

Samantha Sample
27 Mar 2013

EXPERT

STANDARD REPORT

LEARNING STYLES INVENTORY





REPORT STRUCTURE

The Standard Report presents Samantha Sample's profile results in the following sections:

1. Guide to Using This Report

- Introduction
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- Reference Group (Norm) Used
- Understanding the Charts and Tables

2. Learning Style

- Most Preferred Learning Style
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DISCLAIMER

This is a strictly confidential assessment report on Samantha Sample which is to be used under the guidance of a trained professional. The information contained in this report should only be disclosed on a 'need to know basis' with the prior understanding of Samantha Sample.

This profile arises from a self-report questionnaire and must be interpreted in the light of corroborating evidence gained from feedback and in the context of the role in question taking into account available data such as performance appraisals, actual experience, personality preferences, values, motives, interests, abilities and skills. As such the authors and distributors cannot accept responsibility for decisions made based on the information contained in this report and cannot be held directly or indirectly liable for the consequences of those decisions.

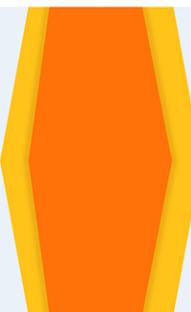


GUIDE TO USING THIS REPORT

INTRODUCTION

The Learning Styles Indicator (LSI) assesses a person's learning style, helping them identify the strategies they most and least prefer to adopt when learning new material. The LSI measures the six learning styles for which there is most supporting research. Each of these learning styles fall into three pairs of opposing approaches to learning:

CONCRETE - Assesses a preference for taking a direct, practical and hands-on approach to learning. Being extremely realistic by nature, people who show this preference are likely to be at their most productive when learning material that has an obvious use and can be easily put into practice.



ABSTRACT - Assesses a preference for learning about abstract theoretical subjects. Having an extremely strong interest in intellectual matters, people who show this preference are likely to greatly enjoy participating in theoretical debates and discussions.

SERIAL - Assesses a preference for focusing on the fine details of the material being studied. Appreciating the value of adhering to well defined procedures and systems, people who show this preference will want the material they are learning to be presented in a well-structured, organized manner.



HOLISTIC - Assesses a preference for focusing on the broader picture, and for developing a conceptual overview of the material being studied. People who show this preference are likely to be open and flexible in their approach to problem solving, and to enjoy the challenge of resolving problems as they occur.

REFLECTING - Assesses a preference for learning by guided instruction, private study and quiet contemplation. People who show this preference tend to be happy researching topics in depth in the library, and spending time reading around a subject at length.



ACTING - Assesses a preference for learning by direct experience and action. People who show this preference tend to have a lot of energy, and are likely to be active, involved and participative.

THE STANDARD REPORT

This report describes the Samantha Sample's most and least preferred learning style, describing both strengths and areas for development. The report describes how the individual can maximise their learning potential by approaching learning situations in a way that utilises their strengths and minimises their weakness. In addition, it provides examples of activities that can be used to develop the individual's learning style; strengthening weaknesses and expanding the range of preferred learning strategies.



FURTHER CONSIDERATIONS

To provide a more comprehensive view of this individual you may wish to also look at the following assessments:

Fifteen Factor Questionnaire Plus (15FQ+)

The 15FQ+ is an assessment of personality and individual differences. The 15FQ+ is based on one of the most researched and respected models of personality, identifying behaviour preferences across Cattell's 16 personality constructs (Cattell, 1946) and the big five personality traits (McCrae and Costa, 1987). These provide insight into how people typically think, feel and interact in ways that may be productive or counter-productive for an organisation.

General Reasoning Test (GRT2)

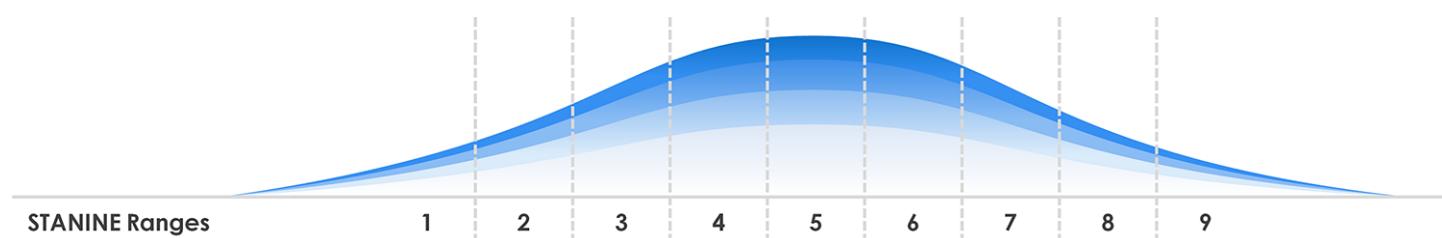
The GRT2 assesses the ability to reason using words, numbers and abstract concepts. It has been specifically designed to discriminate between candidates of average ability, whose aptitude is being assessed for general level employment and training. Tests such as the General Reasoning Test have consistently been found to be the best single predictor of both performance and trainability in roles that require a good level of general mental ability.

Critical Reasoning Test Battery (CRTB2)

Critical Reasoning is an ability that is central to all roles that require the incumbent to take logical decisions based on complex information. The test comprises two sub-tests which measure verbal and numerical critical reasoning. The Critical Reasoning Test Battery contains problems which are relevant to management and business functions and was deigned to distinguish between individuals of high ability.

REFERENCE GROUP (NORM) USED

A reference group is used to evaluate Samantha's results. Her results are presented as standardised STANINE scores with Mean=5 and SD=2 as demonstrated in the following chart.



The following norm was used to generate this report:

Test	Norm Used	Sample Size
Learning Styles Inventory (LSI)	Respondents	110



UNDERSTANDING THE CHARTS AND TABLES

Much of the information provided in this report is presented in the form of charts or tables, which is why it is important to be able to read them accurately and make use of the information contained within them. The following elements are used to present the data in the charts and tables:

Element	Description
Raw	The Raw score is simply the (un-scaled) sum of item scores in the 'keyed' direction.
STANINE Score	The STANINE score is a standardised scale used to compare respondent results. The score has a Mean of 5 and Standard Deviation of 2. This score is presented as a 9-point scale in the results chart.
Standard Error of Measurement (SEm)	The Standard Error of Measurement is a measure of the range within which an individual's hypothetical 'true' score is likely to fall within 68% probability. It is presented as blue error bar surrounding the respondent's obtained STEN score in the results chart.
Percentile Score (%ile)	A value which reflects the percentage of people in a sample who score below a given raw score. This score is presented as a numerical value between 0 and 100 in the results chart.



LEARNING STYLES

Samantha Sample's Most Preferred Learning Style: Activist

Samantha Sample very strongly prefers learning by direct experience, rather than learning through instruction, self-directed private study or quiet reflection. Being extremely active, and having an awful lot of energy, she may very quickly become bored and restless if there are not lots of activities for her to participate in. Greatly enjoying learning by experimentation and trial and error, she is likely to be at her most productive when she is learning in an experiential group setting rather than in a formal classroom context.

Being extremely active and participative she is very strongly inclined to think on her feet and throw herself eagerly into new learning situations in a direct, involved manner. Having extremely high levels of energy and enthusiasm, she will very quickly become actively engaged with a topic or problem. Greatly valuing variety and change, she is likely to be extremely motivated to seek out new and varied learning opportunities, and to savour learning experiences she has not tried before.

Samantha Sample's Least Preferred Learning Style: Contemplator

Samantha Sample shows extremely little interest in learning through quiet contemplation and self-directed private study, greatly preferring to learn via experimentation and through direct action. As a result, she may very quickly become bored if she is required to spend long periods of time studying on her own, reading or working in the library.

Extremely quick to express her own views and opinions, and feeling very comfortable thinking on her feet, she is likely to greatly enjoy participating in experiential group work and brain-storming sessions. Very happy to develop her ideas as the group discussion unfolds, and learn from experience, she may express her views or opinions without having taken sufficient time to have fully thought them through. When entering a new learning situation she may rush in head long, and very quickly become actively involved with her new learning goals, without having put aside sufficient time to quietly reflect on the material she is studying.

How to Develop her Underdeveloped Learning Style

Help her practise her listening skills:

- When working in a group, make sure that she asks everyone else what their opinion is before she expresses her own opinion
- At the end of a discussion, encourage her to make brief notes on the views and opinions expressed by each of her co-students
- Help her practise asking questions in the form of: This is what I think, what do you think?

Improve her self-directed study skills:

- Initially set her a goal of working on her own (e.g. in the library, reading etc..) for 20 minutes before taking a break, then gradually increase the length of time she works for without a brake
- Remind her to set aside some time to be on her own and reflect upon what she has learnt at the end of each day
- Encourage her to keep a self-reflective diary of thoughts, ideas and observations that occur to her while she is studying

In Summary, she is likely to prefer learning:

- Via direct, personal experience, rather than through self-direct private study
- By doing rather than reading
- In short, intensive bursts
- In a group setting
- Through trial and error, and experimentation, rather than via reflection or contemplation
- By discussing material with others



Samantha Sample's Second Most Preferred Learning Style: Serialist

When learning something new, Samantha Sample greatly prefers to focus on the details of the material she is studying, and get a clear grasp of all the key points and issues, before attempting to place the material she has learnt in its broader context. Greatly appreciating the value of adhering to well-defined procedures and systems, she will want the material she is learning to be presented in a well-structured, organized manner. Being extremely diligent and having a very strong sense of duty, she is likely to be very happy to persevere with even the most boring and mundane tasks.

Being highly concerned to get things just right, she may sometimes be so keen to find the perfect solution to a problem that she overlooks less elegant but nonetheless acceptable compromises. Being extremely well organized, and approaching work in a highly structured manner, she is likely to be extremely keen to make detailed notes, study plans and time tables, and have clear, well-defined learning goals and objectives. Being very motivated to set herself high standards, she is likely to double check all her work to ensure that she has not made careless errors. Greatly valuing accuracy, and having a sharp eye for detail, she is very likely to enjoy studying subjects that require diligently following set procedures and systems and attending to fine details.

Samantha Sample's Second Least Preferred Learning Style: Holist

Samantha Sample shows extremely little interest in taking a broad strategic overview of her area of study, preferring to attend to the detailed aspects of the material she is studying, rather than focus on the bigger picture. Not being very flexible or adaptable in her approach to problem solving, she will not enjoy having to deal with problems as they arise. Rather, she is likely to be strongly motivated to plan ahead, thereby hoping to avoid unexpected eventualities.

Rather lacking in spontaneity, and not at all inclined to be impulsive, she may become so engrossed in the detailed aspects of the material she is studying that she loses sight of broader issues and perspectives. Strongly believing that once the details have been sorted out everything will fall into place, she is unlikely to see the point of paying great attention to the context in which events occur, or giving much effort to trying to understand the bigger picture. Extremely conventional by nature, and being greatly concerned to follow set procedures and protocols, she may be inclined to reject out of hand approaches that have not been well documented and tried and tested.

How to Develop her Underdeveloped Learning Style

Develop her ability to think more strategically:

- Encourage her to consider the decision that she has recently made and decide what the consequence of that decision have been:- what other choices could she have made and what might the consequences of those other choices have been?
- Remind her to practise asking probing questions aimed at getting to the bottom of the reasoning behind others' opinions and decisions, especially when there is a difference in points of view
- Encourage her to take a complex situation and analyse it in detail:- what are the merits of the different options/choices available; are there any perverse incentives/outcomes?

In Summary, she is likely to prefer:

- Attending to detail, rather than focusing on the big picture
- Making detailed notes and study plans
- Setting herself clear goals and objectives
- Working on well-defined problems, rather than attending to broad strategic issues
- Learning material that is presented in a well-structured, systematic manner
- Following well-defined procedures and protocols



THE LEARNING STYLE PROFILE

LSI PROFILE CHART

