

LEARNING STYLE INDICATOR



How do you feel when you understand something totally new?

Imagine learning anything with ease. The Learning Style Indicator addresses the way people learn. It empowers your mind to learn.

You will find the LSI an invaluable tool for getting the best results. It is the smart pill—without the side effects.

Name of Participant:
Sample Report
Date of Assessment:
Jan 01, 2020

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What is the Learning Style Indicator?

The Learning Style Indicator (LSI) is a professionally developed learning and communication instrument. It is not a test that can be passed or failed.

Learning is no longer just about individuals graduating from high school or post-secondary institutions, then moving on to a career. Change has never been more continuous, requiring each of us, if we want to add value to the marketplace, to keep expanding our knowledge, skills, and competencies. The average person in the 21st century will have 5 to 10 careers, including jobs that have not even been invented yet.

This means that each of us—no matter what our age or background—must commit to life-long learning.

The constant demand for knowledge requires new ways of thinking about how we learn. The traditional learning model of sitting in a classroom, listening to a teacher or instructor, does not meet today's various learning needs. As life-long learners, we must be aware of our preferred and best learning styles, so we can be intentional with our current and future learning experiences. That is why blended learning "offering many different ways to learn the same information/content" is quickly becoming the new norm. For us as individuals, one of the main purposes of the Learning Style Indicator is understanding which learning options will best serve us.

It is not a question of if you will be required to learn more in the future, but of when and how. Teachers labeled one of the authors of the Learning Style Indicator "a slow and a disruptive learner." Once he discovered and understood his preferred learning style "which was opposite to that school's methods of instructing" he went on to achieve honors in his Master's degree.

One of the reasons the Learning Style Indicator is such a powerful instrument is that it equips you with the knowledge to be pro-active with your method of success.

If you instruct or teach others in any capacity, paid or volunteer, complete the sister assessment: the Instructional Style Indicator. This will reveal your predominant instructional style and the impact it is having on your learners.

Finally, CRG has created a trademarked resource program that can be taught using these assessments. The program is called, Why Don't You Teach The Way That I Learn?™ with versions for both learners and instructors.

The LSI can assist you to increase your overall learning effectiveness and equip you with strategies for being intentional in all your learning requirements. From high school and college students to all adult learners, the information contained in the LSI is invaluable.



Understanding Your Learning Style

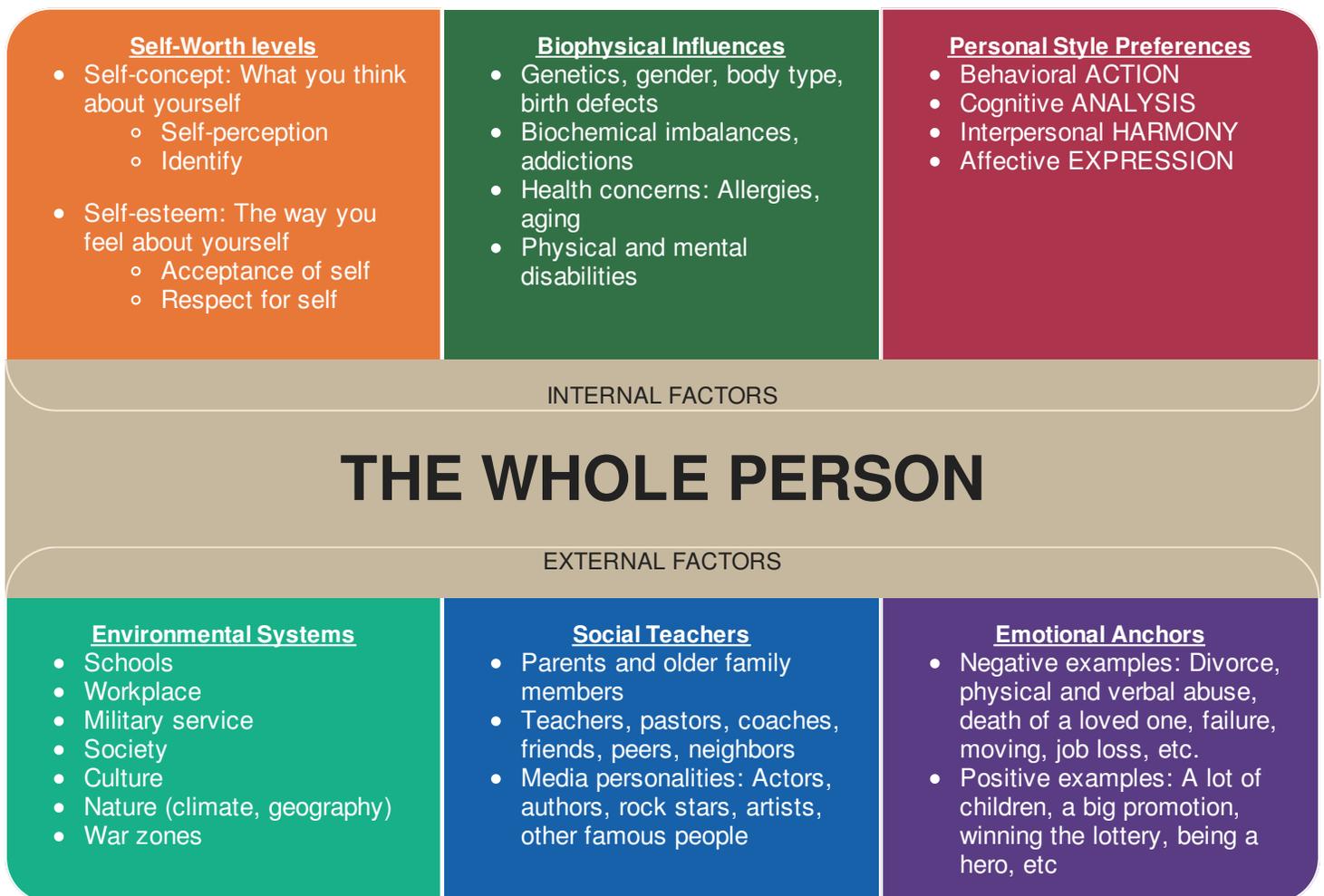
We will get to your scores in a minute. First, let's outline the Learning and Personality Development Factors.

Learning style is only one part of your personality. Even though it is important, it represents only one facet of you. We must acknowledge that human beings are more complex than just their learning style.

To simplify and explain this complexity, CRG created the Learning and Personality Development Factors Model (see illustration below). All these Factors, at various levels, have contributed and are contributing to your Personality Development. Each factor is self-evident, except perhaps Emotional Anchors, where a past experience of a positive or negative nature stirs an emotional reaction within.

Learning style assessment can be complex, yet when approached in a systematic manner, it becomes more manageable and offers you a tool for increased clarity in self-understanding and improved learning effectiveness.

To learn more about the Personality Development Factors Model, buy the book, *Why Aren't You More Like Me?* available from CRG.



What is Learning Style?

It is simply your natural preference to seek out, acquire, and apply information from learning situations. Many factors determine your learning style and how much rigidity or flexibility you demonstrate. Your learning style is created by a complex set of behaviors and attitudes that strongly affect the way you can engage information which, in turn, will cause you to learn or not to learn.

There are no right or wrong learning styles; there are simply preferences. Research reveals you are born with a preferred learning style; it is mostly consistent throughout your lifetime. It is your natural predisposition to perceive, approach, and interact with the environment—which includes time, people, tasks, and situations.



What Learning Style is Not!

Many individuals confuse learning style with other factors that are independent from learning style but that still contribute overall to the way a person learns. Here are a few of the characteristics that can influence the overall learning process/success of an individual but that are still independent from learning style.

IQ

Your intelligence does not determine your learning style.

Abilities

The growing research on intelligence shows, for example, how certain individuals can easily engage music but fail miserably in mathematics. Individuals with completely different abilities can be similar in the way they prefer to learn.

Interests

Two individuals might have the same preferred learning style but completely different interests, for example, one in medicine and the other in heavy-duty mechanics.

Learning Disabilities

Conditions such as Dyslexia and Attention Deficit Disorder (ADD) can influence the way individuals learn. If these conditions are successfully treated, however, individuals' natural learning preferences would most likely not change.

Health

There is more and more evidence linking the ability/capability of a person's learning to his or her overall health, wellness, and nutritional habits. For example, individuals' ability to learn can be influenced if they get little sleep prior to a learning experience or if they are addicted to caffeine and/or nicotine. That influence will vary, based on their overall health and wellness level.

Culture

All learning experiences/processes are part of a cultural norm. This can include countries (and regions within countries), institutions, organizations, and families. Example: the majority of North American schools operate on a military education model designed in the 1700s. The fact that our educational culture or methodology is supportive of certain learning styles and not of others has been sighted as one of the contributing factors to the high drop-out rate.

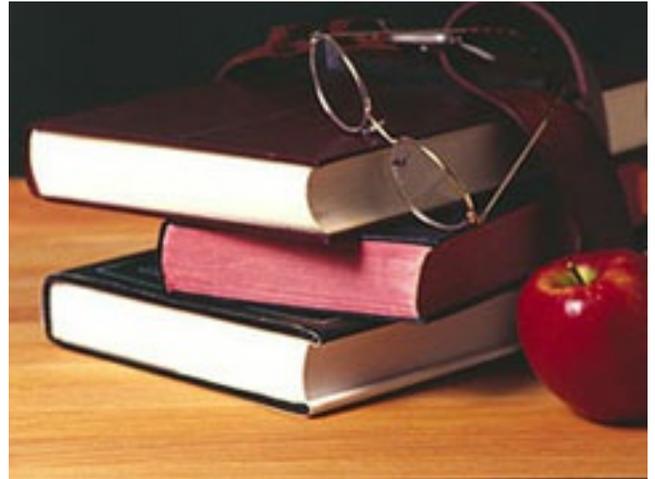
Note: Our experience has shown that under extreme conditions and situations, your preferred learning style can shift but not change.

Learning Style: a Foundation

Theory and research indicate that four main styles are useful in describing preferred ways of learning. Understanding those four styles will provide you with helpful insights. It is also important for you to understand how your learning style underlies your preferred way of engaging and assimilating new processes and information.

The main purpose of the LSI is to give you the framework and common language to pro-actively create the best learning environment for your life-long learning needs.

As you become more keenly aware of the consequences that a mismatched learning style can cause, you can develop learning strategies and style-flexibility to increase your learning success, both professionally and personally. The learning preferences exhibited by your style vary somewhat from person to person and situation to situation. For the most part and for most people, however, they remain consistent over time.



The general pattern you exhibit is unique and distinct from the patterns of most other people. Gaining deeper understanding of the four learning style dimensions will assist you to appreciate the characteristics of the other styles. You can apply this knowledge later, when you want to shift your style to be more effective, build your credibility, and increase your learning with and from others.

Style-shifting is an important skill to develop. You can learn to be more flexible and effective without being artificial in the way you present yourself.

Complete an LSI on Others

Because of the flexible, self-scoring nature of the LSI, it can be used in several contexts. You can complete the LSI on specific younger individuals, to help you better understand their potential learning style. We encourage this for anyone who has responsibilities with children, including teachers and parents. Many educational institutions and parent associations are using the LSI as part of their student success strategies.

Adults are not to be forgotten in this option or process. With many adults retraining for new workforce responsibilities, all instructors of adults should be familiar with each learner's preferred learning style—to better meet each learner's needs. Career transition centers, job search and placement firms, and universities use the Learning Style Indicator in this context and application.

Although the LSI should never replace getting to know someone else personally, it can help you frame a way to understand a person's learning style and be aware of his or her needs.

Understanding the Four Learning Style Dimensions

Behavioral

ACTION

54

People with high B scores prefer being alone and are very independent workers/learners. They prefer to learn by themselves, rather than in a group or class

situation; they have a strong preference for low direction from instructors. These individuals like to have wide boundaries to learn on their own, at their own pace, their own way; they don't want others to help unless they ask. They don't like long lectures or abstract thinking. They want realistic learning examples with factual examples from instructors with "real-life" experiences. They like presentations short and to the point; they don't like instructors who talk too much and waste time. They learn by doing, rather than hearing. They are quick to set goals and often achieve them. They prefer to be allowed to "discover" knowledge, rather than have it handed to them in a book. This dimension influences people toward taking action, typically making decisions quickly with little fear of the environment. They are competency-focused and want to be evaluated on their performance, not on their personality.

Cognitive

ANALYSIS

31

People with strong C scores tend to be detail-oriented and sticklers for accuracy. They like data-oriented presentations that link concepts to statistics, historical events,

and outcomes, with specific, directional, and complete instructions. Because this dimension's primary learning mode is via the eye gate (visual), they prefer aids such as graphs, maps, charts, and videos. They are perfectionistic in how they get work done and have high expectations for themselves and others. They can be critical of instructors who misuse time and who are "shallow" in content. They set high standards for themselves and others. They can get angry quickly if instructors don't take the learning process seriously and prefer instructors to present information in ways that allow them to best analyze its usefulness. It stimulates them to be critical and evaluative in their thinking. High C individuals can be verbal if others disagree with what they believe is true and will be confrontative, if necessary. They use a pro-and-con decision-making approach.

Interpersonal

HARMONY

45

People scoring high in this dimension have a strong preference for people-oriented instructors. They respond best to a friendly, nonjudgmental approach to learning. They

like to hear (auditory learners) others give testimony about how they became skilled in their area of expertise. They like to know how information being presented can help others in positive ways. They often keep their opinions private so arguments won't occur. They learn best by listening and watching. They prefer lectures and most often are good at taking notes. They like having time to absorb learning and complete assignments and dislike fast-paced, high-pressure learning environments. They prefer working in small groups versus talking in front of large groups. They are seldom critical of instructors unless leaders are cruel to other learners. They like helping other learners, but have difficulty with people who are aggressive and strong-willed in getting what they want. These individuals often place others before self and tend to be shy and less talkative than most. They like helping those in need and often seek support roles.

Affective

EXPRESSION

30

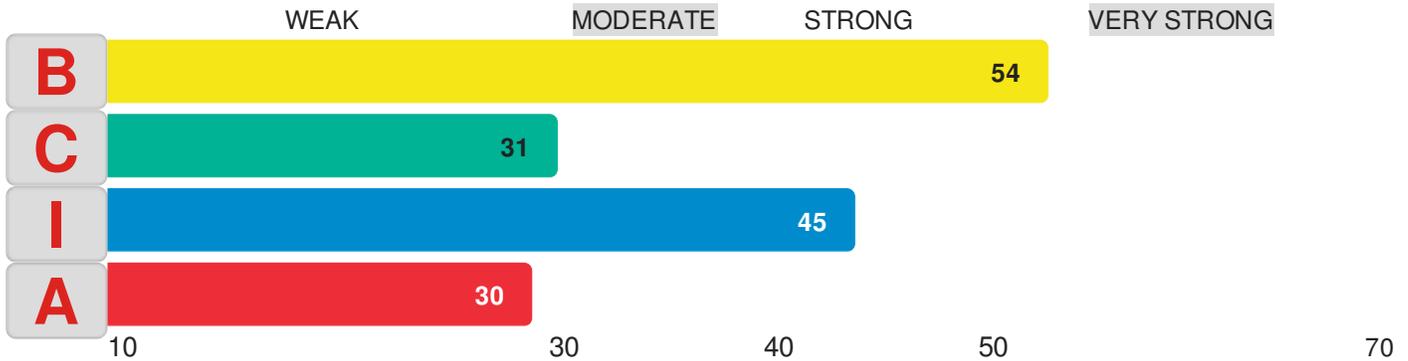
These experiential learners are partial to entertaining, fun presentations. They enjoy learning from others if the experience is not hard or boring. They like being innovative

and creative when learning and prefer open-minded instructors who are lenient when evaluating performance. They don't learn as well in highly structured learning environments that contain routine procedures and inflexible rules, including traditional forms of classroom learning. They must physically move to learn. Experiential means learning by doing, with interactive groups and storytelling as methods of instruction. They are interested in variety in all things, at all costs. They tend to talk too much during learning experiences, sometimes missing key concepts. This dimension influences people to think openly about everything and everybody. It stimulates them to seek fun ahead of work and helps them accept others for who they are. They prefer to influence others through creative ideas and often are promoters, salespeople, and public speakers. They like being in front of crowds and seek attention from others.

Learner Style Preferences

Now you have a visual graph that represents your learning style pattern. Here is what this might mean to you:

- Each of us has all four dimensions, in varying intensities.
- The higher your score in one of the dimensions, the more likely this dimension is influencing the way you perceive, approach, and interact with the environment in learning situations.
- The opposite is true for your lower scores. The lower your score in a style dimension, the less likely that dimension is influencing your learning choices and preferences.



There is no right or wrong answer or distribution of numbers. The majority of individuals will have two scores above 40 and two scores below 40. Some will have only one score above 40; others will have three scores 40 and above. A small percentage of the population has all four scores within 4 to 5 points.

The combination of your four scores makes up your learning style pattern.

Learner Style Preferences

Carefully read the description of each learning style quadrant to gain an understanding of Primary Learning Style, typical preferences, and the common dislikes of each dimension.

Behavioral

INDEPENDENT

SCORE
54

Primary Learner Style Preference:

- Independent
- Learns best by self-directed actions: working alone, trial and error, self-discovery, etc.

As an Learner, Prefers:

- Fact-filled presentations
- Self-directed learning activities
- Learners working at their own pace
- Outside-of-class activities
- Realistic questions and answers
- Self-discovery of information
- Direct and to-the-point presentations
- Independent, solitary study
- Take-home examinations
- Instructors who are business like

As an Learner, Dislikes:

- Instructors who talk too much
- Instructors who waste time
- Group assignments
- Instruction on how to do something
- Instructors who don't start on time

Cognitive

VISUAL

SCORE
31

Primary Learner Style Preference:

- Visual
- Learns best by using eyes: watching, reading, writing ideas, seeing concepts linked in models, etc.

As an Learner, Prefers:

- Clear charts, graphs, and diagrams
- Opportunities to read about the subject
- Specific guidelines on how and when to do things
- Group debates
- Logical questions and answers
- Opportunities to ask the instructors for help
- Instruction on how to do things
- Study from the textbook
- Multiple-choice examinations
- Instructors who are well organized

As an Learner, Dislikes:

- Creation of experiments to test things
- Presentations that are unorganized
- Only one opportunity to see information
- Instructors who are easy-graders
- Instructors who are late

Interpersonal

AUDITORY

SCORE
45

Primary Learner Style Preference:

- Auditory
- Learns best through the ears: hearing, listening, lectures, presentations, etc.

As an Learner, Prefers:

- Explanations that are easy to follow
- Opportunities to hear information
- A steady work pace
- Guest lecturers
- Practical questions and answers
- Opportunity to ask other learners for help
- Clear, concise instructions
- Note review to prepare for exams
- Music in learning and productions
- Fill-in-the-blank examinations

As an Learner, Dislikes:

- Aggressive instructors
- Presentations in front of the group
- Instructors who criticize learners
- Instructors who don't care about learners
- Instructors who grade unfairly

Affective

EXPERIENTIAL

SCORE
30

Primary Learner Style Preference:

- Experiential
- Learns best by personal experience: humor, activities, touching, group discussion, storytelling, etc.

As an Learner, Prefers:

- Stories that are entertaining
- Opportunities to meet people
- More than one option
- Group activities and assignments
- Creative questions and answers
- Whatever "feels right"
- Hands-on experiences
- Artistic and sporting events
- Presentations in front of classes, groups, and audiences
- Oral or essay exams

As an Learner, Dislikes:

- Lectures that are boring
- Learning activities that aren't fun
- Routine approaches to learning
- Working alone on projects
- Lack of extensions for late assignments

Learning Style Patterns

Now that you have reviewed the four different learning style preferences and dislikes, you have a solid understanding of the various needs and wants of each of the learning styles. Because everyone has all four learning styles, at different intensities, we need to acknowledge that the majority of individuals will have their own unique learning style pattern.

We suggest that understanding learning styles is important for all learners and that you can help others appreciate learning style differences by sharing this knowledge and/or getting them their own LSI.

If you are an instructor, we recommend that you complete the sister assessment, the Instructional Style Indicator, so you can be more effective and flexible when helping others learn.

Your Primary Learning Style Pattern includes all your scores 40 and over. Your scores are ranked by putting your highest score first. There is, however, one exception - you may have two scores 40 or over within 5 points. In that case, you would have two Primary Learning Style Patterns.

Individuals with any scores from 35 to 39 have one more step to complete: your Secondary Learning Style Pattern, which simply includes all the letters that are 35 and over. When there are three or four letters in your pattern, then the order or sequence of letters no longer applies the way it does when you have two letters. Note: If you don't have a score between 35 and 39, you don't have a Secondary Learning Style Pattern and that is fine.

Your Interpretative Summary(s)

Sample Report, Your Primary Pattern

B & I

Determined Learner

Learners with this style pattern tend to be non-verbal (B & I), extroverted toward tasks (B), and introverted toward people (I). They are good at planning projects and getting results. Steady learners, they have a natural curiosity about many different subjects. While they are usually pleasant to other learners, they really prefer to work alone so they can be more productive with their time. They are goal-oriented when learning, but can learn about other topics and information that they consider will be useful somewhere in the future. They are very determined when they decide they want to learn something and will learn it completely, rather than just learning the part that will get them by for the moment.

In-Depth Interpretation(s)

Sample Report, Your In-Depth Interpretation

Primary Pattern

B & I**Determined Learner**

Strengths

Learners with this style pattern tend to be non-verbal (B & I), extroverted toward tasks (B), and introverted toward people (I). They are good at planning projects and getting results. Steady learners, they have a natural curiosity about many different subjects. While they are usually pleasant to other learners, they really prefer to work alone so they can be more productive with their time. They are goal-oriented when learning, but can learn about other topics and information that they consider will be useful somewhere in the future. They are very determined when they decide they want to learn something and will learn it completely, rather than just learning the part that will get them by for the moment.

Limitations

This style of learner can sometimes be too quiet. They may need to ask more questions to get the information they need to succeed. When upset or unhappy, these learners can “clam up” and withdraw into their own head, not wanting others to know they are frustrated. They can be stubborn and resistant if the Instructional Leader is unfair and attempts to control their performance. While they don’t often get upset about being told what to do, they don’t like being told how to do things. They have a strong preference for figuring out how to do things for themselves. This comes from their B dimension wanting to be independent when learning. They can also take extra time getting jobs done because they often tend to “bite off more than they can chew.”

Self-Perception

These styles of learners might best describe themselves by saying, “I can, I can, I know I can do it. Just watch me.”

Approach

They like to learn by listening to competent others discuss how and why they would do certain things in specific situations. They seek harmony with Instructional Leaders and are often obedient, diligent workers when learning. They can learn in group situations but don’t like wasting time socializing when there is work to be done.

Style-Shifting Tips

You can develop learning-style flexibility by:

- communicating your educational expectations and needs more clearly and more often;
- getting involved in more experiential-learning activities and situations;
- being open to fun and creativity as other ways of learning important information;
- making sure your B doesn’t make time commitments that your I can’t keep.

Instructional Preferences

Learners with this style pattern often prefer:

- Instructional Leaders who give them the freedom and responsibility to learn alone;
- practical applications of learning concepts to real-life problem situations;
- assignments and time that allow them to apply the learning to their goals and projects;
- calm, friendly, and non-emotional presentations that focus primarily on facts.



Developing Your Plan to Increase Your Learning Success

We hope the LSI is just the beginning of your Learning Style journey. The results you created and the information provided in the LSI have value only if you do something with them. We encourage you to pro-actively create, identify, and embrace learning strategies that can best serve your learning style pattern and needs.

What are Your Learning Style Preferences?

Review the summaries from the Four Learning Style Dimensions and the Learner Style Preferences as well as your LSI In-Depth Interpretations. Identify the way you need and prefer to acquire new information and to engage new learning. Be specific about the learning strategies and environments that serve you best.

In What Learning Environments Do You Not Learn Well?

Identify the environments and learning processes where you find it most difficult to learn. Be clear and concise so that, if possible, you can avoid and/or reduce those learning conditions in future.

Developing Your Pro-Active Learning Strategy Plan

Using your comments from questions A & B (above) and the information found in your LSI In-Depth Interpretations, identify three specific action items to improve your learning success. Focus on creating the learning environment, processes, and choices that best fit your learning style needs.

We also want you to consider how you might become more flexible in your approach to learning, to expand your choices, experiences, and possibilities. In some situations, you will not have a choice about the way the learning is taking place, so having a plan to help you respond better to this learning situation is equally important.

GOAL 1 / Action Steps

GOAL 2 / Action Steps

GOAL 3 / Action Steps



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