

Learning Styles Inventory



Your learning style is the unique way in which you go about gathering information, sorting it out, and making decisions

Personal Power Products

Learning Styles Inventory

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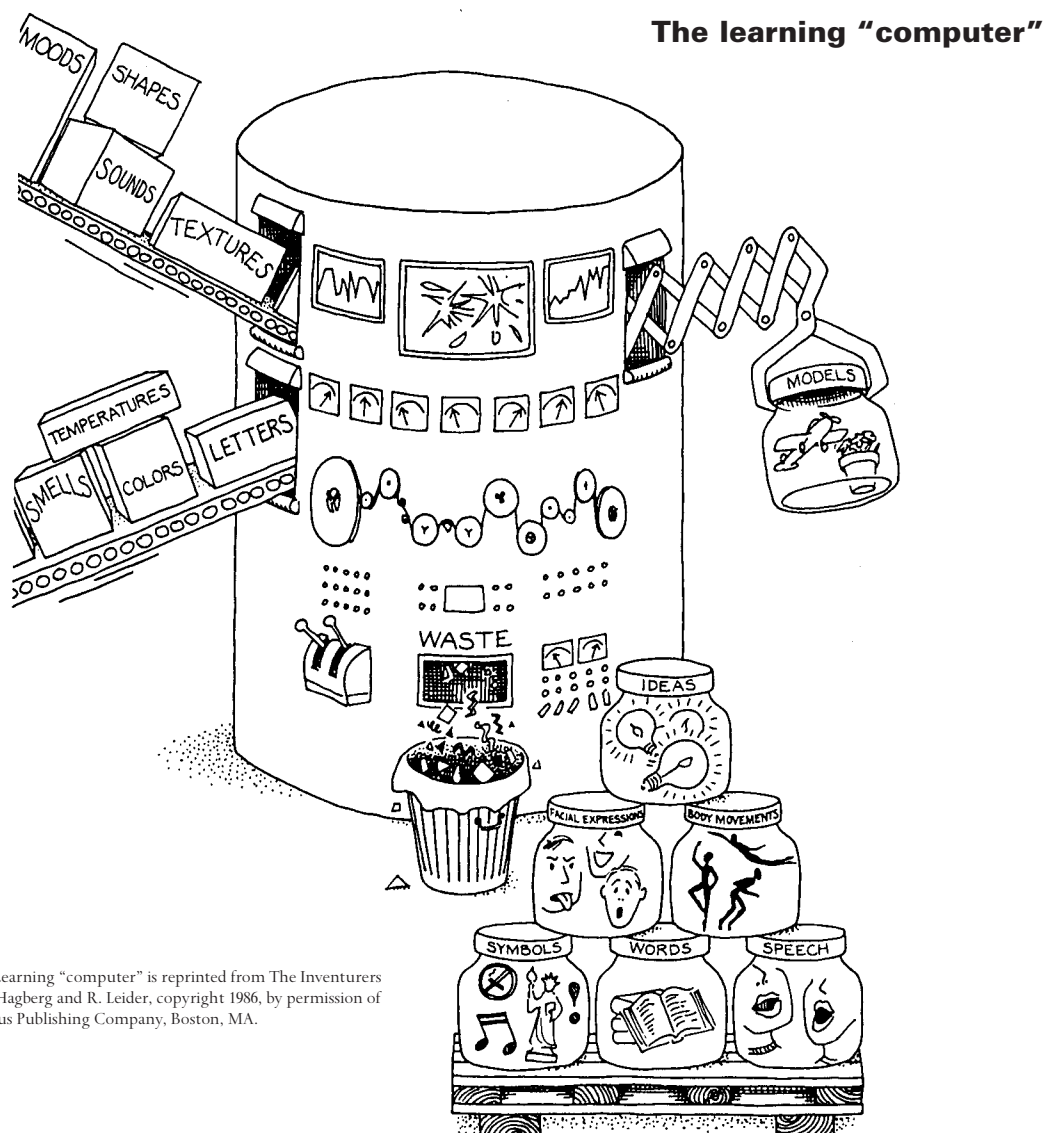
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Learning Styles Inventory

LEARNING STYLES

Your *learning style* is the unique way in which you go about gathering information, sorting it out, and making decisions. Knowing and understanding how to use your learning style is one of the most insightful and useful tools for adults. You are more likely to find meaning and satisfaction in your life and work if you are aware of your best and most enjoyable style of learning.

An analogy illustrating learning styles is a futuristic computer, one into which you can put sounds, shapes, tastes, colors, textures, smells, feelings, movements, and letters. Once the information is inside, the computer, our mind, uses our learning abilities to mix everything together, make sense of it, transpose it, and send it back in the form of ideas, speech, words, symbols, facial expressions, and body movements that fit together to form a whole.



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Learning Styles Inventory

FOUR MAJOR ABILITIES

As you complete this inventory, pick a setting-work, home or school. Then think of the ways you most frequently go about learning. If you are trying something new, how do you learn best? If you are preparing to teach other people about a topic, how do you most easily prepare yourself?

FEELING. Some of us choose and digest information primarily because it feels good. We just know it when we feel it. We use our emotions to guide us in deciding what to do and how to proceed. We enjoy using body movement and speech to communicate. And we like to get involved in real hands-on experiences.

OBSERVING. Others of us use our imagination to observe and digest new materials or ideas, seeing them in new ways or drawing mind pictures. We would rather think or write about ideas using images and analogies than verbalize spontaneously. We like to watch other people and react to their ideas.

THINKING. Still others of us primarily scrutinize or analyze information, pulling it apart and putting it back together in new ways. We design models and symbols, taking as much information into account as possible. What we do is systematic and reasoned.

DOING. Some of us see information primarily as part of action, to help solve a problem. We use words and actions to promote a project or help forge a solution. We like to learn while it's happening and use learning practically. We do not enjoy learning merely for its own sake.

When we combine ANY TWO of these abilities we get a learning style. We'll show you more about that after you take the Learning Style Inventory.

INSTRUCTIONS

You can begin by completing the sentences that precede each section.

Generally, I learn best by...

Mark A if you **strongly** identify with the word **on the left**.

Mark B if you agree more with the word **on the left**, but only **moderately**.

Mark C if you identify **moderately** with the word **on the right**.

Mark D if you **strongly** identify with the work **on the right**.

As you can see a different question precedes each section.

In learning situations, I am...

Mark 1 if you **strongly** identify with the word **on the left**.

Mark 2 if you agree more with the word **on the left**, but only **moderately**.

Mark 3 if you identify **moderately** with the word **on the right**.

Mark 4 if you **strongly** identify with the work **on the right**.

THE LEARNING STYLE INVENTORY

Generally, I learn best by...

	A	B	C	D	
Talking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Listening
Acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Reacting
Taking small steps	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Observing big picture
Being Quick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being deliberate
Experimenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Digesting
Carrying out ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thinking up ideas
Changing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Remaining constant
Being animated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being Reserved
Doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Watching
Being goal oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Being process oriented
Being practical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Seeing ideals
Changing as I go	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Mapping out in advance
Finding solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identifying problems
Formulating answers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Formulating questions

A B C D

Total the number of As, Bs, Cs, and Ds you checked and write them on the lines at the bottom of this section.

In learning situations, I am...

	1	2	3	4	
Intuitive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Logical
Personally involved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Impersonally objective
Emotional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Intellectual
Supportive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Critical
Eager to discuss with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prone to analyze by myself
Interested in new experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interested in new ideas, models
A believer in opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A believer in theory
Accepting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Questioning
Feeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Thinking
A quick risk taker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A slow risk taker
Prone to trial and error	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Prone to planning and organizing
People oriented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Task-oriented
Ready to jump in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Wanting facts first
Dependent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Independent

1 2 3 4

Total the number of 1s, 2s, 3s, and 4's. Write them at the bottom of this section.

Remember, if you checked four 2's, you have a total of 4, not 8!

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SCORING YOUR LEARNING STYLE INVENTORY

1. After totaling your As, Bs, 2s, 3s, etc. **CIRCLE your highest letter score and your highest number score. If you have ties between two scores, circle two scores.**

Example: A 2 (B) 6 c 4 D 1
 1 1 (2) 6 3 5 4 3

Your Scores: A _____ B _____ C _____ D _____
 1 _____ 2 _____ 3 _____ 4 _____

Sample Profile

	A	B	Feeling	C	D
1	Enthusiastic Learning Style		*	Imaginative Learning Style	
2					
3	Practical Learning Style			Logical Learning Style	
4					





Thinking

2. Transfer these scores to the profile below, in the following way:

Draw a *dotted line down through the boxes*, starting from your highest letter score or tied scores, A, B, C, or D.

Draw a *dotted line down through the boxes*, starting from your highest number score or tied scores, 1, 2, 3, or 4.

Mark with a *star * the place where they intersect*. That is your best and most preferred learning style: ENTHUSIASTIC, IMAGINATIVE, LOGICAL OR PRACTICAL.

	A	B	Feeling	C	D
1	 Enthusiastic Learning Style		*	 Imaginative Learning Style	
2					
3	 Practical Learning Style			 Logical Learning Style	
4					

Thinking

Learning Styles Inventory

FOUR LEARNING STYLES:

You've been asked to react to the four different dimensions of learning: feeling, observing, thinking, and doing. By combining these four dimensions in various ways we come up with four different learning styles. These are ENTHUSIASTIC, IMAGINATIVE, LOGICAL, AND PRACTICAL.

ENTHUSIASTIC, IMAGINATIVE, LOGICAL, PRACTICAL





As you can see from the Learning Style Grid, the Enthusiastic learners combine the feeling and doing dimensions of learning, while the Imaginatives combine the feeling and observing dimensions. The Logicals are opposite of Enthusiastics, combining the observing and thinking dimensions and the Practicals are the opposites of Imaginatives, combining the thinking and doing aspects of learning.

So what? What difference does all this make? That is a great question. Let's look at the differences between the four different learning styles. One note here. Some of you have your stars(*) in more than one quadrant of the grid. That means you are either moving between learning styles, very versatile in your learning, pressured into another style due to work circumstances, or merely uncertain of your style at the present time.

Remember we all have the four learning styles within us. But we need to rely on our BEST learning style whenever we are in a new, changing, challenging, or frightening learning situation. We will be more successful and more satisfied.

Now let's look more closely at each individual learning style to see how people who prefer that style go about their work, approach change, develop themselves, manage others, write and learn sports.

Remember each style is different, we have all four styles of learning within us, but we lean towards one, perhaps two as our "home" style. We may change over time, but it is important to honor our preferred style so things, tasks, and change are easier for us.

	Feeling	
Doing	 <p>Enthusiastic Learning Style</p> <ul style="list-style-type: none"> • Gets involved with lots of new activities — good starter • Operates on trial and error, "gut" reaction • Gets others' opinions, feelings, information, depends on them • Involves and inspires other people • Searches, seeks out new experiences • Likes risks, excitement, change, incentives • Dislikes routine • Adapts to situations well • Willing to try, jump in • Can be impulsive • Likes learning with people through projects, discussion, "doing" 	 <p>Imaginative Learning Style</p> <ul style="list-style-type: none"> • Sees lots of alternatives—the whole picture—"Gestalt" • Uses imagination • Creates with emotions, aesthetic interest • Oriented to relationships with people, supportive • Uses eyes, ears; listens, observes, asks questions • Observes others, can model behavior • Good at seeing, imagining self in different situation • Unhurried, casual, calm, friendly, avoids conflict • Timing important, can't push until ready • Likes assurance from others • Learns by listening, then sharing ideas with small number of people or by modeling
	 <p>Practical Learning Style</p> <ul style="list-style-type: none"> • Applies ideas to solving problems • Makes theories useful • Has detective skills: searches and solves • Tests hypotheses objectively • Unemotional • Uses reason, logic to meet goals, takes action • Speculates on alternatives • Likes to be in control of situation • Sets up projects, pilots with research • Acts independently, then gets feedback • Uses factual data, books, theories • Responsible, takes action on tasks • Learns by working at probabilities and testing them out, coming to conclusions 	 <p>Logical Learning Style</p> <ul style="list-style-type: none"> • A good theory builder, planner • Puts ideas together to form a new model • Good synthesizer • Precise, thorough, careful • Organized, follows a plan • Redesigns, retests, digests • Calculates the probabilities • Reacts slowly and wants facts • Works independently, thinking, reading • Avoids over involvement • Pushes mind, analyzes ideas, critiques • Rational, logical, complete • Learns by individually thinking through ideas and designing a plan or model in an organized way
	Thinking	

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ENTHUSIASTIC LEARNERS

Feel It and Do It.

WAYS ENTHUSIASTIC LEARNERS APPROACH VARIOUS ACTIVITIES.

Approaching a New Job

Meets the people
Makes the office friendly looking
Finds the lunchroom

Turning In Reports

Prefers verbal reports
Hates writing long detailed reports
Tolerates short notice
Uses notes and outlines

Learning to Ride a Mountain Bike

Jumps on without reading directions
Depends on others to help if an emergency arises

Learning a Language

Lives with a family
Goes to a country and learns by experience

Handling Job/Career Change

Enjoys the DOING aspects
Tries several approaches at the same time
Talk to others
Excites them to test out gut instincts/ schemes

Creative/Personal Writing

Writes from feelings, experiences
Spontaneity important
Lets the story, characters evolve
Best with shorter pieces, spurts of writing

Rappelling

Be the first to volunteer
Put on the ropes and go
When over the edge, yell "How did I get myself into this?"

Managing Others

Verbally
Relationships
Praise and recognition
Team/group work



The exclamation point represents the energy of the enthusiastic learner. It gives the idea of their enthusiasm, activity, outward orientation, feelings and their exclamations! They would prefer to be active and to involve other people and are often seen as the spark that gets things going or keeps things lively.

MANAGING ENTHUSIASTIC LEARNERS:

They like lots of verbal interaction with co-workers, frequent feedback and friendly checks by bosses. They prefer team approaches to work tasks and love to receive praise and recognition for work well done.

They enjoy and even seek change and variety to decrease boredom. Their work must include socializing (schmoozing) or it is not enjoyable. And they prefer the concrete over the abstract when it comes to ideas or projects.

DEVELOPING ENTHUSIASTIC LEARNERS:

Enthusiastics participate in personal development if it helps them feel closer to others and gives them new energy. The most effective developmental activities for Enthusiastics would include group activities in which interaction and hands on experiences were a vital part of the learning.

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If they are working with an individual in their development, knowing and trusting the person working with them is crucial to these learners. Meeting with that person periodically for check-in would help the process greatly.

Enthusiastics also benefit from interviewing others who can be part of their development network. They enjoy hearing what others have to say, both in person and on tape.

Feedback is very important to Enthusiastics, so learning what others think of them and their work is useful, if it leads to a better working relationship. They prefer trying out new ideas and behavior by trail and error and adjusting as they go rather than extensive long range planning. They are best face to face in verbal interaction.

Methods that are not useful to them particularly are extensive testing, written analytical reports, long term planning, or experiences where there is not room for social interaction.

They need help setting short term goals and following through, staying somewhat focused and not splintered, not changing too quickly, and being more self reflective.

MAJOR ASSETS AND LIABILITIES OF ENTHUSIASTIC LEARNERS.

ASSETS: Enthusiastic learners get others involved and do not operate in a vacuum. They trust their intuition, or “gut” reaction in most situations and they get totally involved in their learning. They can be counted on to take the risks in new situations, even knowing the consequences. Enthusiastics are the most active when they are motivated. They like to talk to other people and include others’ ideas in their work. They enjoy inspiring and being inspired by others. And they love to try new options, new ideas, or techniques.

LIABILITIES: Because Enthusiastics do not like to set goals, sometimes they appear to lack organization. They can be impulsive if they are very interested in something, and they can easily become splintered because they get involved in so many things. They have difficulty finishing things, and easily lose track of loose ends and details. To others they may seem unbelievable or untrustworthy because they change so quickly and do not follow through consistently.

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IMAGINATIVE LEARNERS

Feel It and See It.

WAYS IMAGINATIVE LEARNERS APPROACH VARIOUS ACTIVITIES.

Approaching a New Job

Tours the office
Knows who's who
Gets a "feel" for the environment
Asks questions, observes

Turning In Reports

Prefers charts, maps, pictures
Uses analogies
Does not like surprises, so give longer notice

Learning to Ride a Mountain Bike

Goes to park to observe people riding
Asks a neighbor how he or she rides the bike
Images self on bike

Learning a Language

Uses language tapes
Reads lips

Handling Job/Career Change

Finds a process, begins doing it
Let the process soak in before acting on it
Watch how others do it
Image themselves in a new job or career

Creative/Personal Writing

Writes from images, visuals
Uses senses; sight, smell, etc.
Pieces stories, scenes together
Writes first drafts inside self

Rappelling

Observes how the first person did it,
where he/she put feet, rope, weight
Image oneself relaxed and
hanging from the edge of cliff

Managing Others

Ask for input, feedback
Big picture
Close partnership
Deliberate



The light bulb represents the insights of the Imaginative learner. It gives the idea of their ability to visualize ideas, symbols, images and then assimilate them creatively. They might start with a lot of sources of information and experience. Then they let things soak for a while and all of a sudden the light bulb comes on and they have integrated the whole idea.

MANAGING IMAGINATIVE LEARNERS:

They like being asked what they think about situations and then being given time to adequately respond. They are loyal to a project when they feel part of it. In fact relationships with the people or the project is vital to them.

Imaginatives like feedback if it is supportive of their efforts. They are sensitive to the actions of others. Their way of visualizing things is through charts, pictures, analogies, symbols which they use creatively.

DEVELOPING IMAGINATIVE LEARNERS:

Imaginatives participate in personal development if the activities help them imagine themselves differently and find more meaning. The most effective developmental activities for Imaginatives would include:

Time to gather experiences and images of the alternatives, then assimilate them. This style benefits from role models, others who have done what they want to do. Imaginatives are

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great at visualizing or imaging and learn a great deal from this method. They also enjoy watching tapes, reading books of others' ventures, and seeing interviews. They primarily like to listen, assimilate, visualize, and then decide how to act. One-to-one meetings would help Imaginatives but Imaginatives can even watch others without having to talk to them, and find out how they did something.

Descriptive tests and personal information are helpful to them if it is given supportively and not evaluatively. The important thing is timing. Imaginatives need time to integrate their ideas and possibilities and imagine how their life will be when they make changes or learn new things.

Methods that would not be useful are strict or quick deadlines for change, evaluative testing, or overly task oriented bosses. They are not helped by being left totally free to plan development activities on their own. And large group activities or pressure to interact with strangers would be unsavory to Imaginatives.

They need help facing conflicts that emerge in the development process, conflicts between various ideas, and conflicts between people. They need to remember how previous development helped them, and how imaging themselves in the new places or behavior helps them. They need to be urged to not wait too long, for the opportunity for change and development may pass.

MAJOR ASSETS AND LIABILITIES OF IMAGINATIVE LEARNERS.

ASSETS: Imaginatives generate creative options for change, and asking new questions. They have done their homework, observing how others have done it, talking to others and thinking of other ways as well. They are good at using creative hunches, playing with ideas, visualizing in their heads. They enjoy letting ideas or images come together inside themselves before they put them in front of other people. They are good at knowing what the mood and tenor of situations is. They are willing to wait for the best timing.

LIABILITIES: Imaginatives avoid conflict and assertiveness with people and ideas. They do not want tension, nor do they tolerate time pressure. They are wary of change if it affects relationships. Being internal perfectionists but externally unorganized, they may get bogged down before the project ever begins. They wait too long sometimes and the opportunity passes, much to their chagrin.

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LOGICAL LEARNERS

Think and Plan.

WAYS LOGICAL LEARNERS APPROACH VARIOUS ACTIVITIES.

Approaching a New Job

Reads manuals
Finds out the rules
Looks at organizational charts
Reads annual report
Organizes desk and files

Turning In Reports

Wants lead time and clear expectations
Writes tomes
Likes graphs, charts
Well organized

Learning to Ride a Mountain Bike

Reads instructions that come with the bike
Follows instructions

Learning a Language

Takes a university course on grammar and reading

Handling Job/Career Change

Find a thorough, planned, approach
Follows through
Read, read, read
Thorough self analysis
Builds model of work to follow

Creative/Personal Writing

Writes from facts and enjoys structure of piece
Seed patterns in writing
Loves details and research
Independent and patient
Write multiple drafts

Rappelling

Reads books, articles on subject, safety record
Brings books along on trip for reference
Gives lecture on rappelling
Finally goes over the cliff

Managing Others

Value independence
Likes organization
Written reports
Knowledge, fact



The chess pieces represent the planful process of the Logical Learner. There is a thorough way to approach every task in life. Logicals know what it is—and they would like everyone to follow that plan. They ask the questions, plot out the possibilities, read all the information and plan their moves in advance, just like chess players.

MANAGING LOGICAL LEARNERS:

Give them free rein with only periodic checks by bosses. They like well organized projects and can discipline themselves to work easily. They enjoy flow charts, timetables, and through written reports.

Logicals prefer to work with facts and abstract ideas rather than feelings. They do not like to be hurried or caught off guard. They are great planners, organizers and theory builders. More likely to be experts than generalists, they enjoy knowing things.

DEVELOPING LOGICAL LEARNERS:

Logicals participate in developmental activities because they see a model or theory for how they want to be or what they want to do. The most effective developmental activities for

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Logicals would include:

Working independently, but if this is not possible they need to respect and trust the person they are working with. Logicals are good at finding and using resources, especially written materials like books or journals. If they find a model or process they trust, they can follow it well, making adaptations to fit their needs.

Feedback is helpful to logicals if it is factual, not emotional or relational. They have difficulty with non-rational things. Tests are useful if they are based on research and are not just descriptive or self reports.

Methods that are not helpful are seminars, workshops, group activities, especially if they are not targeted directly to the goals of the learner. They do not enjoy experimenting or “winging it.” Likewise, interviewing a lot of other people, “sharing” the process with others, or getting group support are not preferable activities

Logicals need help to keep moving and not get bogged down in details along the way. Risk-taking is difficult for them, so they need to be pushed. They can easily become too wedded to security. Because of their analytical natures, they can become too self critical and need assurance that they are competent.

MAJOR ASSETS AND LIABILITIES OF LOGICAL LEARNERS.

ASSETS: Logicals gather relevant facts and organize materials and ideas very well. They see links between ideas and are good at building models with different and disparate facts. Thorough and precise, they are good at writing things out on paper. They read lots of books and use resources well, looking at several approaches to problems. You can count on them to ask questions, analyze options, calculate probabilities, and plan well before jumping into anything. They set clear goals and work well with time tables.

LIABILITIES: Because logicals are so fact oriented, they need too much material in advance of action. They can become too cautious or methodological, therefore bogging down in details and theory and losing sight of people and the project. They are more comfortable with the tried and true therefore they take risks very slowly and want guarantees and security when they are not possible. They are not drawn to groups or teams easily.

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PRACTICAL LEARNERS

Think and Act.

WAYS PRACTICAL LEARNERS APPROACH VARIOUS ACTIVITIES.

Approaching a New Job

Find out who does what, and where the power is
Finds problems to start solving
Gets a good assistant to file and organize

Turning In Reports

Prefers knowing why the report is needed and when
Answers key questions with evidence and cases
Keeps report short and to the point
Will talk you through it

Learning to Ride a Mountain Bike

Takes instruction book with on trip but only
looks up the part needed
Puts book back in pocket when finished, just in case

Learning a Language

Takes a short course on conversational language
Uses sleep records

Handling Job/Career Change

Scans resources for most relevant materials
Develop short range plan of attack, then
change as needed
See job change as problem solving challenge

Creative/Personal Writing

Writes for ideas, solution
Action, plot important
Experiments with different ways to write
Does practical research, practical pieces

Rappelling

Asks the principles of the sport to test
confidence in leaders
Checks the ropes
Goes for it

Managing Others

Value freedom to set, meet goals
Problem solvers
Task oriented
Experimental



The pocket knife represents the problem solving ability of the Practical Learner. Practicals are best at finding the quickest and most pragmatic ways to get things done, seeking out just the information that is necessary to solve the problem they are dealing with. They are resourceful and responsible —people you want in a pinch, just like the handy multi-purpose knife.

MANAGING PRACTICAL LEARNERS:

Give latitude and freedom for meeting goals and objectives they have been part of forming. They love responsibility and the freedom to pursue it. They love to solve problems and get rewarded for it. Facts and theories are fine if they help to achieve the goal.

Practicals do not crave feedback but will accept it if it is directed toward the task and not at them personally. They enjoy experimenting and testing out ideas, and changing things as they go.

DEVELOPING PRACTICAL LEARNERS:

Practicals participate in developmental activities because they clarify ideas and ways to solve problems they have identified. The most effective developmental activities for Practical learners would include:

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An independent and problem solving approach. They are good at setting up tasks, getting facts that bear on the issues, and experimenting with solutions. They are action oriented and like to think and change as they move forward. Using evidence and hypothesis as well as their inner judgment, they are willing to take risks and learn from them.

Practicals use resources if they are easily accessible, like summaries, visual models etc. They will make contact with other people if it is focused and helps them make good use of their time. They prefer to work alone but will bounce ideas off a respected colleague. As they learn, they may even make the ideas and theories they find into useful programs for others

Methods that are not useful to Practicalists are what they would call “soft, mushy stuff,” like feeling oriented conversations or vague ideas or visualizing metaphors. They would not operate well in groups in which they had to share personal information. Taking a long time to plan before acting would frustrate them, as well as having to follow someone else’s model or process. Extensive reading and self report tests are less helpful to Practicalists than Logicals.

They need help to slow down a bit and think about what they are finding out about themselves, to be more reflective and thoughtful. They are so much in control, they fail to see the meaning behind development, as long as the task is accomplished. They need to get in touch with other people and with their own emotions if they are to develop fully.

MAJOR ASSETS AND LIABILITIES OF PRACTICAL LEARNERS.

ASSETS: Practicalists see change as a problem to be solved, therefore they are not afraid of it but enjoy it. They use their great detective skills to get facts, evaluate them, and use what they need, while discarding what they do not find helpful. Good at setting and achieving goals, they work well independently. Since they like experimenting and seeing the practical application of ideas, they seldom get bogged down in details.

LIABILITIES: Practicalists are so task oriented they may override people or not use them as resources. They find it hard to wait or be patient if things are not running well. Liking control, they can be pushy and not listen to others’ reasoning is under pressure. Reflection is not their long suit.

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FLEXIBILITY AND LEARNING STYLES

As you read the descriptions, assets and liabilities of each style, you probably found yourself agreeing or identifying with a trait or two in each category. That is wonderful. For even though we all have a “Home” style we are most comfortable with, we need to be able to stretch or flex to respect or even incorporate other learning styles so as to accommodate different situations or environments. We don’t leave our own style, we just modify our expectations or temporarily change our behavior to accommodate others. For example Imaginatives need to be assertive with Practicals instead of backing off or Practicals will not respect them. Practicals need to listen more to Imaginatives or they will lose good and creative ideas.

Throughout the day you may interact with many different people with different learning styles. If you want to maximize your effectiveness with them, especially in critical problem solving or interpersonal conflict situations, or to accomplish important tasks you would do well to understand and learn to accommodate their best way of learning or processing information.

You cannot expect other people to change or bend for you. You can only be in control of your half of the relationship. You can only modify your own style, hoping that others may recognize it and choose to do likewise. Oftentimes, awareness of difference in style is the biggest factor in increasing flexibility.

OTHER POSSIBLE IMAGES FOR LEARNING STYLES

Some trainers find it useful to use images from everyday life or from nature to describe the four learning styles. We have just chosen two images, cars and animal eating patterns but feel free to use your creativity and develop your own.

Enthusiastic Learners

Car type: The latest hot car!! They might be attracted to fun and fast cars to engage friends and add to the excitement. They would probably go for red or yellow cars, with the latest gadgets in them like TV’s.

Animal eating pattern: The monkeys. Monkeys always eat together in social groups. They share food, make lots of noise and throw banana peels around. They have fun while they eat, in fact it is hard to tell whether eating or fun is the major goal.

Imaginative Learners

Car type: Sleek cars or cars with unusual designs. They would be drawn to the design, the line, the concept of the car and to the idea that it represented. So they might like a period car or an antique car.

Animal eating pattern: The hawks. They soar above the trees getting a bird’s-eye view of the whole scene without having to make any commitments yet. They see their lunch scurrying around on the forest floor and when they decide to move, they go after what they want. Imaginatives have much more going on inside than anyone imagines and they choose their timing and their eating carefully.

Learning Styles Inventory

Logical Learners

Car type: The most advanced sport utility vehicle, which they would have studied thoroughly. They are interested in all the technology and safety features plus the four wheel drive so they can navigate all possible weather conditions.

Animal eating pattern: The giraffes. They eat in small groups and move from one clump of trees to another in systematic fashion. Trying to be thorough and organized, they are especially careful to stay away from the monkeys who are not only noisy but messy in their eating habits!

Practical Learners

Car type: The van or pick up (depending on gender or preference). It must be a practical car that can be used for a million other things such as hauling kids, lumber, camping gear, animals. It would be equipped with cellular phones and computers so they could meet their goals no matter where they are.

Animal eating pattern: The beavers. There is never just one thing going on when beavers eat. They appear to be just having the tree for lunch but they will use the tree to make a home for the family or to make dams. They are always thinking of what other things they could be doing. Lunch is a means to a practical end.

A FEW WORDS ABOUT LEARNING STYLES

- Learning styles and personality inventories are only guides to help you make the best use of your traits and preferences. It gives you information you probably already know sub-consciously, and need not be considered the final say.
- No one likes to be categorized and stuck in a box. Find out your favorite style, then read about the others and use them along the way too, if they are useful.
- Self-report inventories partially depend on your mood or state of mind when you take them and may vary slightly if taken at another time. Use your results but also ask other people to give you feedback on your style.
- Your learning style may vary by the task you are asked to do, or by the situation you are in. But you still have a “home” style you are most comfortable with and in which you spend most of your time.
- This Learning Style Inventory was adapted and designed on the basis of the work of David Kolb at Case Western University. Our thanks for his contribution.

PERSONAL POWER PRODUCT DESCRIPTIONS

SELF-SCORING INVENTORIES

Learning Styles Inventory

An instrument to measure individual learning styles. Your learning style is the unique way in which you go about gathering information, sorting it out, and making decisions. You are more likely to find meaning and satisfaction in your life and work if you are aware of your best and most enjoyable style of learning. The four learning styles are Enthusiastic, Imaginative, Logical and Practical.

Learning Styles Inventory-Online

The Learning Styles Inventory is also available in an online, web-based version.

Personal Power Profile

An instrument to measure an individuals stage of personal power. This profile follows the ideas and behaviors described in Janet Hagberg's book *Real Power: Stages of Personal Power in Organizations*. The book describes six progressive stages of personal power: Powerlessness, Power by Association, Power by Achievement, Power by Reflection, (The Wall), Power by Purpose and Power by Wisdom.

Personal Power Profile-Online

The Personal Power Profile is also available in an online, web-based version.

Conflict Resolution Tool

An instrument to measure the way individuals approach conflict. The four conflict styles are asserters, empathizers, analyzers, and harmonizers. A unique feature of this tool is the model, which teaches a skill that all four styles can use to modify their behavior in conflict and thus be more successful in resolving it.

Spiritual Life Inventory

An instrument to measure an individual's stage of spiritual development. The inventory complements the ideas and behaviors described in Janet Hagberg and Rev. Dr. Robert Guelich's book *Critical Journey: Stages in the Life of Faith*. The book describes seven stages of a person's spiritual life: Recognition of God, The Life of Discipleship, The Productive Life, The Journey Inward, The Wall, The Journey Outward, The Life of Love.

Faith Styles Inventory

Many people have attended worship and church functions for years without feeling a part of it or feel guilty or detached from worship or prayer that is not personally meaningful. This simple inventory shows you your most comfortable faith style and what will be most meaningful for our style. There are four faith styles highlighted in this inventory; Connectors, Nurturers, Thinkers and Developers. We all have all four of the faith styles within us but we lean towards our most preferred and comfortable faith style.

Learning Styles Inventory

RESOURCES FOR THE INNER LIFE

Scripture as Invitation to the Inner Life

Discernment Cards: A personally selected set of 64 scripture cards invite us into a deeper life of faith. Cards are stored in a lovely purple velvet bag.

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A retreat with 5 of the most courageous women in scripture: Tamar, Rahab, Ruth, Bathsheba, and Mary. Find out why they are the only five women in the genealogy of Jesus. Download this retreat.

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Conversing with God: 16 Poems for the inner life. Written with real life, real questions, and a heart for God. Janet Hagberg, author.

Icons For the Inner Life

Thin Places: 10 Places in our lives where we get a glimpse of God through insights or events in our daily lives. Images on black paper. Janet Hagberg, iconographer.

Resting in God series: 10 “icons” depicting the ways in which we rest in God and depend on God’s presence. Images on black paper. Janet Hagberg, iconographer.

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