



We are going to look a little more closely at how to identify different learning styles (starting with our own).

This questionnaire aims to find out something about your preferences for the way you work with information. You will have a preferred learning style and one part of that learning style is your preference for the intake and output of ideas and information.

Choose the answer which best explains your preference and tick the box next to the letter. Please select more than one response if a single answer does not match your perception. Leave blank any question which does not apply.

- 1. You are about to give directions to a person who is standing with you. She is staying in a hotel in town and wants to visit your house later. She has a rental car with a GPS and doesn't have a mobile. Would you:**
 - a. draw a map on paper.
 - b. tell her the directions
 - c. write down the directions (without a map)
 - d. collect her from the hotel in your car

- 2. You are not sure whether a word should be spelled 'dependent' or 'dependant'. Do you:**
 - c. look it up in the dictionary.
 - a. see the word in your mind and choose by the way it looks
 - b. sound it out in your mind.
 - d. write both versions down on paper and choose one.

3. You have just received a copy of your itinerary for a world trip. This is of interest to a friend who is not on email. Would you:

- b. phone her immediately and tell her about it.
- c. send her a copy of the printed itinerary
- a. show her on a map of the world.
- d. share what you plan to do at each place you visit.

4. You are going to cook something as a special treat for your family. Do you:

- d. cook something familiar without the need for instructions.
- a. thumb through the cookbook looking for ideas from the pictures.
- c. refer to a specific cookbook where there is a good recipe.

5. A group of tourists have been assigned to you to find out about wildlife parks. Would you:

- d. drive them to a wildlife park.
- a. show them slides and photographs.
- c. give them pamphlets or a book on wildlife parks.
- b. give them a talk on wildlife parks.

6. You are about to purchase a new stereo. Other than price, what would most influence your decision?

- b. the salesperson telling you what you want to know.
- c. reading the details about it.
- d. playing with the controls and listening to it.
- a. it looks really smart and fashionable.

- 7. Recall a time in your life when you learned how to do something like playing a new board game. Try to avoid choosing a very physical skill, e.g. riding a bike. How did you learn best? By:**
- a. visual clues -- pictures, diagrams, charts.
 - c. written instructions.
 - b. listening to somebody explaining it.
 - d. doing it or trying it.
- 8. You have an eye problem. Would you prefer that the doctor:**
- b. tell you what is wrong.
 - a. show you a diagram of what is wrong.
 - d. use a model to show you what is wrong.
- 9. You are about to learn to use a new program on a computer. Would you:**
- d. sit down at the keyboard and begin to experiment with the program's features.
 - c. read the manual which comes with the program.
 - b. telephone a friend and ask questions about it.
- 10. You are staying in a hotel and have a rental car without GPS. You would like to visit friends whose address/location you do not know. Would you like them to:**
- a. draw you a map on paper.
 - b. tell you the directions.
 - c. write down the directions (without a map).
 - d. collect you from the hotel in their car.
- 11. Apart from the price, what would most influence your decision to buy a particular textbook?**
- d. you have used a copy before.
 - b. a friend talking about it.
 - c. quickly reading parts of it.
 - a. the way it looks is appealing.

12. A new movie has arrived in town. What would most influence your decision to go (or not go)?

- b. you heard a radio review about it.
- c. you read a review about it.
- a. you saw a preview of it.
- d. it is similar to others you have liked.

13. Do you prefer a lecturer or teacher who likes to use?

- c. a textbook, handouts, readings.
- a. flow diagrams, charts, slides.
- d. field trips, labs, practical sessions.
- b. discussion, guest speakers.

*** IMPORTANT – Please note that the A, B, C and Ds are out of order in most of the questions above, so please count your scores carefully.**

When you have finished making your selections count up how many answers you have marked in total, and then how many A's, B's, C's and D's.

A	B	C	D
Visual	Auditory	Read/Write (Auditory Digital)	Kinaesthetic

VARK Summary

The understanding of VARK in life (and in business) is just so valuable in developing your ability to excel and to exceed expectations in communication, selling, influencing, managing and teaching people. By understanding the different learning and communication styles, you are in effect 'speaking their language' and not just your own. You are stepping into a zone that not many people fully grasp the immense importance of.

Applying your understanding of Individual Learning, Processing and Communication Styles to Client Interaction

Understanding individual learning styles is useful beyond the learning and development function and can assist you to improve communications interaction by interaction, meeting by meeting to build your business.

Take time to observe how your clients interact with you. Look at the cues: are they Visual, Auditory, Auditory Digital or Kinaesthetic? Look for the clues I've outlined on the following pages to figure out the different styles around you, and then actively interact with them in a way they truly 'get' (and in the process, help you to stand out from the crowd!)



THE VISUAL LEARNER



The Visual Learner is seen to be holistic rather than reductionist in their approach. They want the whole picture. Visual learners do not like long written proposals, long emails with lots of text.

Visual Learners benefit greatly from demonstrations, step by step video recordings (screen capture), colour coding diary appointments and notes, visual diagrams, graphs and flowcharts etc. They'll often use highlighters and colour as this helps them reinforce their learning.

If you have clients who you can see shows a strong preference for visual learning, you could use some or all of the following to assist them in taking in information:

- underlining
- different colours
- highlighters
- symbols
- flow charts
- charts
- graphs
- pictures, videos, posters, slides
- different spatial arrangements on the page
- white space
- material with diagrams and pictures
- use gestures and picturesque language

Visual Words

See	Bright	View
Show	Clear	Illustrate
Picture	Perceive	Focused
Look	Highlight	Perspective
Envision	Reflect	Preview
Watch	Appear	Dawn
Reveal	Illuminate	Imagine
Crystal		

Examples at work

- Let me have a **look** at it for you.
- I will **see** if I can do anything.
- **Show** me the specific numbers and we will **see** what we can do.
- Let me run the numbers and that will give me a **clear picture**.

THE AUDITORY LEARNER



The Auditory Learner will be someone who, for example, will prefer to have this entire page explained to them. The written words will not be as valuable as those they hear. They will probably go and tell somebody about this.

Auditory Learners excel at listening and remembering what they heard. They thrive on verbal presentations (e.g. MP4 recordings) and information, and are able to learn concepts and instructions this way.

If you have clients who you can see show a strong preference for learning by Auditory methods, you could use some or all of the following to help them take in information:

- talking to them over the phone
- coordinate opportunities for discussion of topics with others
- get them to explain new ideas to other people
- help them source and set up /use a recorder app
- help them use the voice recorder function on their phone when sending SMS (look for the little microphone)
- source interesting examples, stories, jokes.
- describe the pictures and other visuals

Auditory Words

Say	Tell	Tone
Static	Rings a bell	Sound
Speak	Express	Mention
Accent	Resonate	Remark
Ask	Unique	Hear
Talk	Listen	Make music
Tune in/out	Silence	Be all ears
Be heard	Question	Unhearing

Examples at Work

- I will **speak** with management about your client and they will **tell** us if we can make it work.
- **Sounds** good, send me the details and I will **ask** if we can make those numbers work.
- I will **talk** to our team, **express** your concerns and let's wait to **hear** what they **say**.

THE AUDITORY DIGITAL LEARNER



The Auditory Digital Learners will, for example, probably like this page because the emphasis is on words and lists. They believe that the meanings are within the words, so the talk was OK, but a handout is way better. They will shortly be heading for the internet to do further research.

The Auditory Digital Learner will often be heard talking to themselves. They would be drawn to flowcharts, lists and writing things down to help them clarify information. By having an approach that is best described as logic- driven, they think, plan and analyse, and thrive on written processes and procedures with step by step instructions to memorise.

For those who have a strong preference for learning by reading/writing you could use some or all of the following to help them take in information:

- Lists
- Headings
- Definitions
- Handouts
- Reading material
- Those who use words well, with lots of information in sentences and notes
- Detailed proposals
- Manuals and operational details
- Terms and conditions
- Rules and regulations
- Legal information

Auditory Digital Words

sense	experience	without a doubt
understand	word for word	change
perceive	pay attention to	question
insensitive	figure it out	distinct
conceive	think	know
process	learn	consider
calculate	prioritise	instigate
decipher	implement	

Examples at Work

- I will need to **process** the results to make some **sense** out of them.
- Leave it with me to **consider**.
- We need to **prioritise** the tasks so that the client **experience** is the very best it can be.

THE KINAESTHETIC LEARNER



The Kinaesthetic Learner will immediately want to experience the results so that they can understand them. The ideas on this page are only valuable if they sound practical, real and relevant. They need to do things to understand.

The Kinaesthetic Learner can often be a 'poor' listener. They can be fidgety because physical movement is something that helps them to concentrate. Using role-play is a great way to directly involve this type of learner to further clarify information being exchanged. You will often see them doodling, tapping or listening to music whilst learning.

For those who have a strong preference for Kinaesthetic learning you could use some or all of the following to help them take in information:

- all your senses - sight, touch, taste, smell, hearing
- real life examples of principles
- mentors who give real-life examples
- applications
- hands-on approaches
- trial and error
- exhibits, samples, photographs.

Kinaesthetic Words

Feel	Grab	Touch
Get a handle	Rub	Grasp
Affect	Impress	Hit
Suffer	Tackle	Pressure
Know	Intuition	Make contact
Get hold of	Slip through	Catch on
Tap into	Throw out	Turn around
Hard	Unfeeling	Concrete

Examples at Work

- Let me get a **handle** on your proposal.
- Once I have **grasped** the numbers, we can **tackle** the situation better.
- I need to know specifics, send it to me and I will be able to get a **feel** for the numbers and how we can **affect** things our end for you.

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