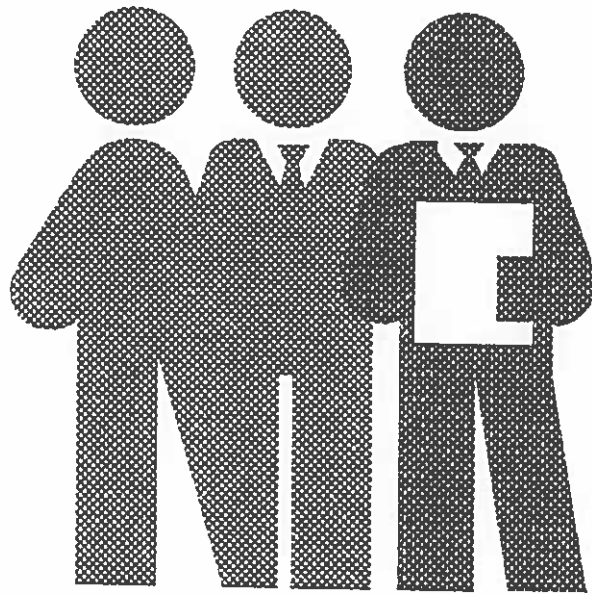


LEARNING STYLES QUESTIONNAIRE

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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, this questionnaire will help you pinpoint your learning preferences so that you are in a better position to select learning experiences that suit your style.

There is no time limit to this questionnaire. 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 put a tick by it (✓). If you disagree more than you agree put a cross by it (X). 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 or bad.
2. I often act without considering the possible consequences.
3. I believe 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 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, etc.
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 more to 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 so 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 think 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 maneuverings 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, 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 reach answers via a logical approach.
58. I enjoy being the one that talks a lot.

59. In discussions 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'm 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 plans stifling.
72. I'm usually one of the people who puts life into a party.
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, principles 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.

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

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

TOTALS

ACTIVIST
REFLECTOR
THEORIST
PRAGMATIST

Ring your scores on this chart.

Activist	Reflector	Theorist	Pragmatist	
20	20	20	20	Very strong preference
19				
18		19	19	
17	19	18	18	
16				
15		17		Strong preference
14				
13	18	16	17	
12	17	15	16	Moderate preference
11	16			
10	15	14	15	Low preference
9	14	13	14	
8	13	12	13	
7	12	11	12	
6	11	10	11	Very low preference
5	10	9	10	
4	9	8	9	
3	8	7	8	
	7			
2	6	6	6	
	5	5	5	
	4	4	4	
1	3	3	3	
	2	2	2	
	1	1	1	
0	0	0	0	

Using Your Learning Styles

The identification of learning styles is a result of the work that Honey and Mumford have carried out over a number of years. It is important for us (teachers/managers/leaders) to understand learning styles. It is a common experience that if two people with the same requirement are given the same learning activity, one will learn a lot and the other little. Honey and Mumford believe that an understanding of learning styles will assist people to learn effectively, instead of having to waste their time on inappropriate learning experiences, or having to go through learning experiences without knowing how to use their learning strengths.

Honey and Mumford have identified four basic learning styles:

- Activist
- Reflector
- Theorist
- Pragmatist

The four styles are simple ways of describing differences in learning preferences. They also map very neatly onto Kolb's learning cycles and they have three distinct advantages:

- They are easy to remember
- They reinforce the stages people need to go through in order to have a balanced learning experience
- They are widely understood, accepted and used

Like any categorization, they are merely convenient simplifications. The labels of activist, reflector, theorist and pragmatist are shorthand; they are only a beginning point for discussing and understanding how individuals learn. Here is a brief synopsis of the four styles.

Activist

People with a strong activist preference learn best from new experiences, problems, and opportunities which occur in the here and now. They enjoy games, team tasks and exercises. They enjoy excitement and change and normally like the limelight. They don't mind been thrown in the deep end and having a go.

Reflector

People with a strong preference for reflector learn best when they are encouraged and allowed to watch and think about activities. They like to listen and observe, sometimes they are seen as taking a back seat. They will think before acting and like time to prepare. They normally enjoy investigation, research and assembling information. They like to get to the bottom of things. They like learning experiences, which are well structured, and non-threatening. They like to make up their own mind in their own time.

Theorist

Theorists learn best when their learning experience is part of a system, model, concept or theory. They methodically explore the associations and interrelationships between ideas and like the opportunity to question and probe underlying assumptions. They like rational and logical ideas, which are well argued and watertight. They enjoy participating in complex discussions.

Pragmatist

Pragmatists learn best when there is an obvious link between the subject matter and the problem. They like things with obvious practical advantages and a chance to try out and practise techniques with coaching and feedback from a credible expert. They particularly enjoy being shown how to do things by people they respect. They like lots of examples and anecdotes or perhaps even a film showing how things are done. They like immediacy and applicability.

LEARNING STYLES

ACTIVISTS

REFLECTORS

Strengths

Flexible; Open minded
Happy to have a go
Likes new situations
Optimistic
Doesn't resist change

Careful; thoughtful
Thorough; methodical
Good listener; assimilates
Doesn't jump to conclusions

Weaknesses

Takes immediate action
Often risky
'Hogs the limelight'
Poor preparer
Gets bored with implementation

Not a keen participator
Slow to make up mind; make decisions
Cautious; doesn't take risks
Not assertive
No 'small talk'

Learns Best From:

New experiences/problems
Activities - games/role plays
Variety; change; excitement
Chairing/leading discussions
Generating ideas freely
Being thrown in at the deep end
Involvement

Watching; thinking; observing
Probing; investigating
Reviewing what has happened
Structured exchange of views
Producing analyses/reports
Lack of pressure/deadlines

How to Improve the Style

Do something new
Practise initiating conversations with strangers
Deliberately fragment your day by chopping and changing activities each half hour
Force yourself into the limelight
Practise thinking aloud and on your feet

Practise observing at meetings
Keep a diary of what happened during the day
Practise reviewing after a meeting or event of some kind
Give yourself something to research
Practise producing highly polished pieces of writing
Practise drawing up lists for and against a particular course of action

THEORISTS

Strengths

Logical/vertical thinkers
Rational; objective
Asks problem questions
Disciplined approach

Weaknesses

Low tolerance for uncertainty,
disorder
Hates anything subjective,
intuitive
'Should', 'ought', 'must'

Learns Best From:

Systems, models; concepts;
theories
Relationships between ideas and
events
Questioning or probing logic
Being mentally stretched
Structure/purpose
Reason/logic
Ideas/concepts for their own sake

How to Improve the Style

Read something 'heavy' and thought
provoking
Practise spotting inconsistencies/
weaknesses in other people's
arguments
Take a complex situation and
analyse it
Collect other people's theories,
hypotheses and explanations
Practise structuring situations so that
they are orderly and more certain to
proceed in the way you predict
Practise asking probing questions

PRAGMATISTS

Keen to test in practice
Practical; realistic
Down to earth
Business-like; gets to the point
Technique orientated

Rejects if no obvious
application
Hates theories, basic principles
Accepts first practical solution
Impatient; no waffle
Task not people orientated

Obvious links with the job

Techniques with a practical
value
Practice and feedback
A model to copy
A chance to practise/implement
Practical issues

Collect techniques
In meetings and discussions
concentrate on producing action
plans
Make opportunities to experiment
with some of your new-found
techniques
Study techniques that other people
use and then model yourself on
them
Subject yourself to scrutiny from
'experts' so that they can watch your
technique and coach you
Tackle a 'do-it' yourself project