Personal Learning Report

Name:	xxxxx	**Sensation seeker:**	score 29 (93rd percentile)
Test Date:	Tuesday, Jan 9, 2007	**Goal Oriented Achiever:**	score 28 (87th percentile)
Age:	36	**Emotionally Intelligent Achiever:**	score 25 (64th percentile)
Sex:	M	**Conscientious Achiever:**	score 24 (71st percentile)
Norm Group:	work	**Deep Learning Achiever:**	score 17 (57th percentile)

INTRODUCTION: What the Learning Styles Profiler (LSP) measures

The report is based on scores of the Learning Styles Profiler (LSP) completed by xxxxx. The Learning Styles Profiler provides a measure of present learning based on a neuropsychological model in which learning is divided into the following:

In terms of conscious 'thinking' learning:

- A high scoring **Goal Oriented Achiever** is a person who sets learning goals which are generally both hard and specific and who has the self-confidence (i.e. self-efficacy) to be able to achieve these goals. High functional performance comes from setting goals which are difficult and specific so that maximum resources can be properly allocated towards the achievement of the goal. Such people understand that goals are variable and controllable and direct their resources towards goal achievement. They make their satisfaction contingent upon achieving the goal. A high Goal Oriented Achiever provides re-expression of the instinctive urge to have sensations and redirects it so that positive goals and outcomes are achieved. Lower scorers tend to want to compare their performance with others, be more interested in avoiding failure than achieving success, have little confidence in their likelihood of achieving the goals or may simply not appreciate the advantages of goal setting.

  Competencies measured: Planning and Organizing, Assertiveness and Decisiveness, Adaptability and Resilience, Achievement motivation.

- A highly **Emotionally Intelligent Achiever** score suggests a low avoidant person who is able to learn from mistakes. Such a person has a scientific, detached and autonomous learning style that processes information in an emotionally intelligent manner. In doing so, mistakes are learnt from instead of avoided. This is an adaptive learning style in which emotional intelligent learning is displayed. A high Emotionally Intelligent scorer is controlling the instinctive urge to explore the world so that positive outcomes can be achieved. Low **Emotionally Intelligent Achievers** can learn quickly, but what they learn is to avoid activities that lead to mistakes and therefore they do not learn how to overcome the mistakes. Such people feel dependent on others and chance - they lack autonomy and do not act on logical emotions .

  Competencies measured: Analysis and Decision making, Interpersonal sensitivity.

- A high scoring **Conscientious Achiever** is a responsible and wise learner who uses complex higher level learning and goals to understand difficult to interpret information (such as to do with social rules, norms and conventions).

A high scoring Conscientious Achiever provides re-expression of instinctive urge to explore the world so that positive goals and outcomes can be achieved. A low scoring **Conscientious Achiever** finds it hard to learn complex and fuzzy information.

Competencies measured: Planning and Organizing, Good sense.

- A high **Deep Learning Achiever** score indicates a learner who has a 'love of learning' and is open to new ideas. High Deep Learning Achievers learn and know a lot. They see the problems and the complexities and want to find deep answers. Through being open and reflective, they also find it hard to focus on and implement solutions. Nevertheless, such people should be highly valued for their general knowledge base as they love to learn. A low **Deep Learning Achiever** score indicates a practical person who has a single-minded and expedient focus on learning just the appropriate knowledge. Whilst there may be also a lack of broader knowledge of complexities, this focus provides a more practical and applied approach to problem solving.

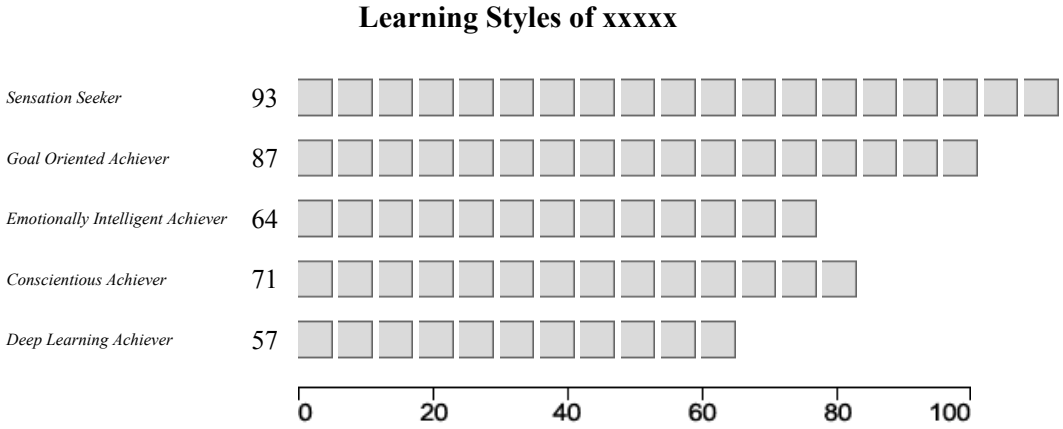
  Competencies measured: Strategic perspective.

In terms of instinctive learning:

- A high **Sensation Seeker** score suggests an approach oriented person who loves to get involved in new activities which is fundamental to generating many learning opportunities. This appetite for learning creates the opportunities for advancement, but this does not always have to be functional. Functional learning is usually associated with conscious control as shown by the above scales. These conscious mechanisms redirect and re-express the instinctive drive to explore such that positive outcomes can be achieved. A low **Sensaton Seeker** score suggests a cautious person who tends to have little appetite for generating new learning opportunities. Without the desire to initiate, there can be few action-oriented learning opportunities. Low Sensation Seekers may have learnt lessons well in the past so that they are now more cautious, but a low score will still indicate someone who does not presently have an ‘appetite’ for learning.

  Competencies measured: Energy and Initiative

Below is the graph of xxxxx in which high scores relativeto the norm group are represented by high percentile scores and low scores have low percentile scores. An average score is shown as the 50th percentile.



PART 1: xxxxx's preferred learning style(s)

Instinctive need for Sensation Seeking.
When both a high Sensation seeker and a Conscientious Achiever, it may seem that there is an apparent conflict between these two different learning styles. However this is not the case because Sensation seeker represents an instinct to learn whereas Conscientiousness represents a conscious redirection of these instincts. It simply means that these two methods of learning provide some balance.

As a very strong Sensation seeker, xxxxx will be very highly engrossed ininitiating learning opportunities. He

enjoys searching for and experiencing new forms of stimuli and enthusiastically tries to get involved in all that life has to offer. This appetite and instinct for obtaining immediate learning experiences means that the present tends to dominate his life. New learning experiences are welcomed with eagerness and interest even though it is not always clear what the positive outcome of these experiences will be. He needs constant stimulation from these new and challenging experiences. He loves to leap into an activity, only later considering the ramifications of his actions. xxxxx is continually seeking newinteresting experiences to fill his time, particularly when his attention to a previous activity is beginning to wane.

xxxxx's most preferred conscious learning style is **Goal Oriented Achiever**

xxxxxhas lots of self-confidence and has learnt that achievement and success comes from setting goals and tasks. It is through having a successful goal orientation that he is able to succeed and overcome challenges and obstacles through allocating thinking resources towards the problem. As soon as one goal is achieved, another and probably harder goal will then be set. Satisfaction however tends to be contingent upon goal success so this person will likely have a general need to succeed in order to stay happy.

xxxxx's least preferred conscious learning styles are **Conscientious Achiever, Emotionally Intelligent Achiever, and Deep Learning Achiever**

xxxxx is a responsible and wise personwho has learnt that rash decisions can be avoided by collecting, checking and sifting through the available facts, data and information. He prefers to consider and obtain all the options thoroughly before he reaches a final decision. He is therefore not a fan of rushing into things, instead preferring to sit back and observe a situation objectively as it develops. When he does speak his mind, it will be based on facts and careful scrutiny, not just a whim. He has learnt and has insight into complex social rules such that reliability and responsibility are highly valued. This person will tend to have high self-standards and be on time for meetings and deadlines.

xxxxx tends to approach problems solving with moderate levels of detachment, scientific thought and logic in his life. Although he has learnt to be relatively logical and rational in decision-making, he is also a bit dependent on intuitive solutions, or simply is a bit reliant on colleagues. As a result, xxxxx does not always independently question the basic issues in a scientific and logical way which would lead to a completely rational approach.

xxxxx is reasonably hands-on and canenjoy putting ideas into action, when he deems it necessary. He can be intolerant of long-winded ventures at times, but also has the capacity for patience and for well-thought out but sometimes impractical ideas. He is reasonably able to learn in applied problem solving activities in which the solution as well as the depth of knowledge is prized, and when implementing things of a quite practical nature.

Summary

Overall, xxxxx has a very strong preference for being a Sensation seeker. This level of instinctive urge to learn is expressed through a strong preference for being a Goal oriented achiever, a high preference for being a Conscientious achiever, a medium preference for being an Emotionally intelligent achiever, and a average preference for being a Deep learning achiever. In short, these results indicate he is enthusiastic about initiating new learning activities; is highly interested in setting goals and developing self-confidence to achieve these goals; is good at developing a deep and wise understanding of the issues; is average at logically and independently understanding the basic problem and is somewhat keen to reflect and deeply consider issues and problems.

PART 2: Creating the best conditions for xxxxx's efficient learning

Now consider what kind of conditions will be helpful to maximise efficient learning. Sensation Seeking is different from the other four conscious learning styles since it has more of an instinctive origin. It will therefore be considered separately.

With a very strong appetite for Sensation seeking and enthusiastically engaging in learning experiences xxxxx will be able to take very strong advantage of self-development learning opportunities in which:

- he can leap into the learning activity without prior preparation. It is from dealing with a new situation that learning and self-development occurs.
- learning is rewarded
- conditions vary so an exploratory approach to solve the solution is optimal
- successful outcome is difficult to predict as decisions must be made on the basis of inadequate evidence
- he is provided with fun, variety and a stimulating learning environment and where mistakes are tolerated.

- he is encouraged to provide direction.
- he has the opportunity to brainstorm the solution.
- he can do crisis management.

As a very strong Sensation seeker, Chris will be least likely to learn from, and will find it hard to learn in situations that involve self-development such as where:

- enthusiasm is not rewarded
- he has to work in solitary or in a quiet environment.
- mistakes and learning from mistakes is not tolerated
- speed of decision making is not of the essence.
- he has to spend a lot of time preparing for something that does not seem worthwhile.
- he has to complete repetitive or joyless tasks.

Now consider the kind of conditions that appeal to his higher scoring conscious learning styles. The conscious learning styles provide a redirection of the instinctive urge to learn such that generally people who are higher in Sensation seeker are also higher in one or more of the four achievement styles but of course this is not always the case.

The following list presents useful learning oriented activities that will create the optimal conditions for his efficient learning:

With a preference for the Goal achievement learning style, xxxxx will be able to take full advantage of learning experiences in which:

- he can plan ahead and evaluate what needs to be done.
- self-confidence is seen positively
- difficult goals need to be set and developed
- specific goals are set
- he strategic plans are considered important.
- he is encouraged to take charge and provide direction.
- he has the opportunity to self-develop.

As a Goal oriented achiever, xxxxx will be least likely to learn from, and will find it hard to learn in situations that involve:

- rapid unplanned action
- relaxed approaches.
- working with people who are unused to being directed
- working with people who do not want to progress towards a goal in a planned manner.
- things which are too easy.

PART 3: Getting future learning experiences right

A training program of some sort is the most likely form of contact he will have with a learning experience. The following is a list of important questions he should ask, enabling him to make an informed choice as to whether learning opportunities will be maximized.

Will xxxxx have the opportunity todevelop along a planned trajectory?

Will the situation be interesting?

Will there be lots of tasks, challenges and objectives?

Will there be an opportunity to be methodological in approach?

PART 4: Developing the less optimal learning styles

This section deals with responses to individual questions as opposed to scale scores. Take special care not to over-interpret this section as not all of our comments at this level of analysis will be appropriate since answers to individual questions can be low in reliability. Also note that Implementers (i.e. low scoring Deep Learning

Achievers) may be highly valued in some environments and so self-development towards greater reflectivity at the cost of expediency may be simply inappropriate.

If xxxxx wants to improve his styleas an Conscientious Achiever, Emotionally Intelligent Achiever or Deep Learning Achiever learner because his score was low, the first task is to decide what aspects he would like to develop. A useful starting point is to do an analysis of the LSP items where his answer contributed to a lower score. This is because these items indicate things he does not do, or believe in, and therefore point to what he needs to practice. The list below indicates these items, followed by his answer, and the learning style that this question measures in brackets:

_____ **4.** *I enjoy working on a project that involves a great deal of library research.* **FALSE** (Deep Learning Achiever style)

- Reason: A 'False' answer indicates a focus on practical success orientation, but insufficient love of learning concerning the deeper issues.
- Your work work should be based on deep learning of issues. Try to conceptualize and understand the question at different levels, as opposed to focussing on the solution.

_____ **5.** *I have at least as much will-power as the next person.* **FALSE** (Conscientious Achiever style)

- Reason: A 'False' answer suggests need for development of autonomy, rationality and responsibility.
- Development: Try to learn to be more scientific in self-evaluation so that strengths as well as weaknesses are considered. This objectivity will help build confidence in self as well.

_____ **9.** *I am so thoughtful and reflective that my friends sometimes call me a dreamer.* **FALSE** (Deep Learning Achiever style)

- Reason: A 'False' answer suggests a practical focus which, while initially beneficial, does not allow you to learn through deep reflection.
- Development: Allow yourself time to reflect on past experiences and dreams for the future. At the same time remember that dreams must become goals to promote practical success in pursuits.

_____ **20.** *When I want to buy something expensive, I can save patiently.* **FALSE** (Conscientious Achiever style)

- Reason: A 'False' answer indicates a lack of patience, planning and responsibility. Ultimately, 'delay of gratification' leads to achievement.
- Development: Try to focus on developing a plan that will get you to your end goal.

_____ **24.** *I enjoy solving problems even though they have no practical application.* **FALSE** (Deep Learning Achiever style)

- Reason: A 'False' answer indicates a practical success orientation, but one which is limited by a reluctance to engage in deep thinking and reflection.
- Development: Try to focus more on abstract problems as this will tend to lead to greater and more varied learning while undertaking a project. It is important to consider solutions with no practical value since they will often be useful in different contexts in the future.

_____ **29.** *I have tried to write poetry.* **FALSE** (Deep Learning Achiever style)

- Reason: A 'False' answer indicates a practical success orientation, but one which is limited by a reluctance to engage in deep thinking and reflection.
- Development: Try reflecting about your life experiences and knowledge in various different ways (such as by poetry) so that greater insight learning takes place.

_____ **43.** *I occasionally make decisions by tossing a coin.* **TRUE** (Emotionally Intelligent Achiever style)

- Reason: A 'True' answer suggests avoidance of decision-making.
- Development: Evaluate options scientifically and make a reasoned evaluation. This will always provide greater success than chance.

_____ **57.** *My plans almost always lead to success.* **FALSE** (Goal Oriented Achiever style)

- Reason: A ‘False’ answer indicates a lack of self-confidence in abilities. This will inhibit ability to pursue new learning opportunities.
- Development: Try to view success as possible and achievable. Focus on the end goal and the allocation of resources in order to motivate appropriate actions.

_____ **73.** *I get so excited by new and exciting ideas that I never think of the possible snags.* **TRUE** (Emotionally Intelligent Achiever style)

- Reason: A ‘True’ answer indicates a haphazard adoption of novel ideas, and does not demonstrate reasoned and emotionally intelligent action.
- Development: There are always advantages with new ideas but keep them in context by considering the problems association with the new ideas. In other words, be scientific and logical in the reasoning which is applied.

xxxxx should now indicate which are:

1. very hard to develop
2. quite hard to develop
3. relatively easy to develop
4. not appropriate to develop at this time

In the space provided, mark each question with a 1, 2, 3 or 4 accordingly.

Now xxxxx needs to decide which items to practice. Start off with some items which are 'relatively easy to develop', since these are likely to be the most straightforward to make a rapid improvement on. Also choose no more than four items to start off with and change the items to make them as relevant as possible. Write the reworded items in the space below:

1.

2.

3.

4.

These are his learning goals and the next step is to commit himself to some actions that will give him practice.

Additional Information

PART 5: Putting the results into context

Assistance can be obtained in two ways. When

- he wants to check his LSP results with other people's opinions of his learning preferences.
- he is choosing further learning activities.

Verifying the accuracy of the Learning Styles Profiler

It is likely that after completion of the LSP, he will want to verify if other people agree with the results, especially

if he is unsure of their accuracy. Seeking other opinions is a good thing to do since it encourages insight. Most importantly of all though, be aware of how easy it is to over-interpret results. Avoid focussing on what might be perceived as negative points and instead see them as self-development points. Moreover no psychological test can claim perfect accuracy and so discussion afterwards often helps put test results in context. Psychological tests can be regarded as providing insight and a useful domain for further discussion.

Choosing further learning experiences

The LSP provides useful information in assisting xxxxx choose learning activities that match his style of learning. There are two important ways in which help can be provided. First, in providing assistance in choosing activities that match his preferred learning style. Second, in helping him choose activities that develop poorer learning styles to help develop the 'all round' learner.

PART 6: Using your learning diary to record progress in learning

Developing learning strengths and weaknesses requires effort and persistence to overcome established predispositions and habits that have their origin in our neuropsychology. Development therefore requires intentional, conscious and concerted effort. For more information, see the Manual of the Learning Styles Profiler (published by http://www.cymeon.com). To help in self-development, we encourage insight and getting assistance. We also believe that maintaining and reviewing a daily record of events in terms of a learning diary will maintain the focus on self-development over a longer period of time. Fundamentally functional learning is based on:

- Wanting to have learning experiences (Sensation seeking)
- Directing these experience towards positive goals (Goal oriented achiever)
- Learning to evaluate information independently and scientifically with a view to correcting things in the future (Emotionally intelligent achiever)
- Learning to have insight into complex issues which results in wise, responsible and reliable activity (Conscientious achiever)
- Learning as much as possible about things and reflecting about them (Deep learning achiever)

The learning diary is specifically aimed at assisting Chris develop the urge to learn and all four conscious learning styles by means of tracking, recording and reviewing progress. We recommend:

- Describing at least one learning event in the day.
- Describing the approach taken in relation to learning styles.
- Critiquing the approach taken.
- Identifying how a different approach might have been better. Is this different approach dependent upon a weaker learning style? If so, then develop and practice a plan that would involve exposure to these weaker styles.

It is only through a structured and intense process of self-development that learning styles can be improved. Get help! Have insight! Keep a diary and from that diary develop action plans!

The five learning styles reflect different parts of the process of learning but are inter-connected. Each style leads to a particular type of activity which can, on rare occasions, appear to be similar. Be sure therefore to read the text carefully because otherwise subtleties can be missed! Moreover, all answers to the questions reflect a style of learning of one sort or another, which may be adaptive to some environments. Be sure therefore to keep results in perspective and be prepared to seek expert assistance should you need it.

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