

Introduction

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Name: **Sample Report**

Date of Administration: **May 05, 2008**

Alvin Toffler noted that "The illiterate of the future will not be those who cannot read, but those who cannot learn." The purpose of the Learning Effectiveness Indicator® is to provide indicators of those behaviors that enhance and create resistance to learning effectiveness. Being an effective learner is critical to success at work and greater satisfaction in your personal life. Your use of the critical five dimensions of learning enablers and resisters are reflected in your results.

If you are truly seeking to enhance your overall effectiveness - either by boosting performance or leveraging potential — you need to find strategies to unleash potential to perform better across more roles and functions. ***The core of potential is Learning Effectiveness: quickly learning and applying a lesson from experience.***

Everyone is a learner. Your learning patterns range from analyzing all that needs to be done to use a new skill to accessing others who do something well in order to mimic the behavior to trial and error efforts. But, how quickly can you do this and apply the insight to real, everyday challenges? ***The purpose of the Learning Effectiveness Indicator™ (LEI™) is to identify important dimensions of Learning Effectiveness.***

If you have questions about your report or interpreting your information, please let us know. You may email us at info@leadership-systems.com or call 336-774-0330.

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Learning Effectiveness Dimensions

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You were asked to think about how you behave.

Given this reflection:

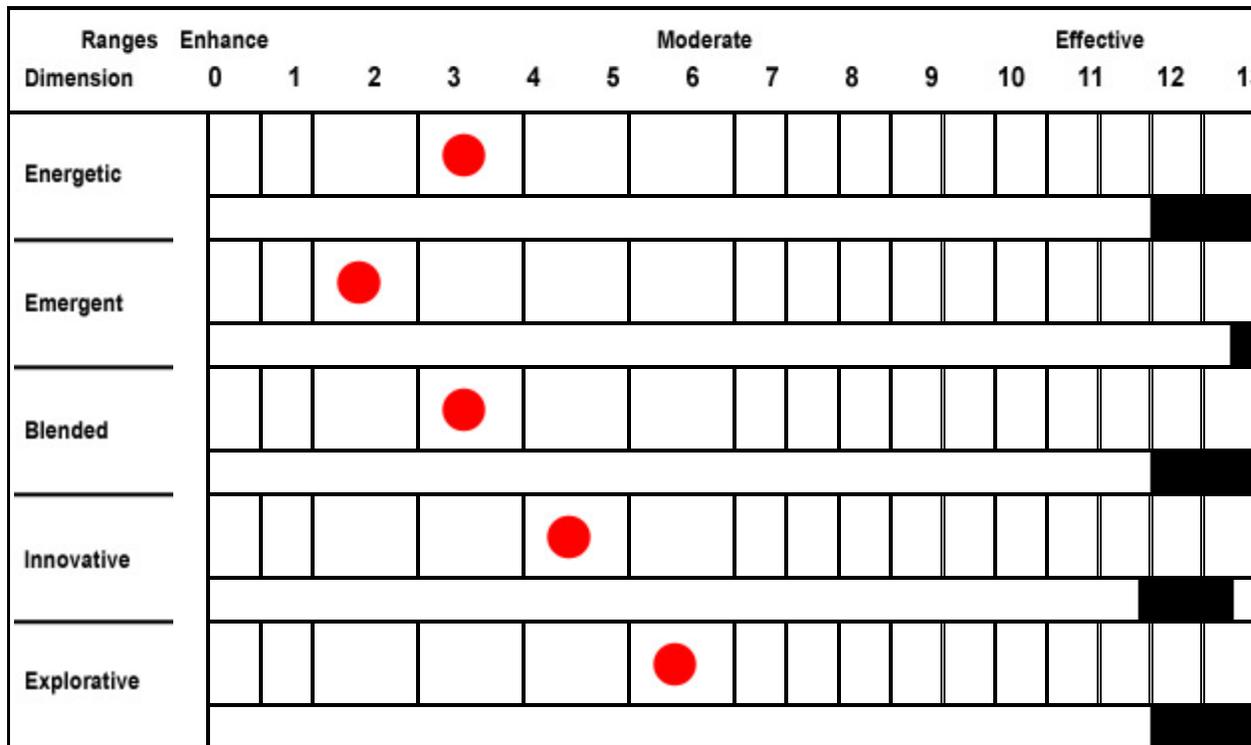
Select the descriptor (left or right side) and then **rate** as follows: V=frequent or very descriptive, S=sometimes display or somewhat descriptive, I=rarely display or not descriptive, N=behavior is never seen or this is not relevant to your experience. You may rate *only one side* or the other for each pair of statements.

Learning Effectiveness Indicator™ (LEI™) Results

You rated twenty-five items in terms of the degree of demonstrated behavior or its descriptive quality of your behavior. The two graphs below provide your scores on the five Learning Effectiveness Dimensions and an Overall Effectiveness Score.

Learning Effectiveness Dimensions

The following graph shows your scores on the five Learning Effectiveness Dimensions:



The bar represents the mean and one standard deviation of managers. Consider this a "target range" and any scores below the bar should be an area of concern for a manager.

Interpretation Considerations for Learning Effectiveness Dimensions

To aid your understanding of the five Effectiveness Dimensions and to identify the potential areas for development, please review the following.

Dimension	Description	Action for Development
Energy	Actively extracts lessons from experience; initiates with others to access their perspectives; seeks feedback; pursues challenges.	Create a feedback-rich environment; start a learning journal to identify lessons learned; ask those who know you for their impressions of situations.
Emergent	Anticipates outcomes in situations; open to ideas; enjoys novel perspectives; stimulated by ambiguity.	Keep your defenses in check when others have new ideas; actively pursue others who typically see things differently from you.
Blended	Thinks broadly, seeks divergent perspectives to stimulate synthetic thinking; adjusts quickly to changing conditions; seeks "best practices."	Intentionally create free-flowing idea maps to identify connections between ideas and observations; ask others about radical thinkers in your area of expertise.
Innovative	Tests ideas; sees "failed" experiments as information; tries different ways of doing things; asks others for their learning strategies.	Turn your daily challenges into experiments; keep records of how ideas emerge; keep a dream journal.
Explorative	Analyzes for underlying reasons for situations; shows interest in others' ideas; easily detaches to take perspective.	Keep an idea journal; create a strategy to detach when emotions are engaged; rather than argue with those with a different view, solicit their data and assumptions when sharing perspectives.

Overall Effectiveness Score

Overall Effectiveness	You indicated active use of all five Learning Effectiveness Dimensions.	
Effective	You indicated use of most of the Learning Effectiveness Dimensions.	
Moderate	You indicated some use of the Learning Effectiveness Dimensions.	
Mild	You indicated inconsistent use of Learning Effectiveness Dimensions.	<input checked="" type="checkbox"/>
Low	You indicated few behaviors related to the Learning Effectiveness Dimensions.	

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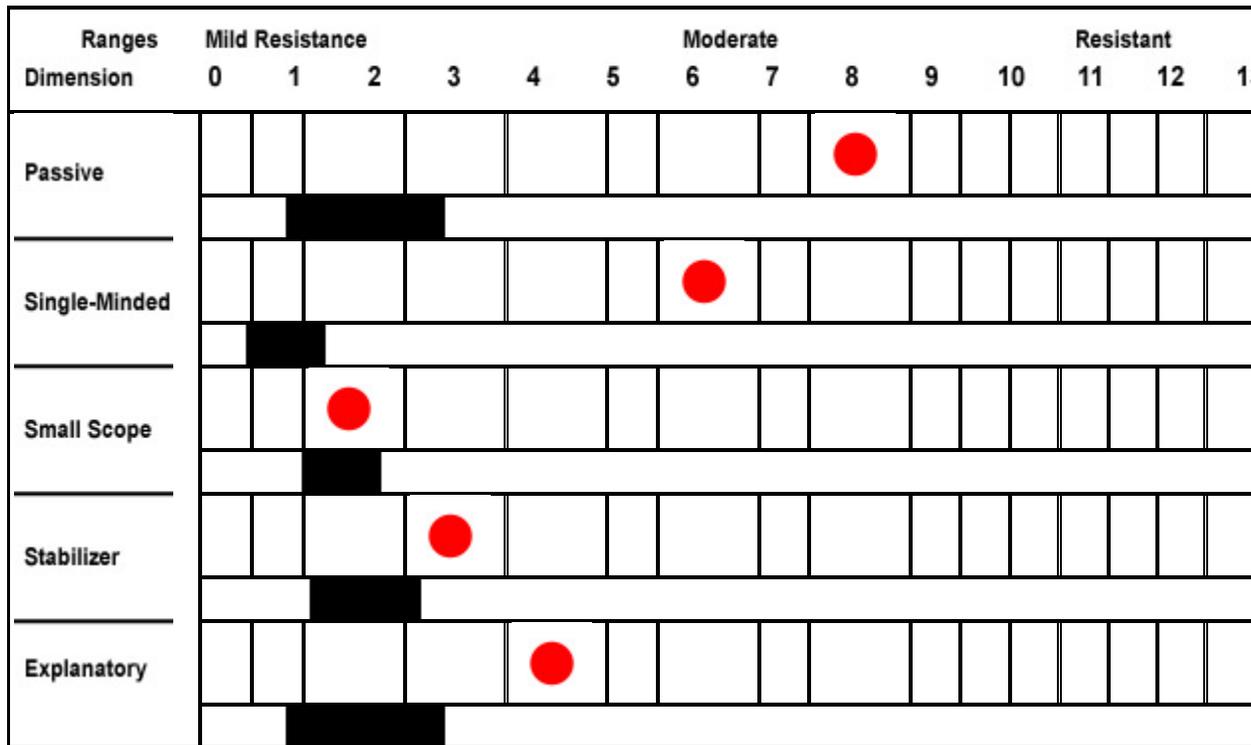
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Effectiveness Resistance Dimensions

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There are specific aspects of your behavior that may provide resistance to Learning Effectiveness. While these resistors may be beneficial from time to time, individuals are less likely to learn quickly and employ insights from their experience when these dimensions are the primary approach to learning.

Effectiveness Resistance Scores



The bars represent the mean and one standard deviation of managers. Consider this a "target range" and any scores above the bar should be an area of concern for a manager.

Interpretation Considerations for Effectiveness Resistance Dimensions

Dimension	Description
Passive	Uses path of least resistance, cautious, waits for others to share, avoids feedback, prefers the familiar.
Single Minded	Sticks with "what" has happened in a situation; focuses on the present; comfortable with standardization.
Small Scope	Comfortable with a general explanation for situations; perfectionistic; prefers simple analysis.

Stability	Seeks extensive evidence before acting; has narrow interests; avoids risks; uses a primary tactic when problem-solving.
Explanatory	Prefers pragmatic, realistic information as the only source when problem-solving; sticks with answers and unlikely to change point of view; explains rather than asks; quick to decide based on history.

Overall Resistance Score

Constantly Resistant to Learning Effectiveness Dimensions	You indicated that you constantly resist using Learning Effectiveness Dimensions.	
Often Resistant to Learning Effectiveness Dimensions	You indicated that you do not use many Learning Effectiveness Dimensions.	
Sometimes Resistant to Learning Effectiveness Dimensions	You indicated that you resist using some but not all Learning Effectiveness Dimensions.	
Seldom Resistant to Learning Effectiveness Dimensions	You indicated that you use some Learning Effectiveness Dimensions unevenly.	<input checked="" type="checkbox"/>
Situationally Resistant to Learning Effectiveness Dimensions	You indicated that you resist using Learning Effectiveness Dimensions when certain situations emerge.	

Effectiveness and overall work-life satisfaction requires enhancing learning strategies and reducing those factors resistant to learning agility.

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Composite Scores

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The relationship between your Learning Effectiveness Dimensions and Resistance Dimensions are summarized below. Carefully evaluate which Effectiveness Dimensions to enhance and the Resistance Dimensions to reduce in order to increase your overall Learning Effectiveness.

Dimension	Effectiveness Scores				Resistance			Dimension
	Agile	Effective	Moderate	Enhanced	Mild	Moderate	Resistant	
Energetic				■	■			Passive
Emergent				■	■			Single-Minded
Blended				■	■			Small Scope
Innovative				■	■			Stabilizer
Explorative				■	■			Explorative
				■	■			

Summary

Keep in mind that all instrument results, no matter how valid and reliable in general, are subject to the influence of major life or work transitions, individual pressures, and personal discovery. Indicators of patterns provide a useful benchmark for you to consider which behaviors are serving you, getting in your way, or are no longer relevant to your current situation.

If you have questions about your results, please feel free to contact our office at (336) 774-0330 or email us at info@leadership-systems.com.

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Reading Suggestions

The following resources are recommended to aid your Learning Effectiveness.

Dimension	Description	Books and Resources
Energetic	Actively extracts lessons from experience; initiates with others to access their perspectives; seeks feedback; pursues challenges.	<i>Lean Thinking</i> by James P. Womack and Daniel T. Jones
Emergent	Anticipates outcomes in situations; open to ideas; enjoys novel perspectives; stimulated by ambiguity.	<i>The Thinking Course</i> by Edward de Bono
Blended	Thinks broadly, seeks divergent perspectives to stimulate synthetic thinking; adjusts quickly to changing conditions; seeks "best practices."	<i>Reinventing Strategy: Using Strategic Learning to Create and Sustain Breakthrough Performance</i> by Willie Pieterse
Innovative	Tests ideas; sees "failed" experiments as information; tries different ways of doing things; asks others for their learning strategies.	<i>Creativity Workout: 62 Exercises to Unlock Your Most Creative Ideas</i> (Paperback) by Edward de Bono
Explorative	Analyzes for underlying reasons for situations; shows interest in others' ideas; easily detaches to take perspective.	<i>Thinking</i> (4th Edition) by Gary R. Kirby and Jeffrey R. Goodpaster

We strongly recommend the following overall development guide:

FYI: For Your Improvement, Lominger, Inc. (can be purchased at the bookstore at www.leadership-systems.com).

If you have questions, please call our offices at 336-774-0330 or email us at info@leadership-systems.com.

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