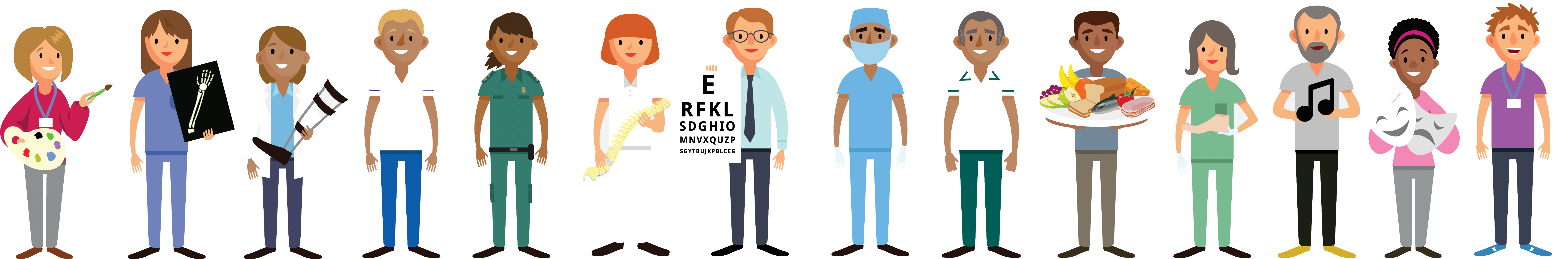


Allied Healthcare Professional (AHP) Practice Learning Induction Toolkit – Learning and Developmentt

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# Learning Styles Questionnaire – Honey and Mumford

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.

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 (ü). If you disagree more than you agree, put a cross by it (x). Be sure to mark each item with either a tick or cross.

## Questionnaire

¨ 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’ people.

¨ 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 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. 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 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 sources 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

programmes, 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 and consider all the perspectives.

¨ 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. 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 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. 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.

## Questionnaire Scoring

Each question above corresponds to a different learning style. The question numbers have been put into columns which correspond to each learning style.

For each question above that you have ticked, you score one point. There are no points for questions that you have crossed.

Go through each of the columns below matching up your answers. Once you have completed this, add up the number of ticks for each column.

The table below shows which is your learning style preference, depending on how big your score is.

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

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79 76 78 80

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Totals

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**Activist Reflector Theorist Pragmatist**

This chart will help you work out which learning style you prefer

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activist | Reflector | Theorist | Pragmatist |  |
| 20  19  18  17  16  15  14  13 | 20  19  18 | 20  19  18  17  16 | 20  19  18  17 | Very strong preference |
| 12  11 | 17  16  15 | 15  14 | 16  15 | Strong preference |
| 10  9  8  7 | 14  13  12 | 13  12  11 | 14  13  12 | Moderate preference |
| 6  5  4 | 11  10  9 | 10  9  8 | 11  10  9 | Low preference |
| 3  2  1  0 | 8  7  6  5  4  3  2  1  0 | 7  6  5  4  3  2  1  0 | 8  7  6  5  4  3  2  1  0 | Very low preference |

Honey and Mumford 1992

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning style** | **Characteristics** | **Preferred methods or approaches** | **Strengths** | **Weaknesses** |
| Activist | ***I’ll try anything once***  People who learn by doing and dive in with both feet first.  Have an open-minded approach to learning, involving themselves fully and without bias to new experiences | Brainstorming  Problem solving  Group discussion  Puzzles  Competitions  Role play | Flexible; open minded  Happy to give it a try  Happy to be exposed to new situations  Optimistic about anything new  Unlikely to resist change | Tendency to take immediate action without thinking  Often takes unnecessary risks  Tendency to do too much themselves  Rush into action without preparation  Get bored with implementation/consolidation |
| Reflector | ***Observe and ponder; look before leaping***  Learn by observing and thinking about what happened.  Prefer to stand back and view experiences from different perspectives, and taking time to work towards appropriate conclusion | Paired discussions  Self- analysis questionnaires  Personality questionnaires  Time out  Observing activities  Feedback from others  Coaching interviews | Careful  Thorough; methodical  Thoughtful  Good at listening to others  Rarely jumps to conclusions | Tendency to hold back from direct participation  Slow to make up their minds and reach a decision  Tendency to be too cautious and not take enough risks  Not assertive- they aren’t particularly forthcoming and have no “small talk” |
| Theorist | ***Rationality and logic***  Like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning progress. Prefer to draw new information into a systematic and logical ‘theory’ | Models  Statistics  Stories  Quotes  Background information  Applying theories | Logical ‘vertical’ thinkers  Rational and objective  Good at asking probing questions  Disciplined approach | Restricted in lateral thinking  Often takes unnecessary risks  Low tolerance for uncertainty, disorder and ambiguity  Intolerance of anything subjective or intuitive  Full of ‘shoulds’ and ‘musts’ |
| Pragmatist | ***If it works, it’s good. If it doesn’t there’s a better way***  Need to be able to see how to put the learning into practice in the real world.  Abstract concepts are of limited use.  Experimenters, trying out new ideas, theories and techniques to see if they work | Time to think about how to apply learning in reality  Case studies  Problem solving  Discussion | Keen to test things out in practice  Practical, down to earth, realistic  Businesslike- gets straight to the point  Technique orientated  Unlikely to resist change | Tendency to reject anything without obvious application  Not very interested in theory or basic principles  Tendency to seize on the first expedient solution to the problem  Impatient  Task-orientated, not people orientated |

# SLOT analysis

This looks at Strengths, Learning needs, Opportunities and Threats, a different format for looking at where the AHP student is in terms of:

* Strengths – existing skills, knowledge and experience
* Learning needs – gaps in current knowledge, skills and experience. Consider required competencies
* Opportunities – what options are there for development: for example, study days, on-the-job learning, e-learning, observation
* Threats – what will stop the learning: for example, time, funding, opportunity.

|  |  |
| --- | --- |
| Skills  * Knowledge * Skills * Experience * Attitude | Learning Needs  * Gaps in Knowledge/Skills * Consolidation of skills * Required competencies * Improvement areas |
| Opportunities  * Study days * On the job learning * Observation * Resources * E-learning | Threats  * Time and workload * Funding * Appropriate opportunities * Attitude |

SWOT analysis

A SWOT analysis is a snapshot of a situation at a given time. It focuses on Strengths, Weaknesses, Opportunities and Threats – very similar to a SLOT with the difference that a SWOT identifies weaknesses instead of learning needs.