

Learning styles inventory

This inventory is designed to assess your natural strengths/style in learning, thinking, and working. There are no right or wrong answers. All characteristics are equally valuable. The goal of this inventory is to describe your natural strengths, not evaluate them.

STEP 1: Below are nine sets of words in rows (labeled A through I). Rank order each set of four words using the numbers 4, 3, 2, and 1 as the following scale indicates:

4	3	2	1
Most Describes Me		Least Describes Me	

Assign a 4 to the word which BEST describes you, a 3 to the word which next best describes you, a 2 to the next most accurate word, and a 1 to the word that LEAST describes you. Be sure to assign a different rank number to each of the words in the row – there should be no ties.

<u>Column 1</u>	<u>Column 2</u>	<u>Column 3</u>	<u>Column 4</u>
A. ___ discriminating	A. ___ tentative	A. ___ involved	A. ___ practical
B. ___ receptive	B. ___ relevant	B. ___ analytical	B. ___ impartial
C. ___ feeling	C. ___ watching	C. ___ thinking	C. ___ doing
D. ___ accepting	D. ___ risk-taker	D. ___ evaluative	D. ___ aware
E. ___ intuitive	E. ___ productive	E. ___ logical	E. ___ questioning
F. ___ abstract	F. ___ observing	F. ___ concrete	F. ___ active
G. ___ pressure-oriented	G. ___ reflecting	G. ___ future-oriented	G. ___ pragmatic
H. ___ experience	H. ___ observation	H. ___ conceptualization	H. ___ experimentation
I. ___ intense	I. ___ reserved	I. ___ rational	I. ___ responsible

STEP 2: Record the values for the following columns.

Column 1	Column 2	Column 3	Column 4
___+___+___+___+___+___ B C D E G H	___+___+___+___+___+___ A C F G H I	___+___+___+___+___+___ B C D E H I	___+___+___+___+___+___ A C F G H I

STEP 3: Add the above values and record the sum in the spaces below.

Column 1 _____ CE	Column 2 _____ RO	Column 3 _____ AC	Column 4 _____ AE
----------------------	----------------------	----------------------	----------------------

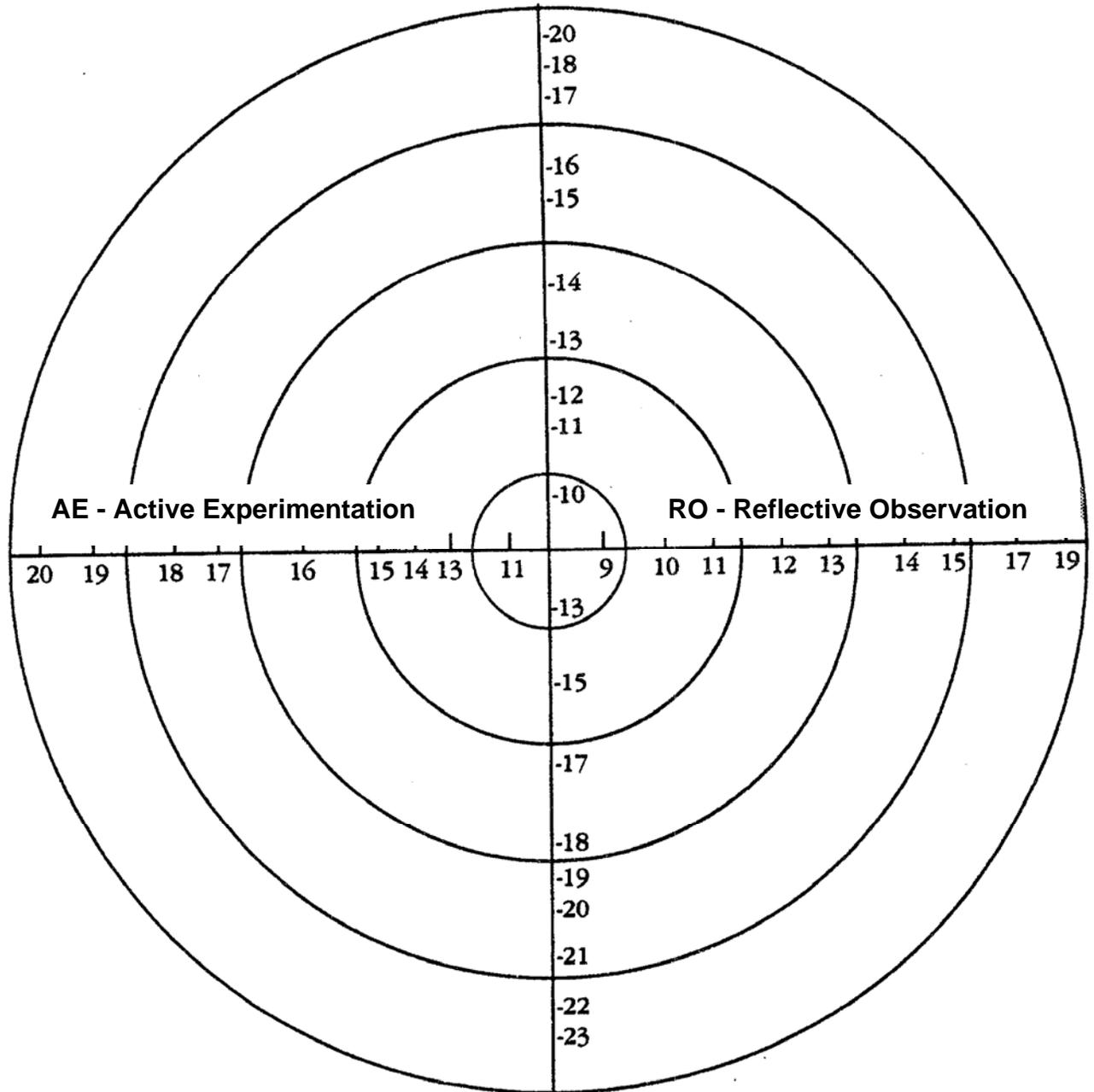
Learning styles inventory definitions

- A.** **Discriminating** – to show a difference; capable of recognizing fine distinctions
Tentative – hesitating; uncertain; cautious
Involved – including; having an effect on; complex; willing to participate
Practical – having good sense; motivated by action rather than ideals
- B.** **Receptive** – able, quick, or ready to receive ideas; open to new ideas or concepts
Relevant – concerning or connected with the matter at hand
Analytical – concerned with or capable of reasoning processes
Impartial – without bias
- C.** **Feeling** – capacity for or ability to react with emotion
Watching – able to observe attentively; look carefully
Thinking – able to reason or ponder
Doing – to perform; produce effort; to act
- D.** **Accepting** – to regard as true; to receive gladly; to understand or construe
Risk-taker – to take a chance; to venture out
Evaluative – to examine carefully; capable of estimating the importance or significance
Aware – alert; having knowledge; realizing
- E.** **Intuitive** – possessing sharp insight; perceiving or understanding immediately without reasoning
Productive – constructive in actions; producing much
Logical – reasonable; ability to reason clearly
Questioning – inquisitive; examining or expressing doubt
- F.** **Abstract** – Concerned with ideas or concepts rather than actual particulars or instances
Observing – watchful; to take notice
Concrete – existing as an actual object, not merely as an idea or as a quality
Active – working hard; busy; energetic
- G.** **Pressure-Oriented** – focused on an urgent matter; geared toward a compelling influence
Reflecting – to think or consider carefully or seriously
Future-Oriented – focused on what is to come or a time yet to come
Pragmatic – concerned with the practical results or values; concerned with causes/effects – not theories
- H.** **Experience** – what happens to a person; what is seen, felt, done, or lived through; accumulation of knowledge/skill
Observation – the act, power, or habit of seeing and noting; watching or being watched
Conceptualization – the process of forming an idea or general understanding
Experimentation – trying something new; conducting a test; trying to find out something
- I.** **Intense** – deeply felt; strenuous exertion; full of vigorous activity or strong feelings
Reserved – set apart or held back; having or showing self-restraint
Rational – able to think or reason clearly
Responsible – trustworthy; reliable; displaying good judgment, sound thinking

Scoring the Learning Styles Inventory

After totaling the ranks for each of the four columns on the inventory survey as instructed, transfer the four raw scores to the diagram below by placing a mark next to the number you scored on each of the four dimensions. Connect these four marks with straight lines. Depending on the placement of your marks, you will see either a three-sided or a four-sided figure.

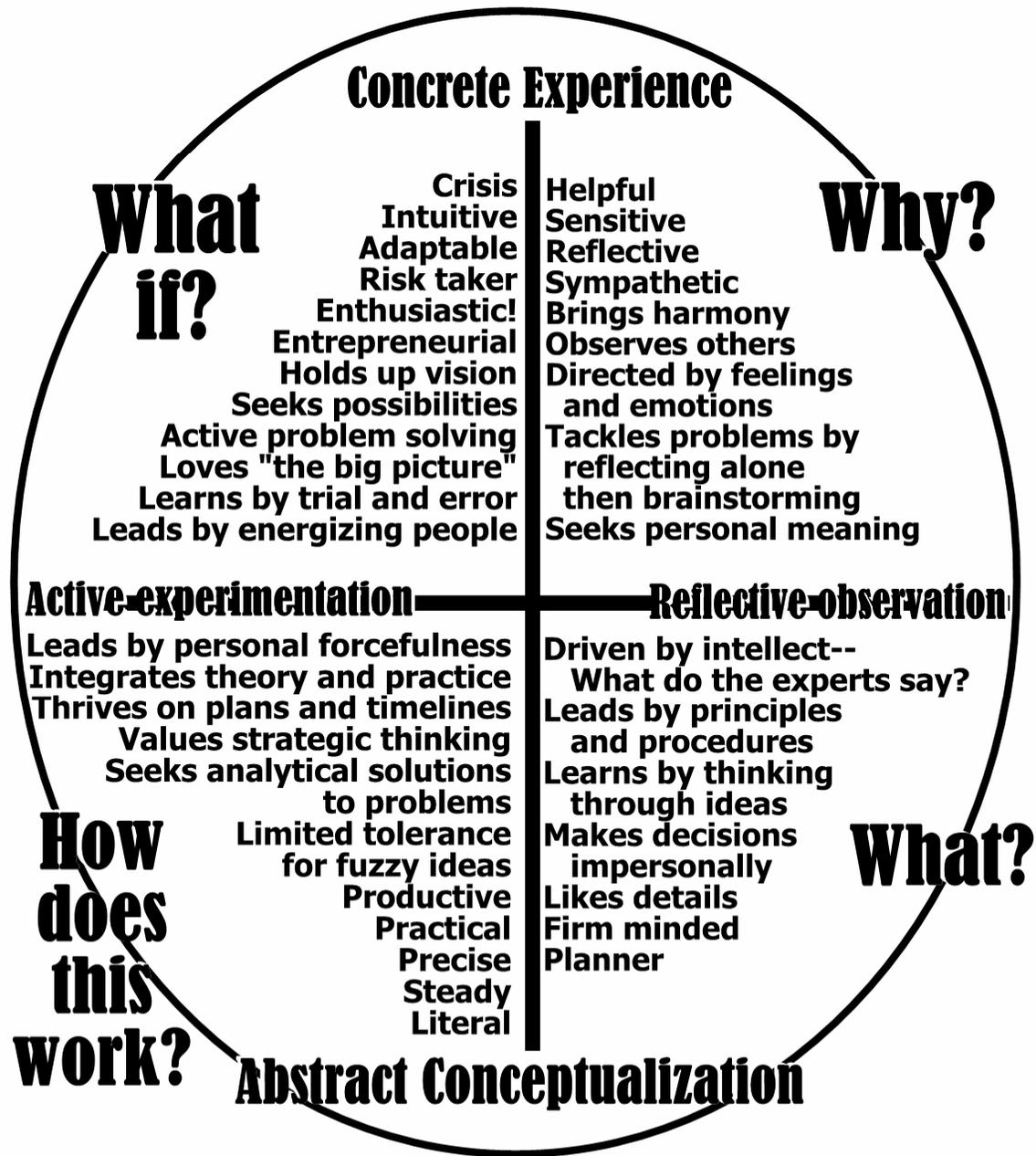
CE - Concrete Experience



AC - Abstract Conceptualization

The Egg

A Description of
Learning, Thinking, Working Styles



Learning styles: working with others

After discovering other's learning styles, look below to identify what they find painful and satisfying.

Painful:

- Rigid adherence to an agenda and/or timetable
- Tentative, cautious people
- Long monologues
- Pretense at discussions when decisions have already been made

Satisfying:

- A flexible agenda
- Participants looking beyond stated objectives
- Strong, spirited interactions and energy
- Actions based on intuition
- Open discussion and interaction

Painful:

- Leader is insensitive to feelings
- Lack of trust among the group
- Unresolved conflicts
- Not giving consideration to those affected by the group's decision
- Meetings that have no personal relevance

Satisfying:

- Making connections
- Honesty
- Interests are elicited
- Time is allowed for discussion about feelings
- Leader/group provides for consensus building

Painful:

- Lack of focus, leading to side issues
- Venting of emotions
- Dealing with personalities, not issues
- Inattention to practical realities
- Leader does not move to closure

Satisfying

- A productive, problem-solving environment
- Exercising common sense
- Using ideas
- Decisions congruent with values
- Achieving closure

Painful:

- No agenda
- Leader does not understand the total picture
- No time for preparation
- Insufficient time spent defining the problem
- Lack of clarity as a meeting progresses
- Insufficient information for problem solving or decision making

Satisfying:

- Clearly defined issues, tasks, or problems
- Information is based on facts
- Adequate notice and time for prep
- Pros and cons are weighed
- The group stays on task
- An objective perspective, a solid structure

The Stretching Egg

Balancing Our Act

