



Expert Report
SAMPLE REPORT

Maximising Your Learning

Ms Sample Respondent

07 September 2004



Internet: <http://www.shlgroup.com>
Email: info@shlgroup.com

© SHL Group plc. 2001. All Rights Reserved

® SHL and OPQ are trademarks of SHL Group plc. registered in the UK and in other countries.
DISCLAIMER: This is a sample report. Names, organisations, places and incidents are either the product of the author's imagination or are used fictitiously. Any resemblance to actual events, organisations or persons, living or dead, is entirely coincidental.

Introduction

Individual learning is increasingly seen as important in the development of the human capital essential in today's constantly changing world of work. This report is designed to help you understand how you typically approach learning. Understanding your preferred approach allows you to choose and organise learning opportunities more effectively and, thereby, maximise your personal development.

The report is based on your responses to OPQ32 that, along with all self-report questionnaires, is not infallible. The accuracy of this report will depend on the frankness with which you answered the OPQ32 questions. However, while this report is not intended to be definitive, it does provide a starting point for you to consider development needs that are key to both personal and organisational success.

Engaging in Learning

This report has been structured to provide straightforward and easy to interpret information, initially describing your preferred approach when engaging in learning and then moving on to describe how this and other aspects of your profile are likely to impact on your personal development. Your route through learning will be influenced by the following learning preferences:

Analytical - Intuitive

- **A Stronger Preference for Analytical:** People with a strong preference for taking an analytical approach like to use reasoning in their learning, and approach learning opportunities from a more rational and objective perspective.
- **A Stronger Preference for Intuitive:** People with a strong intuitive preference are more likely to follow their instincts in the way they engage in learning, and their perception of the learning process will be influenced by how they feel about a learning event and the other people involved in that event.

Hands on - Observation

- **A Stronger Preference for Hands on:** People with a hands-on approach prefer taking an active and involved approach to learning. They discover by doing and seeing. The tangible results of an action provide the opportunity to learn from the *outside-in*; i.e. by internalising and remembering those actions that have been shown from direct experience to work in the external world.
- **A Stronger Preference for Observation:** People with a strong preference for observation are more likely to seek opportunities to watch and listen to others before getting involved in a learning activity or experience. People with this preference tend to learn from the *inside-out*; i.e. by first gaining an understanding of what is involved in an activity before directly engaging in it.





Maximising Your Learning





Most significant learning experiences take place in the context of work through acquiring and developing skills to meet workplace challenges. This report has been specifically designed to reflect learning in the work context.

While this report will provide you with information on your natural learning preferences, it is also important that you review those approaches that are not perhaps a natural preference or, at least, not a strong preference. Challenging yourself to use less preferred approaches will lend a more rounded approach to personal development by bringing into play a greater self-awareness.

Your Preferred Approach to Learning

Based on your responses to the OPQ32, the following graphs summarise your learning preferences.

	Potential Under-use	Active Preference	Strong Preference
Analytical			
Intuitive			

	Potential Under-use	Active Preference	Strong Preference
Hands On			
Observe			

Analytical/Intuitive

Your responses suggest that, while not strongly characteristic of your approach to learning, you may take the time to reflect on what you want to achieve from your learning, and how you will realise whether or not you have reached the learning objectives you set yourself.

At times you may be guided by what feels right to you but in other situations you will be less comfortable trusting your intuition. As such, you may wish to involve others and their views to help guide you in your learning.

Hands on/Observation

Your responses suggest that there may be occasions when a hands-on approach to learning will appeal to you, particularly when you expect a learning experience to have a positive outcome. However, there may be occasions when you prefer a more cautious approach and when you will prefer to observe and listen to others before directly engaging in a learning activity.

Learning Competencies

The previous section of the report described your preferences when engaging in the learning situation. The following section describes four key learning competencies that, when combined with your preferences, will help you to understand better how to learn-to-learn and make your development more effective.

Competency	Definitions
Seeking Opportunities to Learn	Active in identifying learning opportunities and being creative in taking advantage of them
Seizing Opportunities to Learn	Open to trying things out and taking on challenges, even if they involve some risk
Planning your Learning	Taking a pro-active approach to planning and structuring learning
Learning from Feedback	Being open to seeking and building on feedback from others

Your scores on these competencies, again taken from your responses to the OPQ, are summarised as follows; those that are likely to be an area of strength, those where there may be some scope for further development and those which flag up a potential development need. You also need to consider these in the light of your current motivation for learning. For example, while you may generally prefer to take a fairly open approach to planning your learning, you may recognise the need for, when motivated, investing the energy in greater planning and organising. Similarly, you may be someone who has a preference for reflecting before acting, but may also realise the need on occasion to get directly involved in learning situations before having had the chance to fully think things through.

Your responses to the OPQ have been used to suggest actions against these competencies that would benefit your personal development. Where you should focus is summarised as follows:

Key to Competency Rating Symbols and Colour Codings

	AREA OF STRENGTH
	SCOPE FOR FURTHER DEVELOPMENT
	POTENTIAL DEVELOPMENT NEED

In addition to providing information on where you sit overall on each of the four learning competencies, you will find specific behavioural feedback. If the competency is shown as 'Scope for Further Development' (something to focus on) or as a 'Potential Development Need' (something to work on), specific questions and suggested actions for you to consider in strengthening your approach to learning and development are given.

Seeking Opportunities to Learn

SCOPE FOR FURTHER DEVELOPMENT

To maximise your learning potential, it is important to identify opportunities that might change your perspective or provide the opportunity to learn new things.

■ Prefer to build on others' ideas so less likely to generate, for yourself, ideas and alternatives for how to meet your learning and development needs.

■ ■ Sometimes likely to recognise learning opportunities outside formal training and development programmes.

■ Less likely to be comfortable with change and to experiment with new and different learning experiences.

Possible development activities for further discussion:

- Investigate whether it would be possible to set up a learning group or set within your work environment. As well as the benefits of creating more opportunities to learn and generate fresh ideas of ways to learn, such groups can have positive benefits in networking with colleagues from other areas within the organisation, as well as adding to your organisational knowledge.
- With a colleague, coach or mentor, review your recent work. Were there any times where you wish you had taken a more radical approach? What would the subsequent benefits have been? How can you make sure that you incorporate some radical thinking into your future work as well as keeping a balance with the more conventional approaches?
- You may potentially miss some learning opportunities as constant change tends to make you uncomfortable. Consider arranging regular meetings with a coach, mentor or supportive colleague to periodically review what you have learned and to help identifying future learning opportunities.

Seizing Opportunities to Learn

SCOPE FOR FURTHER DEVELOPMENT

Seizing opportunities to learn involves taking risks and sometimes making mistakes. This is critical to learning, introducing challenges and providing an invaluable insight into what leads to success as well as understanding what doesn't work as well.

■ ■ Likely to strike a balance between accepting and disregarding decisions made by others so may sometimes set your own agenda for your personal development and act upon it.

■ ■ ■ Set demanding personal goals so will tend to set and reach challenging objectives for your personal development.

■ ■ ■ Unlikely to worry about anything unexpected so will feel positive and energised by new opportunities to learn and develop.

Possible development activities for further discussion:

- Make a list of some of the mistakes you feel you have made over the last two to three years. Are there any similarities in the circumstances surrounding these and would they have been different if you had been prepared to go your own way? What did you learn from these mistakes? What would you have lost in your learning if all those decisions were correct?
- Other aspects of your work may frequently take priority over learning. Aim to review your priorities to establish where learning new tasks and seeking development opportunities would be. Discuss these with a friend or colleague to see if there are opportunities to learn that you have overlooked.
- Find out what learning resources are available in your organisation, for example, library, internal training courses, CD, web-based learning. Exploration of external courses may also be beneficial as you will be relatively free from anxiety about learning new tasks.

Planning Your Learning

SCOPE FOR FURTHER DEVELOPMENT

To get the most from your learning, it is important to take a planned approach, setting out both how and when you will achieve milestones and objectives in your development.

■ ■ Plan ahead to some extent so likely to set some deadlines and timescales for your short-term and long-term learning and development.

■ ■ ■ Tend to take an organised and systematic approach so very likely to work through the detail of how you will achieve learning and development objectives.

■ ■ ■ Seek to meet deadlines so likely to persevere with a learning plan or personal development programme.

Possible development activities for further discussion:

- Write down your longer-term goals for your learning as well as considering the medium-term and spend time ensuring that these are given sufficient priority in your activities and resourcing decisions. Try to regularly review progress against your learning goals and incorporate the lessons learned to your future learning.
- Identify a couple of colleagues who work in a similar environment who also have an organised approach to their learning. Discuss with them their techniques for planning their learning. Is there anything you can adapt and apply to your own situation to increase the opportunities you have to learn and to ensure that you are flexible in your approach to your plans for future development and learning?
- Consider introducing deadlines and outputs for your learning objectives. Identify ways of being sufficiently flexible so that it is possible to work on several development activities at the same time and prioritise those which are more vital.

Learning From Feedback

SCOPE FOR FURTHER DEVELOPMENT

Getting feedback on performance is one of the most powerful ways of learning about personal effectiveness and of identifying further opportunities to learn and develop.

- ■ Tend to strike a balance between being sensitive and tough-minded so may see feedback for its information value rather than as a possible source of criticism.
- ■ May sometimes modify your behaviour to suit the situation and thus adapt your approach to learning and development as a result of feedback from others.
- ■ May place a realistic level of trust in those providing feedback so sometimes comfortable sharing your learning experiences, good or bad, with others.

Possible development activities for further discussion:

- Think about holding project review meetings, if you do not already do this, and include feedback on performance as part of the meeting. This principle can equally apply to any major piece of work whether it is organised in a project based way or not. In this situation, it is important to ensure that all involved receive some feedback, including the project manager, and that it is organised as sensitively as possible.
- Consider organising a 360° feedback exercise, where your performance is evaluated by colleagues, direct reports and your manager, to get feedback from different perspectives. Identify the common themes across all of your raters and consider how to use the information to help you to prioritise your learning and development and in which situations it will be most appropriate to vary your behaviour to maximise your development.
- Practise asking for feedback from others, starting with those whom you trust and respect. Suspend your judgement about what it says about your performance and you as a person while you consider how you can apply and build on the feedback in your work.

About The Expert Report

This report was generated using the SHL Expert Assessment System. It includes information from the Occupational Personality Questionnaire (OPQ32). The use of this questionnaire is limited to those people who have received specialist training in its use and interpretation.

The report herein is generated from the results of a questionnaire answered by the respondent(s) and substantially reflects the answers made by them. Due consideration must be given to the subjective nature of questionnaire-based ratings in the interpretation of this data. This report has been generated electronically - the user of the software can make amendments and additions to the text of the report.

SHL Group plc and its associated companies cannot guarantee that the contents of this report are the unchanged output of the computer system. We can accept no liability for the consequences of the use of this report and this includes liability of every kind (including negligence) for its contents.

® SHL and OPQ are trademarks of SHL Group plc which are registered in the United Kingdom and other countries.

SHL (UK)
The Pavilion
1 Atwell Place
Thames Ditton
Surrey
KT7 0NE
Phone: 0870 070 8000
Fax: 0870 070 7000

<http://www.shlgroup.com/uk>
uk@shlgroup.com

Also: [Australia](#) | [Belgium](#) | [Canada](#) | [China](#) | [Denmark](#) | [Finland](#) | [France](#) | [Germany](#) | [Greece](#) | [Hong Kong](#) | [Hungary](#) | [India](#) | [Indonesia](#) | [Ireland](#) | [Italy](#) | [Japan](#) | [Korea](#) | [Mexico](#) | [Netherlands](#) | [New Zealand](#) | [Norway](#) | [Poland](#) | [Portugal](#) | [Singapore](#) | [South Africa](#) | [Spain](#) | [Sweden](#) | [Switzerland](#) | [Turkey](#) | [United Kingdom](#) | [United States of America](#)