

Welcome to the Learning Style Questionnaire !

INTRODUCTION:

The best leaders are the best learners.

Everyone has a preferred 'style' of learning. If you know your preferred learning style you will:

- structure your learning to get the best results
- identify strengths and weaknesses in your style
- focus on learning in the way you do it best
- help *others* to structure training or coaching for *you* that meets your best learning style
- more easily identify how *others* prefer to learn
- recognize other learning style(s), and optimize your teaching

INSTRUCTIONS:

- Please read the instructions on the Questionnaire
- Print the document and complete the 4 pages as directed
- **Bring the completed hard copy Questionnaire with you to San Diego in November**
- We will go over the results together in an interactive session, and explore the implications of your preferred learning style in your work and personal life.

THANK YOU . . . PLEASE DO NOT HESITATE TO CONTACT US IF YOU HAVE QUESTIONS OR CONCERNS.

Learning Style Questionnaire

IMPORTANT!

YOUR NAME: _____

Instructions

This questionnaire has been developed to help you identify how you prefer to learn. Below, you'll find twenty groups of four phrases. For each group, assign a value of 4 to the phrase that **best describes** the way you prefer to learn, 3 to the **next best match**, and so on down to 1, which should represent the way you **least** prefer to learn about something. Write the number you've selected in the box to the right of each phrase. Each phrase group must be ranked this way – please do not make ties. Here's an example of what the first group might look like when completed:

1. I learn best when I:

- share ideas and information with others
- achieve goals, on my own, or by leading others
- consider different points of view
- see how what I've experienced follows a logical process

1			3
	4		
		2	

Respond with the first ranking that comes to mind, rather than dwelling on possible interpretations of the items. You may also find it helpful to answer all the questions using a single frame of reference, such as home, work, or school, or considering a specific situation. There are no right or wrong answers. Each preference described is of equal value. The objective of this exercise is to identify how you prefer to learn, not to evaluate your ability to learn, or the effectiveness of one method of learning over another.

A B C D

1. I learn best when I:

- share ideas and information with others
- achieve goals, on my own, or by leading others
- consider different points of view
- see how what I've experienced follows a logical process

2. When in a new situation, I like to:

- develop a specific set of guidelines or plan to follow
- produce results as quickly as possible
- be flexible and keep an open mind as events unfold
- consider the consequences of all alternatives carefully before acting

3. My attention is most focused when:

- I have an influence on what's happening
- I'm directly involved in a situation
- I can work within a clearly defined, precise structure
- I need to consider a variety of options and implications

4. I like to:

- experiment with different approaches to see what happens
- be able to predict what could be logically expected to happen, based on my impartial observations
- reflect on what happened after experiencing something
- be fully involved in situations, rather than a bystander

TOTAL FOR THIS PAGE - all columns should total 40

Please carry these amounts forward to page 4

--	--	--	--

A B C D

5. When reaching conclusions I tend to rely on:				
• my own "hunches"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• concepts and "rules" about how things are likely to work, based on my analysis of the situation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• my thoughts and feelings about what I see, hear, or read, which I use to form opinions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• a review of the end results; the "products" of an activity	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Learning has the greatest impact on me when it increases my:				
• ability to see the logic of a concept or idea	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• appreciation for something	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• ability to get things done on my own or with others' help	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• understanding of how things work	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
7. I usually select a course of action based on:				
• "gut" feelings or intuition	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• the approach that will, in theory, produce the best results	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• its likelihood of quickly achieving the best results, even if there is some risk involved	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• careful consideration of the implications of any alternatives	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8. It's important for me to be:				
• able to relate to people in real situations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• patient, objective, and impartial	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• precise and disciplined when analyzing ideas and concepts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• able to influence the world around me	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. In my opinion, this is how learning "works":				
• the key is identifying what achieves results, and making it happen	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
• everything we do follows a systematic process	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• it's important to focus on how things happen	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• the world is complex and unpredictable; each situation is unique	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10. The person who helped me learn the most:				
• encouraged me to consider the potential impact of my ideas or plans	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• involved me in real world activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
• encouraged me to draw logical conclusions from my experiences, to develop "rules" I could apply elsewhere	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• gave me the resources and support to achieve success, even if it involved some risk	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

TOTAL FOR THIS PAGE - all columns should total 60

Please carry these amounts forward to page 4

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

A B C D

11. When I'm in a learning situation where some risk is involved, I:

- develop a plan that considers all the factors and minimizes the risks
- jump right in and get fully involved without worrying about the consequences
- get people working on a practical solution, even though there may be some risks
- listen to everyone's perspective on the situation before deciding how to proceed

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

12. I tend to "tune out" unless I can:

- motivate others to carry out a task or activity
- watch or listen to someone explain something
- participate in a group activity
- work within a clearly defined structure

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

13. When I'm learning in a group, I like to:

- observe other members to see what they do
- organize everyone so that the task can be completed efficiently and effectively
- carefully develop and then follow a plan to achieve a task
- be right in the thick of things with my fellow group members

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

14. For me, creativity means:

- doing very well "on the fly" when there's little, if any, structure to a situation
- building models and theories that explain how things work
- generating a range of practical alternatives to consider
- being able to consider ideas from a variety of perspectives

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

15. The word that describes how I learn best is:

- involvement
- reflection
- structure
- experimentation

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

16. When someone coaches me they can make the best contribution to my learning by:

- demonstrating what I need to do and asking me questions to ensure I understand
- helping me identify theory and/or processes that form the basis for what I'm learning
- putting me in a real life situation and working with me to reach a solution
- helping me consider realistic, down-to-earth ways to achieve the desired results

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

TOTAL FOR THIS PAGE - all columns should total 60

Please carry these amounts forward to page 4

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

A B C D

17. I find it most difficult to learn when:

- I can't see the value of what's being taught
- there's no way to prove the validity of a suggested approach
- there is no one who can demonstrate or explain how things are done
- I have to work on my own

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

18. When I'm in a learning situation, I focus on:

- having a clear understanding of what has happened
- my feelings and intuition about what is right
- the most practical approach to achieving a solution
- a systematic, planned approach

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. If I'm learning to use something I have no prior experience with, I'm inclined to:

- invite others to try it out with me
- turn it on and see what happens when I try out different things
- read the manual, so that I understand the procedures before using the equipment
- consider a variety of approaches before selecting the one I think will produce the best results

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. People who know me would probably describe me as:

- someone who relies on hunches and "gut" feelings
- a risk taker
- someone who considers their viewpoint before acting
- someone who values logic and precision

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please carry your totals for pages 1 through 3, and the items above, to the boxes below.

A B C D

TOTALS FROM PAGE 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTALS FROM PAGE 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTALS FROM PAGE 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
TOTALS FROM PAGE 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Now, please add all the page totals together and record the amounts in the spaces below.

TOTAL FOR COLUMN A	<input type="checkbox"/>
TOTAL FOR COLUMN B	<input type="checkbox"/>
TOTAL FOR COLUMN C	<input type="checkbox"/>
TOTAL FOR COLUMN D	<input type="checkbox"/>

All four columns added together should total 200. If they don't, recheck the ratings you assigned to each group of phrases; the total for each group should be 10. Once you've finished this, turn to the next page to calculate your learning preferences.