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BUS 4405-01 LEADERSHIP - AY2025-T1

LEARNING JOURNAL UNIT 2

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After carefully going through each question and marking my responses, I tallied up the scores for each category. Here's a brief reflection on the results:

My scores were as follows:

Activist: 24

Reflector: 52

Theorist: 61

Pragmatist: 35 *Westburn & Ireson (n.d).*

These findings indicate that the reflector learning style is my top choice, followed by theorists and pragmatics, with activist being my least favorite.

To be honest, I do not find these results surprising. They fit quite nicely with my understanding of how I approach learning. As a reflector, I frequently find myself watching situations intently before interjecting, and I appreciate devoting time to carefully considering all available angles before making judgments. This aligns with my inclination to do extensive research on subjects before forming judgments or conclusions.

The relatively high Theorist score also resonates with me. I do enjoy exploring underlying principles and theories, which aligns with Honey and Mumford's description of Theorists as those who adapt and integrate observations into complex and logically sound theories (*Honey & Mumford, 1992*).

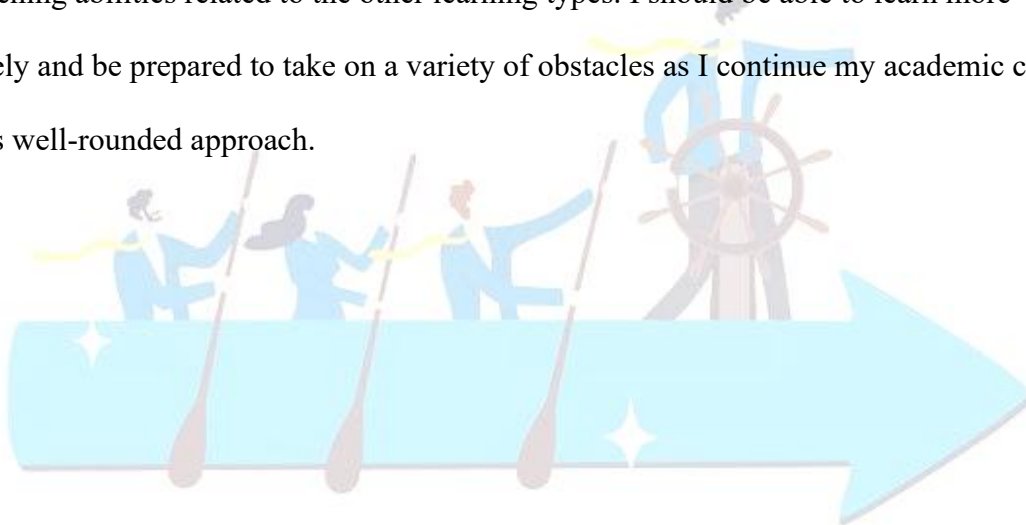
Even though my scores as an activist and a pragmatist were lower, I understand the usefulness of these approaches in some circumstances. Effective learning frequently entails



completing all phases of the experiential learning cycle, which combines components of all four learning styles, as *Kolb (1984)* notes.

Do I agree with the outcome? Yes, largely. But I also understand that learning styles can change over time and vary depending on the situation. Although this inventory gives me a good place to start when reflecting, I will still need to be adaptable and change my strategy depending on the learning circumstances.

Going forward, I want to make the most of my Reflector talents while also working on strengthening abilities related to the other learning types. I should be able to learn more effectively and be prepared to take on a variety of obstacles as I continue my academic career with this well-rounded approach.





References:

Honey, P., & Mumford, A. (1992). The manual of learning styles. Maidenhead: Peter Honey Publications.

Kolb, D. A. (1984). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

Westburn, J & Ireson, J. (n.d.) Leadership Development & Personal Effectiveness. *National College for School Leadership*.

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