus on objectivity and detachment."	*Judging (J)* Preference for "decisiveness and closure that result from dealing with the outer world using...*Thinking* or *Feeling*," the Judging processes.
Introversion (I) Energy is directed "mainly toward one's inner world."	*Intuition (N)* Focus is "mainly on perceiving patterns and interrelationships."	*Feeling (F)* "Basing conclusions on personal or social values with a focus on understanding and harmony."	*Perceiving (P)* Preference for "the flexibility and spontaneity that results from dealing with the outer world using...Sensing or Intuition," the Perceiving processes.

to do with how each understands and treats type or style opposites. MBTI typology sees the eight type components shown in *Table 3* as dichotomous (Barbuto, 1997, p. 614; Gardner & Martinko, 1996, p. 51–52). While the *MBTI Manual* (1998) recognizes strength of preference and MBTI interpretative reports account for "preference clarity," (Myers & Myers, 2005, p. 6; Quenk & Kummerow, 2003 p. 3), the fundamental claim is, nevertheless, that one naturally prefers one side of each dichotomy to the other.

As we have explained, opposite styles are also embedded in the Learning Cycle model. However, these opposite styles invite a person to see and choose capabilities that are dialectic, back-and-forth alternatives within him/her. "How can one act and reflect at the same time? How can one be concrete and immediate and still be theoretical? Learning requires abilities that are polar opposites, and the learner, as a result, must continually choose which set of learning abilities he or she will bring to bear" (Kolb, 1984, p. 30–31) on specific work challenges.

As they grew more familiar with the styles in the Learning Cycle, members of Sarah's senior team learned to help each other see the strengths of styles that are opposite their own. Working together, they learned to choose the features of styles that would be most effective for the task at hand.

A fourth difference between the two

models has to do with their relative ease of use, which we have found affects the extent to which the model is adopted and used in client organizations (Rogers, 2003). While MBTI typology uses a specialized language and involves complex interactions that are not easily represented in visual models, we have found that the Learning Cycle is easy for clients to visualize, comprehend, remember, and use.

In our experience, it takes quite a while to teach even the basics of the MBTI typology: the centrality of the four so-called functions; what is meant by a "preferred function"; what is meant by "attitude"; the four attitudes; the composition of a "whole type"; and the MBTI claim that there are sixteen distinct types (Myers et al., 1998). In sixteen years of using MBTI in our consulting and coaching, we have seen most of our clients acquire just enough understanding to see basic differences between their type and others'. This understanding is useful, especially when it is reinforced, for example, in a sustained coaching engagement. We have had coaching clients who, after learning the basics of MBTI

typology and their own type, learned to appreciate themselves and others because of differences MBTI accounts for. We have seen how this new understanding has real and practical value in lessening conflict and suggesting strategies for communicating and managing. Similarly, we have worked with teams of people who, upon learning their types and how types can be used in problem solving and decision making, showed more appreciation for their own and teammates' contributions and learned to use each other's strengths at different stages in team deliberations.

As they grew more familiar with the styles in the Learning Cycle, members of Sarah's senior team learned to help each other see the strengths of styles that are opposite their own. Working together, they learned to choose the features of styles that would be most effective for the task at hand.

At the same time, experiences like these illustrate what we see as limitations of MBTI. Clients, many of whom learned the basics of MBTI typology before we worked with them, have rarely learned to use deeper layers of the MBTI typology, such as interactions among the four components of one's type, called "type dynamics" (Myers et al., 1998, p. 119). We have also had many experiences where our clients recall having learned about their type, but they cannot bring it to mind and do not recall the meanings of their own type letter

codes. They do not work on strengthening their non-dominant type components because they cannot even remember them. While having once learned their type helped them see one or two of their strengths or tendencies and gave them a general appreciation of people's differences, their acquaintance with type has not helped them continue to grow and change.

We find the Learning Cycle, first introduced to clients through their own KLSI 4.0 report, is easy for clients to grasp, remember, and use. When she saw her KLSI 4.0 report, Sarah, for example, quickly grasped how the Learning Cycle works. The visual model we use, which relies on the compass metaphor, helped Sarah see her own preferences and strengths in relation to all other styles and their capabilities. Without memorizing letter codes or relationships of opposite styles, Sarah and her team could see the basic processes underlying the styles (reflecting, analyzing, and deciding, for example) and she easily grasped relationships between polarities (reflecting and acting, for instance). As we sat in on team meetings, we helped Sarah's team use the styles to transform their work. They learned that their styles relied on certain parts of the Cycle and that this pattern accounted for how they missed decision-making steps and got stuck. They learned to use the Cycle as a guide for making better decisions, holding more efficient meetings, and managing conflict. Having seen its effectiveness, the team continued to deepen their awareness and practice of using the Cycle as a map for learning to do different kinds of work, such as planning joint projects with other health care organizations and incorporating quality improvement in internal company operations.

The Learning Cycle thus lays the foundation for ever-spiraling, continuous development in individuals, teams, and whole organizations. Knowledge of MBTI type, as one kind of type report explains, helps "you better understand yourself... understand others...and gain perspective..." (Quenk & Kummerow, 2003, p. 16). Because it is based on underlying assumptions about fixed personality preferences, the Myers-Briggs typology does not lend

itself to continuous development in the same way as or to the extent that the Learning Cycle does. The Learning Cycle, both in the theory upon which it is built and in its practical application with clients, accounts for and invites ongoing, dynamic human development. The Learning Cycle helps clients realize that they can create resilience in themselves and can build continually adaptive teams and organizations because they come to see learning as a way of being (Vaill, 1996).

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