



Talent in Innovation.
Innovation in Talent.

OPQ

Maximise Your Learning



Name

Mr Sample Candidate

Date

24 September 2018

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.

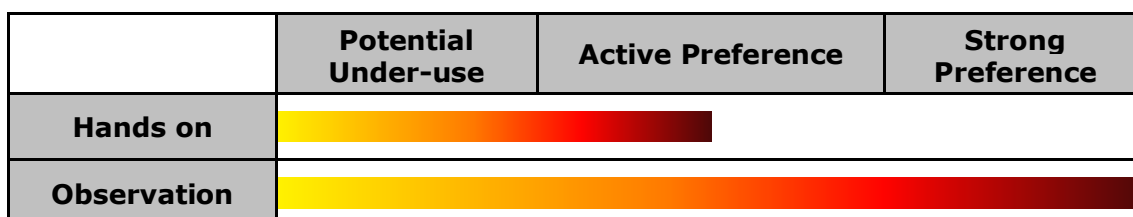
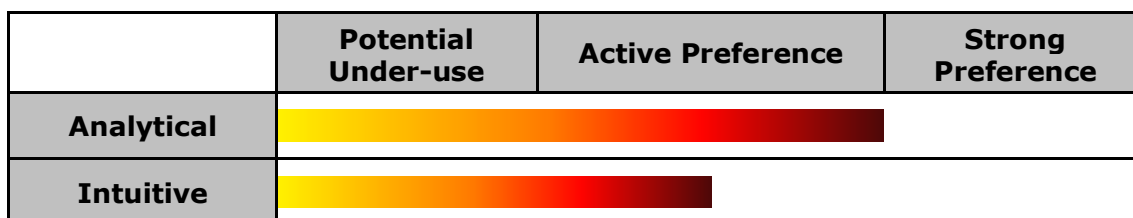
MAXIMISING YOUR LEARNING

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.



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 you like to learn by watching and listening to others before you get directly involved in a task or activity. You are likely to prefer development opportunities where you can work within a clear structure or where you have clear guidance to follow. However, there may be some occasions when a hands-on approach to learning will appeal to you, particularly when you expect a learning experience to have a positive outcome.

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

●●●	= Point indicating potential area of strength
●●	= Point indicating scope for development
●	= Point indicating 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.

- Likely to generate ideas and alternatives for how to meet your learning and development needs, but also likely to seek ideas and suggestions from others.
- More comfortable with conventional approaches so less likely to recognise learning opportunities outside formal training and development programmes.
- Enjoy variety and novelty so very likely to look for 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, such groups can have positive benefits in networking with colleagues from other areas within the organisation and bouncing creative ideas off each other, 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?
- Learning opportunities which offer variety and novelty will tend to be appealing to you. 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 even those which may involve more routine tasks.

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.

- Definitely prefer to follow your own approach so very likely to set your own agenda for your personal development and act upon it.
- Sometimes seek demanding targets so on occasions will set and reach challenging objectives for your personal development.
- Likely to worry about things going wrong so may be cautious about 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. What did you learn from these mistakes and would they have been avoided if you had consulted others when you were learning? What would you have lost in your learning if all those decisions were correct?
- Other aspects of your work may 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. Discussing your learning plans with a colleague may help to allay any anxiety about learning new tasks.

PLANNING YOUR LEARNING

AREA OF STRENGTH

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.

- Tend to plan ahead so very likely to set clear deadlines and timescales for your learning and development.
- Look at some of the finer details without getting preoccupied so likely to work through a broad overview of how you will achieve learning and development objectives.
- May be prepared to leave some tasks unfinished so may persevere with the most attractive elements of a learning plan or personal development programme.

Your responses indicate that this is an area of relative strength for you so it is one that you should seek to maintain in your future personal development. The behaviours summarised above are provided to help you maintain this as a strong area. You may also find it useful to consider the extent to which your current and future roles enable you to demonstrate your likely competence in this area.

LEARNING FROM FEEDBACK

POTENTIAL DEVELOPMENT NEED

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.

- Some concern about how you are seen by others, so may see feedback from others as a possible source of criticism rather than for its information value.
- Prefer to be consistent so may find it difficult to adapt your approach to learning and development as a result of feedback from others.
- Wary of others' intentions so may be cautious about 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 and that the feedback is fair, objective and positive though allowing for development issues to be raised.
- 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 identify where you need to adapt your behaviour so that you can gain the most from future development activities.
- Practise asking for feedback from others, starting with those in your team 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.

ASSESSMENT METHODOLOGY

This Profile is based upon the following sources of information for Mr Sample Candidate:

Questionnaire / Ability Test	Comparison Group
OPQ32r UK English v1 (Std Inst)	OPQ32r UK English General Population 2011 (GBR)

PERSON DETAIL SECTION

Name	Mr Sample Candidate
Candidate Data	RP1=1, RP2=2, RP3=7, RP4=8, RP5=3, RP6=9, RP7=4, RP8=10, RP9=6, RP10=2, TS1=5, TS2=8, TS3=1, TS4=9, TS5=6, TS6=4, TS7=10, TS8=2, TS9=8, TS10=7, TS11=6, TS12=10, FE1=4, FE2=9, FE3=3, FE4=6, FE5=1, FE6=4, FE7=8, FE8=7, FE9=5, FE10=2, CNS=7.
Report	OPQ32 Maximise Your Learning Report Std v2.0 ^{RE}

ABOUT THIS REPORT

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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.

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