

Creating an
environment that is
facilitative for learning
and improvement



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Creating an environment that is facilitative for learning and improvement has always been the main interest among leaders in every institution and organization. Despite the increasing challenges and diversity both in personality and learning behaviors, there must be a renewed interest to develop strategies and methods that can facilitate change and improvement. One way to pursue this is by enhancing communication and interaction in group dynamics. In the end, by realizing and applying the appropriate models of dialogue among members, it can serve as an effective avenue for enhancing change and paving the way for achieving goals and objectives. Looking at it, one type of personality revolves around an individual who is considered an extrovert and shows elements of sensing, thinking and judging (ESTJ).

Such persons are characterized to operate on logic and analysis and have the tendency to be open about their perceptions about issues to the point of actively critiquing them (Personality Power, 2006). Another type involves individuals who are introverts and described to be intuitive, uses feelings and perceptive (INFP). These people usually possess the ability to be compassionate and empathic in the decisions that they make and act to create harmony with their relationships (Personality Power, 2006). Lastly, there are individuals who fall under the category of introverts with sensing, thinking and perception (ISTP). These are people who tend to be logical and analytical and portray mastery of several skills because of their curiousness and awareness of tasks (Personality Power, 2006). Seeing these varied personality traits, there are several strategies that can be pointed out to enhance communication and interaction.

One approach may revolve around opening up opportunities for others to play out their opinions about issues and objectives. By doing this, individuals can then realize their shortcomings and actively incorporate new strategies that may deem beneficial in a given task (Top7Business, 2006). At the same time, the group must also seek to facilitate and enhance non-verbal communication. This is especially vital since individuals who have introverted personality, may not fully express their intentions and rely on gestures and body language.

By advocating and trying to comprehend on this, there can be an effective cooperation not only on individual responses but the overall group dynamic as well (Top7Business, 2006). On the other hand, linking this towards learning styles, it can be argued that individuals' also differ in the way they decipher and acquire information. One example of this facet involves auditory learners. Under this process, they tend to process greater using their listening skills. Kinesthetic learners take in information by continuously doing it and engaging in exercises that stimulates the education process (Three Rivers Community College, 2002). Lastly, visual learners use their perception to effectively analyze on vital concepts and incorporate on new ideas that is relevant to practice.

They are more inclined to learn if visual aides and tools are used for analysis (Three Rivers Community College, 2002). Applying this to the communication process, leaders must construct a tool that will cater not only to one type of learning but rather cater to a holistic undertaking to make collaboration possible. Doing this means that each actor engage in simultaneous activities that will strengthen their weak points and intensify the areas wherein each

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one has a particular advantage (Top7Business, 2006). At the same time, there must be an endeavor that can intensify the levels of communication among members. This can be done by simulating activities that will incorporate teamwork and imbibe the values and objectives that are necessary to make the team active and productive towards the challenges ahead.

To conclude, it is essential for every leader to decipher the differences in the way people behave and acquire information. By understanding these concepts, he/she can create the effective avenues to introduce communication and enhance cooperation and collaboration. In this process, not only can it lead to harmonization of group dynamics, it can also lead to strengthening of skills necessary for growth and development.