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Space as Context for Executive and Organizational Coaching!

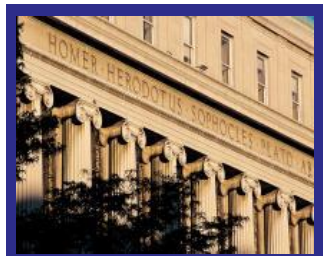
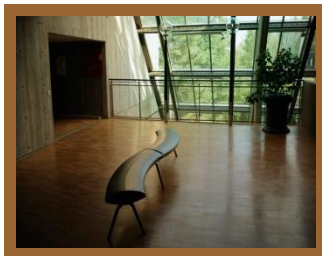


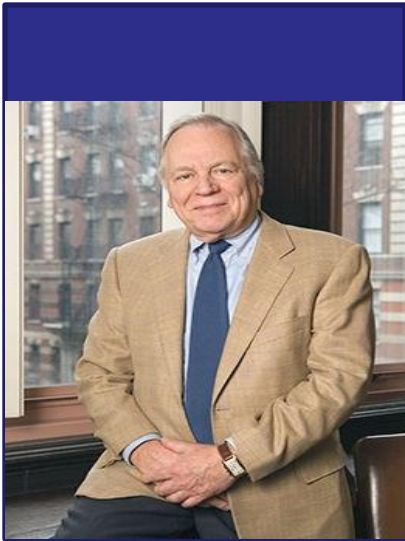
COLUMBIA UNIVERSITY

2014 COACHING CONFERENCE

Opening Keynote Presentation

Learning Agility: Implications for Executive and Organizational Coaching!





Opening Keynote Presentation

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Conceptual Clarity...

- To be learning agile one must have attained a threshold of learning ability.
- Learning agility has at least two primary components:
 - *Skill*
 - *Motivation*

Skill

- Discerning whether what one has learned from experience, how one thinks and behaves, is applicable to the new and different situation – and if not, what does one then do?

Motivation

- One's willingness to take risks in attempting to deal with a novel situation when not knowing exactly what to do.
- Coupled with risk-taking is seeking feedback about how one is doing regardless of how threatening this action might be to one's self esteem.

Relevant Terms:

- **Flexibility** - being adaptable, not rigid, when trying something for the first time – and getting feedback as soon as possible.

Relevant Terms – cont.

- **Speed** – trying new approaches quickly and learning about the consequences in the moment retaining some of the thoughts and behaviors and discarding others that do not appear to add anything to one's learning.

Relevant Terms – cont.

- Avoiding defensiveness, that is, justifying one's actions regardless of their efficacy regarding the uniqueness of the situation.

Clear Points...

- **Learning agility** is a combination of *motivation* – being willing to face new and perhaps ambiguous situations by taking actions that help one to stay engaged....and
- **The skill** to discern quickly the consequences of these actions determining what to do next in order to continue the process of learning.

Current Status...

These are early days of learning about learning agility and the discussion, practice, and enthusiasm about the concept is ahead of theory and research not to mention being poorly defined and inadequately measured.

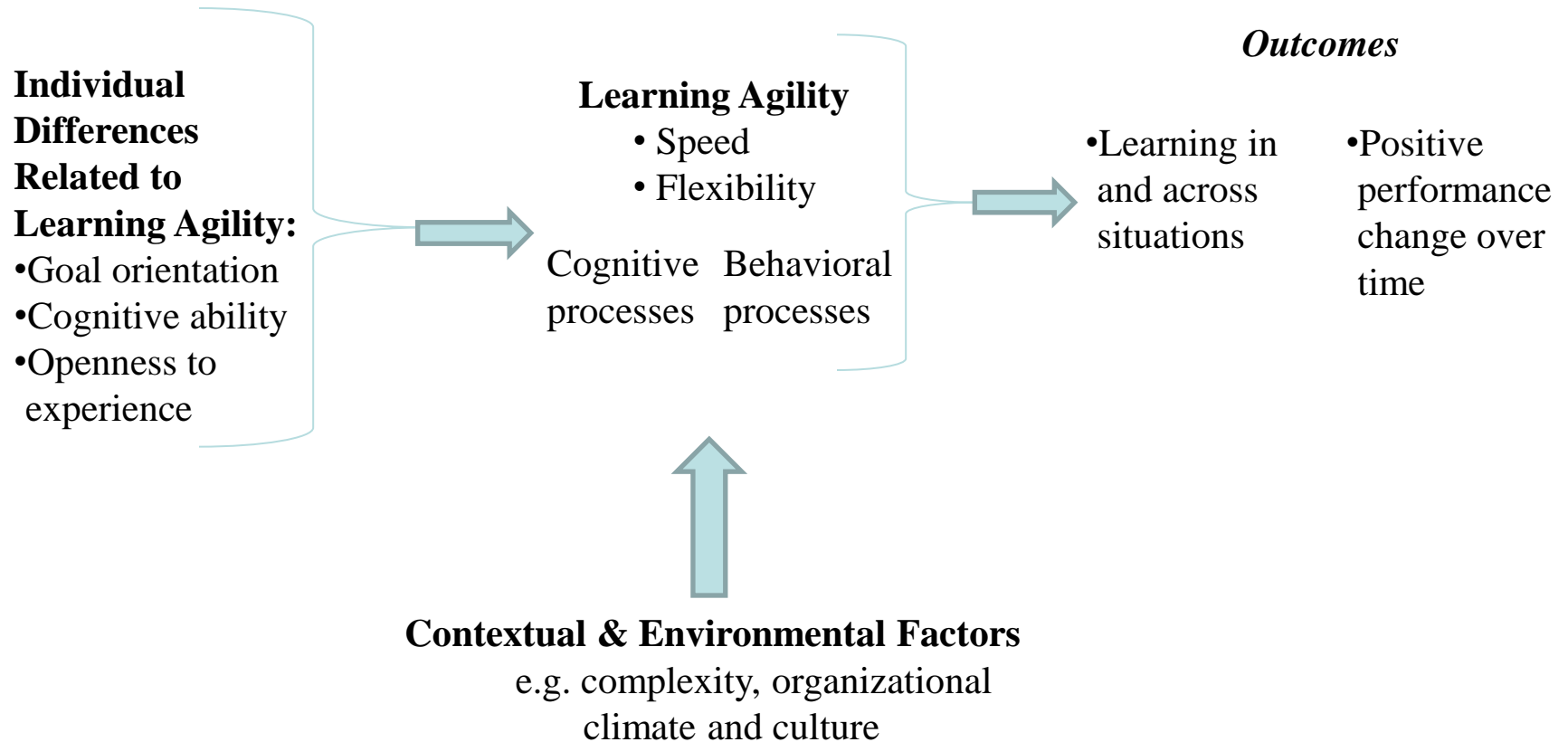
Key Thinkers...

DeRue, Ashford, and Myers in their 2012 article* review the literature so far and end up defining learning agility primarily in terms of flexibility and speed. They also stress the importance of distinguishing between learning agility and learning ability.

* DeRue, D.S., Ashford, S.J. & Myers, C.G. (2012). Learning agility: In search of conceptual clarity and theoretical grounding. *Industrial and Organizational Psychology*, 5, 258-279.



A Model of Learning Agility-Based on the work of DeRue and colleagues (2012)



Research Underway...

Burke and colleagues' attempts to measure learning agility: The measure-in-progress is behavioral not cognitive and amenable to a multirater process.

The following slides provide a sampling of items based on a seven-point Likert scale asking “how often one engages in these behaviors in professional life”.

6 Dimensions of Learning Agility...

- Feedback Seeking
- Performance Risk Taking
- Collaborating
- Experimenting
- Flexibility
- Speed

Dimension: Feedback Seeking

Sample Item:

Ask my peers to provide me with feedback on my performance.

Dimension: Performance Risk Taking

Sample Item:

Take on new roles and assignments that are challenging.

Dimension: Collaborating

Sample Item:

Work with colleagues from different backgrounds or job functions to share perspectives.

Dimension: Experimenting

Sample Item:

Experiment with unproven ideas by testing them out.

Dimension: Reflecting

Sample Item:

Critically evaluate work-related events with others in order to understand what happened.

Dimension: Flexibility

Sample Item:

Find common themes among opposing points of view.

Dimension: Speed

Sample Item:

Get up to speed quickly on new tasks and projects.

..... And what about defensive reactions?



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