



# *Learning Style Inventory*

**SAMPLE**

LSI

Name: \_\_\_\_\_  
Position: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Date: \_\_\_\_\_

Not all pages shown

# Learning Style Inventory

## Example:

When I learn

2  
I am happy

4  
I am careful

1. When I learn

          
I like to deal  
with my feelings

2. I learn best when

3.

**SAMPLE**

5.

          
thinking

6. When I

          
analyze things, break  
them down into their parts

          
I like to

6. When I

          
I am an  
active person

7. I learn best when

          
observation

8. When I learn

**SAMPLE**

10.

          
I am a  
rational person

11. When I

          
I evaluate things

          
I like to be active

12. I learn

          
I am receptive  
and open-minded

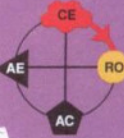
          
I am careful

          
I am practical



# The Cycle of Learning

On the diagram below, mark a dot on the corresponding line to indicate your CE, RO, AC, and AE scores. Then connect the dots to form a kite-shaped pattern on the diagram.



Concrete Experience (CE)

*Experiencing*

45

**SAMPLE**

47

40

46

Abstract Conceptualization (AC)

*Thinking*

Your scores indicate  
of the

**SAMPLE**

...tical line  
... your score for  
... For example, if your score  
... when you scored higher on CE than  
... 50% of the people in this sample group. You  
... can compare your scores for each of the other  
... the scores of ... learning modes with the sample group.

## Identifying Your Preferred Learning Style Type

Now that you've plotted your scores on the Cycle of Learning graph (page 3), you can see that the connected dots form the general shape of a kite. Because each person's learning style is unique, depending on their preferred learning style, they can be a

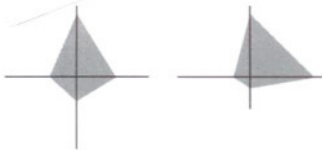
If you tend to approach the learning process by focusing on Abstract Concepts, you are an Active Experimenter. The Connected Dots

**SAMPLE**

...may want to be put into action, for whatever has been tried to accommodate, or adapt to, changing circumstances and information. The larger the shape in the upper left, the more you rely on this style. The shape will be similar to

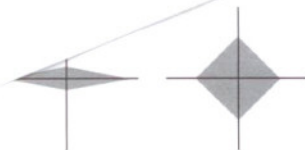
...using the same shape. If you use the same shape, it might look similar.

la



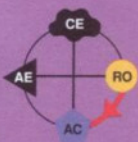
If you

**SAMPLE**



Understanding your learning style type, and the strengths and weaknesses inherent in that type, is a major step toward increasing your learning power and getting the most from your learning experiences.





# Interpreting Your Learning Style

## Understanding Your Movement Through the Cycle

The model below describes the four phases of the learning cycle. There are two ways you can take in experience—by Concrete Experience or Abstract Conceptualization. There are also two ways to deal with experience—by Reflective Observation or Active Experimentation. When you take in the *concrete* and *abstract* modes to take in your experience, and when you deal with that experience, you expand your potential to completely engage in the cycle.

Concrete Experience

**SAMPLE**

Reflective Observation

Active Experimentation

Abstract Conceptualization

• Viewing is... reflecting  
• making judgment  
• Viewing is...  
• person

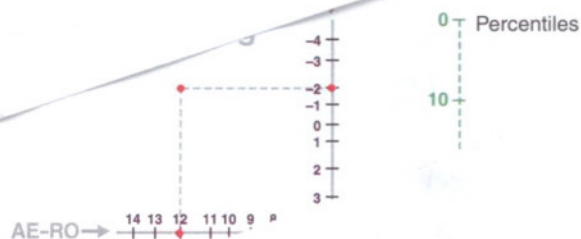
**SAMPLE**

the  
you

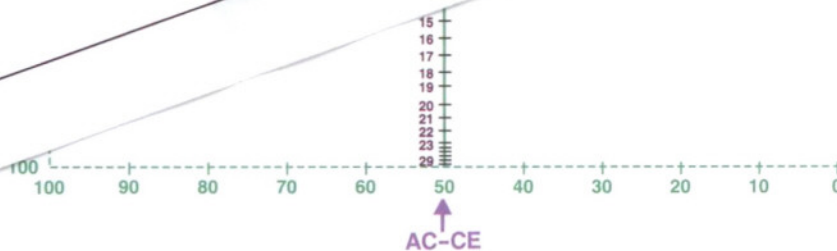
# Learning Style Types

While your kite shape explains your relative preferences for the four phases, your combined scores will explain which of the four dominant learning styles you are. Take your scores for the four learning modes, AC, CF, AE, and RO, and subtract as follows to get your two combinations:

**SAMPLE**



**SAMPLE**





## Basic Strengths of Each Learning Style

The chart below identifies the strengths of each learning style.



### Take a Moment

Draw your kite shape (refer to strengths are. As you look at your kite shape

**SAMPLE**

**Diverging**  
Being imaginative  
Understanding people  
Recognizing  
Brain  
P

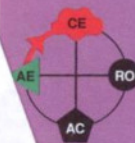
isks  
Initiating  
Being adaptable  
and practical

**Active  
Experimentation**

**SAMPLE**

1. The two essential creative processes identified by J. P. Guilford's structure-of-intellect model. The ideas behind assimilation and accommodation are the two essential creative processes identified by J. P. Guilford's structure-of-intellect model. The ideas behind assimilation and accommodation are the two essential creative processes identified by J. P. Guilford's structure-of-intellect model. The ideas behind assimilation and accommodation are the two essential creative processes identified by J. P. Guilford's structure-of-intellect model.

# Applying What You Know About Your Learning Style



## Solving Problems

Understanding your learning style  
you an effective problem solver  
every problem  
job or

**SAMPLE**

...to  
...notice the  
...your area of strength.  
...that you can develop your  
...problem-solving skills in this area?

Choose a  
Model or Goal

Execute  
the Solution

**SAMPLE**

Consider  
Alternative  
Solutions



Concrete  
Experience

Accommodating

*Some Career Patterns*

*In Organizations*

**SAMPLE**

...with Ambiguity

Converging

*Some Career Patterns*

*In Technology*

**SAMPLE**

...act  
...ceptualization

## For Further Exploration

This section of your LSI workbook is designed to help you explore your learning style more fully and to provide you with opportunities to learn more about how the LSI can help you in the ways that you and others around you learn. Like the main part of this workbook, this section is divided according to the different dimensions of the learning cycle. You can explore your learning style at any or all of the dimensions now.

### Experiencing: Identifying



#### Take a Moment

Go back to the table:

**SAMPLE**

to your learning experience

**SAMPLE**



# *Resources for Further Study*

Available from Hay/McBer

*Experiential Learning: Experience as the Source of Learning*

By David A. Kolb. © 1984 Prentice Hall P T R.

The theory of experiential learning, with its application to personal and professional development. Contains information on the experiential learning process, the learning cycle, and the learning styles inventory.

*Learning Styles Inventory*

© 1984

**SAMPLE**

Learning Systems, Inc.  
job skill demands.

*Experiential Learning and the Learning Style Inventory*

recent studies.



**TRG**  
Hay/McBer

*Hay/McBer*

*Training Resources Group*

**SAMPLE**