Analyse your Learning Style

QUESTIONNAIRE

Work through this questionnaire to identify your preferred learning style

CJ Content Creation

INTRODUCTION

This questionnaire is designed to find out your preferred learning style(s). Over the years you have developed learning 'habits' that help you to benefit more from some experiences than others. Since you may be unaware of this, this questionnaire will help pinpoint your learning preferences, so that you are in a better position to select learning experiences that suit your style.

The questionnaire should take you about 10 - 15 minutes to complete. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. Try and go with your first instinct.

If you agree with the statement put a tick ✅ in the box.

If you disagree with the statement put a cross ✖ in the box.

We'll be exploring these styles at the end.
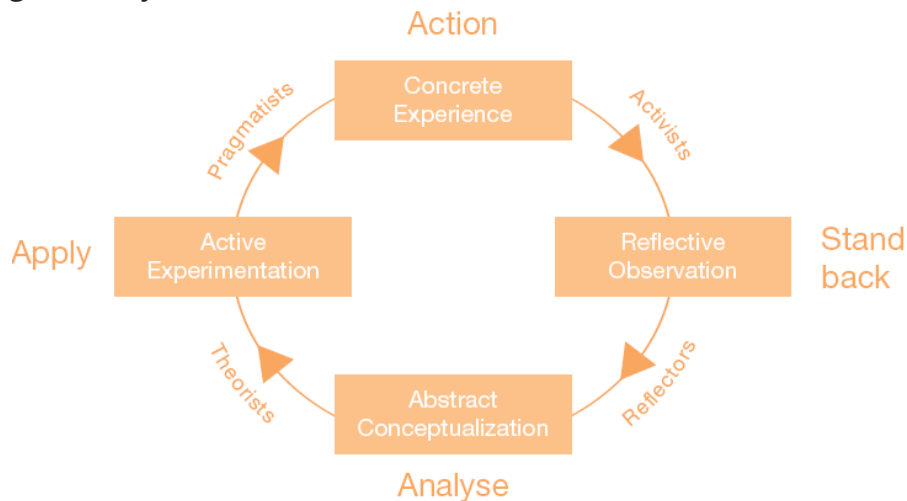
> 66 He who knows not and knows not that he knows not is a fool, shun him
> He who knows not and knows that he knows not can be taught, teach him
> He who knows and knows not that he knows is asleep, wake him
> He who knows and knows that he knows is a prophet, follow him.'
> A Persian Apophthegm (source unknown) 99

QUESTIONNAIRE

- [ ] 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 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 disorganised 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.

QUESTIONNAIRE

- [ ] 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 point 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 manoeuvring of the other participants.

- [ ] 34. I prefer to respond to events on 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 uneasy.

- [ ] 39. People who want to rush things often irritate me.

- [ ] 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 information are sounder that 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 better, more practical ways to get things done.

- [ ] 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 prefer people to work with 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 out things 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 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, 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 as 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 put life into the party.

73. I do whatever is expedient to get the job done.

74. I 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 a laid down agenda, etc.

78. I steer clear of ambiguous topics.

79. I enjoy the drama and excitement of a crisis situation.

80. People often find me insensitive to their feelings.

Simply go through your questionnaire and ring the numbers below for which you ticked as applying to you.

Give yourself one point for each ringed item in each column and then total each column.

Learning Style Responses

Activist	Reflector	Theorist	Pragmatist
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

LEARNING STYLES QUESTIONNAIRE PROFILE

Compare your scores against this profile to find your strongest and weakest preferences. There is no right or wrong attributed to any style. Once you have completed that, you can read through the explanations in the following pages.

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

ACTIVISTS

Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not sceptical and this tends to make them enthusiastic about anything new. Their philosophy is "I'll try anything once". They tend to act first and consider the consequences afterwards. Their days are filled with activity. As soon as the excitement from one activity has died down, they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation. They are gregarious people constantly involving themselves with others, but in doing so, they seek to centre all activities on themselves.

STRENGTHS
• Flexible and open minded.
• Happy to have a go.
• Optimistic about anything new and therefore unlikely to resist change.

WEAKNESSES
• Tendency to take the immediately obvious action without thinking.
• Often take unnecessary risks.
• Tendency to do too much themselves and hog the limelight.
• Rush into action without sufficient preparation.

LEARN BEST FROM ACTIVITIES WHERE:
• There are new experiences/problems/opportunities from which to learn.
• They can engross themselves in short 'here and now' activities such as competitive teamwork tasks and role -laying exercises.
• There is excitement/drama/crisis and things chop and change with a range of diverse activities to tackle.
• They have a lot of limelight/high visibility; i.e. they can 'chair' meetings, lead discussions, and give presentations.
• They are thrown in at the deep end with a task they think is difficult.
• They are involved with other people, i.e. bouncing ideas off them, solving problems as part of a team.

LEARN LEAST FROM, AND MAY REACT AGAINST, ACTIVITIES WHERE:
• Learning involves a passive role, i.e. listening to lectures, monologues, statements of how things should be done, reading, watching.
• They are asked to stand back and not be involved.
• They are required to assimilate, analyse and interpret messy data.
• They are required to do solitary work, i.e. reading, writing.
• They are asked to repeat the same activity over and over again, i.e. practising.
• They are asked to do a thorough job, i.e. attend to detail, and tie up loose ends.
• They have precise instructions to follow.

REFLECTORS

Reflectors like to stand back to ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion.

Their philosophy is to be cautious. The thorough collection and analysis of data is what counts so they tend to postpone reaching definitive conclusions for as long as possible. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions before making their own points. They enjoy observing other people in action. They tend to adopt a low profile and have a slightly distant, unruffled air about them.

STRENGTHS
• Careful.
• Thorough and methodical.
• Thoughtful.
• Good at listening to others and assimilating information.
• Rarely jump to conclusions.

WEAKNESSES
• Tendencies to hold back from direct participation.
• Slow to make up their minds and reach a decision.
• Tendency to be too cautious and not take enough risks.
• Not assertive – they are not particularly forthcoming.

LEARN BEST FROM ACTIVITIES WHERE:
• They are encouraged to watch/think/ponder over activities.
• They are able to stand back from events and listen/observe.
• They are able to think before acting, i.e. time to prepare, chance to read in advance.
• They can carry out painstaking research.
• They have the opportunity to review what has happened, what they have learned.
• They are asked to produce carefully considered analysis and reports.
• They can reach a decision in their own time without pressure and tight deadlines.

LEARN LEAST FROM, AND MAY REACT AGAINST, ACTIVITIES WHERE:
• They are 'forced' into the limelight, i.e. to act as leader or to role-play.
• They are involved in situations that require action without planning.
• They are given insufficient data on which to base a conclusion.
• They are given cut and dried instructions of how things should be done.
• They are worried by time pressures or rushed from activity to another.
• They may have to take short cuts or do a superficial job.
• They are thrown into something without warning, i.e. to produce an instant reaction, to produce ideas off the top of their head.

THEORISTS

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step logical way. They tend to be perfectionists who don't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesise. They are keen on basic assumptions, principles and theories. Their philosophy prizes rationality and logic. Questions they frequently as are "Does it make sense?" "How does this fit with that?" Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximise certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant.

STRENGTHS
• Logical 'vertical' thinkers.
• Rational and objective.
• Good at asking probing questions.
• Disciplines approach.

WEAKNESSES
• Restricted in lateral thinking.
• Low tolerance for uncertainty, disorder and ambiguity.
• Intolerant of anything subjective or intuitive.
• Full of 'shoulds, oughts and musts'.

LEARN BEST FROM ACTIVITIES WHERE:
• Part of a system, model, concept, or theory.
• They have time to explore methodology, ideas, events and situations.
• They have the chance to question and probe the basic methodology, assumptions or logic behind something.
• They are in structured situations with a clear purpose.
• They can listen to or read about ideas and concepts that emphasis rationality or logic.
• They can analyse and then generalise the reasons for success or failure.
• They are required to understand and participate in complex situations.

LEARN LEAST FROM, AND MAY REACT AGAINST, ACTIVITIES WHERE:
• They have to participate in situations emphasising emotions and feelings.
• They are involved in unstructured activities where ambiguity and uncertainty are high.
• They are asked to act or decide without a basis in policy, principle or concept.
• They find the subject matter shallow or gimmicky.
• They are pitch forked into doing something without a context or purpose.
• They doubt the subject matter is methodologically sound, i.e. A questionnaire hasn't been validated.

PRAGMATISTS

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from development workshops brimming with new ideas they want to try out. They like to get on with things and act quickly and confidently on ideas that attract them. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. They tend to be impatient with open-ended discussions. Their philosophy is: 'There is always a better way'.

STRENGTHS
• Keen to test things out in practice.
• Practical, down to earth, realistic.
• Gets straight to the point.
• Technique orientated.

WEAKNESSES
• Tendency to reject anything without an obvious explanation.
• Not very interested in theory or basic principles.
• Impatient with waffle.
• On balance, task orientated not people orientated.

LEARN BEST FROM ACTIVITIES WHERE:
• There is an obvious link between the subject matter and a problem or opportunity on the job.
• They are shown techniques for doing things with obvious practical advantages, i.e. how to save time.
• They have opportunity to try out and practice techniques with coaching/feedback from a credible expert.
• They are given immediate opportunities to implement what they have learned.
• They can concentrate on practical issues, i.e. drawing up action plans.
• They are given techniques currently applicable to their own job.

LEARN LEAST FROM, AND MAY REACT AGAINST, ACTIVITIES WHERE:
• The learning is not related to an immediate need they recognise.
• The learning event seems distant from reality, i.e. all theory and principles.
• There is no practice or clear guidelines on how to do it.
• There are political, managerial or personal obstacles to implementation.
• There is not apparent reward from the learning activity, i.e. more sales, streamlined processes.

YOUR PREFERRED LEARNING ACTIVITIES

360º Feedback ☐	Externally Facilitated Course ☐
Mentoring ☐	eLearning ☐
Secondment ☐	Secondment ☐
Handling Complaints ☐	Coaching/Team Coaching ☐
Crisis Situation Management ☐	Problem-solving Sessions/Focus Groups ☐
Books/Articles/Blogs ☐	Delegation ☐
Podcasts/Audio ☐	Sitting in on Meetings ☐
Video Content ☐	Shadowing an Expert ☐
Presentations delivered by others - e.g. TEDX ☐	Professional Studies ☐
Action Learning/Action Learning Sets ☐	Process Improvement ☐
	Reviewing Best Practice ☐
Hosted Business Lunches/Breakfast Meetings ☐	Performance Appraisal Process ☐

Notes: