



Learning Agility: Being Adaptable to New Situations



Center for
Creative
Leadership

www.ccl.org

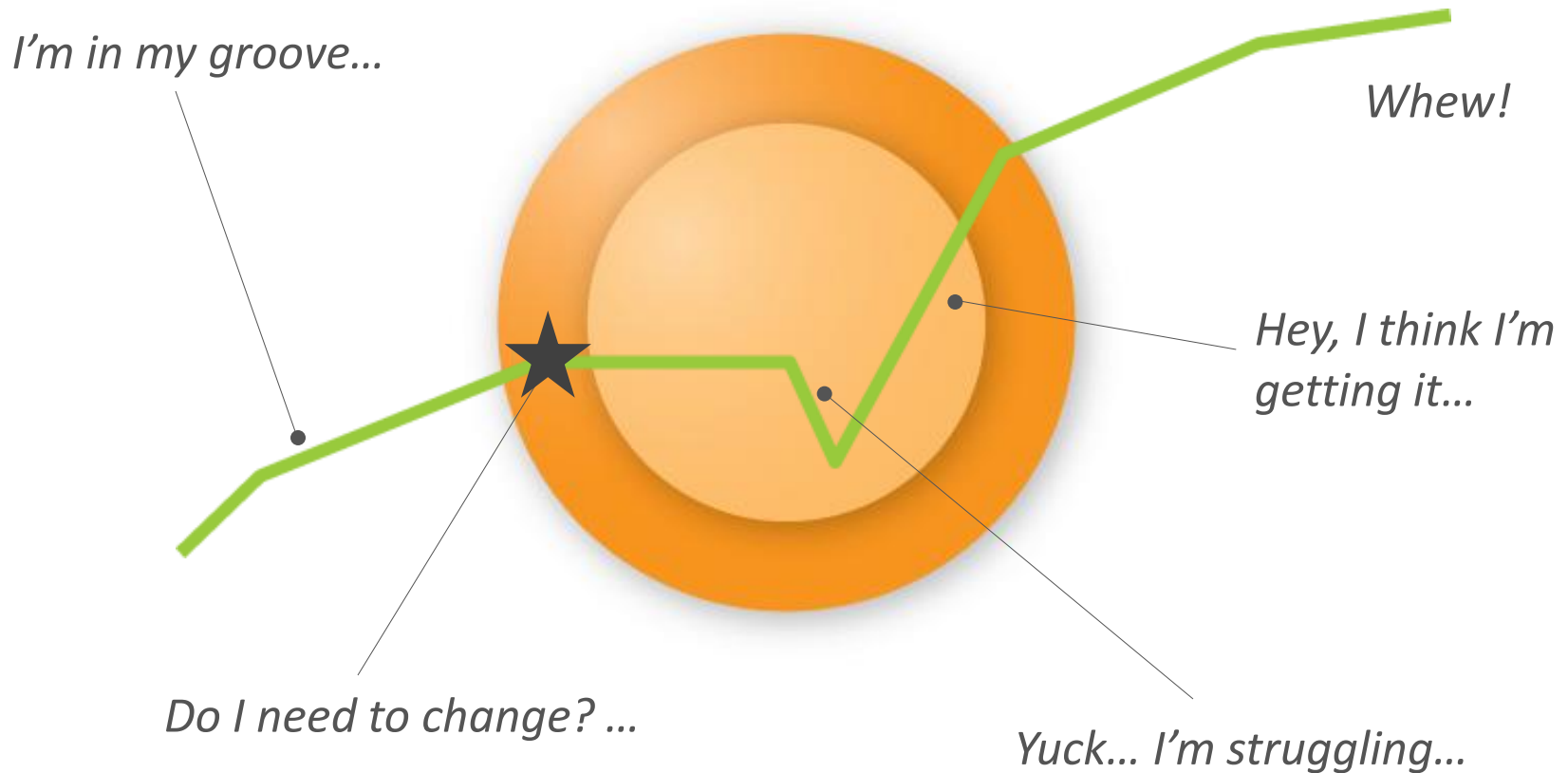
Powerful Learning

Think of a time...

- When you were engaged in a powerful learning experience
- Describe it to your table group in a word or short phrase; what was it like? (Adverb/Adjective)?



Anatomy of a Learning Experience

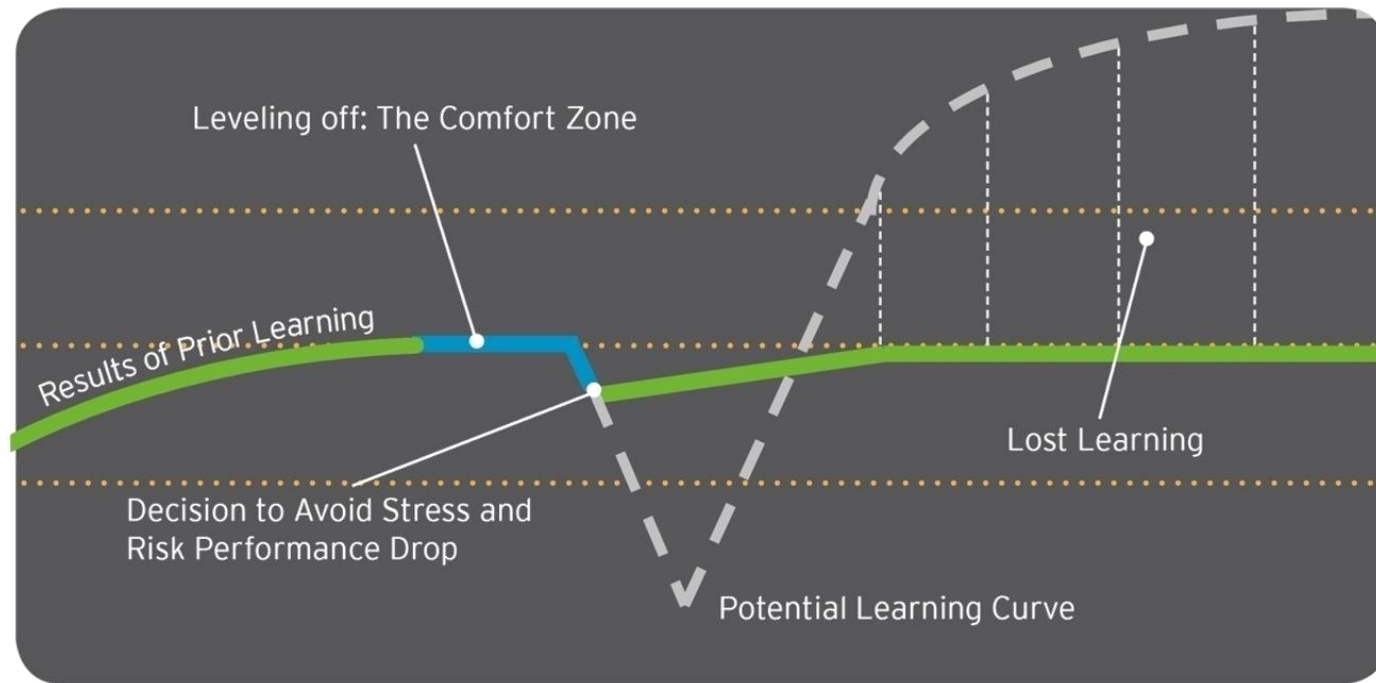


“The fear of not looking good [pride] is one of the greatest enemies of learning. To learn, we need to acknowledge that there is something we don’t know, and to perform activities that we’re not good at.”

~ Peter Senge
The Fifth Discipline

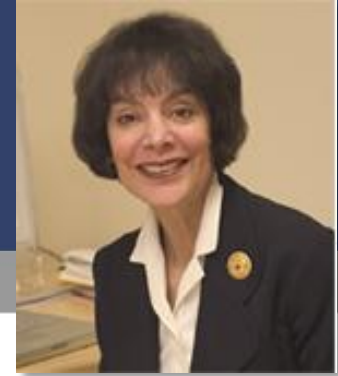
Senge, P. The fifth Discipline: The art and practice of the learning organization. (1st ed.) New York, NY: Doubleday.

Avoiding a Learning Experience



Two Learning Mindsets

By Dr. Carol Dweck



Fixed

- **Seldom** thinks about learning new things
- **Avoids** challenges
- Gives up **easily**
- Sees effort as **fruitless** or worse...
- **Ignores useful feedback**
- **Feels threatened** by the success of others; denigrates or dismisses it

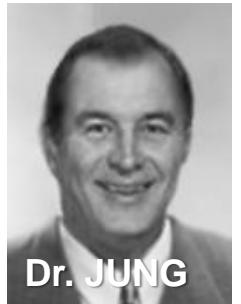


Growth

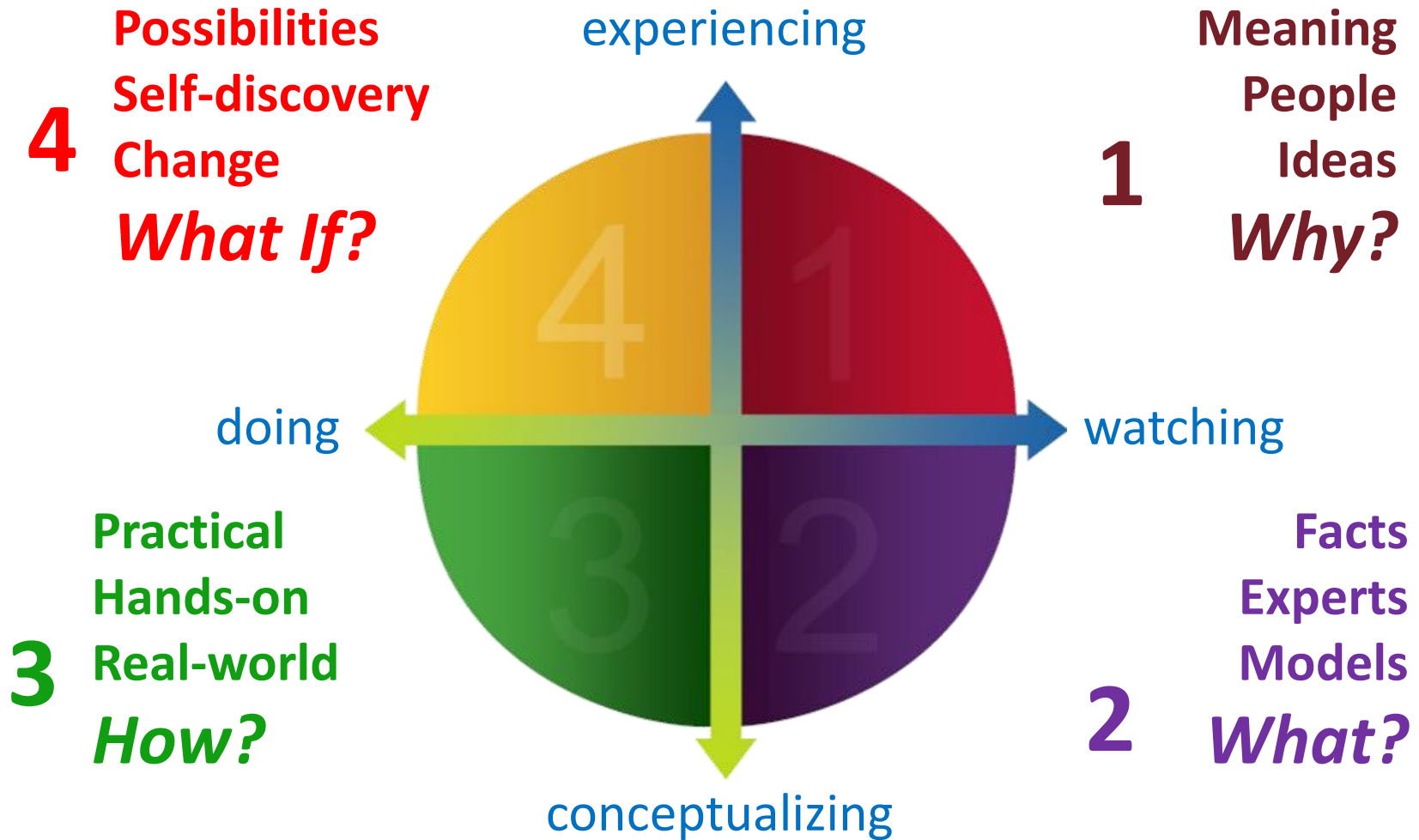
- **Embraces challenges**
- **Persists** in the face of setbacks
- Sees **effort** as the **path to mastering new things**
- **Learns** from **feedback**
- Finds **inspiration, lessons, and best practices** in the success of others
- Is an agent of **change and progress**

The Learning Type Measure (LTM)

- LTM helps individuals understand their primary learning style (preference/type).
- It examines an individual behaviors related to ***motivation, thinking, problem-solving, and performance.*** This enhanced **self-awareness** will positively impact your ***“development.”***
- The LTM is based on the work of ***Carl Jung, David A. Kolb, Kurt Lewin, Isabel Briggs Myers, Joseph Bogen, and Bernice McCarthy.***
- Specifically reflected in the LTM are:
 - Adaptations of Dr. Jung’s ***feeling, sensing, intuition, extroversion, and introversion.***
 - Behaviors modeled after Kolb’s constructs of ***concrete experiential, reflective, abstract and active learners.***



Four Styles/Types/Preferences of Learners; Four Quadrants



Each person has a “most favored” quadrant!

Four Styles of Learners

Learning Type One: Why

- Interactive; discusses and debates with others **why** things happen like they do; share ideas
- Excel when the task requires **people to work together** toward a common goal; very people oriented and nurturing; excellent counselors
- Good listeners; empathic; caring; have genuine **interest in people** and cultures; very inclusive
- They keep others informed!!!
- They compare, reflect, and analyze **how humans interact**
- They learn by relating new ideas to their prior knowledge and experience; are intuitive
- Type Ones take learning **seriously**

Four Styles of Learners

Learning Type Two: What

- Learn by gathering many **facts** and organizing them
- They gather ***facts*** to logically solve difficult problems and make decisions
- Form judgments based on ***verifiable data and details***
- Like follow through, logic, reason, and organization; are systematic and structured
- Create ***outlines, models, patterns and structures*** prior to implementation; to understand...
- Tend to be conservative with resources
- Have a tendency to be risk avoidant
- Type Two learners do very well in ***school!***

Four Styles of Learners

Learning Type Three: How

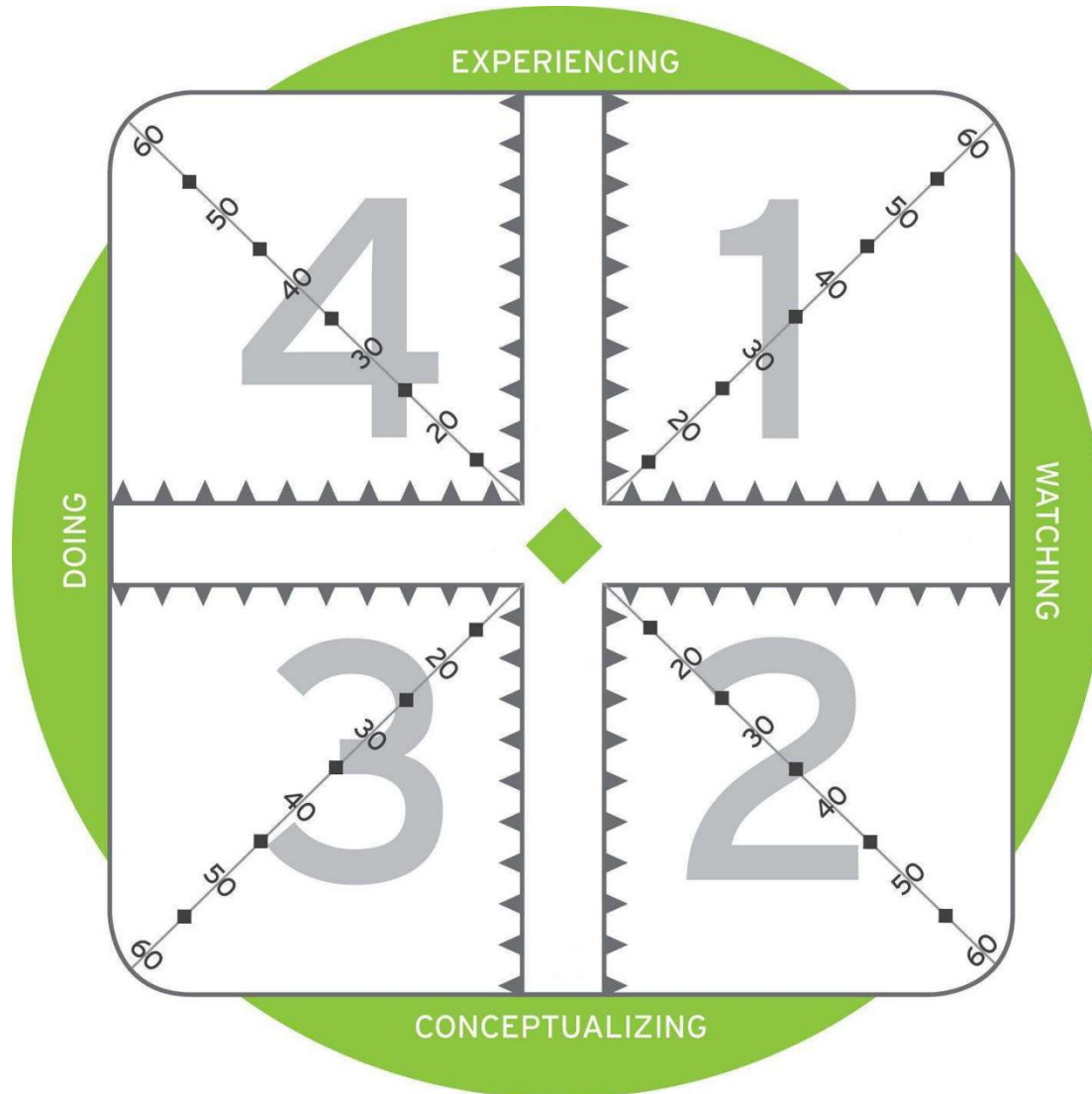
- ***They get the job done; they get results; they are efficient and effective performers***
- They are action and task oriented; focus on realistic outcomes; are process oriented
- Practical; real world; hands on; apply common sense; efficient planners, sequencers
- Learn by using “***down to earth***” problem solving techniques
- Experiment; test ideas against real life circumstances; good at implementing & adjusting
- Can be ***bossy, impersonal, direct, impatient*** with ambiguity and sometimes fail to consider the human side of an issue; command oriented

Four Styles of Learners

Learning Type Four: What if

- They are adept when what is to be learned must be judged for ***creativity and originality***; they are ***risk oriented***; ***innovative***
- They respect the ***unconventional*** and love looking for ***new possibilities***, future applications, and a ***new vision***; like to experiment
- Open-minded; flexible and intuitive problem solvers; good at strategizing and integrating
- They may not devote enough attention to consequences; 2nd and 3rd order effects
- Learn by looking for themes, patterns and relationships that connect with their personal experience

The LTM Feedback Report



Cell Phone Activity



Situation: You have commissioned to buy cell phones for your team. Discuss your typical approach based on your learning type and be prepared **to report out** to the larger group:

1. The **top three things** you will do
2. A “**motto**” for your learning type

Learning Type

Stay in the same learning type groups and discuss:

- 1.) How is my learning type *serving or limiting me?*
- 2.) Be prepared to share and *report out* to the larger group.

Learning Type

- You will now have **a twenty minute walking meeting** break in pairs.
- Partner with one other person and discuss:
- *If I were to stretch my learning, what other type might I chose and how would that help me?*

