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Grounders:

Learning is being *motivated* to *dig*, *soak*, and *recall* wisdom (Prov. 22:17-19). In order to learn, we first need to discover *how* we are motivated to dig, soak, and recall.

First, we must discover *how* we are *motivated* to “Pay attention” (Prov. 22:17). Dr. Howard Gardner, a Harvard professor, has researched this topic and discovered seven intelligences that exist in each person in varying degrees. They include (1) *interpersonal*—the gift to connect with others; (biblical examples are Lazarus’ sister Mary, Peter, David, and Barnabas); (2) *intrapersonal*—the gift to connect with our own emotions (Joseph, David, Samuel, Daniel, John); (3) *math/logical*—the ability to work with numbers and systematize thought (Noah, Paul); (4) *musical*—the mastering of instruments and vocals (David, Moses, Solomon); (5) *bodily kinesthetic*—disciplining one’s body like an athlete (Sampson, David and his mighty men); (6) *linguistic*—being good with words (Aaron, David, Solomon, Paul); and (7) *spatial*—the ability to see how pieces fit within space (Noah, Nehemiah). Write down the two intelligences that best describe you, and pursue the development of those motivations. (See our *Discipline* outline and summary).

Second, we must dig like miners by determining *where* and *how* we *dig*, “Listening to the words of the wise” (Prov. 22:17). Where do you dig best, in light or dark settings? What about temperature, hot or cold? Do you learn best when you eat and drink or abstain? Do you prefer background noise such as music or quiet? These are important questions for us to identify where we dig best. Next, we determine how we dig: with *what* (*concrete*) or *why* (*abstract*). Some of us must know why before we care to know what. Concrete diggers search for facts. Abstract diggers seek ideas, theories, and ask, “Why?” Are you a concrete or abstract digger? Knowing the answer helps enhance the probability that we will find what we are mining.

Third, we must determine *how* we *soak*, or *retain*, like sponges as we “Apply our hearts” to wisdom (Prov. 22:17). We either soak in sequential or *random order*. If you are a sequential soaker, then develop a memory system with order, first things first. Outline the order of what you are trying to remember before going deeper or adding to it. If you are a random soaker, then you can read the end of a book first, comprehending the bid idea and proceed with the concepts that apply best to your situation.

In any event, our retention must include *visual images*, *action*, and *imagination*. This allows us to recall, not merely recognize what we learned. Remember praying for multiple choice tests over essays so that you would only be required to recognize the answers?

One method for soaking for recall is mind-mapping (centering the big idea, chunking the parts into no more than four components, and linking each component to the next as well as to the center). For example, write “Learning” in the center of a sheet of paper and circle it. Draw a four inch line northeast and write “Motivate/Goads,” circle it, and draw a goad. Now draw a four inch line from “Learning” southeast and write “Dig,” circle it, and draw a miner’s hat. Next, draw a four inch line from “Learning” southwest and write “Retain” circle it, and draw a sponge. Finally, draw a four inch line from “Learning” northwest to “Recall” circle it, and draw a warehouse. The placement



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of images on different quadrants of the page allow for recall, rather than mere recognition.

Fourth, we must determine *how we recall* what we learned having it “Ready on our lips” (Prov. 22:18). We recall by *seeing, hearing, or doing*. What’s the capital of Kentucky? Did you see, hear, or do something to recall “Frankfort?” Soaking in the same manner that we recall enhances the learning process.

Next, determine whether you recall *big* or *small* concepts. If you recall big concepts, you are *global*. You remember the book title, maybe a couple chapter titles, and the major concept. If you recall small concepts, you are *analytical*. You remember the parts better than the whole, details more than broad concepts. Recognizing what you recall helps you learn in the same style in which you recall and construct a system to compensate for your weakness. For example, if you are analytical, you might want to outline the big ideas of a book by first scanning it so that you do not miss the main message by missing the forest through the trees.

Discover your motivations by determining your top two intelligences, dig where and how you are designed, retain with a memory system in the order you prefer using visual images, action, and imagination, and recall what you were designed to remember in the manner that you were designed to recall it. That’s learning, and learning increases wisdom for conflict management.

See you Wednesday when we will learn about listening to difficult people. Invite a friend.  
In Him,

Mitch