



Dynamic Learning Index

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Dynamic Learning

Dynamic Learning, also known as Self-Directed Learning, is defined as “any increase in knowledge, skill, accomplishment, or personal development that an individual selects and brings about by his or her own efforts using any method in any circumstances at any time” (Gibbons, 2002, p. 2). Research shows that sales professionals have a higher degree of self-directed learning than the general population (Tuggle, 2014; Durr, Guglielmino, & Guglielmino, 1996). Research also indicates that people evolve through stages of lesser and greater self-directedness in learning and that it can be taught (Artis & Harris, 2007; Grow, 1995). If sales organizations can leverage this reality, it could result in more effective sales enablement and ultimately, greater performance from sales professionals.

The Dynamic Learning Index (DLI)

The Sales Conservatory is developing the DLI for two purposes:

1. To identify which aspects of dynamic learning are most relevant to sales professionals.
2. To establish a means of identifying at what stage a sales professional operates about dynamic learning.

In doing so, we will be able to provide targeted training to develop the specific characteristics of dynamic learning that have the greatest potential to impact sales performance, as well as to progress sales professionals’ capabilities and capacities in those characteristics along an identifiable development path.

The DLI consists of four subscales that each measures a separate aspect of dynamic learning. Together, they form the 26-item assessment. The assessment is scored on a 5-point Likert type scale (1=Strongly Disagree; 2=Disagree; 3=Neither Agree nor Disagree; 4=Agree; 5=Strongly Agree). The subscales have been separately validated and proven reliable in published research studies and the first 3 of the following 4 subscales have been validated and proven reliable in a Sales Conservatory research study.



Dynamic Learning Index

Please indicate your level of agreement with each statement according to the following scale:

- 5: Strongly Agree
- 4: Agree
- 3: Neither Agree nor Disagree
- 2: Disagree
- 1: Strongly Disagree

In general,

1. _____ I will be able to achieve most of the goals that I have set for myself.
2. _____ When facing difficult tasks, I am certain I will accomplish them.
3. _____ I think that I can obtain outcomes that are important to me.
4. _____ I believe I can succeed at most any endeavor to which I set my mind.
5. _____ I will be able to successfully overcome many challenges.
6. _____ I am confident that I can perform effectively on many different tasks.
7. _____ Even when things are tough, I can perform quite well.

In my job ...

8. _____ One of my goals is to learn as much as I can.
9. _____ One of my goals is to learn new content.
10. _____ One of my goals is to master new skills.
11. _____ It is important that I understand my work.
12. _____ It is important for me to learn the content being taught.
13. _____ It is important to me that I improve my skills.
14. _____ It is important that I understand what is being taught to me.
15. _____ Understanding ideas related to me is important to me.

As I learn things in my job...

16. _____ Even when the tasks are uninteresting, I keep working.
17. _____ I work hard, even if I do not like what I am doing.
18. _____ I continue working, even if there are better things to do.
19. _____ I concentrate so that I will not miss important points.
20. _____ I do not give up, even when the work is difficult.
21. _____ I keep working until I finish what I am supposed to do.
22. _____ I generally try to make good use of my time during the day.

In my job...

23. _____ My interaction with others helps me plan for further learning.
24. _____ I would like to learn the language and culture of those with whom I frequently interact.
25. _____ I am able to express messages effectively in oral presentations.
26. _____ I am able to communicate messages effectively in writing.



Dynamic Learning Index Scoring Sheet

Please place the number for each item from the Assessment into the table below.

	Self-Efficacy	Learner-Goal Orientation	Self- Regulation	Interpersonal Communication
	1.	8.	16.	23.
	2.	9.	17.	24.
	3.	10.	18.	25.
	4.	11.	19.	26.
	5.	12.	20.	
	6.	13.	21.	
	7.	14.	22.	
		15.		
Total				
Divide by (#)	(7)	(8)	(7)	(4)

Please place your final score for each dimension next to its definition below.

_____ **Self-Efficacy:** One's belief that he or she can achieve or learn something. Without that belief, nearly any learning activity will fall short of its intended outcome.

_____ **Learner-Goal Orientation:** Learner-goal orientation address the extent to which a person typically orients himself or herself towards a learning end as a goal, as opposed to another goal. The higher the degree of learner-goal orientation, the higher the level of self directedness a learner likely demonstrates.

_____ **Self-Regulation:** Self-regulation helps identify if a learner has and exercises effective habits that reinforce learning.

_____ **Interpersonal Communication:** Provides insight into the extent to which a person uses effective communication in learning.

_____ : **Overall Average Score** (Divide total by 4)



What the score means:

1.0 – 2.25 overall average: Dependent Learner, we call these Orange learners

- You are accustomed to a more traditional learning environment in which a teacher or facilitator directs the learning.
- You prefer classroom, face-to-face learning contexts.
- In order to develop more independent learning comfort and success, you need to work with a supervisor who can provide and facilitate use of alternative learning resources and opportunities (e.g. online learning, book study, etc.)
- You do well with managers that are **Authorities or Coaches**
 - They are managers that coach with immediate feedback. They give drills and Informational lectures. They focus on overcoming your deficiencies and resistance.

2.25 – 3.5 overall average: Interested Learner, we call these learners, Green learners

- You do well in highly structured learning contexts
- You may achieve at an even greater pace through synergistic learning projects when working closely with a supervisor to achieve learning goals
- You should consider collaborating with a supervisor on a learning project, such as an online training course or a book study.
- You do well with manager that are **Motivators or Guiders**
 - They are manager that give inspiring lectures as well as guided discussion. They help goalsetting and give you learning strategies.

3.5 – 4.5 overall average: Involved Learner, we call these learners, Blue learners

- You have a good idea of how you learn best
- You may need others to provide resources to maximize learning
- To further develop own learning capacity, you should experiment with creating your own learning experience – choosing the learning objectives, outcomes, and resources for learning
- You do well with managers that are **Facilitators**
 - They facilitate discussions and you participate with them as an equal. They also give seminars and assign group projects.

4.5 – 5.0 overall average: Self-Directed Learner, we call these learners, Red learners

- You know how you learn best and how to access learning resources.
- You prefer to fully direct own learning, choosing the time, medium, and environment for learning
- Your supervisor trusts you to learn what you need to know to maintain a high level of performance
- You do well with managers that are **Consultants or Delegators**
 - They are manager utilize internships, value individual work, and set self-directed tasks for groups.