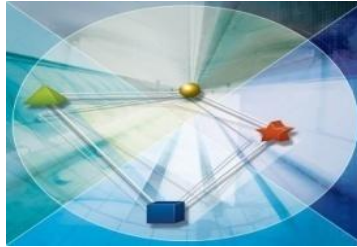


# Learning Orientation Index (LOI)



PRELIMINARY REPORT: Based on inadequate norm group 3 June 2010

## Report for Person 3

Populated by LOI Results

Assessment Date: 05-May-10

### ABOUT THE LEARNING ORIENTATION INDEX

The Learning Orientation Index (LOI), unlike conventional ability and IQ tests, measures the way people think when solving problems - their cognitive processes and the way in which they deal with information.

The LOI does this by monitoring, at a very detailed level, the many different processes people apply as they work through various exercises on the computer screen. The LOI then uses these cognitive processes and categories to identify a person's preferred **Styles**; level of cognitive **Complexity**; **Cognitive Mode**; associated **Career Fields**; **Cognitive Competencies**; personal **Strengths and Development areas**; **Learning Potential**; **Additional Observations**; and **Developmental Guidelines** (optional).

The LOI results, indicating a person's information processing preferences, can be used as part of a holistic psychometric battery to inform career guidance, as well as selection and placement in the tertiary educational and work environments. The LOI test is fully computerised and web enabled.

## COGNITIVE STYLES

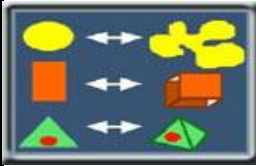
“Cognitive Style” describes the specific ways in which people prefer to approach and solve new and unfamiliar problems. It is therefore a relatively stable response tendency that may be related to personality and motivational factors.

Each person thus habitually applies a particular style or combination of styles. A person who prefers an Intuitive style may, for example, capitalise on “gut feel”, whereas someone who prefers a Logical and Structured approach may want to get all the different kinds of information together and organize it. When a group of people work together, individuals tend to go about in different ways. This may cause misunderstanding and even frustration, but it may also enrich the problem solving process.

When dealing with unfamiliar information, you seem to prefer the following cognitive approach, or style.

### Preferred Problem Solving Style(s)

Person has an ANALYTICAL style. She:



- Has a precise, detailed approach.
- Works systematically.
- Pays attention to the rules.
- Likes to pull information apart / subdivide issues.
- Analyses, compares and categorises various different elements of the information.
- Identifies relationships between, and links the different elements.
- Often shows a technical / specialist approach.

Person has a CREATIVE style. She:



- Views problems abstractly or symbolically.
- Combines elements of information in new and unusual ways.
- Formulates unusual ideas to accommodate unfamiliar or discrepant information.
- Comes up with abstract concepts and unusual mental pictures.
- May express ideas by using a story telling technique, or through vivid verbal pictures, analogies and metaphors.
- Uses both verbal and visual modes of thinking.
- Can convey information and unify thoughts by using powerful metaphors.

Person has a LOGICAL REASONING style. She:



- Likes to look for logical evidence.
- Is self-aware and focuses on the reasoning processes used.
- Follows reasoning processes through in a logical manner.
- Likes to verify arguments logically.
- Can work with a high level of complexity and takes a long term approach.
- Has an analytical, precise, systematic and detailed focus.
- Is a disciplined and critical thinker.
- Loves the challenge of complex problems.

Person has a MEMORY style. She:



- Shows well developed skills in retaining and recalling information.
- Automates rules and integrates information as she goes along.
- Relies on past experience and knowledge base, perhaps specialist or technical.
- Uses memory strategies such as external reminders, visualisations and associations.
- Is aware of and mentally monitors own memory strategies.
- Tries hard & is careful, concentrates well and has high personal standards in terms of cognitive performance.
- Often has a need to achieve and may fear failure.
- Can overload memory and become confused.

**PREFERENCES REGARDING MANAGEMENT OF COMPLEXITY**

The manner in which an individual processes information reflects, amongst other factors: previous exposure and learning experiences; personal preferences; cognitive flexibility and modifiability; capability and preference for dealing with complexity and vagueness; and confidence in own intuitive insights. Based on a combination of these factors, the individual can be expected to function best in the following environments of increasing complexity. The complexity of a task reflects the number of elements involved; the degree of interactivity; the level of abstraction; potential change / the dynamics involved; and the vagueness of the information.

Your LOI profile indicates the current and potential preferences in terms of Complexity:

<b>COMPLEXITY</b>	Clear, tangible information, implementation, concrete, operational contexts	Technical-specialist information, tangible, linear-causal problem solving contexts	Specialist and generalist functions, knowledge based, systems implementation & management, coordination & planning	Integrative, vague theoretical info, innovation, work across disciplines, across interactive systems	Intuitive, macro-economic, chaotic contexts, philosophical trends, emerging patterns
Current Preference and Capability					
Potential Preference and Capability					

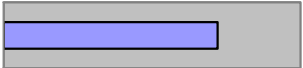
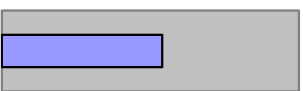
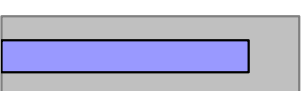

## COGNITIVE MODE

Your Cognitive Mode preference indicates the types of information that are most supportive of your individual learning preference. The various “modes” can broadly be organized into four different categories that are either “left-“ or “right-brain” oriented, and either “intellectually” or “emotionally” driven:

	<b>“Left-brain” orientation</b>	<b>“Right-brain” orientation</b>
	<b>LOGIC DRIVEN MODE:</b>	<b>IDEAS DRIVEN MODE:</b>
<b>Intellectually driven</b>	This refers to the logical, analytical “left brain” approaches. It involves a preference for logical problem solving challenges that continually reinforce the learning process. Logic driven environments are characterised by information-rich technical and professional problem solving activities.	This mode is descriptive of the integrative, holistic and creative approaches. It is a preference for discrepant, theoretical, and chaotic information which has to be interpreted meaningfully. It may involve brainstorming, creating models, and coming up with conceptual and innovative solutions.
	<b>KNOWLEDGE/STRUCTURE DRIVEN:</b>	<b>CHALLENGE DRIVEN MODE:</b>
<b>Emotionally driven</b>	This refers to a structured approach relying on memory and reflection. This mode is characterised by a preference for familiar and well ordered information. Applied, it may involve creating checklists and a reliance on theory and existing practices. This preference is driven by a need for certainty and emotional security.	This preference can be described as flexible, open-minded awareness, curiosity and learning. It may well be characterised by an emotionally driven tendency to become bored and/or to challenge oneself and others. Often, learning detailed information is less important than understanding the larger connections. This is often characterised by a need for stimulation, novelty and variety seeking.

## RECOMMENDED FIELDS OF STUDY / WORK

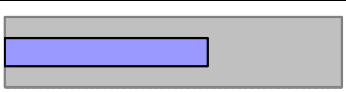
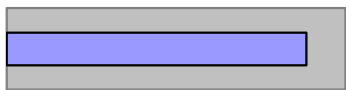
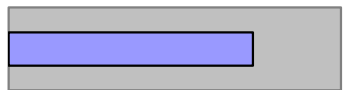
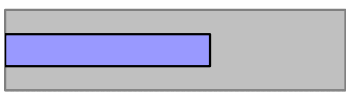
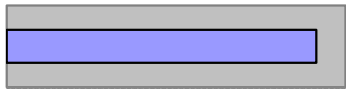
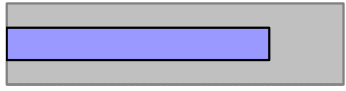
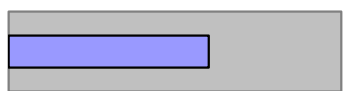
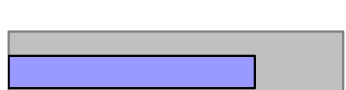
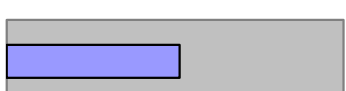
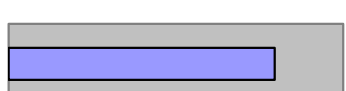

**Your RELATIVE PREFERENCES:** your scores were calculated in terms of the strength of your own functioning and not in terms of the norm group. You may thus have a high score on a specific MODE, whereas that same dimension may seem lower as reported on under COGNITIVE COMPETENCIES

<b>Logic Driven</b>		Preference for: applied knowledge, logical arguments, professional expertise, critical evaluation, and business or professional strategies. Typical fields: Financial (e.g. Accounting, Actuarial), Legal (interpretation & application), Scientific, Medical problem solving, Engineering
<b>Ideas Driven</b>		Preference for: creation, innovation, conceptualisation, philosophical and theoretical information, vagueness, strategy, expression. Typical fields: Language/Literature, Arts & Drama, Journalism, History, Law, Metaphysics, Philosophy, Strategy, Fashion, Design, Economics, Religion, Politics
<b>Knowledge / Structure Driven</b>		Preference for: technical-specialist and theoretical information in structured/familiar environments; Professional, Academic, Operational applications. Typical fields: Financial (e.g. Auditing, Banking), Technical, Medical (e.g. Nursing, Physiotherapy..), Law (rule-based application), Research, Environmental/Eco Specialist roles, Agricultural, Administration, Measurement e.g. Quantity Surveying, Services, Security, Sales, Teaching, Operational Management
<b>Challenge Driven</b>		Preference for: fast changing, stressful, exciting, innovative, learning and strategic contexts. Seek continuous stimulation. IT, Media, Entrepreneurial (mavericks), Design, Adventure, innovative Business Strategy, High profile leadership

Everyday thinking and problem solving requires of us to deal with all four the above mentioned modes - but the individual tends to tap into some of the modes more readily than others. Knowing our preferences allows us to choose / create micro-environments to optimize learning, and to understand our discomfort in other contexts.

## COGNITIVE COMPETENCIES

Your Problem solving tendencies impact on how competently you deal with cognitive challenges. This section indicates your cognitive competencies and what problem solving styles you need to develop to realize your potential.

Cognitive Competencies	Competency Description
FOCUS	 <ul style="list-style-type: none"> <li>- Discrimination between relevant and irrelevant information – in well-structured information in practical contexts</li> <li>- Concentration</li> </ul>
ANALYTICAL	 <ul style="list-style-type: none"> <li>- Precise, detailed, rule-based, comparative, linear-causal thinking, task focus on facts and figures</li> <li>- Reflective, disciplined &amp; systematic</li> <li>- Linking of associated elements</li> </ul>
STRUCTURING	 <ul style="list-style-type: none"> <li>- Tendency to order &amp; categorise information</li> <li>- Skills in mapping / listing / architecting</li> <li>- Complexity of structures</li> <li>- Strategies for ordering information</li> </ul>
INTEGRATION	 <ul style="list-style-type: none"> <li>- Ordering and categorisation of information</li> <li>- Integration and synthesis of fragmented elements</li> <li>- Understanding and contextualisation of information</li> <li>- Views issues in totality incorporating relevant detail coherently</li> </ul>
LOGICAL-PROCESS ORIENTATION	 <ul style="list-style-type: none"> <li>- Disciplined, long-term perspective, process orientation</li> <li>- Enjoys complexity</li> <li>- Follow-through of rule-based arguments</li> <li>- Seeks logical evidence, thinks critically</li> </ul>
MEMORY	 <ul style="list-style-type: none"> <li>- A reliance on the retention and recall of information</li> <li>- Tendency to automate information</li> <li>- It supports all the other thinking processes</li> </ul>
LEARNING	 <ul style="list-style-type: none"> <li>- Curious and explorative, capitalise on experience</li> <li>- Cognitive modifiability and flexibility</li> <li>- Awareness of own mistakes – and integrates feedback to improve functioning</li> <li>- Seeks stimulation and novelty, can get bored with routine</li> </ul>
METACOGNITION	 <ul style="list-style-type: none"> <li>- Awareness of own thinking processes</li> <li>- Planning, monitoring and correcting own problem solving processes</li> <li>- Strategising own approach</li> <li>- Tendency to integrate feedback on own performance</li> </ul>
INTUITION	 <ul style="list-style-type: none"> <li>- Automation of knowledge and experience</li> <li>- Trust in own gut level insights</li> <li>- Awareness of vagueness and fuzzy issues</li> <li>- Prioritising and weighting vague issues</li> </ul>
CREATIVITY	 <ul style="list-style-type: none"> <li>- Unusualness of approach, innovative orientation</li> <li>- Curiosity and explorativeness, boredom with rules</li> <li>- Openness to opportunity</li> <li>- Practical application of critical insights</li> <li>- Enjoys complex challenges</li> </ul>
SPEED	 <ul style="list-style-type: none"> <li>- Preferred pace,</li> <li>- Degree of pace control</li> <li>- Quick insight; impulsivity, quick closure</li> </ul>

## COGNITIVE STYLES: STRENGTHS AND DEVELOPMENT AREAS

Your LOI profile indicates the following strengths and development areas in terms of your general cognitive approach / style.

PREFERRED PROBLEM SOLVING APPROACH / STYLE	CURRENTLY TENDS TO APPLY	TO DEVELOP
<b>Random</b> Tendency to apply an unplanned, trail-and error approach		
<b>Explorative</b> Investigative and data gathering approach		
<b>Impulsive</b> An emphasis on speed but not on accuracy, making assumptions; coming to quick closure		
<b>Intuitive</b> Trusting own "gut-feel" and applying own judgement effectively		
<b>Learning</b> Continuously improving own understanding by exploring alternatives and by integrating feedback		
<b>Reflective</b> Carefully reconsidering own conclusions; taking one's time		
<b>Memory</b> Relying on retention and recall of knowledge and experience		
<b>Quick insight</b> Immediately grasping new information; emphasis on understanding and learning		
<b>Holistic</b> A big picture view, but without losing sight of the relevant details		
<b>Integrative</b> Synchronizing discrepant and conflicting information; focusing on complex theoretical information		
<b>Creative</b> A tendency to apply unusual perspectives, and generate alternative solutions (divergent thinking) in problem solving		
<b>Structured</b> Well ordered and rule based approach		
<b>Analytical</b> A detailed, systematic, linear-causal, step by step approach; pulling new information apart and establishing links		
<b>Logical</b> The disciplined following through of complex arguments; applying a process approach; considering implications and conclusions		

## SPEED

"Speed" and "power" are separate constructs as far as cognition goes.

Person shows the following preferences in terms of speed-related factors as measured by the CPP

Dimension	Percentile Score	Description
SPEED	58	Pace of problem solving
QUICK INSIGHT	47	Speed at which new concepts are grasped
PACE CONTROL	91	Most time spent on most difficult aspects
QUICK CLOSURE	40	Tendency to jump to conclusions

## ADDITIONAL OBSERVATIONS

Person may wish to note the following points:

- She shows an exceptionally high level of intellectual competence.
- She will work best in an unstructured environment.
- Her tendency to externally categorise, order and structure information (e.g. by listing, mapping or documenting) matched the level of detail Person preferred to work with.
- Her scores indicate a tendency to work somewhat impulsively (quickly and inaccurately).
- She obtained a higher score on the Logical / Analytical styles than on the Explorative style.
- People with this profile are often motivated by cognitive challenge.
- She applied effective verbal skills and conceptualised ideas at an abstract level.
- Although she spent relatively little effort on exploring problems, Person's exploration processes were relatively effective.
- She favours a Metaphoric style: these people often, but not always, show an interest in social sciences, languages and / or creative endeavours.
- Few significant differences appeared between Person's scores on the cognitive processes. Depending on her level of functioning, this usually means that Person will be able to adapt to work contexts that pose different cognitive requirements in terms of 'left' and 'right' brain functioning.
- Person's level of cognitive functioning may be effective in both generalist and specialist work environments. However, a strong need for precision may cause unnecessary stress in a generalised position or capacity (as opposed to a technical / specialist environment.)

Person ordered the elements dealt with during the test in the following way:

Please note that this table is just one aspect that is measured as part of the "Structuring" competency. Some individuals however, prefer keeping all the information in mind rather than to represent it in a table. The LOI also tests the subject's understanding of the underlying structure of the test in many other ways besides the comprehensiveness and degree of integration of the table structure.

		❄️	🔥						
	📄	📄	📄	📄					
📄	📄	📄	📄						
📄	📄	📄	📄				📄	📄	📄
📄	📄	📄	📄				📄	📄	📄
📄	📄	📄	📄				📄	📄	📄
📄	📄	📄	📄				📄	📄	📄
📄	📄	📄	📄				📄	📄	📄
📄	📄	📄	📄				📄	📄	📄
📄	📄	📄	📄				📄	📄	📄