

LCI Results

■ LEARNING CONNECTIONS INVENTORY SUMMARY REPORT ■

of users: 10

Sequence

- Mean: 27.9
- Range: 24 - 31
- Use First Range: 9/10 = 90%
- Use As Needed Range: 1/10 = 10%
- Avoid Range: 0/10 = 0%

If Sequence Mean of N =25-35 (Use First Range)

If mean scale scores for **Sequence** are somewhere between 25 and 35, Sequence is at a Use First level. That indicates the following group characteristics:

1. They want clear directions.
2. They need step-by-step directions.
3. They want time to do my work neatly and double check answers.
4. They like to do work from beginning to end without interruption.
5. They want to know if they are meeting the instructors, supervisor or teammates' expectations.

Recommendations

Be prepared to:

- Make sure that all directions are clearly stated step-by-step.
- Provide a model or sample.
- Expect to repeat the directions more than once.
- Allow adequate time to check over/edit work.
- Do not change directions midstream.
- When possible, provide an outline of the material being covered.
- Bullets and numbered sequences can be helpful.
- Be sure when you use numbered sequences that you are actually listing items in a sequential manner.

Precise

- Mean: 25.7
- Range: 22 - 30
- Use First Range: 6/10 = 60%
- Use As Needed Range: 4/10 = 40%
- Avoid Range: 0/10 = 0%

If Precise Mean of N =25-35 (Use First Range)

If mean scale scores for **Precise** are somewhere between 25 and 35, Sequence is at a Use First level. That indicates the following group characteristics:

1. They want complete and thorough explanations.
2. They ask a lot of questions.
3. They like to answer questions.
4. They need to be accurate and correct.
5. They like test results.
6. They seek written documentation of success or failure.

Recommendations

Be prepared to:

- Make sure that directions contain detailed information.
- Provide additional references or URLs for independent information gathering.
- Anticipate requests for detailed information about assignments and tests.
- Anticipate requests for detailed explanations of concepts, procedures, narratives, etc.
- Expect some of the group to feel compelled to write down everything said.
- Expect to help balance a compulsion to gather information against the requirements of assignment deadlines.

Technical

- Mean: 20.5
- Range: 14 - 29
- Use First Range: 3/10 = 30%
- Use As Needed Range: 4/10 = 40%
- Avoid Range: 3/10 = 30%

If Technical Mean of N = 18-24 (Use As Needed Range)

If the mean scale scores for **Technical** are somewhere between 18 and 24, technical is at a Use-as-Needed level. These patterns tend to lay dormant until the person needs to wake them up and let them know that they need to use them NOW! Use-as-Needed patterns don't drive our learning like "Use First" and "Avoid" patterns but can be tapped when needed. There will be times when you experience the following group characteristics:

1. They don't like to write things down.
2. They need to see the purpose of what they are doing.
3. They like to work independently.
4. They like to figure how things work.
5. They don't like to use a lot of words.
6. They look for relevance and practicality.

Recommendations

Be prepared to occasionally:

- Make sure that the group understands the relevance of the assignment.
- When possible, demonstrate the practical application of the material to be learned.
- Provide opportunities to learn and to be assessed through hands-on activities and/or problem solving.
- Expect requests to demonstrate their knowledge in one-on-one situations.
- Anticipate that some would prefer to work alone.
- Anticipate that some will take minimal notes and will need coaching to meet your expectation for writing.

Confluence

- Mean: 23.1
- Range: 17 - 28
- Use First Range: 3/10 = 30%
- Use As Needed Range: 6/10 = 60%
- Avoid Range: 1/10 = 10%

If Confluence Mean of N = 18-24 (Use As Needed Range)

If the mean scale scores for **Confluence** are somewhere between 18 and 24, Confluence is at a Use-as-Needed level. These patterns tend to lay dormant until the person needs to wake them up and let them know that they need to use them NOW! Use-as-Needed patterns don't drive our learning like "Use First" and "Avoid" patterns but

can be tapped when needed. There will be times when you experience the following group characteristics:

1. I don't like performing repetitive tasks.
2. I see situations very differently than others do.
3. I like to do things my own way.
4. I don't like following the rules.
5. I enjoy taking risks.

Recommendations

Be prepared to occasionally:

- Anticipate that some students will avoid reading or following directions; help them to understand when it is optional or imperative for them to do so.
- Make sure that the student has opportunities to be assessed for risk-taking.
- Understand that some students will profit from making mistakes.
- Negotiate alternative ways for completing an assignment.
- Anticipate that some students will have difficulty completing repetitive tasks.
- Anticipate that some students will generate ideas and grasp the larger picture, but may be perceived as not pulling his/her own weight with the tedious parts of a group project.

Dynamic Learner

8 of 10 users = 80%

Dynamic Learners are those who have a combination of Use First, Use as Needed and Avoid learning patterns. Dynamic Learners require mental effort when moving across learning patterns. Therefore, you may experience student frustration during sudden shifts in content and/or expectations.

Strong Willed Learner

2 of 10 users = 20%

A Strong Willed Learner is an individual who uses three or more learning patterns at the "Use First" level. SWL's are their own teams and do not seek external opinions. There is often a level of inertia between SWL and non-SWL as the SWL typically seeks control of challenges as they have great confidence in their learning patterns.

Bridge Learner

0 of 10 users = 0%

Bridge learners possess characteristics of being the ultimate team player (they possess four learning patterns at the "Use-as-Needed" range) and often times are not noticed until they are not present. Bridge learners are great facilitators and negotiators as they naturally understand all four of the learning patterns.

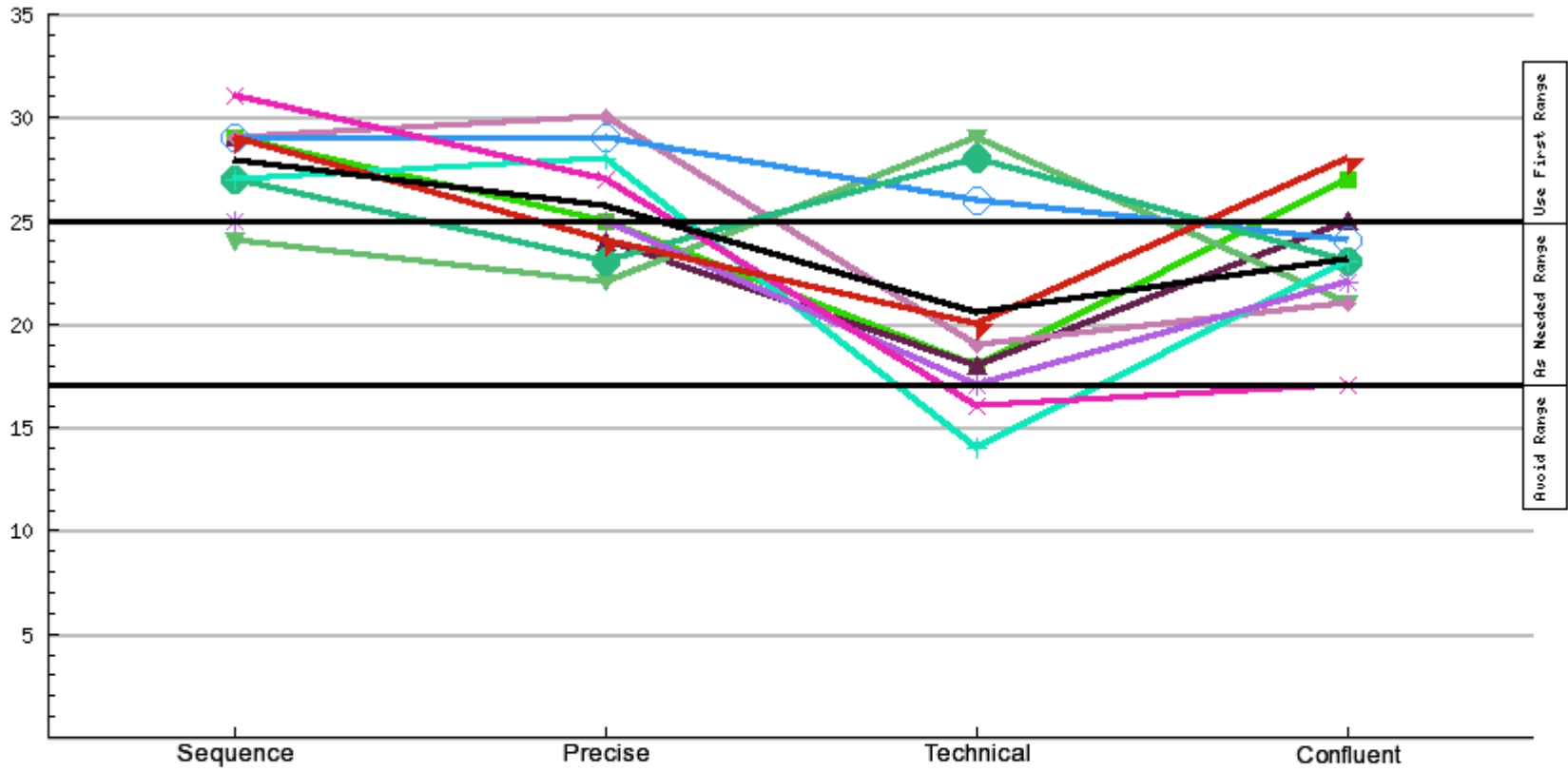
The next step would be to analyze the requirements of the activities and assignments based on learning patterns and provide the awareness, support, and vocabulary to identify, decode and apply the importance of knowledge of learning to success.

We hope that this is helpful information to you and encourage your learning communities to manage their LCI Scores and to work with an awareness of how their learning processes can support, encourage and challenge each other towards success. Please review the attached materials to gain a greater understanding of the data accumulated to date and visit www.LCRinfo.com or www.letmelearn.org for additional insights.

■ DETAILED REPORT - Education Adult Form ■

#	User ID	Name	Date	Sequence	Precise	Technical	Confluent
1	UV06EM04	Andy B	02-12-2006	29	25	18	27
2	UV06EM26	Barbara C	03-13-2006	29	24	18	25
3	UV06EM30	Bill D	03-15-2006	24	22	29	21
4	UV06EM37	Chris A	03-15-2006	29	30	19	21
5	UV06EM31	Cindy A	03-15-2006	29	29	26	24
6	UV06EM32	Dave W	03-15-2006	27	23	28	23
7	UV06EM38	Gregg D	03-15-2006	27	28	14	23
8	UV06EM35	Jen D	03-15-2006	25	25	17	22
9	UV06EM36	Jim D	03-15-2006	31	27	16	17
10	UV06EM27	Mary M	03-15-2006	29	24	20	28
MEAN				27.9	25.7	20.5	23.1
MEDIAN				29	25	19	23
MODE				29	24	18	21

GROUP REPORT - EDUCATION ADULT FORM - UV06EM



- Andy B
- ▲ Barbara C
- ▼ Bill D
- ◆ Chris A
- ◇ Cindy A
- ◆ Dave W
- + Gregg D
- * Jen D
- × Jim D
- ▲ Mary M

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