Honey and Mumford Learning Styles Questionnaire

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 and having a greater understanding of those that suit the style of others.

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
Be sure to mark each item with either a tick or 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"
	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. 1 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 resources 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 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 programs, 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
	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. 1 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. 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

Scoring and Interpreting the Learning Styles Questionnaire

The questionnaire is scored by awarding one point for each ticked item. *There are no points for crossed items.* Simply indicate on the lists below which items were ticked by circling the appropriate question number.

Add up the number of circled items downwards – the least each column can be is 0 and the largest is 20.
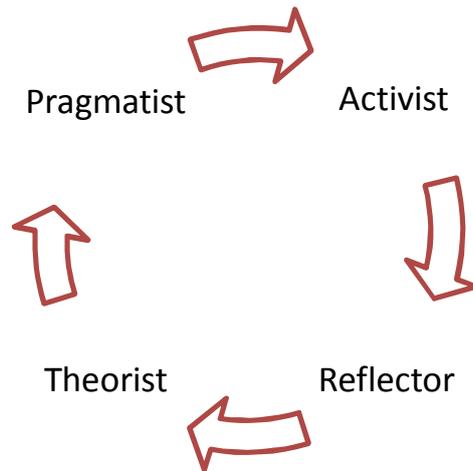
2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

TOTALS

     _____   _____   _____   _____

    Activist   **Reflector**   **Theorist**   **Pragmatist**

What are your results from the Honey and Mumford learning styles? There is no right and no wrong! The exercise helps you to understand how you learn. You could have one dominant style of learning or perhaps several preferred styles of learning.

As facilitation is about learning - the Honey and Mumford learning style questionnaire also helps you to identify how your learners learn when you are the facilitator. It makes you aware that you need to provide different styles for your participants to learn!

Pragmatist → Activist → Reflector → Theorist → Pragmatist

Activists	Reflectors	Theorists	Pragmatists
Learn best from new experiences / problems / opportunities	*Learn best from watching, observing and thinking about a process*	*Like to develop concepts, theories or systems to apply*	*Like processes that require immediate application of skills*
What's new- I'm game for anything	*I'd like time to think about this*	*How does this relate to that?*	*How can I apply this in practice*
Immerse themselves fully in new experiences Enjoy here and now Open minded, enthusiastic, flexible Act first, consider consequences later Seek to centre activity around themselves	Stand back and observe Cautious, take a back seat Collect and analyse data about experience and events, slow to reach conclusions Use information from past, present and immediate observations to maintain a big picture perspective.	Think through problems in a logical manner, value rationality and objectivity Assimilate unrelated facts into logical theories Disciplined, aiming to fit things into rational order Keen on basic assumptions, principles, theories, models and systems thinking	Keen to put ideas, theories and techniques into practice Search new ideas and experiment Act quickly and confidently on ideas, gets straight to the point Are impatient with endless discussion

The following charts show what activities during facilitation /training help and hinder the four learning styles:

Activists	
Activists learn best from activities where:	*Activists learn least from and may react against activates where:*
Involved in the here and now activities such as teamwork tasks or role playing exercises There is excitement and drama with different ranges of activities to tackle Activists like to be in the limelight, leading discussions, giving presentations Need to be allowed to generate ideas without the constraints of policy or practical considerations Like to be thrown in at the deep end Have to be involved with other people Free to 'have a go'	Learning involves a passive role Have to stand back and not get involved Process a lot of data Work a lot on their own Asked to identify beforehand what they will learn and asked afterwards what they have learnt Dislike theory Repetitive activities Very detailed instruction with little room for their own initiative Detail is necessary

Reflectors	
Reflectors learn best from activities where:	*Reflectors learn least from and may react against activates where:*
Allowed to watch activities Able to stand back from events and observe and listen Have time to prepare and time to think before acting or starting Opportunity to review what has happened and what has been learnt Produce carefully considered reports Exchange view with other learners in a safe and secure environment Reach a decision in their own time	Feel forced into the limelight Involved in situations that require action without planning Dislike/hate being put on the spot Where there is insufficient information on which to assess the situation Cut and dried instructions as to how things should be done Time pressures Make short cuts or do a 'quick' job

Theorist	
Theorists learn best from activities where:	*Theorists learn least from and may react against activates where:*
The training offered is part of a system, model, concept or theory	Pitched in doing an activity without knowing the context or the purpose
Have time to explore the association and interrelationship between ideas, events, and situations	Participating in situations involving deep feelings and emotions
A chance to questions the basic methods, assumptions and logic behind things	Unstructured activities which are ambiguous and there is high risk
Mentally stretched	If the subject matter does not have method or statistics to back it up
Structured situation with a clear purpose	Faced with loads of ideas without them being explored in depth
Logical ideas and concepts are presented	Asked to act or decide without a basis in policy or concept
Often have interesting ideas and concepts which are not immediately relevant	Feel out of tune with other learners – i.e. when there are lots of activities
Like to participate and understand complex situations	

Pragmatist	
Pragmatist learn best from activities where:	*Pragmatist learn least from and may react against activates where:*
Obvious link between the subject matter and a problem	When the learning is not related to an immediate need – it is abstract
Shown techniques for doing thing with practical advantages – such as saving time	The subject, training is perceived to be distant from reality
Chance to try out and practice techniques with feedback from a credible 'expert'	No clear guidelines
Copying or modelling things	They feel/ see people going around in circles and not getting anywhere
Can use techniques currently applicable to their own jobs	Political, managerial or person obstacles to applying the learning
Concentrate on practical issues – such as drawing up action plans	No apparent reward from the learning activity

The best and worst learning scenarios for activists, reflectors, theorists and pragmatists is adapted from The Manual of Learning Styles, Honey P and Mumford A, 1992, Peter Honey Publications, Maidenhead

Notes / Questions