

Learning Styles Questionnaire

This questionnaire is designed to find out your preferred learning style(s). Over the years you have probably developed learning 'habits' that help you benefit more from some experiences than from others. Since you are probably unaware of this, the questionnaire will help you pinpoint your style.

It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement tick it. If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or a cross.

- 1 I have strong beliefs about what is right and wrong, good and bad.
- 2 I often act without considering the possible consequences.
- 3 I tend to solve problems using a step-by-step approach.
- 4 I believe that formal procedures and policies restrict people.
- 5 I have a reputation for saying what I think, simply and directly.
- 6 I often find that actions based on feelings are as sound as those based on careful thought and analysis.
- 7 I like to do the sort of work where I have time for thorough preparation and implementation.
- 8 I regularly question people about their basic assumptions.
- 9 What matters most is whether something works in practice.
- 10 I actively seek out new experiences.
- 11 When I hear about a new idea or approach I immediately start working out how to apply it in practice.
- 12 I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine.
- 13 I take pride in doing a thorough job.
- 14 I get on best with logical, analytical people and less well with spontaneous 'irrational' people.
- 15 I take care over the interpretation of data available to me and avoid jumping to conclusions.
- 16 I like to reach a decision carefully after weighing up many alternatives.
- 17 I'm attracted to more novel, unusual ideas than to practical ones.
- 18 I don't like disorganized things and prefer to fit things into a coherent pattern.
- 19 I accept and stick to laid down procedures and policies as long as I regard them as an efficient way of getting the job done.
- 20 I like to relate my actions to a general principle.
- 21 In discussions I like to get straight to the point.
- 22 I tend to have distant, rather formal relationships with people at work,
- 23 I thrive on the challenge of tackling something new and different.
- 24 I enjoy fun-loving, spontaneous people.
- 25 I pay meticulous attention to detail before coming to a conclusion.
- 26 I find it difficult to produce ideas on impulse.
- 27 I believe in coming to the point immediately.
- 28 I am careful not to jump to conclusions too quickly.

- 29 I prefer to have as many sources of information as possible the more data to mull over the better.
- 30 Flippant people who don't take things seriously enough usually irritate me.
- 31 I listen to other people's points of view before putting my own forward.
- 32 I tend to be open about how I'm feeling.
- 33 In discussions I enjoy watching the manoeuvrings of the other participants.
- 34 I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
- 35 I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning's, etc.
- 36 It worries me if I have to rush out a piece of work to meet a tight deadline.
- 37 I tend to judge people's ideas on their practical merits.
- 38 Quiet, thoughtful people tend to make me feel uneasy.
- 39 I often get irritated by people who want to rush things.
- 40 It is more important to enjoy the present moment than to think about the past or future.
- 41 I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
- 42 I tend to be a perfectionist.
- 43 In discussions I usually produce lots of spontaneous ideas.
- 44 In meetings I put forward practical realistic ideas.
- 45 More often than not, rules are there to be broken.
- 46 I prefer to stand back from a situation and consider all the perspectives.
- 47 I can often see inconsistencies and weaknesses in other people's arguments.
- 48 On balance I talk more than I listen.
- 49 I can often see better, more practical ways to get things done.
- 50 I think written reports should be short and to the point.
- 51 I believe that rational, logical thinking should win the day.
- 52 I tend to discuss specific things with people rather than engaging in social discussion.
- 53 I like people who approach things realistically rather than theoretically.
- 54 In discussions I get impatient with irrelevancies and digressions.
- 55 If I have a report to write I tend to produce lots of drafts before settling on the final version.
- 56 I am keen to try things out to see if they work in practice.
- 57 I am keen to try to reach answers via a logical approach.
- 58 I enjoy being the one that talks a lot.
- 59 In discussion I often find I am the realist, keeping people to the point and avoiding wild speculations.
- 60 I like to ponder many alternatives before making up my mind.
- 61 In discussions with people I often find I am the most dispassionate and objective.
- 62 In discussions I am more likely to adopt a low profile than to take the lead and do most of the talking.
- 63 I like to be able to relate current actions to a longer-term bigger picture.

- 64 When things go wrong I am happy to shrug it off and 'put it down to experience'.
- 65 I tend to reject wild, spontaneous ideas as being impractical.
- 66 It's best to think carefully before taking action.
- 67 On balance I do the listening rather than the talking.
- 68 I tend to be tough on people who find it difficult to adopt a logical approach.
- 69 Most times I believe the end justifies the means.
- 70 I don't mind hurting people's feelings so long as the job gets done.
- 71 I find the formality of having specific objectives and plan stifling.
- 72 I'm usually one of the people who puts life into a part.
- 73 I do whatever is expedient to get the job done.
- 74 I quickly get bored with methodical, detailed work,
- 75 I am keen on exploring the basic assumptions, principle and theories underpinning things and events.
- 76 I'm always interested to find out what people think.
- 77 I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
- 78 I steer clear of subjective or ambiguous topics.
- 79 I enjoy the drama and excitement of a crisis situation.
- 80 People often find me insensitive to their feelings.

Scoring the Questionnaire

You score one point for each item you ticked (3). There are no points for items crossed (X). Simply indicate on the lists below which items were ticked.

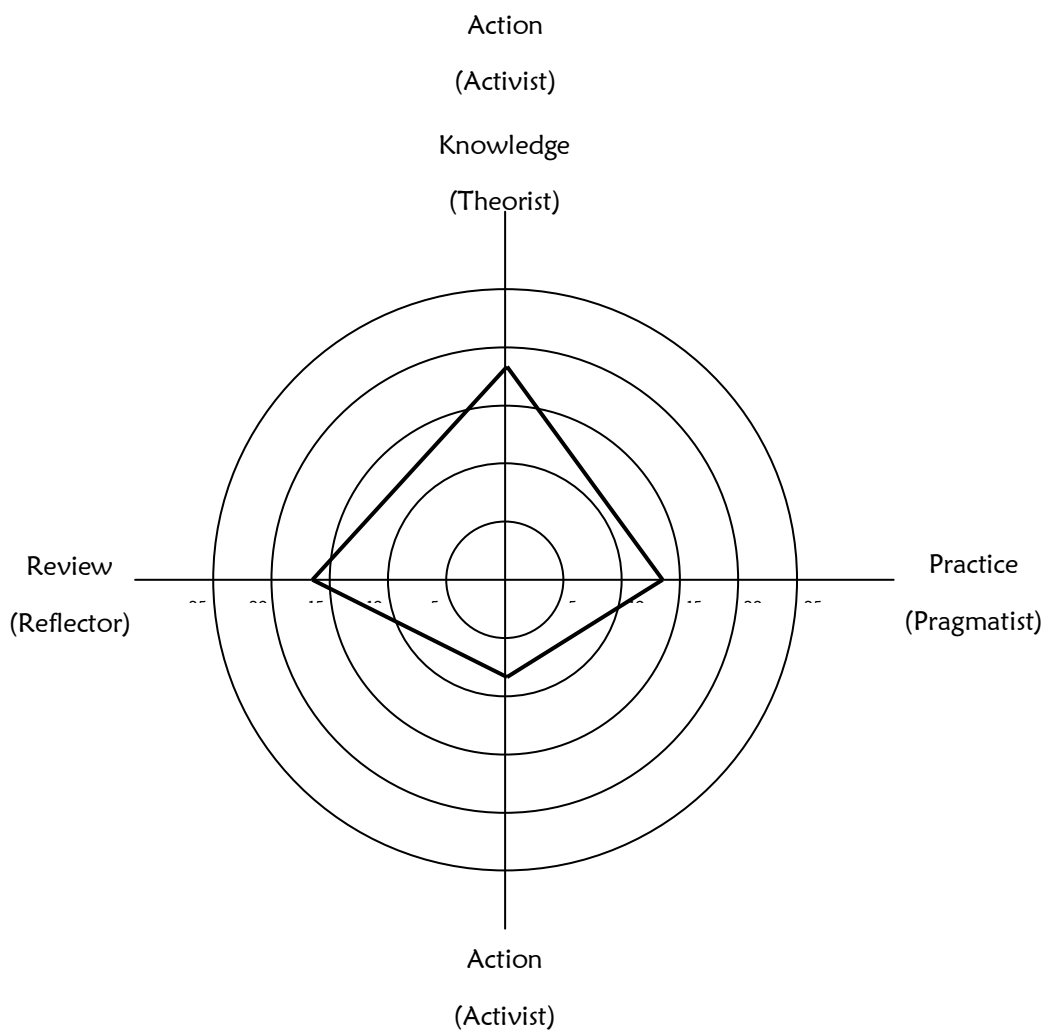
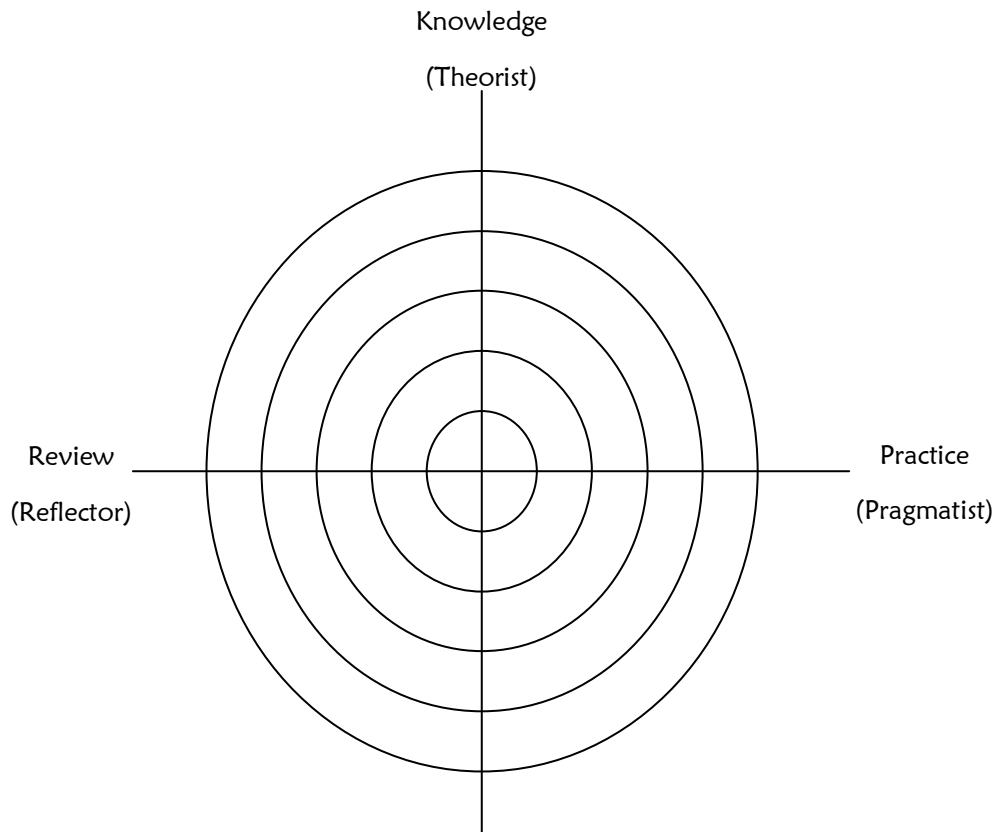
Practice	Review	Action	Knowledge
5	7	2	1
9	13	4	3
11	15	6	8
19	16	10	12
21	25	17	14
27	28	23	18
35	29	24	20
37	31	32	22
44	33	34	26
49	36	38	30
50	39	40	42
53	41	43	47
54	46	45	51
56	52	48	57
59	55	58	61
65	60	64	63
69	62	71	68
70	66	72	75
73	67	74	77
80	76	79	78

Totals

Now plot your scores on the Learning Styles Grid to illustrate your preferred way of learning. The 'ideal' is to find yourself equally represented in each of the four quartiles. The grid and an example are provided on the following page

Then decide which style(s) of learning predominate for you.

Grid and example



Learning Styles & Learning Effectively

Activists

Activists learn *most* effectively when...

- They have the opportunity to be involved in a wide range of new experiences
- They can engross themselves in short activities that focus on what is happening at that moment
- They have a "carte blanche" to generate ideas or to be creative
- They are part of a team working on a problem solving or brainstorming activity, especially if they feel they can lead or influence the team
- They are thrown into situations, or are in the spotlight, particularly if they view it as particularly challenging

Activists learn *least* effectively when...

- They can't take an active part, e.g. listening to a speech or lecture, watching videos or reading
- It is necessary to collect, analyse and interpret lots of complex information
- They have to think things through on their own
- They have to plan, prepare or review their learning
- They have to "endlessly" practise a new skill, e.g. golf swing or a musical instrument
- They are involved in a structured learning experience with clear and rigid purposes and processes
- The subject matter is particularly theoretical or conceptual

Reflectors

Reflectors learn *most* effectively when...

- They have to carry out in-depth research
- They can observe and consider events rather than take part in them, e.g. watch a video, observe a meeting, read a book
- They have had lots of preparation time to consider all the options and assimilate all the information
- They can review experiences to consider what they have learnt
- They have time to think things through before acting or commenting

Reflectors learn *least* effectively when...

- They find themselves in the spotlight, e.g. a role-play in a large group
- They are asked to produce instant reactions or top-of-the-head ideas
- They don't have enough time to consider things fully, e.g. a development project with a tight deadline
- They don't feel they have all the information or enough data to have considered all the options
- They have a structured learning experience to work through with detailed instructions and no flexibility in how to approach it

Theorists

Theorists learn *most* effectively when...

- They can explore how what they have learnt fits into a model, system or a theory
- They are working through tailored structured learning activities with clear and explicit purposes
- They can listen to or read about ideas and concepts that are logically, well argued
- They are stretched intellectually, e.g. preparing for difficult tests or exams
- They have the opportunity to question the logic and methodologies of others, e.g. a Q and A session

Theorists learn *least* effectively when...

- They get involved in emotionally-charged situations that are based on feelings, e.g. counselling/feedback sessions;
- An experience or activity is constructed with no clear cut answers or results
- They believe the subject matter to be simple, shallow or contrived
- There are no concepts or procedures to fall back on
- They don't have the time to reason or think things through fully
- In learning groups they feel they cannot associate with, e.g. lots of activists

Pragmatists

Pragmatists learn *most* effectively when...

- They can see that their learning will have obvious practical applications, e.g. time management
- They have immediate opportunities to try out their learning
- Activities are based on "real life" issues
- There are real links between the subject matter and what they need to do, e.g. a demonstration video, sample questions from previous test papers
- They can concentrate on practical issues, e.g. making action plans
- They have the chance to practise with the guidance of an expert, e.g. a golfing professional

Pragmatists learn *least* effectively when...

- They cannot see any practical benefit or immediate relevance
- The subject matter is too concerned with theories and principles
- They cannot practise
- They feel that progression is not being made, e.g. discussion groups
- They cannot see any benefits from what they have learnt
- When they can see obstacles to putting their learning into practice