



You filled in the premium version of the Learning competences Questionnaire. The current feedback report offers an overview of your learning competences. It provides information regarding four aspects of your learning:

- your motives for participating in a professional development activity;
- the goals you set for yourself when you participate in a professional development activity;
- The way you engage in learning when participating in a professional development activities;
- Your personal preferences in decision-making. Your decision making style.

These four sections each contain different scales. For each scale you receive a description, including the scientific construct the scale is based upon. Next you find two scores. The first number is the average score participants in our research, learning above the ruler, attain on this scale. This score is included for reference purposes. The second number is your personal score. The minimal score you can attain on each scale is 1, the maximal score 5. Three consequently constitutes an average score.

For each scale you will also receive some tips en suggestions to enhance your learning competences.

1. Wanting to participate

Scientific concept = Autonomous motivation

Your score on this scale represents the degree to which your participation in a professional development activity is a free choice. The higher the score on this scale, the more you chose to participate. Nevertheless, the specific reasons for participating can be quite divers: you find the topic interesting, you are curious of the content of the activity, you think the topic is relevant for your job or you find the activity valuable for your personal development.

Your score on this section:

Tips:

When your score on 'Wanting to participate' is low (or lower than you expected), ask yourself: "why do I participate in this professional development activity at this given time?" Depending on your answer, you can consider various options:

You perceive the topic or the instructional approach to be interesting or relevant. However, the timing of the activity does not suit you. You have other priorities. Investigate whether or not participating at another time is feasible. Come to an agreement with yourself: "I will let this go for now, but I make it a personal aim to pick this up at a later time."

The topic or the instructional approach does not appeal to. Reflect on the question: "Under what circumstances do I learn spontaneously? What differences exist between those circumstances and the current professional development activity? Is it the instructional approach, the topic, or both?" Based on this analysis you can start looking for viable alternatives. Discuss these alternatives with your HR-contact or your supervisor.

In some instances a lack of autonomous motivation may be indicative of a more encompassing lack of work motivation. If you suspect this might be the case for you, it is important to discuss this with someone else (supervisor, HR-contact, a personal coach, ...).

2. Feeling pressured to participate

Scientific concept = Controlled motivation.

Your score on this scale represents the degree to which you feel pressured to participate in a professional development activity. The higher your score, the stronger this feeling of pressure. The reason why you feel pressured can be divers: The pressure can arise from factors in your (working) environment: Your superior wants you to take part in this training, all other colleagues in your team already participated, A HR-representative wants you to reach your annual quota of professional development activities. The pressure can also stem from within yourself: You want to demonstrate your passion or vehemence for the job to your superior. You feel guilty because your the sole person in your team who hasn't participated in a specific professional development activity, ...

Participating in a professional development activity with a motivational drive that stems from feelings of pressure is ambivalent. On the one hand motivation exists to a degree. On the other hand the quality of the motivational drive is less compared, for instance, to autonomous motivation. This lower quality can have an impact on your engagement, the quality of your learning process and the way you feel during the professional development activity. Normally in this case, you are willing to exert only a minimum of effort, you engage in surface learning and you tend to have negative feelings towards the activity (resistance, boredom, ...).

As a reference, the participants in the learning above the ruler-project on average scored 1,9 on this scale.

Your score on this section:

Tips:

When your score on 'Feeling pressured to participate' is high (or higher than you expected), it is important to first locate the source of this pressure: "Does it originate in your environment or within you personally?"