BLEVINS FRANKS

LEARNING STYLES QUESTIONNAIRE

This questionnaire will help you discover your learning style preferences. We all develop learning 'habits' that make us happier to learn in some ways and less happy to learn in other, less familiar, ways. Most people are only vaguely aware of their learning preferences. This questionnaire will clarify your preferred ways of learning so that you are in a better position to select experiences that suit your style and/or to broaden your scope by strengthening under-utilised styles.

There is no time limit for the completion of this questionnaire. It will probably take you 10 to 15 minutes. The accuracy of the results depends on how honest you are. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick (/) in the box. If you disagree more than you agree with a statement put a cross (x) in the box. 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 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.

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 manoeuvrings 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 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.

In the following section you will find descriptions of the four learning styles. After reading them, complete the Score Key in Section 5 to find out your learning style preferences.

LEARNING STYLE DESCRIPTIONS

Activists

Activists like to take direct action. They are enthusiastic and welcome new challenges and experiences. They are less interested in what has happened in the past or in putting things into a broader context. They are primarily interested in the here and now. They like to have a go, try things out and participate. They like to be the centre of attention.

So, in summary, Activists like:

- to think on their feet
- to have short sessions
- plenty of variety
- the opportunity to initiate
- to participate and have fun.

Reflectors

Reflectors like to think about things in detail before taking action. They take a thoughtful approach. They are good listeners and prefer to adopt a low profile. They are prepared to read and re-read and will welcome the opportunity to repeat a piece of learning.

So, in summary, Reflectors like:

- to think before acting
- thorough preparation
- to research and evaluate
- to make decisions in their own time
- to listen and observe.

Theorists

Theorists like to see how things fit into an overall pattern. They are logical and objective 'systems' people who prefer a sequential approach to problems. They are analytical, pay great attention to detail and tend to be perfectionists.

So, in summary, Theorists like:

- concepts and models
- to see the overall picture
- to feel intellectually stretched
- structure and clear objectives
- logical presentation of ideas.

Pragmatists

Pragmatists like to see how things work in practice. They enjoy experimenting with new ideas. They are practical, down to earth and like to solve problems. They appreciate the opportunity to try out what they have learned/are learning.

So, in summary, Pragmatists like:

- to see the relevance of their work
- to gain practical advantage from learning
- credible role models
- proven techniques
- activities to be real.

SECTION 5: SCORE KEY

You score one point for each item ticked (/). There are no points for items you crossed (x). Simply write your scores in the boxes below and add up the columns for your total scores for each style.

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
TOTAL ☐	☐	☐	☐

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UNDERSTANDING YOUR RESULT

You have four scores, ranging from 0-20, for Activist, Reflector, Theorist and Pragmatist. The question is: what do these four scores tell you? Since the maximum score for each style is 20, at first sight you might conclude that the highest of your four scores indicates your predominant learning style. This, however, is not necessarily so. Before drawing a conclusion you need to view your scores in relation to those obtained by other people who have completed the questionnaire. Norms, as they are called, have been calculated for various groups of people and you need to decide with which group to compare your scores. Start by using the general norms based on the scores obtained by 3,500 people. Circle your scores on the table below.

Activist	Reflector	Theorist	Pragmatist	
20	20	20	20	
19				
18		19		
			19	
17				Very Strong Preference
	19	18		
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				
	13	12	13	Moderate Preference
8				
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		5	
		4		
	4		4	Very Low Preference
		3		
	3		3	
1		2		
	2		2	
	1	1	1	
0	0	0	0	

The norms are calculated by dividing the scores into the following bands:

Top 10% of scores	Very strong preferences
Next 20% of scores	Strong preferences
Middle 40% of	Moderate preferences
Next 20% of scores	Low preferences
Bottom 10% of	Very low preferences

Now that you know your learning style preferences, there are two implications. Firstly, you could use the information to select activities that suit your preferred ways of learning. Secondly, you could deliberately put more effort into developing the styles you are less comfortable with so that you fire on all four learning cylinders.