



# LEARNING STYLE REPORT

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David Carter

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# ABOUT THIS REPORT

This report provides information about your approach to learning at work as indicated by your fundamental Quintax preferences and styles. Based on a widely accepted model of how adults learn from experience, the report has been designed to help you identify your strengths and weaknesses in learning at and from work. In turn this will assist you in identifying and maximising the benefit that you can gain from any learning opportunity.

By forming a better understanding of how you learn from experience you will be able to take a proactive approach to continuously developing your own skills and competencies in the workplace.

## PUBLISHER'S NOTE

This computer-generated report is obtained from the results of the Quintax Personality Questionnaire completed by the respondent and reflects the answers given by them. As with all self-report personality questionnaires the results rely on the respondent's accuracy, honesty and frankness. Until the results and their implications have been validated through feedback this report must be treated as a speculative report on the individual's preferences and work styles.

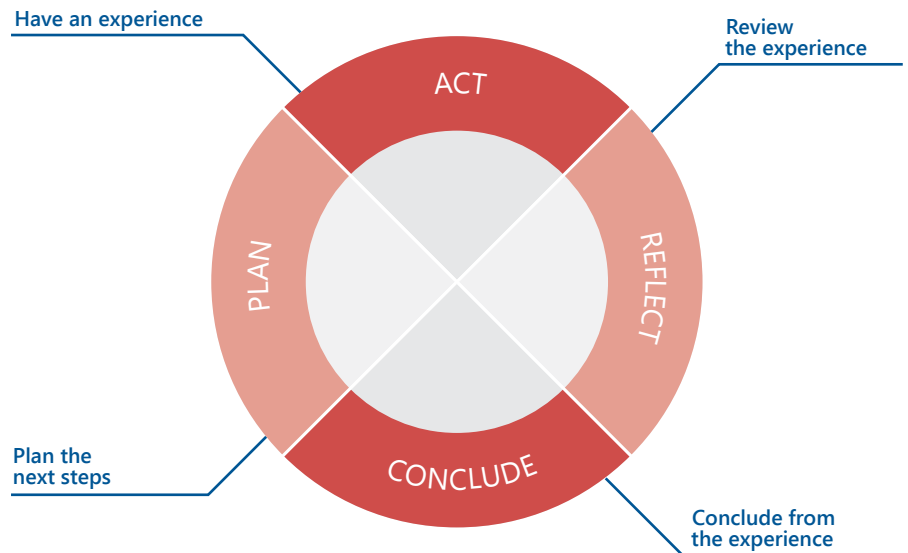
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# LEARNING AT WORK

## THE LEARNING CYCLE

Several theories about how people learn at work have been developed by learning experts such as David Kolb in the U.S.A. and Peter Honey and Alan Mumford in the U.K. Building on this work, we have described below a 4-stage model of learning which can be characterised as the 'learning cycle'.

Stage	Learning behaviours
Act	engage with an activity, explore current situations and people, deal with the here and now
Reflect	understand the meaning of events, look at the situation from different viewpoints
Conclude	consider why an event might have occurred, relate present events to a model of the wider system, generate hypotheses
Plan	put theoretical abstractions into practice, turn ideas into plans for action and implementation



## LEARNING FROM EXPERIENCE

While we all feel that we can learn from experience, experience alone is not sufficient for learning to happen. Many learners rely on an intuitive, experiential approach to learning – where learning just happens, rather than a conscious approach – where learning is planned and intentional. For learning to occur our experiences must be reflected upon, conclusions drawn, and practical steps taken for engaging in future experiences. We learn best when we move through the learning cycle systematically. The most effective learners know this and apply it in their own learning.

# YOUR STYLES

## LEARNING STYLE

To learn effectively learning theorists have argued that it is essential to give each stage of the learning cycle equal attention. However different people will tend to focus on different parts of the learning cycle. There may therefore be four different kinds of learner, or learning styles, determined by the stage of the learning cycle to which the learner pays most attention. In part, these learning styles are determined by our personality preferences. Based on this, we have estimated your likely preferences for the 4 different learning styles (Active, Reflective, Analytical, Practical) using your personal Quintax profile.

In the table below the Preference Score column expresses your relative preference for each learning style compared to others on a 10 point scale where 10 = 'highly preferred' and 1 = 'not at all preferred'. It indicates where you may place most, and least, importance in your learning.

Learning cycle stage	Corresponding learning style	High scorers most prefer:	High scorers most dislike:	Preference score
<b>ACT</b> Have an experience	ACTIVE	Directly engaging with things, people and situations, seeking out new experiences. Happy to experiment, try things out, take risks. Enjoys variety, working with others, seeing the immediate impact of actions.	Sitting still, listening to others, working alone, dealing with theory or the hypothetical. Gets bored with details of implementation and consolidation.	4
<b>REFLECT</b> Review the experience	REFLECTIVE	Taking time to absorb experiences or events, sitting back and observing, having time and privacy to reflect. Likes to listen to others and think things through before drawing conclusions or coming to a decision.	Being pushed into activities, having insufficient time to prepare or consider matters before taking part. Doing things too quickly or without sufficient information.	4
<b>CONCLUDE</b> Conclude from the experience	ANALYTICAL	Exploring how things fit into the big picture, using theories and models. Applying logic and analysis to arrive at objective conclusions. Having the opportunity to explore and question ideas or proposals.	Step-by-step learning, not being able to question, lack of overall framework or structure for learning. Intolerant of subjective or intuitive approaches.	9
<b>PLAN</b> Plan the next steps	PRACTICAL	Practical problem solving, turning ideas into plans for action and implementation in the real world. Opportunity to try things out, develop practical expertise in solving real problems, being 'hands on'.	Dealing with theory or the hypothetical, focusing on the past or future rather than practicalities in the here and now. Prevarication, waffle or anything that doesn't get straight to the point.	5

## INTERPRETING YOUR LEARNING STYLES FEEDBACK

Your learning style preferences indicate which aspects of the learning cycle you will naturally tend to concentrate upon and which you are more likely to ignore, avoid or skip over. The table below summarises the implications of your learning styles for how you engage with the learning cycle.

Learning Style	Your Strength of Preference	Implications for learning:
ACTIVE	Medium	Your score indicates that you are similar to many others in the emphasis that you place on directly engaging with things, people and situations, and seeking out new experiences in your learning.
REFLECTIVE	Medium	Your score suggests that you are similar to many people in your focus on taking time to step back and reflect on your experiences as part of the learning process.
ANALYTICAL	High	On the basis of your score it appears that you have a clear preference for an analytical approach in your learning. This means that you enjoy spending time on exploring how things fit into the big picture and applying logic and analysis to arrive at objective conclusions. To gain full value from this take care not to spend too much time analysing at the expense of planning and engaging with what you need to do next in your learning.
PRACTICAL	Medium	This score suggests that you are similar to most others in terms of the extent to which you focus in your learning on practical problem solving and turning ideas into plans for action and implementation in the real world.

## ACHIEVING A BALANCE ACROSS YOUR LEARNING STYLES

While it is natural for certain personalities to prefer some learning styles to others, low or high scores for any one learning style may imply that you risk a disadvantage by giving too little or too much time or attention to the corresponding stage in the learning cycle. The key to effective learning is to achieve a balance in the time and effort spent on each stage of the process. This can only be done by paying conscious attention to your own learning to ensure that you engage fully with each stage of the learning cycle.

There will be an opportunity to explore further the relative emphasis you place on each stage of the learning cycle, and the implications for your own learning in the 'Developing your Learning Approach' section later in this report.

# PERSONALITY AND LEARNING STYLE

Our preferred learning styles are closely linked to our personality preferences. It follows that each personality type will have different preferences for the best conditions under which they can learn and develop.

The following table illustrates how personality type impacts upon a person's preferred approach to learning. You can use it to review the implications of your Quintax Type (ELST-C) for your own learning preferences. Highlight your own type (e.g. Extravert or Introvert, etc.) and review the associated learning preferences. Mark those that are most accurate!

<b>Extravert types learn best where they:</b> <ul style="list-style-type: none"> <li>• can test their understanding of new information immediately</li> <li>• can develop their ideas through discussion with others</li> <li>• are working towards some outcome that will make a visible difference</li> </ul>	<b>Introvert types learn best where they:</b> <ul style="list-style-type: none"> <li>• can take time to assimilate new information</li> <li>• can develop their ideas through quiet concentration</li> <li>• are working towards some outcome that will increase knowledge and understanding</li> </ul>
<b>Personable types learn best where they:</b> <ul style="list-style-type: none"> <li>• get personal feedback and encouragement about their progress</li> <li>• are working towards goals that have personal value for them</li> <li>• feel that they are working towards an outcome that will benefit others</li> </ul>	<b>Logical types learn best where they:</b> <ul style="list-style-type: none"> <li>• are trying to analyse and solve a problem</li> <li>• have the opportunity to consider the pros and cons of a number of alternatives</li> <li>• are working towards an explanation of a situation or state of affairs</li> </ul>
<b>Adaptable types learn best where they:</b> <ul style="list-style-type: none"> <li>• can determine what and how to learn as the need develops</li> <li>• need to be receptive to new or changing information</li> <li>• can spread their learning across a variety of areas</li> </ul>	<b>Structured types learn best where they:</b> <ul style="list-style-type: none"> <li>• can plan and structure their learning</li> <li>• where there are clear and focused goals or outcomes</li> <li>• where information needs to be organised</li> </ul>
<b>Grounded types learn best where:</b> <ul style="list-style-type: none"> <li>• they can learn by doing</li> <li>• there is immediate practical application of the learning</li> <li>• they can build on existing skills and knowledge</li> </ul>	<b>Theoretical types learn best where:</b> <ul style="list-style-type: none"> <li>• they can appreciate the 'big picture' before getting down to detail</li> <li>• it is necessary to consider theory before practice</li> <li>• they need to consider a variety of possibilities or relationships among ideas</li> </ul>
<b>Calm types learn best where:</b> <ul style="list-style-type: none"> <li>• there is some motivating challenge or requirement</li> <li>• there are difficulties or obstacles to be overcome</li> </ul>	<b>Volatile types learn best where:</b> <ul style="list-style-type: none"> <li>• they can practise or experiment in a supportive environment</li> <li>• there is sufficient time and structure</li> </ul>

# YOUR ELST-C PERSONALITY TYPE AND THE LEARNING CYCLE

## IMPLICATIONS OF YOUR QUINTAX TYPE FOR THE LEARNING CYCLE

The tables below provide a detailed analysis of your likely preferences and potential drawbacks in focussing on each stage of the learning cycle as determined by your Quintax type of ELST-C. Suggestions are also provided on how to develop your approach in each part of the cycle.

Learning cycle stage	Preferred approach	Potential difficulties	Suggestions
<b>ACT</b> Have an experience	<ul style="list-style-type: none"> <li>Happy to get involved, experiment, work with others</li> </ul>	<ul style="list-style-type: none"> <li>May not want to stop experiencing</li> </ul>	<ul style="list-style-type: none"> <li>Remember to leave time for thinking as well as doing</li> </ul>
	<ul style="list-style-type: none"> <li>Seeks experiences that require analysis, represent a challenge</li> </ul>	<ul style="list-style-type: none"> <li>May be impatient with experiences with little latitude for problem solving</li> </ul>	<ul style="list-style-type: none"> <li>Try to have the experience rather than control it</li> </ul>
	<ul style="list-style-type: none"> <li>Likes to know what is going to happen beforehand, plan for the experience</li> </ul>	<ul style="list-style-type: none"> <li>May miss spontaneous opportunities that are not in the plan</li> </ul>	<ul style="list-style-type: none"> <li>Don't rule out experiences that arise unplanned</li> </ul>
	<ul style="list-style-type: none"> <li>Needs to see how the experience fits into the bigger picture</li> </ul>	<ul style="list-style-type: none"> <li>May be prone to detaching from the experience to analyse meaning or implications</li> </ul>	<ul style="list-style-type: none"> <li>Pay attention to what is actually happening</li> </ul>
	<ul style="list-style-type: none"> <li>Happy to choose different or challenging experiences</li> </ul>	<ul style="list-style-type: none"> <li>May underestimate the difficulty of the experience</li> </ul>	<ul style="list-style-type: none"> <li>Remember that learning can be gained from even mundane experiences</li> </ul>
<b>REFLECT</b> Review the experience	<ul style="list-style-type: none"> <li>Needs to reflect through discussion with others</li> </ul>	<ul style="list-style-type: none"> <li>Likely to cut review short to move on to next experience</li> </ul>	<ul style="list-style-type: none"> <li>Set aside time to write down some thoughts about the experience</li> </ul>
	<ul style="list-style-type: none"> <li>Likely to focus on the task elements of the experience</li> </ul>	<ul style="list-style-type: none"> <li>May ignore feelings or interpersonal matters</li> </ul>	
	<ul style="list-style-type: none"> <li>Will want to organise and structure reflective material</li> </ul>	<ul style="list-style-type: none"> <li>May tend to wish to bring reflection to an early close</li> </ul>	
	<ul style="list-style-type: none"> <li>Will focus on what the experience means, how it relates to other experiences</li> </ul>	<ul style="list-style-type: none"> <li>May move quickly to analysis before gathering all of the information</li> </ul>	<ul style="list-style-type: none"> <li>Try to hold back from analysing until all information is recorded</li> </ul>
	<ul style="list-style-type: none"> <li>Will focus most on what happened, positive outcomes</li> </ul>	<ul style="list-style-type: none"> <li>May not give full regard to any negative feelings among others</li> </ul>	

Learning cycle stage	Preferred approach	Potential difficulties	Suggestions
<b>CONCLUDE</b> Conclude from the experience	<ul style="list-style-type: none"> <li>Will generate conclusions about how to intervene or change things</li> </ul>	<ul style="list-style-type: none"> <li>May rush concluding to move forward to further action</li> </ul>	<ul style="list-style-type: none"> <li>Remember that without clear conclusions or plans further action may be futile</li> </ul>
	<ul style="list-style-type: none"> <li>Will draw conclusions about how to make systems &amp; processes more logical and efficient</li> </ul>	<ul style="list-style-type: none"> <li>May ignore the more people-oriented aspects</li> </ul>	<ul style="list-style-type: none"> <li>Try to consider both systems and people in your conclusions</li> </ul>
	<ul style="list-style-type: none"> <li>Will tend to move quickly to conclusions and decisions and stick with them</li> </ul>	<ul style="list-style-type: none"> <li>May fail to fully consider all of the alternative conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Be prepared to review and change your initial conclusions</li> </ul>
	<ul style="list-style-type: none"> <li>Will focus on wider issues and implications</li> </ul>	<ul style="list-style-type: none"> <li>May lose sight of current requirements</li> </ul>	<ul style="list-style-type: none"> <li>Think about whether your conclusions have any current operational significance</li> </ul>
	<ul style="list-style-type: none"> <li>Will take a dispassionate view of the meaning of the information</li> </ul>	<ul style="list-style-type: none"> <li>May appear to underplay others' personal reactions</li> </ul>	
<b>PLAN</b> Plan the next steps	<ul style="list-style-type: none"> <li>Will be keen to put ideas into action</li> </ul>	<ul style="list-style-type: none"> <li>May shortcut the planning process, preferring to get started</li> </ul>	<ul style="list-style-type: none"> <li>Consider that others may feel anxious without an agreed overall plan</li> </ul>
	<ul style="list-style-type: none"> <li>Will have a clear vision of the overall outcome required</li> </ul>	<ul style="list-style-type: none"> <li>May fail to factor in people variables</li> </ul>	
	<ul style="list-style-type: none"> <li>Will enjoy producing a thorough, structured plan</li> </ul>	<ul style="list-style-type: none"> <li>May resist revising the plan to match any changes in the situation</li> </ul>	<ul style="list-style-type: none"> <li>Try to build some flexibility into your plans</li> </ul>
	<ul style="list-style-type: none"> <li>Will reflect broader, 'long-term' issues in the plan</li> </ul>	<ul style="list-style-type: none"> <li>May ignore simple, practical barriers to implementation</li> </ul>	
	<ul style="list-style-type: none"> <li>Will feel comfortable about meeting any challenges thrown up by the plan</li> </ul>	<ul style="list-style-type: none"> <li>May underestimate potential difficulties</li> </ul>	



# DEVELOPING YOUR LEARNING APPROACH

These pages provide an opportunity for you take steps to enhance your capacity to learn from and at work on the basis of this feedback. Naturally, we will use the learning cycle to structure how you should act, reflect, conclude and plan to achieve this.

## ACT

You have already done some 'Acting' to help generate this report. You have participated in completing Quintax and you have probably read this far in the current report. Here are some more actions you can take before you go any further!

Questions	Your responses
Have you read the first part of the report carefully? Were there any parts which were difficult to understand or in need of further clarification? Which sections were these?	
Have you worked through the first part of the report to highlight the aspects that seem initially important or relevant to you as an individual? What are these?	
What does the report identify as your <b>most</b> preferred learning style?	
Which stage of the learning cycle does this suggest you are most likely to spend time and energy on?	
What does the report identify as your <b>least</b> preferred learning style?	
Which stage of the learning cycle does this suggest you are least likely to spend time and energy on?	
Do you have a colleague or other person with whom you could share the report? Is it worth getting their reaction before you start your own review of the information in earnest?	

## REFLECT

Reflection is about taking time to review and assess the information you have. Are you clear about what the feedback is trying to say? Do you need to collect any further information?

Review your previous work on the report to answer the following questions:

Questions	Your responses
Before you start a more formal review, can you say what your immediate feeling or reaction is to the key information provided, and its credibility? E.g. do the preference scores for different learning styles appear accurate?	
How does this feedback fit with other feedback you have had regarding your approach to learning or your style at work in general?	
Have you had previous experiences with learning and development activities. Were these positive or negative, and can you say why?	
How well does the reported most preferred learning style fit your own view of how you approach learning at work. Can you think of a relevant example from work that proves or disproves this?	
How well does the reported least preferred learning style fit your learning approach? Can you think of a relevant example from work that proves or disproves this?	
Which stage of the learning cycle does this suggest you are least likely to spend time and energy on?	
Are there other resources that might be helpful to consider as part of your work on reviewing the report? E.g. articles, books, or internet searches regarding learning may be of use. What are these and can you get hold of them easily?	

## CONCLUDE

Concluding is about drawing conclusions or formulating hypotheses about the information you have gathered. What does the feedback mean? What can I conclude about my learning from this feedback.

Review your reflection to answer the following questions:

Questions	Your responses
What are the implications of the feedback for how I learn from my experiences at work?	
What is holding me back from improving my skills in workplace learning?	
What options do I have to improve how I learn from my workplace experiences?	
What would be the most effective thing for me to work on to improve my learning at work?	

## PLAN

Practical planning is about taking a realistic approach to identifying how you will achieve change and improvement in your approach to learning at work.

Review your analysis to answer the following questions:

Questions	Your responses
<p>On the basis of your conclusions what do you consider to be the key aspects of learning in which you should focus to be a better learner at and from work.</p>	
<p>Which aspect will have the most benefit for you?</p>	
<p>Which aspect will have the most benefit for others?</p>	
<p>Set a personal learning objective (connected to your own learning) that is SMART, i.e. Specific, Measurable, Achievable, Relevant and Time-bound</p>	
<p>What are the manageable first steps to achieving this objective?</p>	

## BACK TO ACTING!

So what do you do next? Acting is partly about having fresh experiences but it is also about putting your ideas and plans into practice.

Start by using the table on the next page to construct an Action Plan for developing your learning skills.

You will need to identify some aspect of your work on which to focus. This means that you will effectively be working on two things:

- developing your learning skills
- applying your learning skills to developing further competency in some relevant aspect of your work, , e.g. delegation, time-management, relationship building, communication, etc.

So the first step is to identify some part of your everyday work where you feel you (and others) might benefit from further development of your skills and competency. This might be something that has emerged in a recent appraisal or other feedback. Choose a non-trivial, but relatively manageable development area in which to practice your learning skills.

Next, set a SMART (Specific, Measurable, Achievable, Relevant and Time-bound) objective related to developing your own learning styles and skills. Then follow through to complete the other stages of the Action Plan.

Once you have a plan, put it into practice. Look for opportunities to try new behaviours that will enable you to follow through on taking a different approach to learning at work. Don't be afraid to experiment. Try new and different ways of doing things and shift focus if the avenue you are pursuing is unfruitful.

All of the experiences that you have while trying these new approaches will provide a basis for a further stage of reflection, analysis and planning. It's a good idea to record and reflect on them as you proceed. The final page of this report provides a pro forma learning log to record, reflect and analyse your experiences. Use it regularly to record any events relevant to your learning objective.

# ACTION PLAN

Questions	Plan Elements
<p>What do I need to develop?</p> <p>State this as a SMART learning objective about your own learning skills</p>	
<p>How do I intend to develop it?</p> <p>Identify the aspect of your work that you intend to apply your learning to</p>	
<p>Who do I need to consult or involve?</p> <p>Who can help? Who needs to know (if anyone) about what you are doing</p>	
<p>When will I review my progress?</p> <p>Set a relatively short-term target for review, e.g. 3 months</p>	
<p>How will I know if I have achieved it?</p> <p>What changes might you see or feel, what might others see? What does my collection of learning logs reveal about my development?</p>	

# LEARNING LOG

Date:	Learning area / objective:
<p><b>Event or experience</b></p> <p>What was the situation?</p> <p>Who was involved? Describe the event factually</p>	
<p><b>Reflection</b></p> <p>What was the outcome?</p> <p>How did you feel about it?</p> <p>How did others feel about it</p>	
<p><b>Analysis</b></p> <p>What hypotheses do you have about why this happened?</p> <p>What can you conclude from this experience?</p>	
<p><b>Practical next steps</b></p> <p>What should you do next?</p> <p>What can you do more of to ensure continuing success or do differently to get a different outcome?</p>	