

# Learning Habits Profile

A research-informed coaching reflection tool

Explore the learning habits you have used recently, discuss what helps or gets in the way, and choose a practical next step with your coach. This tool is not a validated psychological assessment and does not identify a fixed learning style.

Your name (optional)

Coach name

Date

Your development focus

## Before you begin

Allow around 10-15 minutes. Read the response guide on the next page before answering.

This PDF has fillable fields and answer menus; save a copy to keep your entries. Scores are calculated by hand on page 5. Use the webapp for automatic scoring and a completed chart.

More frequent use is not automatically better. Your task, available time, support and circumstances matter. For recall exercises, use practice or low-risk situations; keep required procedures and checks in real work.

This explores learning habits, not all your development needs. Recall questions may be less relevant to some goals, such as confidence or relationships. N/A is a valid response, not a failure to complete the tool.

# Your recent learning habits

Choose one work-related development focus, such as leading meetings, handling difficult conversations or learning a system.

Think about the past six weeks and occasions relevant to this focus, including courses, coaching, reading, practice and learning through work.

For each statement, indicate how often you did this when there was a relevant opportunity. Answer about what actually happened, not what you feel you ought to do.

Choose Never when an opportunity existed but you did not use the behaviour. Choose N/A when it did not fit or there was no opportunity. Choose Cannot recall rather than guessing.

1 Never | 2 Rarely | 3 Sometimes | 4 Often | 5 Almost always

N/A = Not applicable / no opportunity | ? = Cannot recall | Blank = unanswered

## A. Planning learning

- |    |                                                       |                   |
|----|-------------------------------------------------------|-------------------|
| A1 | I identified a specific work behaviour to improve.    | <div>Choose</div> |
| A2 | I decided what successful progress would look like.   | <div>Choose</div> |
| A3 | I selected a learning priority when several competed. | <div>Choose</div> |
| A4 | I broke a development goal into manageable steps.     | <div>Choose</div> |
| A5 | I set aside time for a learning activity.             | <div>Choose</div> |
| A6 | I identified resources needed before starting.        | <div>Choose</div> |

## B. Spacing practice

- |    |                                                                                      |                   |
|----|--------------------------------------------------------------------------------------|-------------------|
| B1 | I spread learning on a topic across different days.                                  | <div>Choose</div> |
| B2 | I scheduled a return to something newly learned.                                     | <div>Choose</div> |
| B3 | I revisited earlier learning while working on something newer.                       | <div>Choose</div> |
| B4 | I used short practice sessions rather than leaving all practice to one long session. | <div>Choose</div> |
| B5 | I returned to learning after an interruption.                                        | <div>Choose</div> |
| B6 | I changed when I revisited something based on how much I could remember.             | <div>Choose</div> |

# Your recent learning habits

Keep the same development focus and past-six-week period. Use the response guide below.

1 Never | 2 Rarely | 3 Sometimes | 4 Often | 5 Almost always

N/A = Not applicable / no opportunity | ? = Cannot recall | Blank = unanswered

## C. Checking understanding

|    |                                                               |        |
|----|---------------------------------------------------------------|--------|
| C1 | I recalled key points before reopening my notes.              | Choose |
| C2 | I explained an idea from memory.                              | Choose |
| C3 | I attempted a practice task before viewing an example answer. | Choose |
| C4 | I used questions to check what I remembered.                  | Choose |
| C5 | I checked my recall after time had passed.                    | Choose |
| C6 | I corrected gaps revealed by a recall check.                  | Choose |

## D. Using feedback

For D2-D5, choose N/A if you received no feedback; for D3, also use N/A if the feedback was already clear. For D6, use N/A if you had not yet made a change based on feedback. If a relevant opportunity existed but you did not act, choose Never.

|    |                                                                               |        |
|----|-------------------------------------------------------------------------------|--------|
| D1 | I asked someone to observe a skill I was developing.                          | Choose |
| D2 | When I received feedback, I asked for an example to help me understand it.    | Choose |
| D3 | When feedback was unclear, I asked what the person meant.                     | Choose |
| D4 | When I received feedback, I considered how it related to my development goal. | Choose |
| D5 | When I received feedback, I identified a useful change I could make.          | Choose |
| D6 | After making a change based on feedback, I asked how it was working.          | Choose |

## Your recent learning habits

Keep the same development focus and past-six-week period. Use the response guide below.

1 Never | 2 Rarely | 3 Sometimes | 4 Often | 5 Almost always

N/A = Not applicable / no opportunity | ? = Cannot recall | Blank = unanswered

### E. Reviewing and adjusting

|    |                                                                  |                                     |
|----|------------------------------------------------------------------|-------------------------------------|
| E1 | I recorded the outcome of a learning activity.                   | <input type="text" value="Choose"/> |
| E2 | I compared progress with my intended outcome.                    | <input type="text" value="Choose"/> |
| E3 | I considered how my approach affected the result.                | <input type="text" value="Choose"/> |
| E4 | I considered circumstances that affected my progress.            | <input type="text" value="Choose"/> |
| E5 | I questioned what I had expected when the outcome was different. | <input type="text" value="Choose"/> |
| E6 | I changed an approach that was not helping.                      | <input type="text" value="Choose"/> |

### F. Applying learning at work

|    |                                                             |                                     |
|----|-------------------------------------------------------------|-------------------------------------|
| F1 | I identified a work situation for using new learning.       | <input type="text" value="Choose"/> |
| F2 | I deliberately used a newly learned approach at work.       | <input type="text" value="Choose"/> |
| F3 | I adapted a learned technique to a particular task.         | <input type="text" value="Choose"/> |
| F4 | I arranged an opportunity to put learning into practice.    | <input type="text" value="Choose"/> |
| F5 | I sought support needed to apply new learning.              | <input type="text" value="Choose"/> |
| F6 | I checked whether I was still using an earlier improvement. | <input type="text" value="Choose"/> |

# Your reported learning habits

PAST SIX WEEKS | REPORTED FREQUENCY, NOT ABILITY

For each topic, add its numeric answers and divide by the number of numeric answers. Round to one decimal place. Exclude N/A, Cannot recall and blanks; never count them as zero.

Only show an average when at least 4 of the 6 answers are numeric. Otherwise write "Not enough responses". This completeness rule is a design choice, not a validated threshold.

Example: 4, 3, N/A, 5, 2, Cannot recall =  $14 \div 4 = 3.5$ . There is no overall total or pass mark.

## A. Planning learning

Average: \_\_\_\_\_ / 5 Numeric answers: \_\_\_\_\_ / 6



## B. Spacing practice

Average: \_\_\_\_\_ / 5 Numeric answers: \_\_\_\_\_ / 6



## C. Checking understanding

Average: \_\_\_\_\_ / 5 Numeric answers: \_\_\_\_\_ / 6



## D. Using feedback

Average: \_\_\_\_\_ / 5 Numeric answers: \_\_\_\_\_ / 6



## E. Reviewing and adjusting

Average: \_\_\_\_\_ / 5 Numeric answers: \_\_\_\_\_ / 6



## F. Applying learning at work

Average: \_\_\_\_\_ / 5 Numeric answers: \_\_\_\_\_ / 6



Mark your average on each 1-5 line. Your scores describe how often you reported particular behaviours in this context. They do not show how capable you are, or which habit you should work on first.

## Your examples and context

Four unscored reflection prompts. Brief notes are enough; bring an example to your coaching conversation. These answers do not change your scores.

Which answer would you most like to discuss with your coach, and why?

Describe a recent occasion when learning helped you do something differently.

For the third prompt, consider time, workload, support, permission and opportunities to practise. A barrier is useful context, not a personal failing.

What most helped or prevented you from putting learning into practice?

Which habit would be useful to experiment with over the next fortnight?

### Help us improve this tool (optional)

This is a usability pilot, not validation. Share your comments with your coach; this form does not submit them.

Approximately how many minutes did this take?

Which questions felt unclear, repetitive, difficult or missing?

# From reflection to action

Ask for a recent example before interpreting a result. Choose one useful experiment together; there is no need to maximise every score.

## Planning learning

Preparing a purposeful development activity. Explore whether your focus, intended progress and resources were clear. Try: Choose one observable action for the coming week.

## Spacing practice

Returning to learning on separate occasions. Consider when revisiting was useful and what made it possible. Try: Schedule two short revisits on separate days.

## Checking understanding

Checking recall and understanding during practice. Discuss what a check revealed, rather than treating confidence as proof. Try: Try a low-risk recall check, then verify it.

## Using feedback

Seeking specific feedback and considering how to use it. The usefulness and context of feedback matter more than its quantity. Try: Ask for feedback on one specific behaviour.

## Reviewing and adjusting

Looking at results and reconsidering your approach. Include circumstances and support, rather than attributing every outcome to yourself. Try: Record one outcome and one adjustment.

## Applying learning at work

Using development in everyday work. Consider opportunities, permission and support as well as your own actions. Try: Agree one suitable opportunity with any necessary support.

One behaviour I will try

When and where / support needed

What I will look for as evidence / review date

# Research and sources

The questions in this resource were newly drafted for Plutus, informed by the research listed below. The six topic groups and scoring rules are proposed coaching design choices; they have not been validated by those studies. Research findings have been summarised in our own words and considered in a coaching context. No published assessment items or figures are reproduced. The cited authors and publishers have not endorsed or validated this resource.

Panadero, E. (2017). A Review of Self-regulated Learning: Six Models and Four Directions for Research. *Frontiers in Psychology*, 8, 422.

<https://doi.org/10.3389/fpsyg.2017.00422>

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Planning and reviewing; a review of educational models, not validation of this tool.

Belardi, A., Pedrett, S., Rothen, N., & Reber, T. P. (2021). Spacing, Feedback, and Testing Boost Vocabulary Learning in a Web Application. *Frontiers in Psychology*, 12, 757262.

<https://doi.org/10.3389/fpsyg.2021.757262>

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Spacing and recall; a vocabulary study. Broader coaching applications need caution.

Wisniewski, B., Zierer, K., & Hattie, J. (2020). The Power of Feedback Revisited: A Meta-Analysis of Educational Feedback Research. *Frontiers in Psychology*, 10, 3087.

<https://doi.org/10.3389/fpsyg.2019.03087>

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Feedback; educational evidence with varied effects. More feedback is not always better.

Mehner, L., Rothenbusch, S., & Kauffeld, S. (2026). When formal training leads to informal learning among colleagues: antecedents of training transfer and knowledge sharing. *Frontiers in Organizational Psychology*, 4, 1705256.

<https://doi.org/10.3389/forgp.2026.1705256>

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Workplace application; observational employee studies do not establish causation.

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The article licences apply to the cited research. The questionnaire uses newly drafted wording; citing these studies does not make its scores validated. Research includes educational and workplace settings, which may differ from your coaching context.