

## 1.2 The Kolb/Honey & Mumford's Learning Style - QUESTIONNAIRE (with specific reference to David Kolb's informative original work).

This questionnaire is designed to find out your preferred learning style(s) as an adult.

Over the years, you have probably developed learning habits that help you benefit more from some experiences than from others. You may be unaware of this and this exercise will help you pinpoint your learning preferences and share them with the other members of your team or company.

This questionnaire will probably take you about 10-15 minutes to complete. *The accuracy of your results depends on how honest you are.* **There are no right or wrong answers.**

- I. *If you agree more than you disagree with a statement, highlight it or place a tick in the box to the left of the question.*
- II. *If you disagree more than you agree, leave the box blank.*
- III. *If you find yourself wondering which situation to think of when answering a question, just think about how you are when you are working with people.*

Go with your first **gut reaction** instead of over-thinking your response.

### QUESTIONS

- |                          |    |  |
|--------------------------|----|--|
| <input type="checkbox"/> | 1  | I have strong beliefs about what is right and wrong, good and bad.                                       |
| <input type="checkbox"/> | 2  | I often act without considering the possible consequences.   |
| <input type="checkbox"/> | 3  | I tend to solve problems using a step-by-step approach.  |
| <input type="checkbox"/> | 4  | I believe that formal procedures and policies restrict people.   |
| <input type="checkbox"/> | 5  | I have a reputation for saying what I think, simply and directly.  |
| <input type="checkbox"/> | 6  | I often find that actions based on feelings are as sound as those based on careful thought and analysis. |
| <input type="checkbox"/> | 7  | I like the sort of work where I have time for thorough preparation and implementation.                   |
| <input type="checkbox"/> | 8  | I regularly question people about their basic assumptions.   |
| <input type="checkbox"/> | 9  | What matters most is whether something works in practice.  |
| <input type="checkbox"/> | 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, <i>irrational</i> people.                       |
| 15 | I take care over how I interpret data and avoid jumping to conclusions.   |
| 16 | I like to reach a decision carefully after weighing up many alternatives.   |
| 17 | I am attracted more to novel, unusual ideas than to practical ones.   |
| 18 | I do not 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, standard or belief.   |
| 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 careful 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 information to think over the better.                  |

- |                          |           |   |
|--------------------------|-----------|---|
| <input type="checkbox"/> | <b>30</b> | Flippant, superficial people who do not take things seriously enough usually irritate me.                           |
| <input type="checkbox"/> | <b>31</b> | I listen to other people's points of view before putting my own view forward.                                       |
| <input type="checkbox"/> | <b>32</b> | I tend to be open about how I am feeling.   |
| <input type="checkbox"/> | <b>33</b> | In discussions, I enjoy watching the plotting and scheming of the other participants.                               |
| <input type="checkbox"/> | <b>34</b> | I prefer to respond to events in a spontaneous, flexible way rather than plan things out in advance.                |
| <input type="checkbox"/> | <b>35</b> | I tend to be attracted to techniques such as flow charts, contingency plans etc.                                    |
| <input type="checkbox"/> | <b>36</b> | It worries me if I have to rush work to meet a tight deadline.  |
| <input type="checkbox"/> | <b>37</b> | I tend to judge people's ideas on their practical merits.   |
| <input type="checkbox"/> | <b>38</b> | Quiet, thoughtful people tend to make me feel uneasy.   |
| <input type="checkbox"/> | <b>39</b> | I often get irritated by people who want to rush things.  |
| <input type="checkbox"/> | <b>40</b> | It is more important to enjoy the present moment than to think about the past or future.                            |
| <input type="checkbox"/> | <b>41</b> | I think that decisions based on a careful analysis of all the information are better than those based on intuition. |
| <input type="checkbox"/> | <b>42</b> | I tend to be a perfectionist.   |
| <input type="checkbox"/> | <b>43</b> | In discussions, I usually produce lots of spontaneous ideas.  |
| <input type="checkbox"/> | <b>44</b> | In meetings, I put forward practical, realistic ideas.  |
| <input type="checkbox"/> | <b>45</b> | More often than not, rules are there to be broken.  |
| <input type="checkbox"/> | <b>46</b> | I prefer to stand back from a situation and consider all the perspectives.  |
| <input type="checkbox"/> | <b>47</b> | I can often see inconsistencies and weaknesses in other people's arguments.   |
| <input type="checkbox"/> | <b>48</b> | On balance I talk more than I listen.   |
| <input type="checkbox"/> | <b>49</b> | 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 irrelevant issues 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 a 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 the 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 is 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.  |

<input type="checkbox"/>	<b>70</b> I do not mind hurting people's feelings so long as the job gets done.
<input type="checkbox"/>	<b>71</b> I find the formality of having specific objectives and plans stifling.
<input type="checkbox"/>	<b>72</b> I am usually one of the people who puts life into a party.
<input type="checkbox"/>	<b>73</b> I do whatever is practical to get the job done.
<input type="checkbox"/>	<b>74</b> I quickly get bored with methodical, detailed work.
<input type="checkbox"/>	<b>75</b> I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
<input type="checkbox"/>	<b>76</b> I am always interested to find out what people think.
<input type="checkbox"/>	<b>77</b> I like meetings to be run on methodical lines, sticking to laid down agenda.
<input type="checkbox"/>	<b>78</b> I steer clear of subjective (biased) or ambiguous (unclear) topics.
<input type="checkbox"/>	<b>79</b> I enjoy the drama and excitement of a crisis situation.
<input type="checkbox"/>	<b>80</b> People often find me insensitive to their feelings.

## SCORING

- I. You **score a point** for each **item you ticked**.
- II. There are **no points** for **items you crossed**.
- III. Go back over your responses and simply **circle *the question number*** in the table below for ***each question*** you **ticked**.

Then add up the number of circled responses in the **TOTALS** row.

----- QUESTION NUMBER -----			
----			
<b>2</b>	<b>7</b>	<b>1</b>	<b>5</b>
<b>4</b>	<b>13</b>	<b>3</b>	<b>9</b>
<b>6</b>	<b>15</b>	<b>8</b>	<b>11</b>
<b>10</b>	<b>16</b>	<b>12</b>	<b>19</b>
<b>17</b>	<b>25</b>	<b>14</b>	<b>21</b>
<b>23</b>	<b>28</b>	<b>18</b>	<b>27</b>
<b>24</b>	<b>29</b>	<b>20</b>	<b>35</b>

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:





Honey &  
Mumford

**ACTIVIST**

**REFLECTOR**

**THEORIST**

**PRAGMATIST**

Kolb's Model

Accommodating

Diverging

Assimilating

Converging

### YOUR PREFERRED LEARNING STYLE

Now **circle** your *total scores* for **each learning style** on the table below to *determine the strength of your preference*.

ACTIVIST	REFLECTOR	THEORIST	PRAGMATIST	Honey & Mumford Terminology
20	20	20	20	<b>Very Strong Preference</b>
19	19	19	19	
18	18	18	18	
17		17	17	
16		16		
15				
14				
13				
12	17	15	16	<b>Strong Preference</b>
11	16	14	15	

	15			
10	14	13	14	<b>Moderate Preference</b>
9	13	12	13	
8	12	11	12	
7				
6	11	10	11	<b>Low Preference</b>
5	10	9	10	
4	9	8	9	
3	8	7	8	<b>Very Low Preference</b>
2	7	6	7	
1	6	5	6	
0	5	4	5	
	4	3	4	
	3	2	3	
	2	1	2	
	1	0	1	
	0		0	

I have very strong preference for \_\_\_\_\_

I have a strong preference for \_\_\_\_\_

I have a moderate preference for \_\_\_\_\_

I have a low preference for \_\_\_\_\_

I have a very low preference for \_\_\_\_\_

## Learning Styles – Honey & Mumford

Based fundamentally on David Kolb's extensive work and modelling, Honey & Mumford classified the preferred learning styles as follows:

**ACTIVIST** - Prefers doing and experiencing (Kolb: **Accommodating CE/AE**)



**REFLECTOR** - Observes and reflects (Kolb: **Diverging CE/RO**)



**THEORIST** - Wants to understand underlying reasons, concerns, relationships  
(Kolb: **Assimilating AC/RO**)



**PRAGMATIST** - Likes to have a go, try things and see if they work  
(Kolb: **Converging AC/AE**)

**Acknowledgement:**

Peter Honey and Alan Mumford, Psychologists

### Learning Style – Kolb

David Kolb's learning theory sets out **four distinct learning styles** (or preferences), which are based on a **four-stage learning cycle or training cycle**.

Kolb's model (refer to the diagram, later in this section) is particularly well-designed, since it allows us to observe, appreciate and understand our own, as well as the individual learning styles of different people. It also offers an explanation of a cycle of **experiential learning** that applies to us all.

Kolb says that ideally - and by inference, not always - this process represents a learning cycle where the learner *touches all the bases*.

Kolb's model, therefore, works on two levels: **A four-stage cycle...**

<b>1</b>	<b>Concrete Experience - (CE)</b>	<b>Reflective Observation - (RO)</b>	<b>2</b>
<b>4</b>	<b>Active Experimentation - (AE)</b>	<b>Abstract Conceptualization - (AC)</b>	<b>3</b>

...and, a **four-type definition of learning styles**, (each representing the combination of two preferred styles, rather like a two-by-two matrix of the four-stage cycle styles, as illustrated later in this section), for which Kolb used the terms:

<b>1</b>	<b>Diverging (CE/RO)</b>	<b>Assimilating (AC/RO)</b>	<b>2</b>
<b>4</b>	<b>Accommodating (CE/AE)</b>	<b>Converging (AC/AE)</b>	<b>3</b>

As you will have observed, from the brief explanations of both **learning style models**, there are similarities but also some differences in their explanations and terminology.



Why have I not selected either Kolb or Honey & Mumford for this book?

The questionnaire and its scoring, is common to both models and the use of either model is commonplace, depending upon your global location and learning institution. So, I made the decision to utilise both as a single explanation, supported by David Kolb's superb model (which is also an ideal tool to use when group facilitating).

Finally, as we work our way around Kolb's model, I have coupled together the explanations from both models for each area of their individual learning cycle.

**ACTIVISTS** (*Honey & Mumford*) - want practical tasks and very little theory. They learn best from activities where:

- ❖ New experiences are emphasised;
- ❖ The focus is on the present and on doing such activities as games, problem solving, simulations;
- ❖ There is a lot of action and excitement;
- ❖ They can lead and be in the limelight;
- ❖ Ideas are generated without any concern about practical constraints;
- ❖ They must respond to a challenge and take risks;
- ❖ The central focus is on team problem-solving.

**Accommodating (doing and feeling - CE/AE) (Kolb)**

The **Accommodating** learning style is hands-on and relies on intuition rather than logic. These people use other people's analysis and prefer to take a practical, experiential approach. They are attracted to new challenges and experiences and to carry out plans. They commonly act on *gut* instinct rather than logical *analysis*. People with an *accommodating* learning style will tend to rely on others for information rather than carry out their own analysis. This learning style is prevalent and useful in roles requiring action and initiative. People with an *accommodating* learning style prefer to work in teams to complete tasks. They set targets and actively work in the field trying different ways to achieve an objective. People with an *accommodating* learning style are likely to become frustrated if they are forced to read lots of instructions and rules and are unable to get hands on experience as soon as possible.

**REFLECTORS** (*Honey & Mumford*) - want lots of breaks to go off and read and discuss. They learn best from activities where:

- ❖ There are opportunities to observe and consider;
- ❖ There is a strong element of passive involvement such as listening to a speaker or watching a video;
- ❖ There is time to think before having to act or contribute;
- ❖ There is opportunity for research and problems can be probed in some depth;
- ❖ They can review what was happening;
- ❖ They are asked to produce reports that carefully analyse a situation or issue;
- ❖ There is interaction with others without any risks of strong feelings coming to the fore;
- ❖ They can finalise a view without being put under pressure.

**Diverging (feeling and watching - CE/RO) (Kolb)**

These people can look at things from different perspectives. They are sensitive, prefer to watch rather than do, tend to gather information and use imagination to solve problems. They are best at viewing concrete situations from several different viewpoints. Kolb called this style **Diverging** because these people perform better in situations that require ideas-generation, for example, brainstorming. People with a diverging

learning style have broad cultural interests and like to gather information. They are interested in people, tend to be imaginative and emotional and tend to be strong in the arts. People with a diverging style prefer to work in groups, to listen with an open mind and receive personal feedback.

**THEORISTS** (*Honey & Mumford*) - want handouts, something to take away and study. They learn best from activities where:

- ❖ The learning forms a part of a conceptual whole, such as a model for a theory;
- ❖ There is time to explore the interrelationship amongst elements;
- ❖ They can explore the theory and methodology underlying the subject under investigation;
- ❖ They are intellectually stretched;
- ❖ There is a clear and obvious purpose to the activities;
- ❖ There is a reliance on rationality and logic;
- ❖ They can analyse situations and then generalise their findings;
- ❖ They are asked to understand complex situations.

**Assimilating (watching and thinking – AC/RO)** (*Kolb*)

The **Assimilating** learning preference is for a concise, logical approach. Ideas and concepts are more important than people. These people require good clear explanations rather than practical opportunity. They excel at understanding wide ranging information and organising it in a clear logical format. People with an assimilating learning style are less focused on people and more interested in ideas and abstract concepts. People with this style are more attracted to logically sound theories than approaches based on practical value. People with this learning style work very effectively in information and science careers. In formal learning situations, people with this style prefer readings, lectures, exploring analytical models and having time to think things through. People who prefer the assimilating learning style will not be comfortable being thrown in at the deep end without notes and instructions.

**PRAGMATISTS** (*Honey & Mumford*) - want shortcuts and tips. They learn best from activities where:

- ❖ There is a clear link back to some job-related problem;
- ❖ Material is directed towards techniques that make their work easier;
- ❖ They can practice what they have learned;
- ❖ They can relate to a successful role model;
- ❖ There are many opportunities to implement what has been learned;
- ❖ The relevance is obvious and the learning is easily transferred to their jobs;
- ❖ What is done is practical such as drawing up action plans or trialling techniques or procedures.

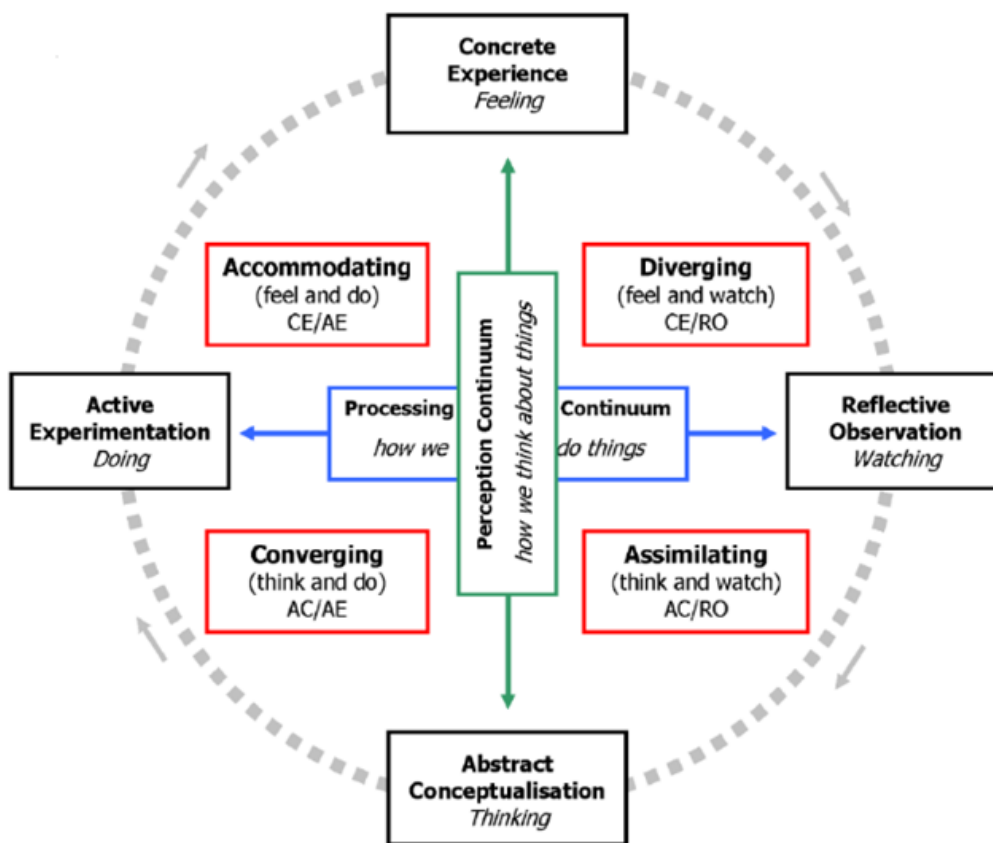
**Converging (doing and thinking - AC/AE)** (*Kolb*)

People with a **Converging** learning style can solve problems and will use their learning to find solutions to practical issues. They prefer technical tasks and are less concerned with people and interpersonal aspects. People with a converging learning style are best at finding practical uses for ideas and theories. They can solve problems and make decisions by finding solutions to questions and problems. People with a converging learning style are more attracted to technical tasks and problems than social or interpersonal issues. A converging learning style enables specialist and technology abilities. People with a converging style like to experiment with new ideas, to simulate and to work with practical applications.

Kolb's Model & Terminology			
If you are a <b>CE</b> and an <b>AE</b> , you are:	If you are a <b>CE</b> and a <b>RO</b> , you are:	If you are an <b>AC</b> and an <b>RO</b> , you are:	If you are an <b>AC</b> and an <b>AE</b> , you are:
<b>Doing/Feeling</b>	<b>Feeling/Watching</b>	<b>Watching/Thinking</b>	<b>Thinking/Doing</b>
<b>ACCOMMODATING</b>	<b>DIVERGING</b>	<b>ASSIMILATING</b>	<b>CONVERGING</b>
Concrete Experience & Active Experimentation	Concrete Experience & Reflective Observation	Abstract Conceptualisation & Reflective Observation	Abstract Conceptualisation & Active Experimentation
Honey & Mumford's Terminology			
<b>ACTIVIST</b>	<b>REFLECTOR</b>	<b>THEORIST</b>	<b>PRAGMATIST</b>

**Acknowledgements:**

The text editing and correlation of these two models – Mike Cameron



© concept david kolb, adaptation and design alan chapman 2005-06, based on [Kolb's learning styles](#), 1984

**Acknowledgements:**

David Kolb, Psychologist **Diagram:** Alan Chapman

Source: BusinessBall.Com

*“Experiential learning posits that learning is the major determinant of human development and how individuals learn shapes the course of their personal development.”*

David Kolb