



Learning Agility Indicator

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.

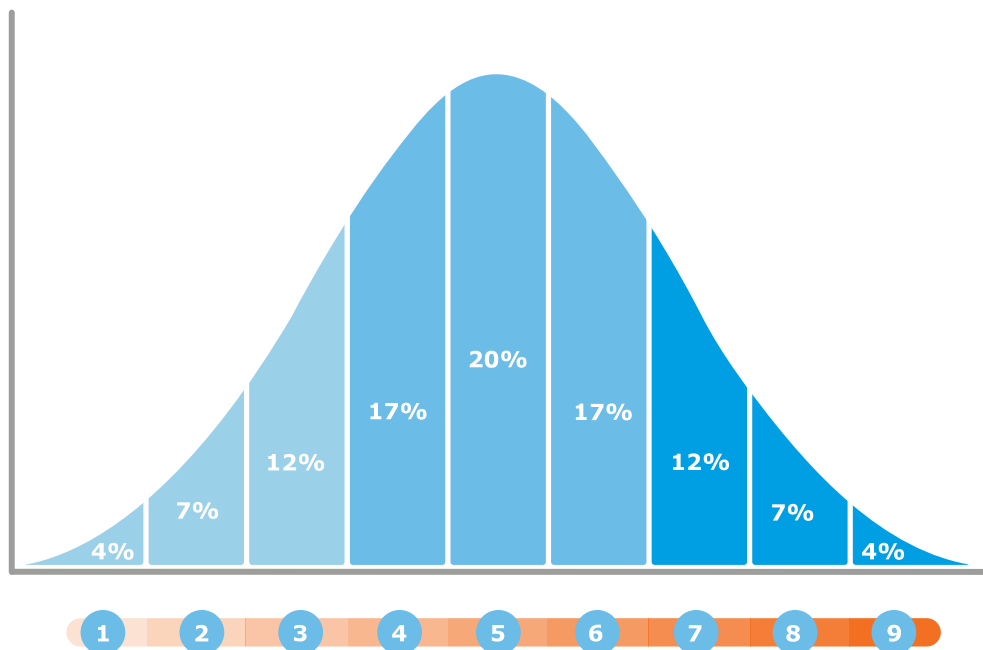


Report structure

The Learning Agility Indicator consists of four 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 and strengths. Part three shows your score profile on the Learning Agility facets. Finally, these scores are described in more detail for each facet.

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.

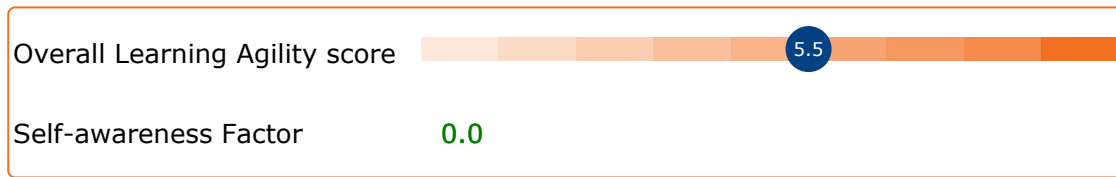
Self-awareness

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.

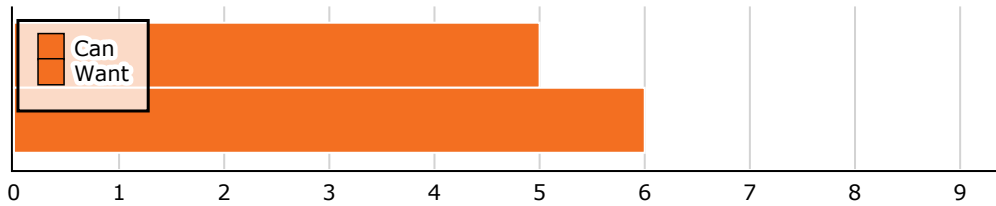


1. Overview

Your Learning Agility is determined based on a number of specific personality traits and motivations.



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



2. Score profile

Change Agility

Slightly below 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.



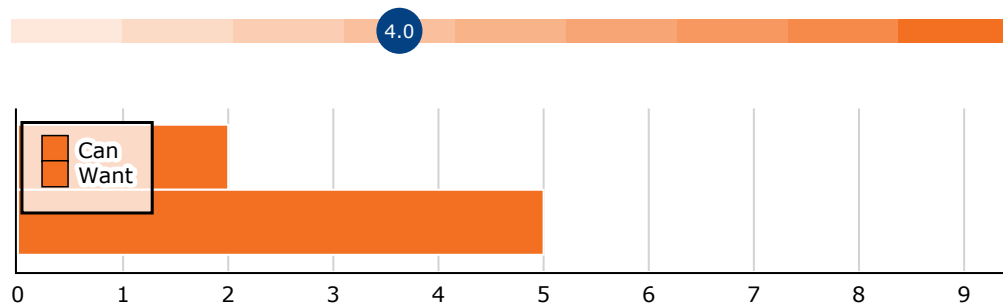
Self-awareness

Average

Knowing oneself, self-critical, development-oriented.



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

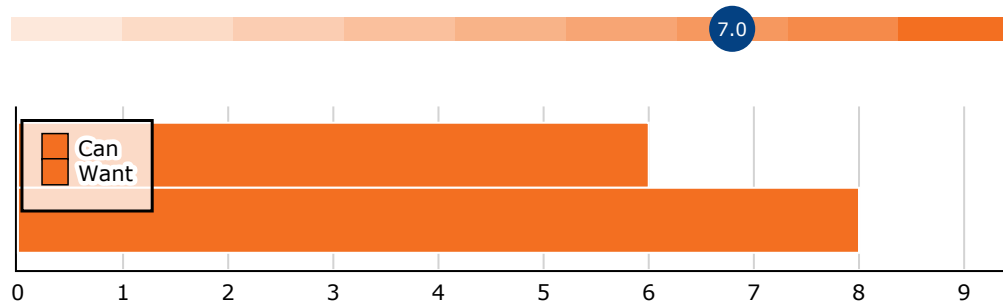


Development tips:

- If you simply start a new job, you will be amazed at how far you will come and how much satisfaction and energy you will derive out of being busy. Step over the hurdle and pick up something extra.
- Approach change with fresh eyes to determine how it can help improve things you have always wanted to improve.
- Every change has both advantages and disadvantages. In order to discover what they are, list five advantages and five disadvantages of any change. Use the advantages to benefit from the change. Use the disadvantages to perfect the change.
- When faced with setbacks, remember your initial goal and think of alternative solutions.



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

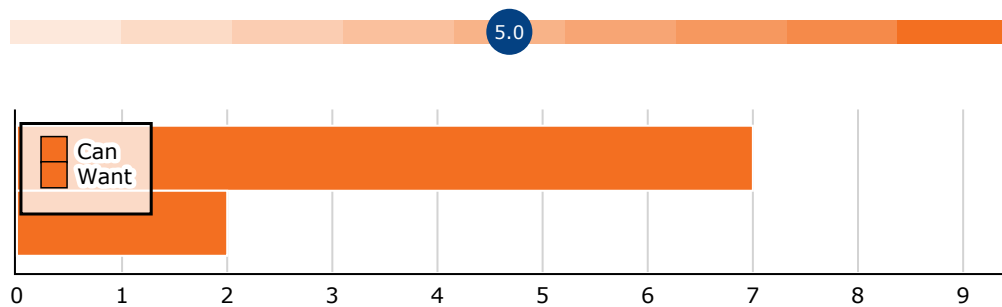


Development tips:

- Map out what facts are available to reach a conclusion.
- Speak up when you don't understand something (yet). Misunderstanding may indicate that the analysis hasn't been sufficient and the ideas of others can help you deepen your understanding.
- Make a list of all important matters and determine how they are mutually dependent.
- Play your own *devil's advocate*: think of benefits of an approach that you don't support. Adjust your own solution to also achieve these benefits.



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

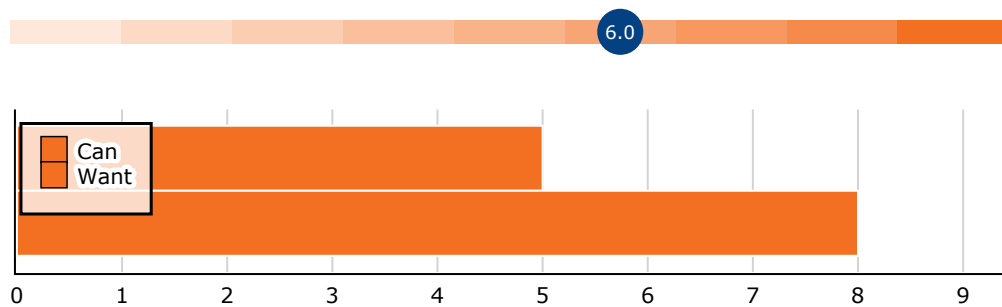


Development tips:

- Adjust your language and attitude to the person you are working with. Keep the other person's values in mind. This will help in mutual communication and understanding.
- Norms and values aren't easily changed and are an important influence on people's motivations. In order to learn more about the norms and values of others, don't simply explore their visible behaviour, but also their background and the importance they place on these norms and values.
- Finding out others' motivations starts with knowing their opinion. Don't assume too quickly that you know how someone else thinks about something. Ask a lot of questions to understand someone else's opinion, especially when you have a different opinion.
- 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.

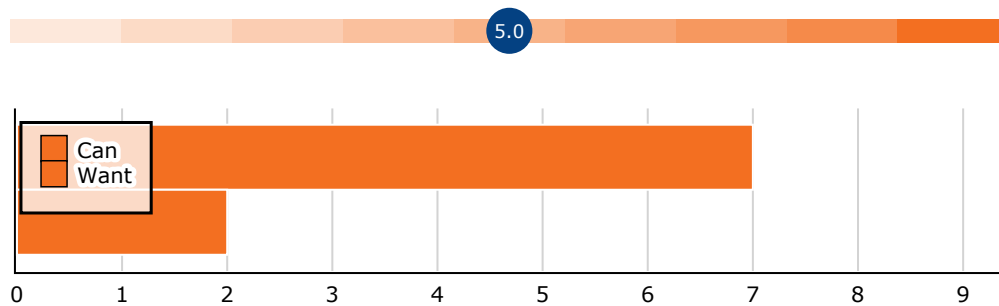


Development tips:

- Decide in advance what the criteria of a good result are. Immediately solve small matters that stand in the way of your result, but take the time to first think larger matters through and generate possible alternatives.
- 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.
- Every organisation occasionally deals with change. Don't be distracted by the opinions and emotions the change causes for you, or for others. Instead, ask yourself how you can use the change to become better at your job and to achieve your work goals.
- A change usually gives you an opportunity to exert influence. Look for ways to join the discussion and to use your expertise in making the change work. Ask your supervisor what the best way to do that is.



Knowing oneself, self-critical, development-oriented.



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.
- By being self-critical, you can get a clearer picture of the ways in which you can develop. Make it a habit to analyse your own contribution to both your successes and the things that you were unhappy about. Determine what you would like to do the same way the next time around, and what things you might handle differently.



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.

