



Summary Profile Report

Extended

Name: Eddie Sample

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Company/Affiliate: XYZ Corporation

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Current Position: Manager

ID: 0048878.016

Introduction

In times of change, leaders need to be more agile than ever. Adapting to new business strategies, working across cultures, dealing with temporary virtual teams, and taking on new assignments all demand that leaders be flexible and agile. But why are some better at this than others and how did they get to be this way? How can we measure this?

This report presents your individual responses to the Burke Learning Agility Inventory™, an instrument developed at Teachers College, Columbia University and offered to you by EASI•Consult, LLC. This instrument provides a robust and reliable measure of learning agility. It measures nine essential components of agility that you can develop over time.

Sample

Burke Learning Agility Dimensions and Definitions

FLEXIBILITY

Being open to new ideas and proposing new solutions

SPEED

Acting on ideas quickly so that those not working are discarded and other possibilities are accelerated

EXPERIMENTING

Trying out new behaviors (i.e., approaches, ideas) to determine what is effective

PERFORMANCE RISK TAKING

Seeking new activities (i.e., tasks, assignments, roles) that provide opportunities to be challenged

INTERPERSONAL RISK TAKING

Discussing differences with others in ways that lead to learning and change

COLLABORATING

Finding ways to work with others that generate unique opportunities for learning

INFORMATION GATHERING

Using various methods to remain current in one's area of expertise

FEEDBACK SEEKING

Asking others for feedback on one's ideas and overall performance

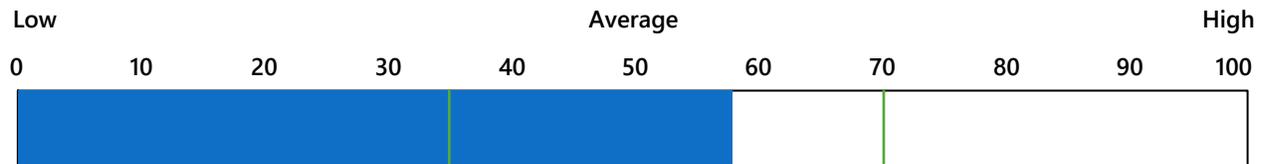
REFLECTING

Slowing down to evaluate one's own performance in order to be more effective

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Overall Learning Agility Assessment Summary

Norm Group Mid-Upper Management (2015)



Percentile: 58

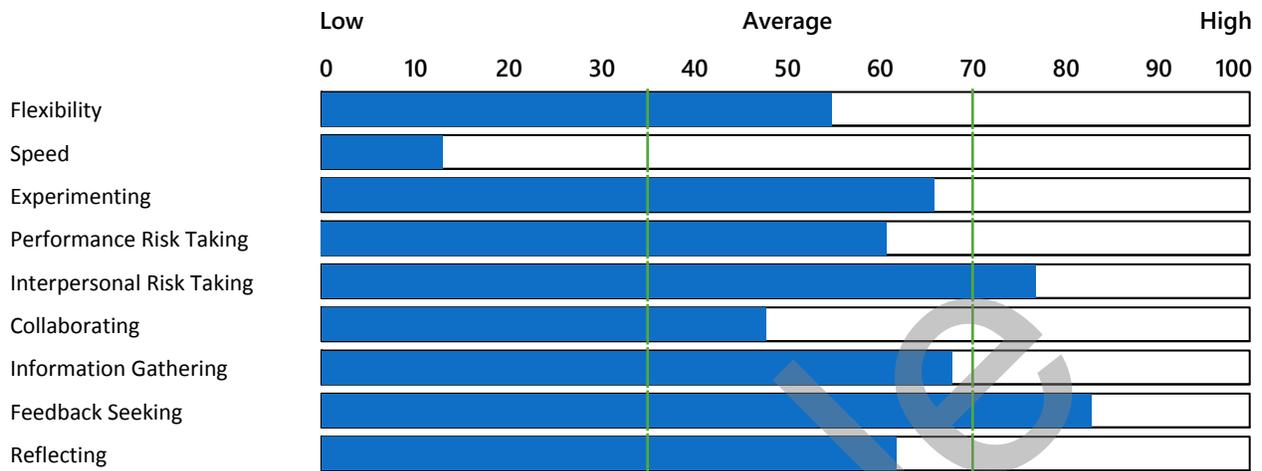
Overall Score Interpretation

Your score, at the 58th percentile, was average for the norm (comparison) group indicated above. Compared with peers from this group, you are likely to be moderately skilled, motivated, and consistent in applying the agile behavior necessary for fast and flexible learning.

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Subscale Scores

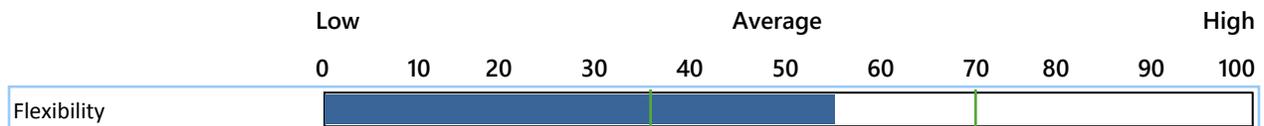
Norm Group Mid-Upper Management (2015)



Summary Score Interpretation

When compared with the norm group, you are average on most of the subscales or dimensions of learning agility or your overall combination of subscales puts you in the average level for learning agility. This means that you are a moderately skilled agile learner. Your areas for improvement are: Flexibility, Speed, and Collaborating. But, you have a sound base of skills and motivation from which to improve your agility to learn even more rapidly and flexibly. To increase your learning agility, refer to the recommendations below.

Subscale Interpretations



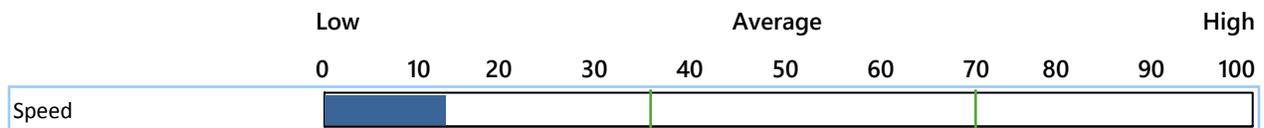
Percentile - 55

You do not appear to be "stuck in your ways" when compared with the norm group, yet you have room for improvement. For example, when facing a situation you have never encountered before, consider NOT responding immediately with an old habit such as "what additional data do I need?" Instead, go ahead and try something that may or may not work. In so doing, you can learn fairly quickly what to pursue next in your effort to adapt to something new and different.

- Describing the differences that exist among points of view is something you do well. Others value your ability to articulate the "what" and the "why" in seemingly disparate situations. People will seek your input to help bridge differences.
- You look at a broad range of options before deciding the one to pursue. Others see you as a person who will help expand their thinking. Some people may describe you as an "out of the box" thinker.
- One of your capabilities is handling multiple-priorities simultaneously. Moving among multiple projects or tasks in a single day or week is energizing and provides you with variety. Others will seek you out because of your ability to comfortably shift among several priorities.
- On occasion, you offer solutions that others see as innovative. This is something you should try to do more often. Take a chance that others will like your ideas. Your input can help others in their efforts to solve problems. If you do this, people will seek you out as a resource on their teams and projects.
- Sometimes, you see similarities where others only see differences. Others appreciate the value that adds to a group that is trying to reach consensus. People working on change or transformation projects will seek your participation if they are confident of your willingness to describe the similarities you see.

Improving in this area will allow you to apply different frameworks to better understand the situations and solve problems.

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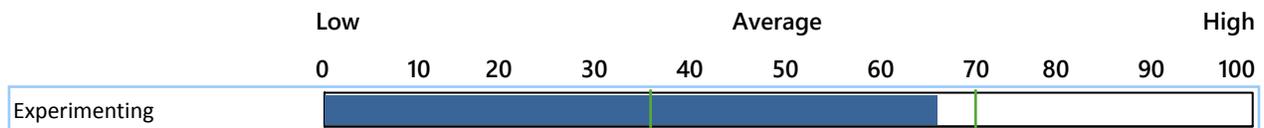
Percentile - 13

This subscale, combined with Flexibility, represents the essence of learning agility. Speed refers to trying new behaviors quickly and, if they result in mistakes, not dwelling on failure and moving on to the next attempt or experiment as soon as possible. You scored below average on this dimension, when compared with the norm group. You could benefit from picking up the pace of trying new behaviors and overlooking errors. This dimension is about taking action and quickly assessing whether the action paid off.

- Easily acquiring new skills and knowledge in a short amount of time is a capability you sometimes use. Others see this as a real asset but would need you to demonstrate this capability on a regular basis in order to depend on you in this way. People always defer to a team member who can teach them new skills and share with them the latest knowledge in an area of mutual interest.
- You sometimes demonstrate the ability to understand new ideas and concepts. Others see many areas in the organization where this would be valued but would need to know you could demonstrate this skill consistently. People value a team member who can comprehend "cutting edge" content and theory.
- Demonstrating an even temperedness when faced with unforeseen problems is a skill you display on occasion. Others appreciate your calming influence in a group when you demonstrate this capability. Your team members would like to know you can play this role on a regular basis. People gravitate to someone they know will diffuse a difficult situation.
- You occasionally demonstrate the ability to rapidly get up to speed on new tasks and projects. Others would like to see you demonstrate this capability more consistently. People value a team member who can get onboard quickly.
- Rapidly identifying problem solutions is a capability you sometimes demonstrate. Others value your ability to absorb large amounts of information to get to the key ideas. They wish you would do it more frequently. People would seek you out to condense large amounts of data if they knew they could depend on you for that.

Increasing how quickly you consume information and focus on the most relevant issues may mean the difference between being first and not winning.

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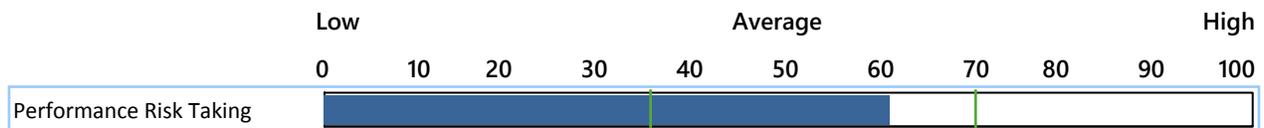
Percentile - 66

This subscale involves testing ideas that may be obvious as well as testing ideas that may seem "like a stretch". You scored average on this dimension, when compared with the norm group. Stepping up the pace of testing new ideas could help to improve your learning agility. And, testing a new idea with others that may seem unusual at first but could stimulate further thinking that may result in new learning.

- Reviewing novel approaches or unique ways of solving problems is a strength of yours. Others seek your insights when they are working in uncharted areas. People will ask you to join their efforts as new disciplines are being established or at least to critique their efforts.
- You are good at testing ideas not previously tested. Others value how you approach issues and your willingness to test the unknown. People willing to take efforts in new directions will want your contribution to break new ground.
- A capability you sometimes exhibit is jumping into a situation and using a trial and error approach. Others less willing to make mistakes appreciate your contribution and will like to see it more consistently on projects. People enjoy options being eliminated through trial and error but don't have the patience to personally participate.
- Sometimes you utilize various approaches to determine which leads to the best results. Others appreciate you being open to exploring alternative approaches, but need to know that you will assume that responsibility on a more regular basis. People value you breaking new ground that concludes with the best results.

Getting better in this area will enable you to be a more methodical problem solver.

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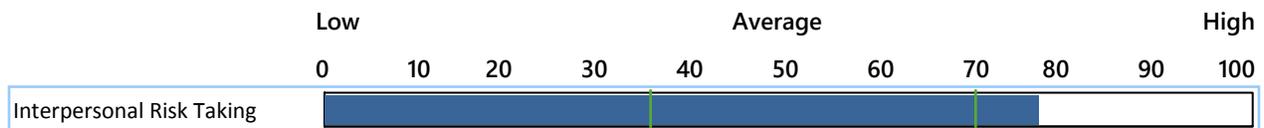
Percentile - 61

This subscale might be described as "sticking your neck out". You scored average in this category of learning agility when compared to the norm group. You could improve your learning agility by taking at least a few more risks on the job, particularly with respect to potentially tough or ambiguous assignments.

- You enjoy accepting ambiguous assignments where the desired outcome is unclear. Others seek you out to take on those tasks or roles that are important but the destination isn't clear. People admire your ability to push an agenda forward through your efforts knowing it may ultimately be the wrong direction.
- Taking on assignments that are challenging and may even be unattainable is something you do well. Others appreciate how once you "sign up" for a project, you enthusiastically embrace the work knowing the outcome is at best vague. People welcome your enthusiasm on a project and know you will be a source of strength to the team as activities unfold.
- Taking on new roles or assignments is something you sometimes see as challenging. Others value your willingness to "jump in" when no one else is available, but they would like to be able to depend on you regularly in this way. Many people are uncomfortable putting themselves in situations where they might not succeed and fortunately you are able to do this.
- Volunteering for assignments or projects that may lead to failure is something you do periodically. Others respect your commitment to learning which may involve failing along the way. People in turn need to know that they can consistently count on you to take on this role on projects or assignments.

Greater capability on this dimension will help you push self-imposed limits and accomplish things you never imagined.

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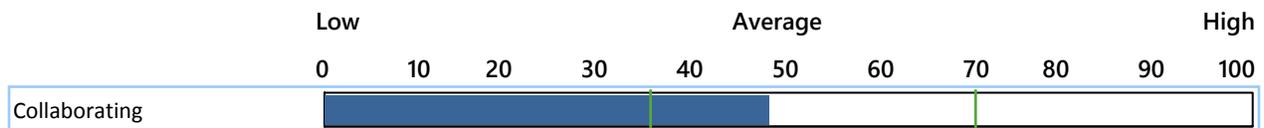


Percentile - 77

This subscale is about allowing yourself to be vulnerable with others, admitting mistakes, asking for help, and at times, confronting others. You scored above average on this subscale, which means it is likely that you are aware of what you know and what you do not know. Moreover, you probably value reducing the unknown and are not reluctant to seek help from others to enhance your learning. Although you may have to deal with your feelings of embarrassment when making a mistake, your desire to learn outweighs the avoidance of uncomfortable emotions.

- You are comfortable with discussing your mistakes with others. Others may be reluctant initially to appear vulnerable, or not all-knowing. Your example will demonstrate the benefit of admitting shortcomings. People may need to see that there are no negative consequences for failing and treating mistakes as learning opportunities.
- Addressing uncomfortable problems and issues with others directly is something you do well and comes easily to you. Others may feel uncomfortable with your candor, but they appreciate knowing where you stand. Others may find it difficult to initiate this kind of conversation although they will welcome the sense of honesty and clarity that results.
- Being willing to challenge the majority opinion in a situation is a role you sometimes play. Others admire the confidence it appears is necessary when you take this kind of stand. People will support your right to your opinion but need you to do this more consistently.
- Knowing that asking for help is a sign of strength not weakness sometimes sets you apart from others. Others admire the self-confidence displayed when you choose to demonstrate it. If people can depend on you to play this role in the group it will give them the courage to ask for help as well.

Becoming better able to surface and resolve differences with others, which are inhibiting working relationships, will produce exponential returns.



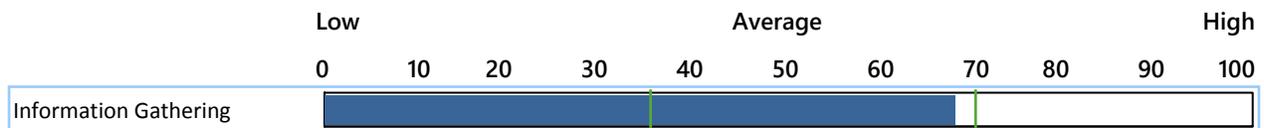
Percentile - 48

This subscale concerns working closely and complementarily with others. You scored average on this subscale. As a potential strength, you could benefit from leveraging these behaviors even more than you do. For example, choose to work with colleagues who have strengths that you may not have and vice-versa.

- Asking a variety of stakeholders for their input and points of view is something you do effectively. Others will seek your expertise to expand the options people will consider on projects. Model for your colleagues how you encourage others to provide input by thanking them for their contributions.
- Your skills in collaborating with others in different parts of your organization can only further your success. You should leverage this skill and, where possible, encourage others to do the same. Volunteer to be part of a task force or special team that opens the opportunity for this more often than you already do. Mentor others to take advantage of this practice.
- You do a fairly good job of leveraging the skills and talents of others to meet business challenges. You should attempt to turn this behavior up. It will benefit you in the long run and will benefit your company and your colleagues. Also, for future opportunities to take this capability to a higher level, you should think of dealing with harder problems and interact with less receptive and more senior people.
- Working well with colleagues from different backgrounds or functions is important. You seem to do this at times. Sharing different perspectives in this way will continue to make you successful. Other people will likely ask your advice about adding people with different backgrounds or capabilities to a team to strengthen its capability. Take advantage of these opportunities.

Building networks and relationships with others will increase your ability to envision unimagined possibilities.

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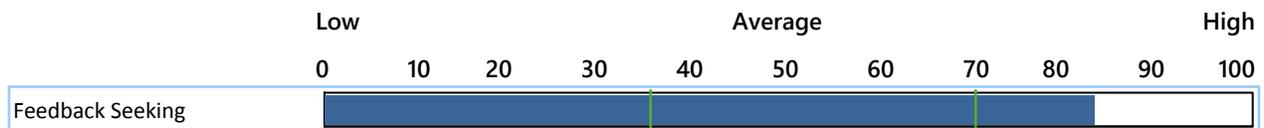
Percentile - 68

This subscale pertains to "keeping up," that is, staying informed about professional and work matters, especially those that are subject to change frequently. Your average score indicates that you do this kind of seeking at times but could improve by gaining additional insights from multiple sources.

- Data collection seems to be important to you and you do it effectively. You use this to increase your knowledge, evaluate your progress on the job and determine your next steps in dealing with challenges. This takes effort, planning and organization. You are encouraged to use this approach wherever it will help you move forward.
- You invest your time well in seeking out new information related to your job or field. You should feel good about this and continue efforts to keep yourself abreast of these important areas. You are likely to be very busy. Don't let this undermine your good habits in this area.
- Attending formal training or education is important to you and you use these opportunities as a way to improve your skills. The payoff will be in how you implement what you learn in your role at work. Try to identify a learning partner who can help you monitor your success in applying what you have learned.
- You appear to occasionally read to stay abreast of trade journals, news articles, and other sources. Staying current in your field will support innovation and creativity. People will support your participation on their teams if they can depend on you being current in areas where the project will focus.

Developing this ability will keep you current in your discipline and allow your expertise to be recognized by others.

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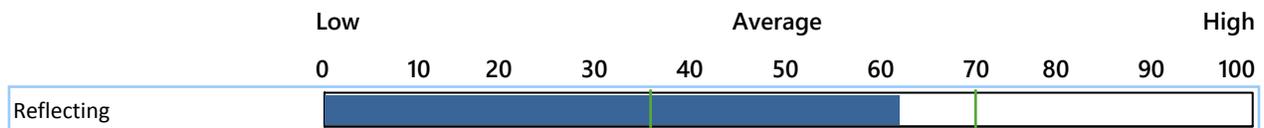
Percentile - 83

This subscale focuses on active solicitation of feedback from others about performance. You likely seek feedback from others about your work performance fairly frequently, which provides for optimum learning. You scored above average on this subscale which means you actively compare your own views about your work performance with others' perspectives regarding your performance.

- On appropriate occasions, you have discussions with your manager regarding your potential for advancement within the organization. These are important discussions that will prove essential to your career. Be sure to identify specific goals that you can achieve.
- You are open to directly asking others for their thoughts on how you can improve your performance. Others often think of things that you might not normally consider. This will help you to expand your repertoire. Make sure you listen for things you do well that you want to keep doing or do better.
- On occasion, you do a good job of approaching your boss or manager to seek feedback about your performance. You should look for appropriate situations with proper timing. The information you gather should be part of your professional development plans.
- You appear quite comfortable asking your peers to provide you with feedback on your performance. This positive behavior should prove valuable to you throughout your career. You should approach trusted peers with specific questions about your performance and demonstrate to them how you've implemented their input, where appropriate. Including this information in your formal development plan should help you hold yourself accountable for improvement.

Increasing your skill in this area will avail you of information that you can act on, that you would have otherwise not known.

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Percentile - 62

This subscale measures one's effort to take the necessary time to enhance one's learning by thinking in depth about past events in terms of what went well and what may not have gone so well. This dimension is highly conducive for learning, yet takes time and patience. Your score is average and perhaps to improve, you simply need to leverage this quality by taking time and having patience even more than you already do. Try to frame and categorize your thoughts; then connect experiences that you have had.

- You do a good job of including others to evaluate work related events. This helps you understand what happened in the event and the consequences. Be sure to keep an open mind and consider what others contribute. Encourage their input.
- High performance only comes with effort. Considering the reasons for and consequences of your actions or recent events is a practice that you do well. This will help you learn from experience and make you a more agile learner. You can benefit by sharing your analysis of your actions or recent events with others to gain their input, as well.
- You seem to be comfortable taking time out to reflect on work processes and projects. You are encouraged to do more of this. It will allow you to learn from past experiences and apply this knowledge to future challenges. Be sure to take advantage of your reflection by understanding how you can improve in related situations. Bounce your ideas off others.
- Part of learning agility is taking the time to reflect on how you can be more effective in future situations. You occasionally allocate the time needed to do this. You are encouraged to do more. Be sure to apply your learnings from reflection. Look for more opportunities to do this and teach others the value of reflecting.

Growing your capability in this domain will force you to slow down, at times, to learn more from your experiences.

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Conclusions for Development

You are average on most of the subscales or dimensions of learning agility or your overall combination of subscales puts you in the average level for learning agility. This means that you are a moderately skilled agile learner. You have a sound base of skills and motivation from which to improve your agility to learn even more rapidly and flexibly. Your top skills in this area include Interpersonal Risk Taking, Information Gathering, and Feedback Seeking. Areas of improvement are Flexibility, Speed, and Collaborating.

Based on the results of your survey it indicates that some of the nine dimensions are strengths and there are several dimensions where there is an opportunity to improve. Focus on the list above and work on the following recommendations.

The question you need to ask yourself is, how important to you is becoming a more agile learner. If the answer is, "not so important", then you are not likely to improve. Taking the Burke Learning Agility Inventory® will increase your awareness of when you are behaving in a way that makes you learning agile. If you decide that you are committed to becoming a more agile learner, then choose one to three dimensions from your results to focus on.

Look below each dimension label (above) to the specific behaviors that are discussed. Create a list of those elements. Don't forget to also look for ways to use the learning agility dimension determined to be strengths. You need to keep exercising these "muscles" as well. Find a learning partner, a peer or colleague who may be working on the same learning agility dimension. You can provide each other feedback, support and suggestions on things to try. Keep a learning journal of what is working and not working. Review it once a week. (This is exercising your Reflecting muscle.)

Pick a project or objective that you already have been assigned and determine how you can accomplish that work using your chosen learning agility dimensions. Include your supervisor in that planning. Your supervisor will be more understanding if you, for example, experiment and fail, assuming experimenting is something you are working on. Schedule at least monthly "check ins" with your boss to review your progress on the assignment or objective. Also discuss progress and challenges with the learning agility dimension(s) you are working on.

Do an after action debrief with your boss at the end of the assignment or project. Make sure what you accomplished and what you still need to accomplish from a learning agility perspective gets adequately discussed. Before you conclude the conversation, identify another project or assignment and begin the conversation about what learning agility dimension(s) you are going to focus on. If your first project involved Speed and Information Gathering (more "thinking" kinds of dimensions) and you also need to work on a "working with others" dimension, then choose that for this second project.