



Learning Styles (Honey & Mumford)

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|---|--------------|--|
| 1 | Experiencing | Activist:
"I'll try anything once" |
| 2 | Reflector | Reflector:
"I'd like to time to think about this" |
| 3 | Theorising | Theorist:
"How does this fit with that?" |
| 4 | Testing | Pragmatist:
"How can I apply this in Practice?" |

The attached learning styles questionnaire has been designed to help you identify your own areas of strength and weakness in operating the learning cycle. Completing it will help you to identify learning styles which could be improved, so that you are equally comfortable at each of the four stages of the cycle. It will also help to identify your predominant or strongest style, allowing you to consciously select this approach to help you in completing learning tasks.

Activity

It should take you no more than 10 minutes to complete the questionnaire. The accuracy of the results depends on how honest you are with yourself. 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. Be sure to mark each item with either a tick or a cross. Remember that this is only meant as a way of helping you reflect on how you learn. As you work through the questions take the first spontaneous answer, rather than agonising too long over each one.

Learning Styles Questionnaire

1	I often take reasonable risks, if I feel it justified	<input type="checkbox"/>	13	I dislike situations that I cannot fit into a coherent pattern	<input type="checkbox"/>
2	I tend to solve problems using a step-by-step approach, avoiding any fanciful ideas	<input type="checkbox"/>	14	I like to relate my actions to a general principle	<input type="checkbox"/>
3	I have a reputation for having a no-nonsense direct style	<input type="checkbox"/>	15	In meetings, I have a reputation for going straight to the point, no matter what others feel	<input type="checkbox"/>
4	I often find that actions based on feelings are as sound as those based on careful thought and analysis	<input type="checkbox"/>	16	I prefer to have as many sources of information as possible - the more data to consider the better	<input type="checkbox"/>
5	The key factor in judging a proposed idea or solution is whether it works in practice or not	<input type="checkbox"/>	17	Flippant people who don't take things seriously enough usually irritate me	<input type="checkbox"/>
6	When I hear about a new idea or approach I like to start working out how to apply it in practice as soon as possible	<input type="checkbox"/>	18	I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance	<input type="checkbox"/>
7	I like to follow a self-disciplined approach, establish clear routines and logical thinking patterns	<input type="checkbox"/>	19	I dislike very much having to present my conclusions under the time pressure of tight deadlines, when I could have spent more time thinking about the problems	<input type="checkbox"/>
8	I take pride in doing a thorough, methodical job	<input type="checkbox"/>	20	I usually judge other people's ideas principally on their practical merits	<input type="checkbox"/>
9	I get on best with logical, analytical people, and less well with spontaneous, "irrational" people	<input type="checkbox"/>	21	I often get irritated by people's ideas principally on their practical merits.	<input type="checkbox"/>
10	I take care over the interpretation of data available to me, and avoid jumping to conclusions	<input type="checkbox"/>	22	The present is much more important than thinking about the past or future	<input type="checkbox"/>
11	I like to reach a decision carefully after weighing up many alternatives	<input type="checkbox"/>	23	I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition	<input type="checkbox"/>
12	I'm attracted more to new, unusual ideas than to practical ones	<input type="checkbox"/>	24	In meetings I enjoy contributing ideas to the group, just as they occur to me	<input type="checkbox"/>

25	On balance I tend to talk more than I should, and ought to develop my listening skills	<input type="checkbox"/>	33	Most times I believe the end justifies the means	<input type="checkbox"/>
26	In meetings I get very impatient with people who lose sight of the objectives	<input type="checkbox"/>	34	Reaching the group's objectives and targets should take precedence over individual feelings and objections	<input type="checkbox"/>
27	I enjoy communicating my ideas and opinions to others	<input type="checkbox"/>	35	I do whatever seems necessary to get the job done	<input type="checkbox"/>
28	People in meetings should be realistic, keep to the point, and avoid indulging in fancy ideas and speculations	<input type="checkbox"/>	36	I quickly get bored with methodical, detailed work	<input type="checkbox"/>
29	I like to ponder many alternatives before making up my mind	<input type="checkbox"/>	37	I am keen on exploring the basic assumptions, principals and theories underpinning things and events	<input type="checkbox"/>
30	Considering the way my colleagues react in meetings, I reckon on the whole I am more objective and unemotional	<input type="checkbox"/>	38	I like meetings to be run on methodical lines, sticking to laid down agendas	<input type="checkbox"/>
31	At meetings I'm more likely to keep in the background than to take the lead and do most of the talking	<input type="checkbox"/>	39	I steer clear of subjective or ambiguous topics	<input type="checkbox"/>
32	On balance I prefer to do the listening than the talking	<input type="checkbox"/>	40	I enjoy the drama and excitement of a crisis	<input type="checkbox"/>

Score chart

Use the score chart below to record your answers. Where you have agreed with a statement in the questionnaire put a tick in the box against that question number. Add up the number of ticks in each column, double it, and write the total score at the bottom.

1		8		2		3	
4		10		7		5	
12		11		9		6	
18		16		13		15	
22		19		14		20	
24		21		17		26	
25		23		30		28	
27		29		37		33	
36		31		38		34	
40		32		39		35	
Total Activist		Total Reflector		Total Theorist		Total Pragmatist	

Final score chart

Move on to the final score chart and circle the number that corresponds to your total score in each of the columns headed Activist, Reflector, Theorist and Pragmatist. Your total score will indicate your preferred learning style.

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

Learning Styles Questionnaire

By Peter Honey and Alan Mumford

The term "learning styles" is used to describe the attitudes and behaviours that determine an individual's preferred way of learning.

Most people are unaware of their learning styles preferences, they just know that they feel more comfortable with – and learn more from – some activities than others. Identifying a preferred learning style is key in ensuring effective learning can be achieved through a variety of means.

The questionnaire is based on Kolb's learning cycle and identifies four learning style preferences:

- **Activist** – "I like to have a go and see what happens". "I'll try anything once".
- **Reflector** – "I like to gather information and mull things over".
- **Theorist** – "I like to tidy up and reach some conclusions". "If it's logical, it's good".
- **Pragmatist** – "I like tried and tested techniques that are relevant to my problem". "If it works, it is good".

By identifying preferred learning styles, people can then seek out different ways of learning, which will suit their own particular style and enable them to become an effective learner.

1. **Who is it suitable for?** Anyone looking for personal development.
2. **How useable is it?** Simple and quick to complete.
3. **How would it help the learners?** Everyone is different. By using the questionnaire, learners can ensure that they can discuss options for development with their advisers and look for the best ways for them to achieve their goals.
4. **How good is learning styles as an assessment tool?** Probably the best and most well known of all the learning styles assessment tools.

Learning Styles - Which One are You?

Peter Honey and Alan Mumford have identified four main learning style preferences. By thinking about your preferred style, you can try and apply this to learning new things. If you're able to use your natural style, you're likely to find learning much easier and quicker.



Reflector



Theorist



Activist



Pragmatist

Activists:

Activists like to be involved in new experiences. They are open minded and enthusiastic about new ideas but get bored with implementation. They enjoy doing things and tend to act first and consider the implications afterwards. They like working with others but tend to hog the limelight.

Activists learn best when:

- involved in new experiences, problems and opportunities
- working with others in business games, team tasks, role-playing
- being thrown in the deep end with a difficult task
- chairing meetings, leading discussions

Activists learn less when:

- listening to lectures or long explanations
- reading, writing or thinking on their own
- absorbing and understanding data
- following precise instruction to the letter

Reflectors

Reflectors like to stand back and look at a situation from different perspectives. They like to collect data and think about it carefully before coming to any conclusions. They enjoy observing others and will listen to their views before offering their own.

Reflectors learn best when:

- observing individuals or groups at work
- they have the opportunity to review what has happened and think about what they have learned
- producing analyses and reports doing tasks without tight deadlines

Reflectors learn less when:

- acting as leader or role-playing in front of others
- doing things with no time to prepare
- being thrown in at the deep end
- being rushed or worried by deadlines

Theorists:

Theorists adapt and integrate observations into complex and logically sound theories. They think problems through in a step by step way. They tend to be perfectionists who like to fit things into a rational scheme. They tend to be detached and analytical rather than subjective or emotive in their thinking.

Theorists learn best when:

- they are put in complex situations where they have to use their skills and knowledge
- they are in structured situations with clear purpose
- they are offered interesting ideas or concepts even though they are not immediately relevant
- they have the chance to question and probe ideas behind things

Theorists learn less when:

- they have to participate in situations which emphasise emotion and feelings
- the activity is unstructured or briefing is poor
- they have to do things without knowing the principles or concepts involved
- they feel they're out of tune with the other participants e.g. with people of very different learning styles

Pragmatists

Pragmatists are keen to try things out. They want concepts that can be applied to their job. They tend to be impatient with lengthy discussions and are practical and down to earth.

Pragmatists learn best when:

- there is an obvious link between the topic and job
- they have the chance to try out techniques with feedback e.g. role-playing
- they are shown techniques with obvious advantages e.g. saving time
- they are shown a model they can copy e.g. a film or a respected boss

Pragmatists learn less when:

- there is no obvious or immediate benefit that they can recognise
- there is no practice or guidelines on how to do it
- there is no apparent pay back to the learning e.g. shorter meetings
- the event or learning is 'all theory'

Most of us has elements of more than one learning style. Think about your strongest style and your weakest style to identify how you learn.

This excerpt has been taken from the Honey and Mumford Learning Styles Questionnaire. A full online version of this questionnaire is available from <http://www.honeyandmumford.co.uk> on a pay-as-you-go basis for £10. Your results include a full report with suggestions about how to become a more effective learner.