

EXAMPLE REPORT

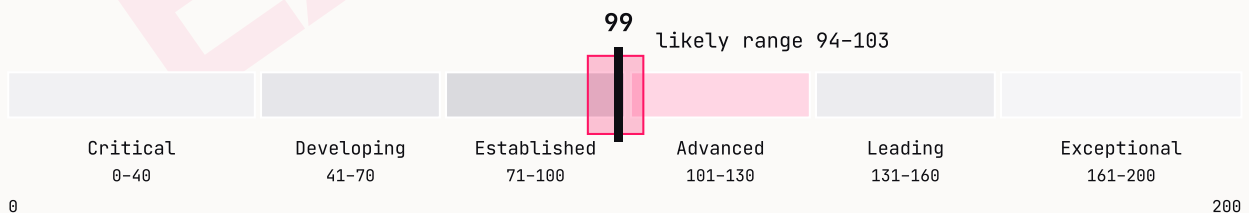
Learning Velocity Index™ Diagnostic

Front-Line Manager Programme · Example Financial Group (fictional) · Example report

99

Established

Example data



Based on the views of 15 people who run the programme and 7 who experience it · Responses collected over two weeks · Example data · Scoring version 3.0

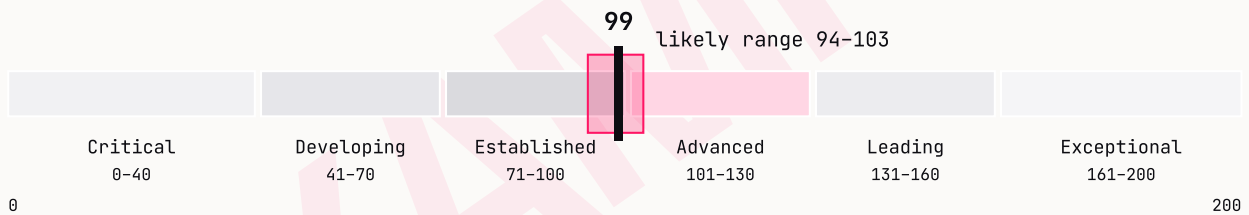
02 • YOUR SCORE

Your score and its likely range

99

Established

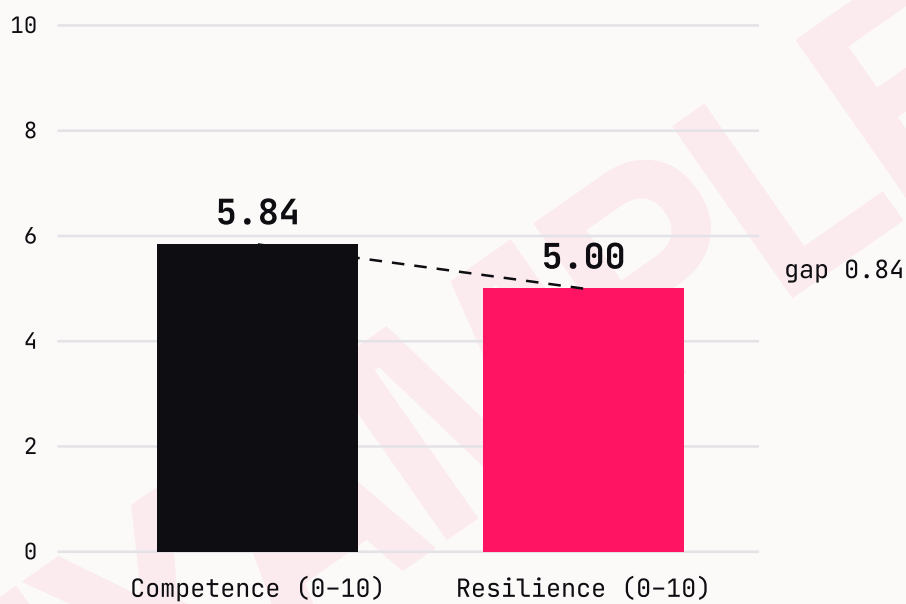
Likely range 94–103. The Learning Velocity Index™ is designed to show how well an organisation builds capability and sustains it under pressure, on a 0–200 scale. Your score combines Competence (5.84 out of 10) and Resilience (5.00 out of 10), adjusted for the challenge your team reports (6.8 out of 10). The range reflects how closely your 15 respondents agreed: the picture for this programme most plausibly sits anywhere in it, which spans the Established/Advanced boundary.



03 • BALANCE

Competence and Resilience

Competence (5.84) is ahead of Resilience (5.00) by 0.84 points. Both count towards the score, so the clearest room to improve is in Resilience.

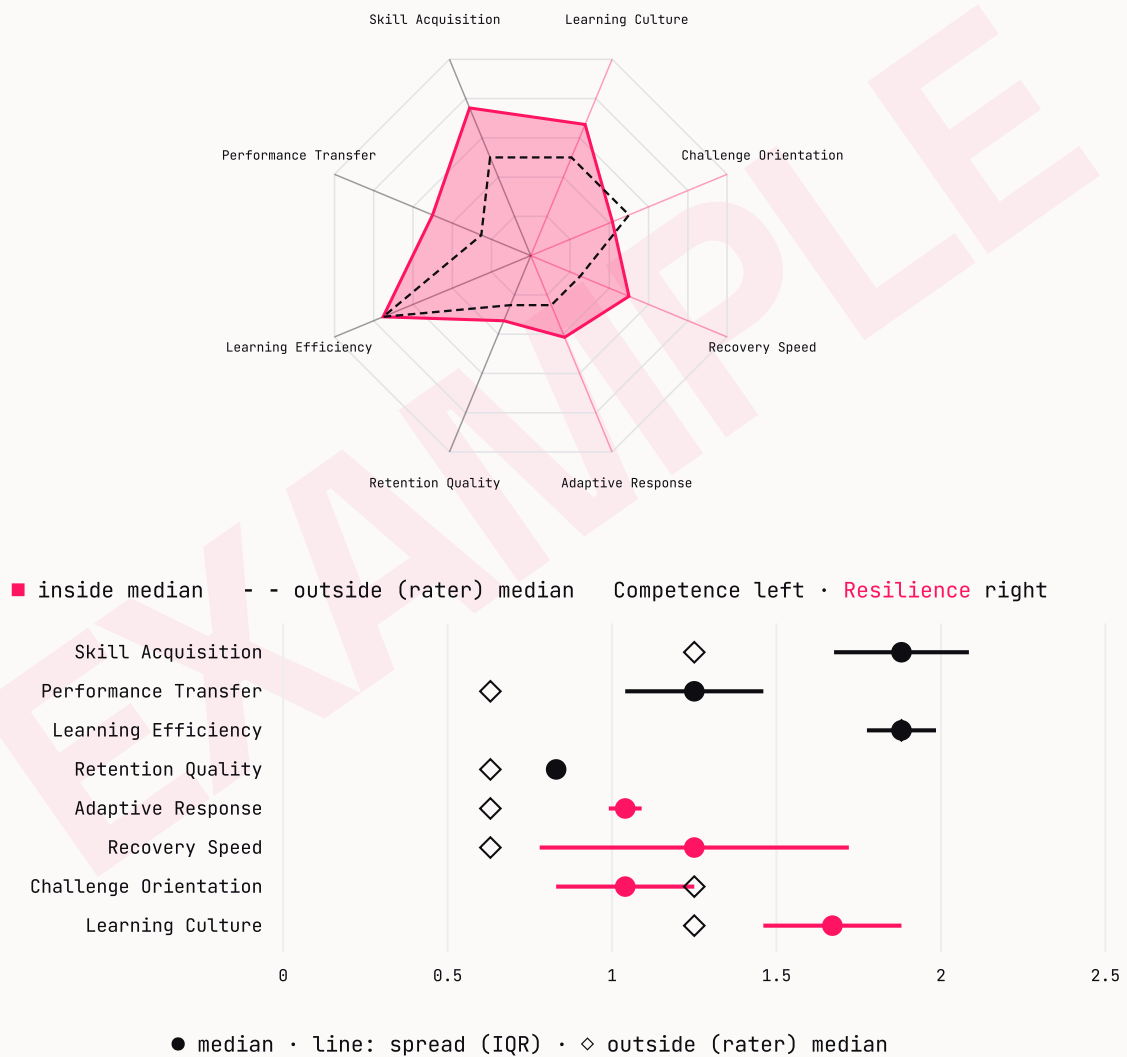


*Resilience looks like the area with **most room to grow**, particularly Adaptive Response (1.04) and Challenge Orientation (1.04).*

04 • SUB-DIMENSIONS

Eight sub-dimensions

Each sub-dimension is scored 0–2.5 from the median of your respondents' answers. Whiskers show how far views differed. Example data.

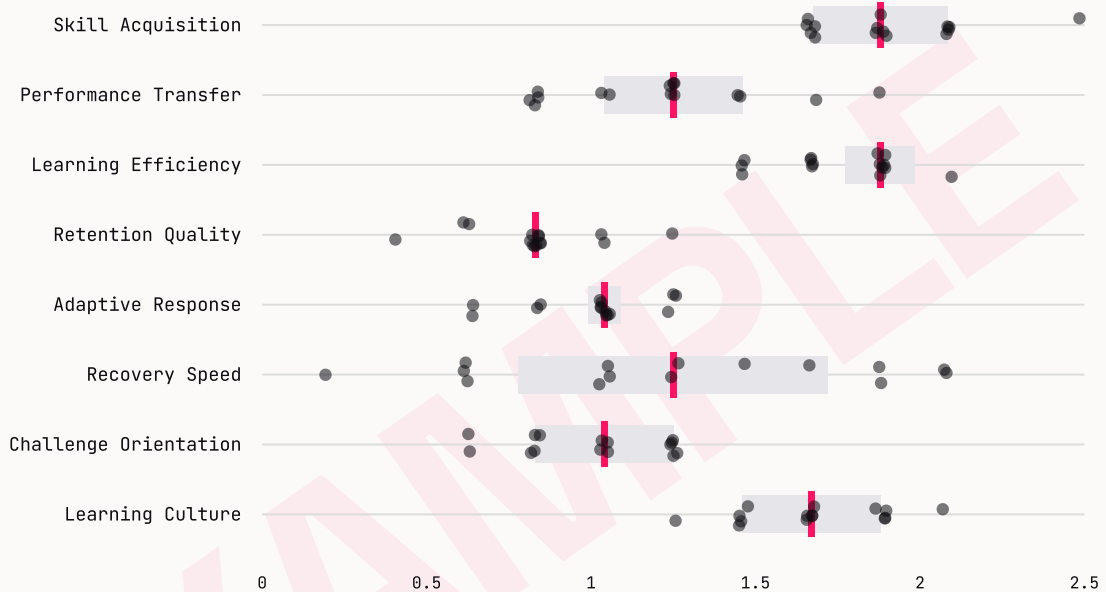


SUB-DIMENSION	MEDIAN (0–2.5)	AGREEMENT
Skill Acquisition	1.88	mixed views
Performance Transfer	1.25	mixed views
Learning Efficiency	1.88	broad agreement
Retention Quality	0.83	broad agreement
Adaptive Response	1.04	broad agreement
Recovery Speed	1.25	divided
Challenge Orientation	1.04	mixed views
Learning Culture	1.67	mixed views

05 • AGREEMENT

Where your people agree and differ

Respondents broadly agreed on 3 of 8 sub-dimensions, had mixed views on 4, and were divided on Recovery Speed (spread 0.94).

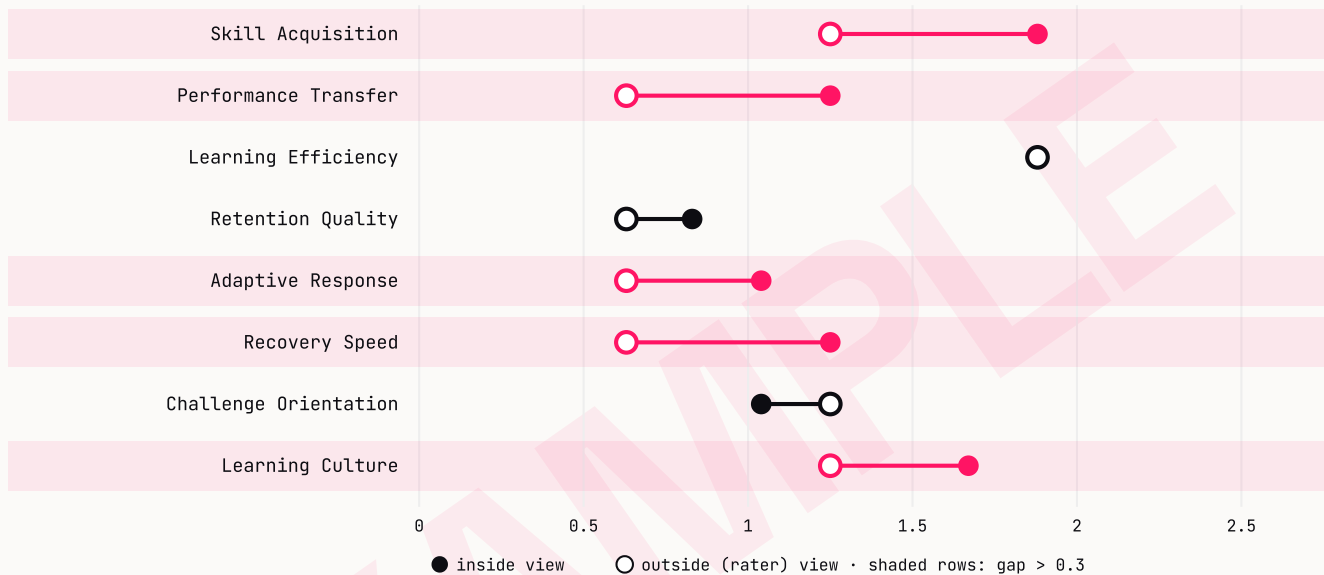


Agreement was strongest on Retention Quality, which respondents consistently rated low (0.83). On Recovery Speed, some respondents saw quick recovery after setbacks and others did not. Because views were divided, this Diagnostic does not treat Recovery Speed as a firm strength or weakness. It may be worth exploring why experiences differ across the team.

06 • INSIDE AND OUTSIDE

Inside view vs outside view

15 people who run the programme and 7 who experience it rated the same eight areas. The two views were moderately aligned (average difference 0.39 on a 0–2.5 scale).



The outside view was lower on five areas, most of all on Skill Acquisition, Performance Transfer and Recovery Speed (each about 0.6 lower). This suggests participants may experience the programme as less effective at building and applying new skills than the team running it expects.

07 • PRIORITIES

Three priorities

Three areas this Diagnostic suggests are worth exploring first:

1. **Retention Quality** (0.83, lowest, broad agreement). Explore whether key skills are revisited after the programme ends, for example with spaced practice at 30/60/90 days.
2. **Adaptive Response** (1.04). Explore how quickly the programme changes when participants' needs change.
3. **Skill Acquisition** (outside view 0.63 lower than inside view). Explore how new skills are checked in practice, not only on completion.

FACILITATOR NOTE

Pink Matter Diagnostic team (example)

CHALLENGE CONTEXT Your team rated its challenge environment **6.8/10**. In the current scoring, a higher challenge rating lowers the score for the same Competence and Resilience.

08 • METHOD

About this Diagnostic and its limits

The Learning Velocity Index™ is a self-report diagnostic designed to show how a programme or function builds and sustains capability, based on the views of the people involved. Independent evidence linking the score to business outcomes is still being gathered, and the score does not forecast results. Results describe 15 respondents and 7 raters; 1 response was excluded by automated quality checks (for example, answers completed too quickly). Individual answers are never shown, and no group smaller than 5 is reported. No sector comparison is shown, because there is not yet enough comparable data.

EXAMPLE