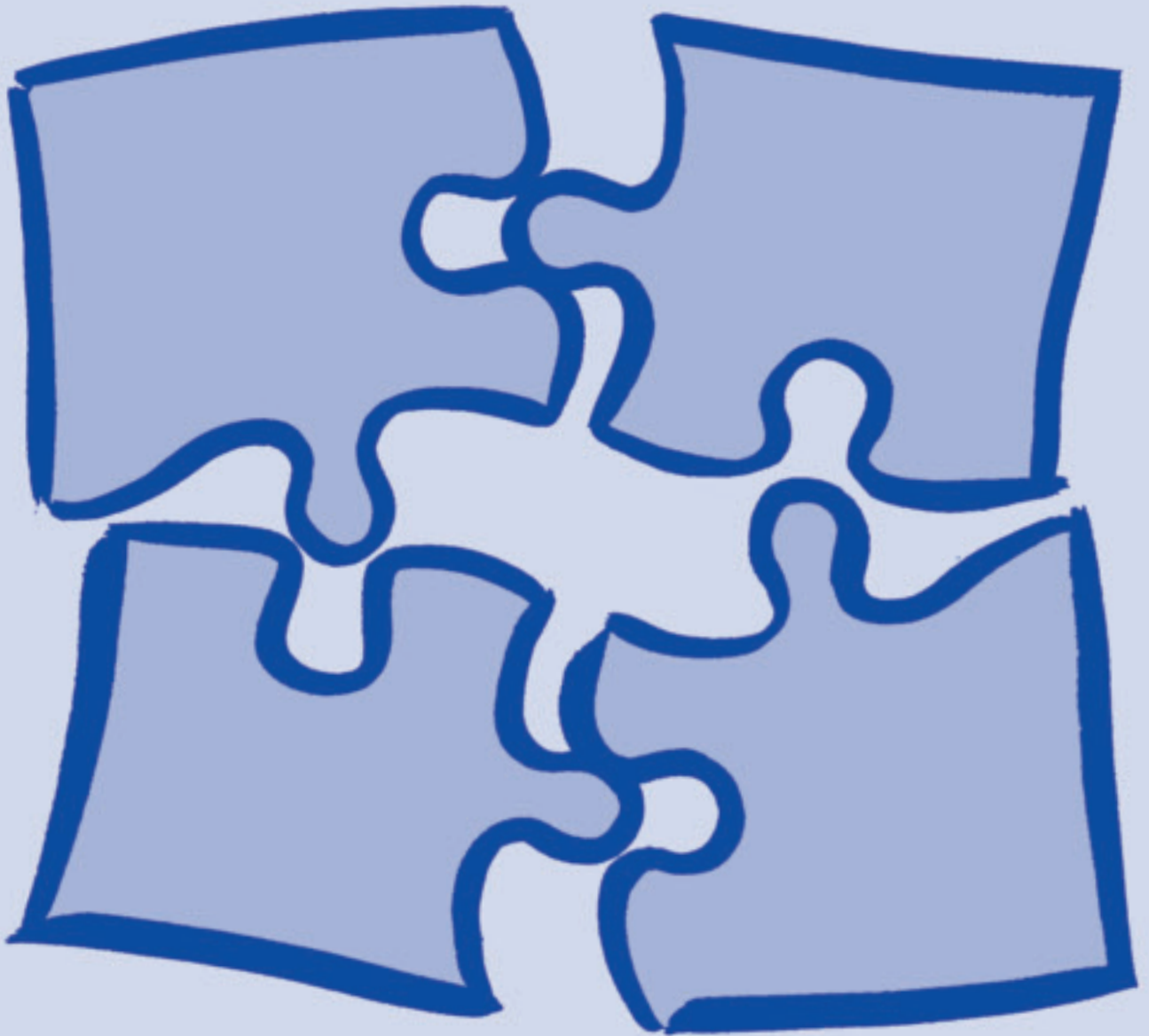


NAME:

The Learning Styles Questionnaire

80-item version (Revised edition, July 2006)

Peter Honey and Alan Mumford



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To find out more about learning and learning styles visit our website:

www.peterhoney.com

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Foreword

In the late seventies Alan Mumford and I worked on a project in the Chloride organisation to establish the learning style preferences of individual managers and tailor their personal development plans to take account of these preferences. After nearly four years of experimentation with different ways to assess someone's learning style preferences (we had started with Kolb's Learning Style Inventory but found it had low face validity with senior managers in Chloride), we published *The Manual of Learning Styles* in the autumn of 1982.

The impact of learning styles has never diminished – the Honey and Mumford Learning Styles have been translated into dozens of languages and are now used throughout the world, in all sectors of commerce and education, and enjoy high face validity.

Being aware of your preferred learning styles is now widely acknowledged as a prerequisite to becoming a better all-round learner. It has implications not just for your own learning, but will also give you insights into the styles of colleagues in your team, your manager and other contacts.

This booklet will help you identify your preferred styles and optimise your learning effectiveness, by guiding you towards learning opportunities that best suit your preferred styles. Furthermore, it will help you maximise your learning from these opportunities, by enabling you to become proficient in all four stages of the learning cycle: experiencing, reviewing, concluding and planning.

As part of the general move towards self-managed learning resources we are now providing the Learning Styles products in electronic form. To try out our products online, visit our website at www.peterhoney.com.

This is a revised edition of this booklet. There are three big improvements. Firstly, the introductory sections (1, 2, and 3) have been completely rewritten so that the scene is set for learning styles and their importance put into perspective. Secondly, the questionnaire items have been reordered (but *not* reworded) to make it easier to use the score key. Finally, the advice on how to strengthen an under-utilised style (Section 9) has been vastly expanded. Now each of the 80 questionnaire items has its own suggestion for action.

We believe these changes will make the booklet even more useful for learners.

A handwritten signature in black ink that reads "Peter Honey". The signature is written in a cursive, flowing style.

SECTION 1

An introduction to learning – your most important capability

You are a product of your learning. Everything you know, everything you can do and everything you believe, you have learnt.

Despite your learning being largely responsible for who you are (you are what you learn!) it is probably something you tend to take for granted. Once we have left formal education, we continue to learn every day without necessarily realising it.

Learning is your most important capability simply because it is the gateway to every other capability you might wish to develop. Whether you want to become fluent in another language, and/or become better at winning friends and influencing people, and/or become better at surfing the web, and/or better at football, learning is the key. The process of learning underpins *everything*.

Another striking thing about the learning process is that it is impossible to imagine it will ever become obsolete. Human beings will always need to learn to develop their skills and adapt to changing circumstances. *What* we learn may become obsolete, but *how* we learn will always remain a priority.

What is learning?

The answer to this question depends on whether you are focusing on learning as an internal process, i.e. where information taken in by your senses is processed by your brain, or whether you are thinking of learning as a series of external inputs and outputs. The workings of the brain are so complex that neuroscientists are not yet able to give a complete answer to the question, 'what is learning?'

External inputs and outputs are far easier to track than the internal goings-on that forge connections between the two. Certainly, the outputs of learning are relatively easy to recognise – you can demonstrate that you know and/or can do something that you didn't know and/or couldn't do before you had learned.

But concentrating on the outputs alone makes learning sound as if it is a boring mechanistic process. Nothing could be further from the truth. The scope of learning, and understanding what is involved in getting better at it, makes learning endlessly fascinating and intriguing.

The following list of characteristics (not in any order of importance) may help to whet your appetite.

1 Learning is both a process and an outcome

We use the same word to describe the 'hows' of learning ('I did a search on the web') and the 'whats' of learning ('I found out about the planets').

2 Learning is both formal and informal

We can learn by participating in a formal learning event such as a course or conference and we can learn from our everyday experiences, e.g. a chat over lunch with a colleague.

3 Learning is both conscious and unconscious

We can learn deliberately and describe what and how we learned (explicit learning) and we can learn automatically, by a process of osmosis, without realising it (tacit learning).

4 Learning is both nice and nasty

We can have fun learning and find it a thoroughly enjoyable process and we can find it tough-going and frustrating.

5 Learning is both planned and accidental

We can identify our learning needs and plan how to meet them and we can learn from unplanned events that happened by chance (life's rich tapestry).

6 Learning is both desirable and undesirable

We can learn things that are useful and beneficial (good habits) and we can learn things that are inappropriate and/or harmful (bad habits).

7 Learning is both incremental and transformational

We can learn gradually by taking little steps and we can learn by having a 'Road to Damascus' experience that transforms us.

8 Learning is both a social and a solitary activity

We can learn collaboratively with and from other people and we can learn on our own through, for example, studying and reflection.

9 Learning is both reactive and proactive

We can learn after an experience (with the benefit of hindsight) and we can learn by having a premeditated need or objective and a plan to achieve it.

10 Learning is both about acquiring knowledge and acquiring skills

We can learn so that we add to our store of knowledge and insights and we can learn to develop our skills and talents.

11 Learning is both voluntary and compulsory

We can learn because we want to and we can learn because we are required to.

12 Learning is both recognised and unrecognised

We can be rewarded and/or receive accreditation for our learning and we can do it for its own sake, with no acknowledgement or recognition.

13 Learning is both supported and unsupported

We can get lots of encouragement and support whilst learning and we can be left to get on with it as best we can.

14 Learning is both shared and private

We can share our learning with others and we can choose to keep it to ourselves.

15 Learning is both superficial and deep

We can learn by rote without real understanding and we can learn by thoroughly internalising the principles.

16 Learning is both active and passive

We can learn by having a go and experimenting and we can learn by listening, watching and reading.

17 Learning is both taught and self-managed

We can learn from opportunities that are provided by other people (their agenda) and we can take full responsibility for our own learning (our agenda).

18 Learning is both short-term and long-term

We can indulge in some just-in-time, quick-fix learning and we can invest in our development over a lifetime.

Hopefully this list of characteristics will open your eyes to the sheer scope of learning and excite rather than depress you! Learning is the key to your continued effectiveness and to leading an interesting, fulfilled life.

The challenge is to treat your learning as a skill that, like all your other skills, needs to be consciously reviewed and developed.