



# Learning Styles Report Debrief Guide

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Training Guide – Non-Certified  
*Version 1nc- 8.16*



**ASSESSMENTS 24x7**  
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## Getting Started

The Learning Styles Questionnaire is intended to help determine where people's general preferences, or natural learning biases, might lie. Although this is far from an exact science, the simple view is that the more we can understand about how we perceive new information or new learning, the better and more successful our learning transfer will be.

Your goal is to help your client recognize, understand, and leverage their inherent learning preferences in their personal and professional life. Achievement and accomplishment in any endeavor is easier when we understand more about how we learn and grow.

### Prior to Debrief

- ☐ Review the Learning Styles Report and organize your thoughts according to their preferred style.
- ☐ Consider what insights to draw special attention to as you work through the report, tying assessment results to client's life to provide coaching opportunities.
- ☐ Have a copy of the report for you and the client.
- ☐ Encourage the client to take notes.
- ☐ Offer opportunity for follow up, if applicable.

***\*NOTE: A debrief is most effective when the individual already has established goals and you can highlight how his/her report content can help or hinder his/her progress. However, this may be unknown to you at this point; therefore, use this debrief as an opportunity to find out what is important to the respondent to ensure time is well spent.***

## Introduction

How we learn is a topic that is covered in thousands of books and articles written on the subject from hundreds of different perspectives. One particular, but large, foundational part of this subject area is learning styles.

Not everyone agrees on a common definition of learning styles. Some prefer to see it as part of overall perception and memory, some see it as part of human cognition and understanding, and some see it as a unique human "stream" of understanding or process for collecting information.

All learners are not equal. They come in a variety of sizes, shapes, and from many cultural backgrounds. In addition, their past experience and existing methods of learning may be quite different. Apart from differences in general background or culture, some people like to process information through text, while others want visual support and images. Some assimilate information individually, while others prefer to work in groups. Some grasp information intuitively and quickly, while others prefer to see a strong sequential path and time to reflect. In the end, the only thing you can say for sure is that every individual learns in their own particular way.

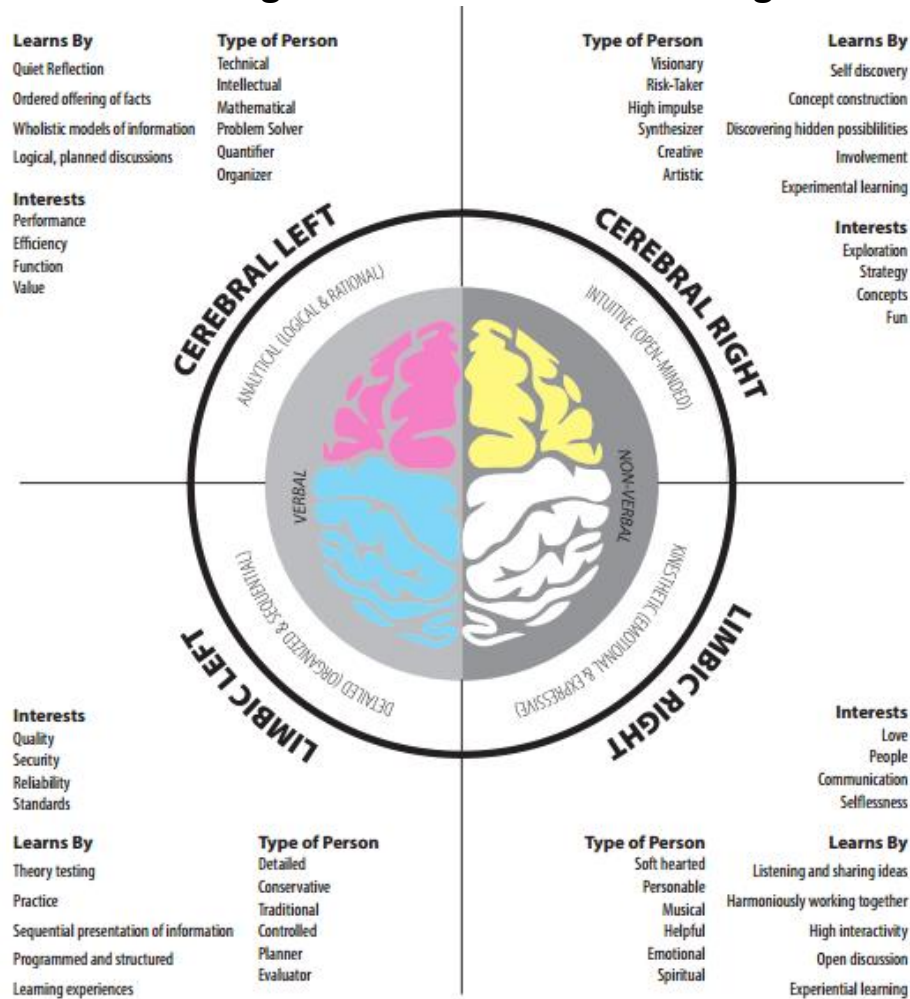
The Learning Styles Questionnaire simply helps individuals understand their relative preferences as they learn and to better manage their transfer process in the future.

It is intended to help determine where people's general preferences, or natural learning biases, might lie. Although this is far from an exact science, the simple view is that the more we can understand about how we perceive new information or new learning, the better and more successful our learning transfer will be. This means using our whole brain to learn, as is illustrated in the diagram on the next page.

Remember:

- This is not a test.
- There are no right or wrong answers.

## Learning with the Whole Brain – Page 4



We inherently use different parts of our brain to learn different things, and activate different parts of our brains more readily than other parts. The graphic on page 4 gives some key insight to how various parts of our brain function, including:

- Verbal vs. Non-Verbal
- Intuitive, Kinesthetic, Detailed, & Analytical
- Types of Person
- Interests
- Learns by

**After reviewing each area, ask -**

Based on some of these descriptors, which do you think is mostly at work for you?

## Your Results – page 5

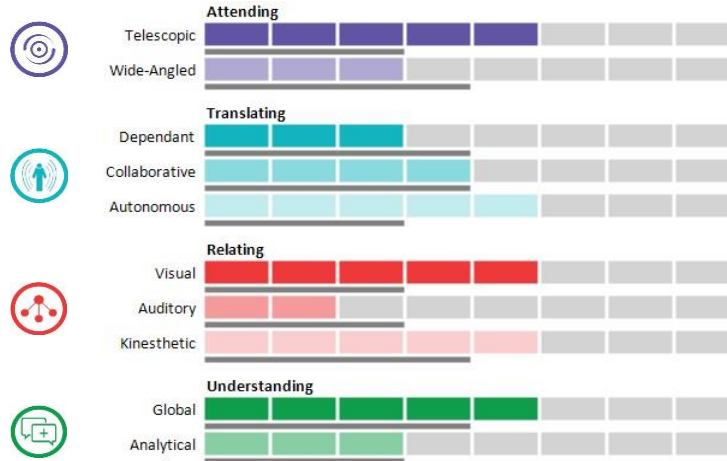
There are 4 steps of learning measured in this report:

### Attending

### Translating

### Relating

### Understanding



Each of these four areas is broken down into various ways we learn at each step and this page provides a score in each area. The color highlights reveal your preferences, while the gray bars underneath each score show you the average score (or “norm”) for the individuals who have completed this assessment in the past.

As we review each area, we’ll keep in mind your scores in these steps. Let’s note quickly where you have a preference according to the results.

***Make a note of the score preferences, to discuss as you go through each page of the report. The scores are not located on each page associated to the steps.***

### Note:

***While some will be interested in knowing how they compare to the population, it’s more important to create their own personal understanding here. If there is a large discrepancy from the average score, it may be helpful for them to understand that they could experience challenges with learning the way everyone else does, or with others understanding their perspective. They may have to work a little harder to help others see things the same way they do, or to see things the same way others do.***

## Using Learning Styles: Page 6

This page provides a brief overview of each of the four categories of learning:



*Review each of the definitions listed on page 6, noting again which way this individual prefers to learn as you share the definition aloud:*

### 1. ATTENDING

The **ATTENDING** category looks at an individual's motivation to learn in the first place, and the levels of commitment or concentration they tend to give when new information is presented to them. This category has two sub-scales: "Telescopic" and "Wide-angled". Telescopic means that they are generally effective at concentrating and keep their mind on the information being shared without worrying about the physical context. Wide-angled means that the individual is often easily affected by environmental factors such as noise, low light, and other physical influences that can easily interfere with any information being shared.

### 2. TRANSLATING

The **TRANSLATING** category looks at who an individual relies on most in managing the transfer of learning, and to make sense of what they see, hear, or sense. This category has three sub-scales: "Dependent", "Collaborative", and "Autonomous". Dependent means that the individual mainly favors relying on the trainer or facilitator for information. Collaborative means the individual mainly favors relying on group discussions or team activities for learning. Autonomous means that self-reliance is favored to manage the learning transfer process personally.

### 3. RELATING

The **RELATING** category looks at an individual's perception of data or information, and how it is related to existing knowledge. This has three sub-scales: "Visual", "Auditory", and "Kinesthetic". Visual means that the preference is for information that can ideally be seen with the eyes. Auditory means that the preference is for information that can ideally be heard. Kinesthetic means that the preference is for information that can ideally be physically experienced (mainly through touch, smell, or taste).

### 4. UNDERSTANDING

The **UNDERSTANDING** category looks at an individual's preferences for synthesizing data or information that they receive. This category has two sub-scales: "Global" and "Analytical". Global means a preference for understanding at a conceptual or "big picture" level. Analytical means a preference for understanding at a detailed or step-by-step level.

## Your Individual Score – Page 7

Once you have plotted your individual score (as long as this has been done honestly and accurately) you should be in a position to:

1. **Review the balance of learning styles that you draw upon (at the moment).**
2. **Compare your mix of learning styles with other average scores (shown on the graph).**
3. **Consider the implications for your future learning and how you might look to adjust your own approach to look to influence the way that future learning is delivered to you.**

Remember, there are no right or wrong answers in learning styles. The essential value in any measurement instrument is in the extent to which it provides useful information to your personal way of operating. Ideally, this should help you reflect upon and judge whether any adjustments or changes are necessary or desirable for you to be more effective.

## The Four Categories – Pages 8-11

*Review the descriptions at the top of each page, and identify which learning preference your client values. Discuss the bullet points specific to them, and acknowledge how others may be different.*

- *Have them note a challenge and a benefit of their own preference on each page.*
- *Have them identify a way that they can ensure successful learning, given their preference:*
  - If they are more Telescopic or Wide-Angled, what can they do to ensure that their learning experience is the best it can be (like paying attention to their level of concentration if the pace is too slow or if the presenter strays from the core message or eliminating distractions to remain focused)?
  - If they are more Dependent, Collaborative or Autonomous, what would help them to be successful in a learning scenario?
  - If they are more Visual, Kinesthetic or Auditory, how can they ensure that they are able to relate the information being presented to make sense for them, no matter how it's shared?
  - If they are more Global or Analytical, how can they see the alternate perspective more clearly (either a big picture view or a detailed view) to make better sense of the learning?



## The Effective Learning Cycle - Pages 12-16

*Review each as you access each page.*

### Step 1: Attention Focus: Page 12

This step allows us to recognize the message, the context (what's going on around us at the time we are learning), and our commitment to learning. This primarily right-brained activity examines the context within which the information we will receive will be valued and evaluated (what's in it for me?).

**ATTENDING** looks at an individual's motivation to learn, and the level of commitment and concentration when new information is presented. There are 2 sub scales – Telescopic and Wide-Angled.

- **Telescopic** means they are generally effective at concentrating without worrying about physical context.
- **Wide-angled** means they are easily affected by environmental factors like noise, light, or other physical influences.

### Step 2: Knowledge Encryption: The Process

We translate the information in a way that makes sense with our existing knowledge (Existing Mental Models & Language Vocabulary Translation) or ideas of the way things should work. We may have to “unlearn” something (unlearning) before we can encrypt or encode our new learning to be meaningful. This is primarily a left-brained activity connected with logic and reason.

**TRANSLATING** looks at whom an individual relies on most in managing the transfer of learning, to make sense of what they see, hear or sense. It is how information is made meaningful. There are 3 sub scales – **Dependent, Collaborative, and Autonomous**.

- **Dependent** means the individual will mainly rely on a trainer or facilitator for information.
- **Collaborative** means the individual will mainly favor group discussions or team activities for learning.
- **Autonomous** means that self-reliance is the preferred way to manage the learning transfer process personally.

### Step 3: Relating

This step has to do with relating the new learning with what we already know. We must knowledge in our short-term or long-term memory in order to connect the new information with old information and store it in the most relevant place. Through memory filtering, discovering analogies and metaphors, and comparing and contrasting, we find the right place the new information “belongs”. This is predominately a right-brain activity - to connect with associated general ideas and relationships.

**RELATING** looks at an individual’s perception of data or information and how it is related or linked to existing knowledge. It has 3 sub scales – Visual, Auditory, and Kinesthetic.

- **Visual** is the preference for information that can be seen with the eyes.
- **Auditory** is the preference for information that is heard.
- **Kinesthetic** is the preference for information that can be experienced through touch, smell or taste.

### Step 4: Understanding

In the last step we summarize the new information in connection with the old and refine it for access and use when needed. Long-term memory triggers connections or links, access triggers design and extrapolation, and problem solving abilities are influenced by retrieval and understanding (we use what we can find, so to speak). Understanding is all about taking core information, and knowing when and how to apply it to wider situations. This is predominantly a left-brained activity connected with induction and deduction processes.

**UNDERSTANDING** looks at the individual’s preference for synthesizing data or information that they receive or how we use and apply information. It has 2 sub-scales: Global and Analytical.

- **Global** is the preference for understanding the conceptual or “big-picture”.
- **Analytical** is a preference for understanding at a more detailed level and a step-by-step approach.

### Reinforcement - Self-Talk – Positive, Negative, Action/Deployment

In the learning cycle, we constantly evaluate what we are experiencing within the context of our past history and everything we already know. In this stage we are making a judgment about what we have heard, seen and experienced and deciding if it is valuable, or not. If not, we will most likely not commit the learning to long-term memory and it will be lost.

- If we travel the cycle successfully our "self-talk", or internal reflection, is positive and we can add it to our knowledge and action if we so choose.
- However, if we stall at any of these steps, or travel this cycle with difficulty, our self-talk may be negative, or at least confused, and we introspectively travel the cycle again to see if we can work out the problem.

This learning evaluation cycle may be traveled in a few seconds in many cases, or may take much longer if the information is complex or confusing.

### **Pulling it All Together – Facilitating Learning Transfer: Page 17**

If individuals understand their overall learning cycle and their individual strengths and weaknesses, biases, and preferences, they will more readily be able to adjust their whole approach to learning and building knowledge. The desire to further understand learning styles is the first step in determining your own personal "recipe" for effective learning in the future.

- Once your level of understanding about the subject is as broad and as deep as you would like it to be – consider what is relevant and what you are drawn to including in your own experiences
- Even concepts that have been internalized and accepted may need to be modified to be as effective for you as possible. Adapting these concepts to more accurately reflect how you learn or like to be taught individually is the next step toward effectiveness and applicability.
- Deploying some of the recommended approaches and activities is the final step in developing the right recipe for your benefit.
- It is understanding ourselves that is suggested to be the most important consideration in managing our learning journey in the future.

Consider the metaphor of a computer filling up with information and needing more memory. Humans aren't able to just get more room to fill – we must make space for new knowledge. On the bottom of page 17, you'll read of a model to direct our energy to make changes. There are other ways, but this is one way to help new learning "stick" as effectively as possible.

### **Contract for Change: Page 18**

Understanding your own learning preferences is paramount to your ability to gather, retain, and retrieve information. Using the contract on this page, we encourage you to complete the outline and commit to make a small change. Even small changes can have big effects. I would encourage you to set a deadline for completion of your contract to help you stay on track.

### **Summary**

This report is filled with information about each of your learning style preferences. Now you have a comprehensive profile that will truly help you understand your own unique learning style patterns.

There are many suggestions in each of the sections of this report, presenting opportunities for you to apply this valuable information. Take the next action steps required to make improvements in the specific learning styles sections most important to you and your success.