



Learning Agility Scan[®]

Participant
John Example

Client
HFMtalentindex

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Introduction

What is Learning Agility?

Learning Agility is the ability to rapidly develop new effective behaviour, based on new experiences. It is a form of learning ability and thereby gives an indication of a person's potential. People with a high score on Learning Agility learn more and faster from new situations than people with a low score on Learning Agility. High scorers are able to benefit more from the experience, are constantly looking for new challenges, seek feedback in order to learn, recognise patterns in unfamiliar situations and effectively involve others, in order to give meaning and understanding to experiences.

Why is Learning Agility important?

Learning Agility is used to measure whether a person has a general potential to rapidly understand new things. These things may not yet be relevant at the present time, but could become relevant in the future. People with a high Learning Agility are able to rapidly pick up and understand things in all sorts of new situations. Organisations notice that their world is changing faster and faster. That means that roles and positions are also changing more quickly. So if we know a person is currently suitable for position A, it very well may be that position A no longer exists tomorrow, or has strongly changed. In that case it is important to know how fast someone will be able to understand the new situation. Learning Agility provides a way to measure that ability. Learning Agility also appears to be a good predictor of High Potentials. Leadership talent in an increasingly complex environment is scarce. That means that knowing early on who your leaders of the future are, gives a competitive advantage to organisations.

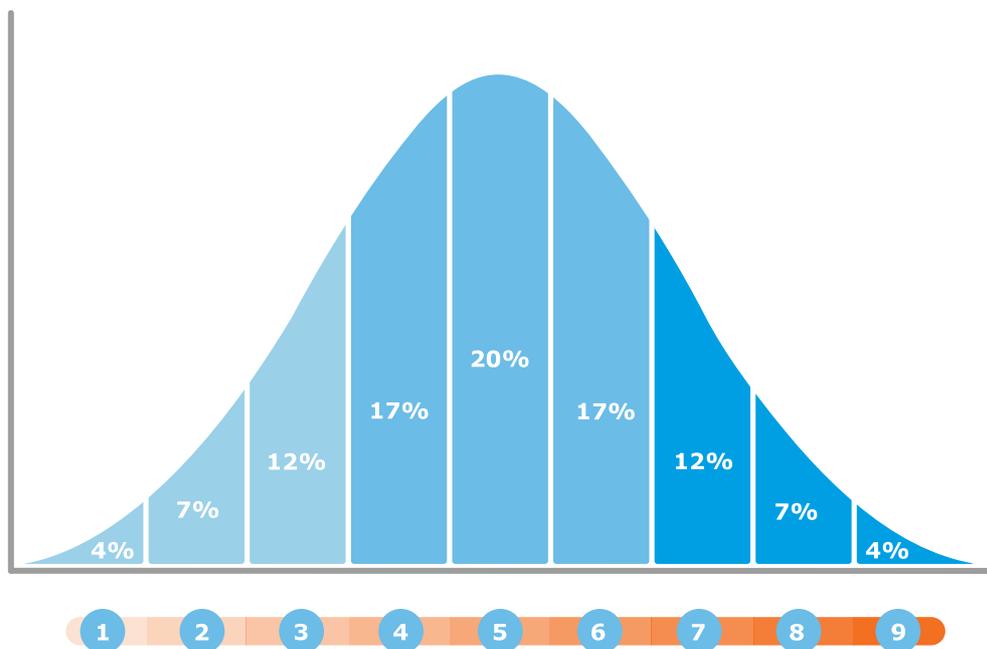


Report structure

The Learning Agility Scan consists of five components. The first explains how Learning Agility is constructed and what the various Learning Agility facets entail. The second shows your overall Learning Agility scores: your Learning Agility DNA, strengths and development areas. Part three shows your score profile on the Learning Agility facets. In part four, these scores are described in more detail for each facet. Finally, you will see a direct representation of the answers to two open questions about your current work behaviour.

This report shows how you score in comparison with the selected norm population. Some of your scores are displayed on a nine-point scale. Each point on the scale corresponds to a part of a normal distribution (a stanine) that shows how often these results occur in the norm population. The more extreme the score, the less often it occurs.

Most people (54%) have an average score (stanines 4, 5 and 6 combined). The stanine scores 4, 5 and 6 can be explained as slightly below average, average and slightly above average. Just under a quarter of people (23%) have a high score (stanines 7, 8 and 9 combined). These stanine scores can be explained as clearly above average, far above average and very high. Also less than a quarter of people have a low score. The stanine scores 1, 2 and 3 can be explained as very low, far below average and clearly below average.



How is Learning Agility constructed?

Learning Agility is measured in four facets and one transcending factor: Self-awareness, which influences the scores on all facets.

Change Agility

People with a high score on Change Agility are characterised by a constant curiosity, that is fuelled by new unknown things. They like to experiment, try things, and have a passion for new experiences. As a result, they experience more. They are able to learn more from their experiences, because they are intrinsically motivated to investigate matters and enjoy when things are not yet known to them.

Mental Agility

People with a high score on Mental Agility enjoy using new ideas to create new insights when things are complex or unclear. They like to analyse and are often able to get to the bottom of things in new ways, by thinking outside the box. They have an open perspective and are challenged by new ideas. This helps them recognise patterns in new experiences more quickly than others. They quickly understand how the situation works and what they can learn from their experience.

People Agility

People with a high score on People Agility are constructive to others and are open to people with different backgrounds and opinions. They have a need to properly understand what others mean and take others' opinions seriously. This makes it easier for them to get in touch with others and they succeed better in learning from the input of others. In addition, they can adapt more easily, for example to people from other cultures. As a result, other people share more with them.

Results Agility

People with a high score on Results Agility have a strong desire to be successful and always look for the best way to achieve results. They are often ambitious, self-confident and remain calm under pressure. Because they are better able to set goals in new and unfamiliar situations, they maintain focus and learn quickly what is or isn't important in order to make new things successful.

Self-awareness

People with a high score on Self-awareness know their own strengths and weaknesses. They are often critical of their own performance and their actions. As a result, they are more keen on how they can do things better and their overall willingness to learn is higher. Therefore, Self-awareness has a special role in Learning Agility: a high score increases the possibilities on the other Learning Agility elements, while a low score limits them. For this reason, you will find a separate score for your Self-awareness Factor. If it is green, then your Self-awareness increases your options. If it is red, it is a limiting factor in your performance. The indicated factor is already incorporated in your scores.

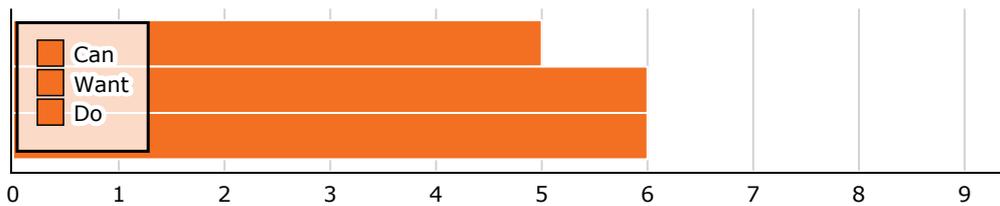


1. Overview

Your Learning Agility is determined based on a number of specific personality traits, motivations and behavioural aspects. These behavioural aspects have been assessed by your feedback providers or by yourself, if you don't have any feedback providers.



1.1 Your Learning Agility DNA



1.2 Your strengths

Can

Distinctive personality traits that contribute most to your Learning Agility.

- Driven
- Trust in other people's input
- Wide range of interests

Want

Distinctive motivations that contribute most to your Learning Agility.

- Success
- Analysing

Do

Distinctive behaviours that contribute most to your Learning Agility.

- Is self-critical.
- Persists when faced with setbacks.
- Looks for chances and opportunities offered by the situation when confronted with change.



1.3 How to improve your Learning Agility?

Your quick wins

Behaviours that, given your qualities, are easiest for you to develop.

- Has a realistic view of his own strengths and weaknesses.
- Asks for feedback in order to learn.
- Can handle criticism.

Your behavioural challenges

Behaviour that may pose a challenge to achieve, but that can be very beneficial to you.

- Stays focused on the goal if circumstances or working methods change.
- Stays calm under pressure.



2. Score profile

Change Agility

Average

Curiosity, love to experiment, trying things, passion for new experiences.



Mental Agility

Clearly above average

Creative, an open perspective, new ideas, easily handling complexity, creating clarity in ambiguous situations.



People Agility

Average

Constructive to others, open to people with different backgrounds and opinions, desire to understand others.



Results Agility

Slightly above average

Remaining calm under pressure, continue to show leadership, able to identify results in a new situations, creating focus.



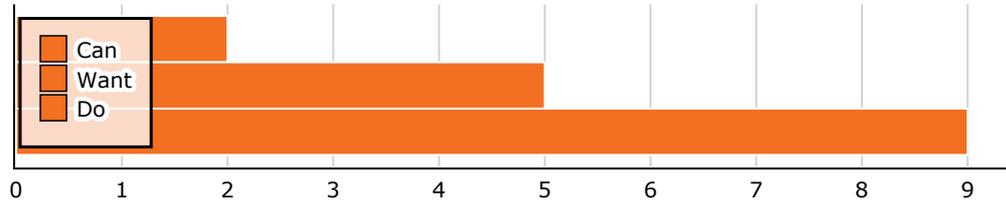
Self-awareness

Slightly below average

Knowing oneself, self-critical, development-oriented.



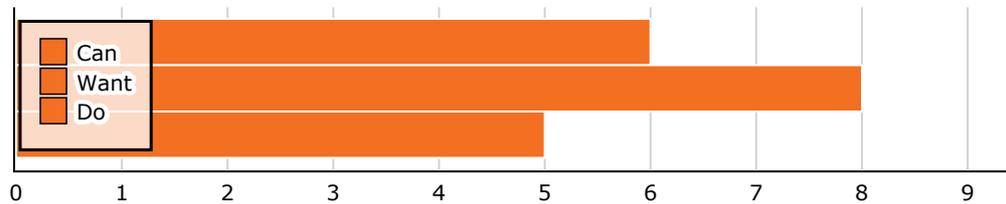
Curiosity, love to experiment, trying things, passion for new experiences.



	Feedback providers	Self
Persists when faced with setbacks. <ul style="list-style-type: none"> • <i>Yes!</i> 	100%	80%
Constantly starts something new, keeps going.	100%	80%
Looks for chances and opportunities offered by the situation when confronted with change.	93%	80%
Has a fresh view on new situations and changes, without being stuck on existing working methods. <ul style="list-style-type: none"> • <i>While others might be anxious about changes, John always sees their positive side.</i> 	93%	80%



Creative, an open perspective, new ideas, easily handling complexity, creating clarity in ambiguous situations.



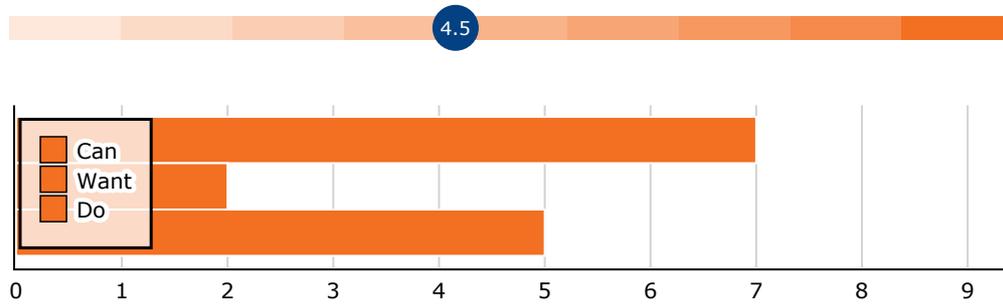
	Feedback providers	Self
Sees opportunities where others do not. <ul style="list-style-type: none"> John sometimes sticks to 'that's just how we do things around here'. 	87%	80%
Sees the relationship between different events or actions.	80%	80%
Recognises the causes of events.	80%	80%
Researches a problem before drawing conclusions. <ul style="list-style-type: none"> I think John tries, but when he's working with other people who've already formed their opinion, he can sometimes go along with them a bit too easily. 	60%	80%

Your development tips:

- Map out what facts are available to reach a conclusion.



Constructive to others, open to people with different backgrounds and opinions, desire to understand others.



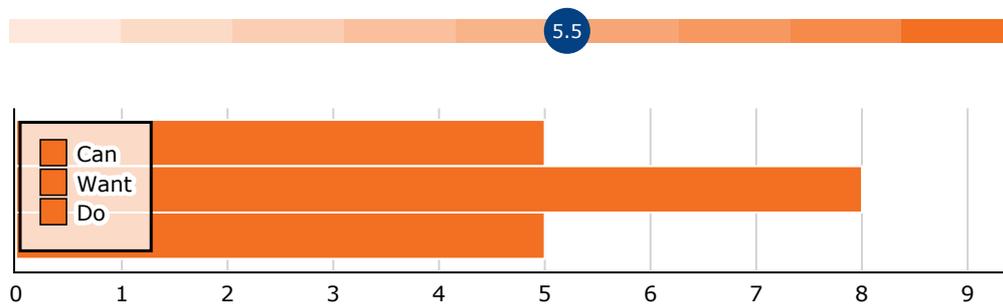
	Feedback providers	Self
Easily interacts with people from various backgrounds. <ul style="list-style-type: none"> John collaborates with people from very different levels and knows how to connect with them. 	100%	100%
Demonstrates an interest in the opinion of others.	80%	100%
Is open to ideas from others.	60%	60%
Studies other people's norms and values. <ul style="list-style-type: none"> Difficult to judge. 	-	80%

Your development tips:

- Try to respond more actively to what someone else has said, allowing you to understand their position better.



Remaining calm under pressure, continue to show leadership, able to identify results in a new situations, creating focus.



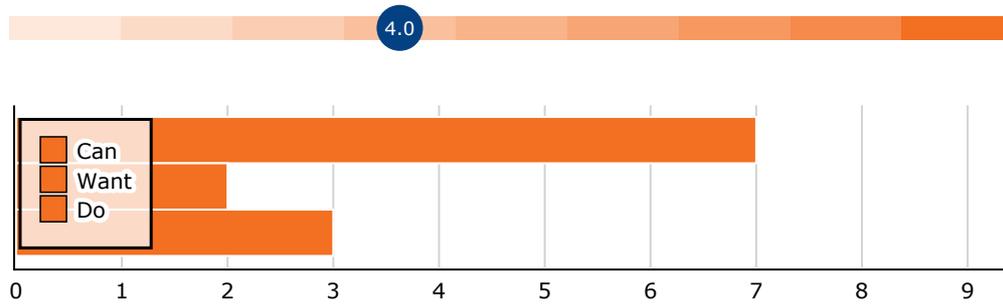
	Feedback providers	Self
Looks for ways to make a contribution to change.	100%	80%
Looks for a solution when achieving the objective becomes threatened.	100%	100%
Stays focused on the goal if circumstances or working methods change.	80%	100%
Stays calm under pressure.	33%	60%

Your development tips:

- Take a step back when you notice the pressure is becoming too much. Take time to see the situation in perspective which will allow you to regain control.



Knowing oneself, self-critical, development-oriented.



	Feedback providers	Self
Is self-critical.	100%	100%
Has a realistic view of his own strengths and weaknesses.	60%	80%
Asks for feedback in order to learn.	60%	60%
Can handle criticism.	60%	80%

- John can have trouble with criticism, he needs to be careful to first look at the situation from the other person's perspective and not to respond too defensively.

Your development tips:

- First, evaluate whether criticism is justified, and whether the feedback is personal or professional. React to the content of the message, and try to not be led by the emotions evoked by the tone of the message.
- The easiest way to learn is from your own successes and mistakes. Others will often have a more objective picture of this than you do. Regularly ask people you work with to provide critical feedback on your approach, allowing you to focus your development.
- In order to grow, it is important to have clear insight into your own strengths and weaknesses. As a result, you have a better understanding of the things you can improve. Therefore, regularly ask others what they do or don't appreciate about your work method. If you don't recognise something, try to ask questions, in order to strengthen your self-perception.



3. Open questions

This part of the report provides a direct representation of the answers to two open questions about the current work behaviour of John Example.

What is the strongest quality of John Example?

- He can connect people like no other and is a strong team player.
- I make myself accessible and both clients and colleagues enjoy working with me.

What can John Example do less or differently?

- As far as I'm concerned, John can be more confident in his own decisions, sometimes he doubts his own approach and then spends a lot of time testing ideas with others. That is not always necessary. John could allow himself to spend more time on innovation.
- Doubt less, so that I can make better decisions. I know that I sometimes bite off more than I can chew, because I have a hard time saying no. I would like to change this, by being more clear about my boundaries.



Social desirability

The HFMTalentindex personality measurement is checked for socially desirable answering tendencies, by the inclusion of control questions. We distinguish between two types of social desirability, which will be discussed here.

Self-deception

A high score (2 or 3) on self-deception indicates that the participant unconsciously overestimates the effectiveness of his actions and his way of thinking. The participant runs the risk of overestimating himself and may have a rather unrealistic impression of how effective his own actions are. Participants who score high on the self-deception assessment often have difficulty identifying their own weak points.

Tips for discussing the report

When discussing the report, we recommend that you ask these participants about any feedback they may have received from those around them. By assessing this feedback, you may be able to break loose from the possibly distorted perception of the participant. You can do so by asking specific practical examples. For example, you can use the following questions: what are the strong points you are complimented on by your current supervisor? What are the improvement areas? What qualities do your colleagues appreciate you for? On what issues do you sometimes clash with colleagues? What do your subordinates identify as positive about your managerial style? What do they see as points requiring your attention?

Impression management

A high score (2 or 3) on impression management indicates that the participant consciously reports desirable behaviour and suppresses undesirable behaviour. This is the most obvious and conscious form of social desirability. The participant purposefully paints a picture of himself that is too positive. There is a risk that those participants were looking for the answers they thought to be the 'right answers' when completing the questionnaire.

Tips for discussing the report

When discussing the report, we recommend that you continue asking about the participant's strong points emerging from the report. We recommend that you also use specific practical examples for this purpose. It often clarifies matters if the participant has to describe a situation in which something went well, and a similar situation in which the participant was less successful. How were these situations different from one another? In the event of high scores on this point, watch out for so-called 'positive weak points', such as 'people might even say I work too hard'.

A high score on one or both of the social desirability scales doesn't mean that the report is worthless. It indicates that you must be attentive to possible misrepresentations. The above explanation and tips may help you test the perception.

