PSYTECH
INTERNATIONAL

Sam Sample
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EXPERT

STANDARD REPORT

LEARNING STYLES INVENTORY

PREFERENCES
LSI

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REPORT STRUCTURE

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

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- Introduction
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- Second Least Preferred Learning Style

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DISCLAIMER

This is a strictly confidential assessment report on Sam 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 Sam 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.

Sam Sample

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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 Sam 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 the individual users 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 Sam's results. His results are presented as standardised STANINE scores with Mean=5 and SD=2 as demonstrated in the following chart.

STANINE Ranges   1   2   3   4   5   6   7   8   9
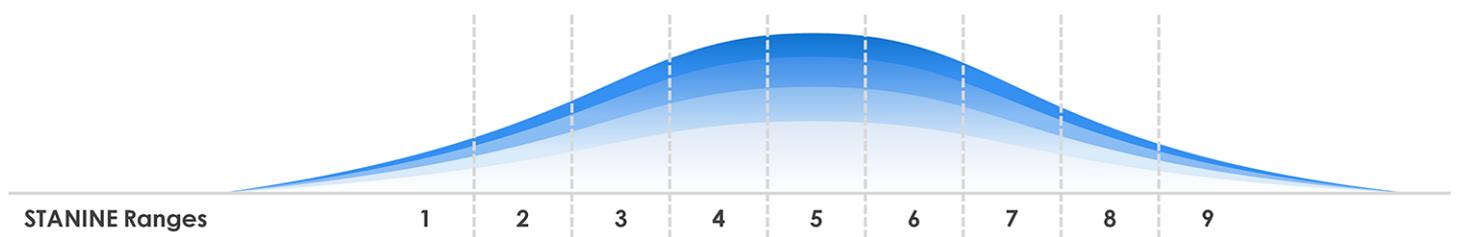
The following norm was used to generate this report:

Test	Norm Used	Sample Size
Learning Styles Inventory (LSI)	Young Adult Learners	218

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 (SE*m*)	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

Sam Sample's Most Preferred Learning Style: Activist

Sam 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, he may very quickly become bored and restless if there are not lots of activities for he to participate in. Greatly enjoying learning by experimentation and trial and error, he is likely to be at his most productive when he is learning in an experiential group setting rather than in a formal classroom context.

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

Sam Sample's Least Preferred Learning Style: Contemplator

Sam 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, he may very quickly become bored if he is required to spend long periods of time studying on his own, reading or working in the library.

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

How to Develop his Underdeveloped Learning Style

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

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

In Summary, he 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

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Sam Sample's Second Most Preferred Learning Style: Serialist

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

Being highly concerned to get things just right, he may sometimes be so keen to find the perfect solution to a problem that he overlooks less elegant but nonetheless acceptable compromises. Being extremely well organized, and approaching work in a highly structured manner, he 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 himself high standards, he is likely to double check all his work to ensure that he has not made careless errors. Greatly valuing accuracy, and having a sharp eye for detail, he is very likely to enjoy studying subjects that require diligently following set procedures and systems and attending to fine details.

Sam Sample's Second Least Preferred Learning Style: Holist

Sam Sample shows extremely little interest in taking a broad strategic overview of his area of study, preferring to attend to the detailed aspects of the material he is studying, rather than focus on the bigger picture. Not being very flexible or adaptable in his approach to problem solving, he will not enjoy having to deal with problems as they arise. Rather, he 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, he may become so engrossed in the detailed aspects of the material he is studying that he loses sight of broader issues and perspectives. Strongly believing that once the details have been sorted out everything will fall into place, he 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, he may be inclined to reject out of hand approaches that have not been well documented and tried and tested.

How to Develop his Underdeveloped Learning Style

Develop his ability to think more strategically:
- Encourage him to consider the a decision that he has recently made and decide what the consequence of that decision have been:- what other choices could he have made and what might the consequences of those other choices have been?
- Remind him 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 him 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, he is likely to prefer:
- Attending to detail, rather than focusing on the big picture
- Making detailed notes and study plans
- Setting himself 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

Scale	Raw	Left Description	1 2 3 4 5 6 7 8 9	Right Description	%ile
ABS	17	**CONCRETE** Prefers taking a direct, practical and hands-on approach to learning.	4	**ABSTRACT** Prefers learning about abstract theoretical subjects.	34
HOL	10	**SERIAL** Prefers focusing on the fine details of the material being studied.	1	**HOLISTIC** Prefers focusing on the broader picture and developing a conceptual overview of the material being studied.	1
ACT	24	**REFLECTING** Prefers learning by guided instruction, private study and quiet contemplation.	9	**ACTING** Prefers learning by direct experience and action.	99

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