



Summary Profile Report

Name: Joe Sample

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Company/Affiliate: DemoCustomer

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Current Position: Admin

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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

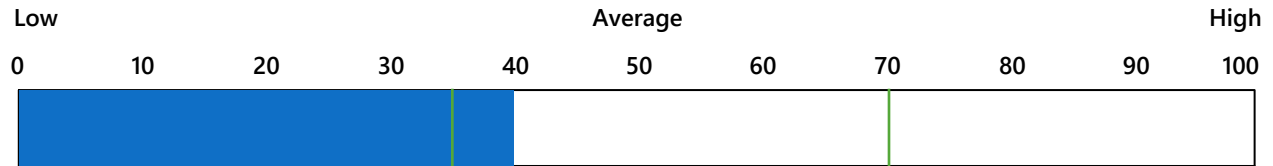
REFLECTING

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

Candidate Name: Joe Sample

Overall Learning Agility Assessment Summary

Norm Group Mid-Upper Management (2015)



Percentile: 40

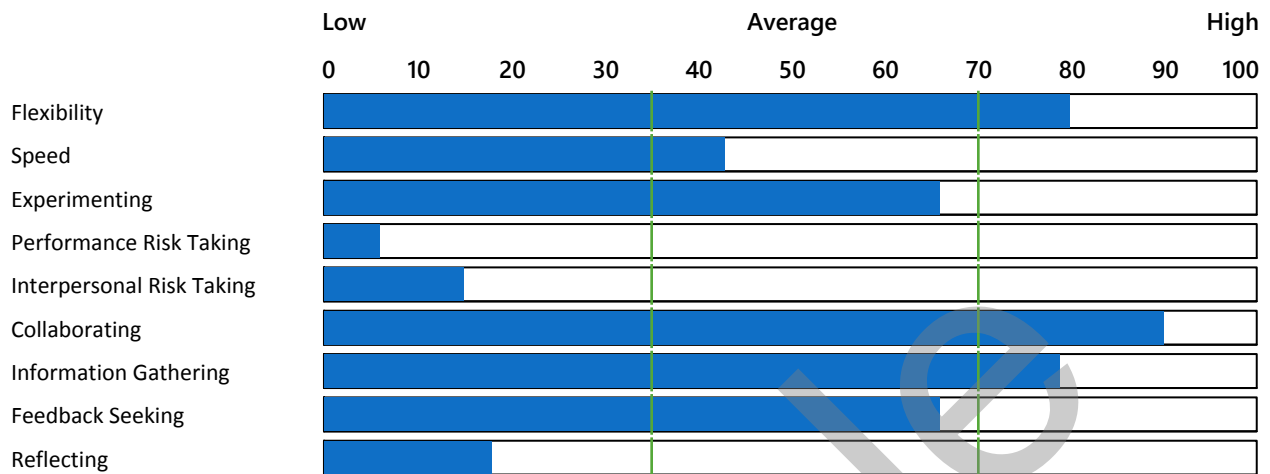
Overall Score Interpretation

Your score, at the 40th 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.

Candidate Name: Joe Sample

Subscale Scores

Norm Group Mid-Upper Management (2015)

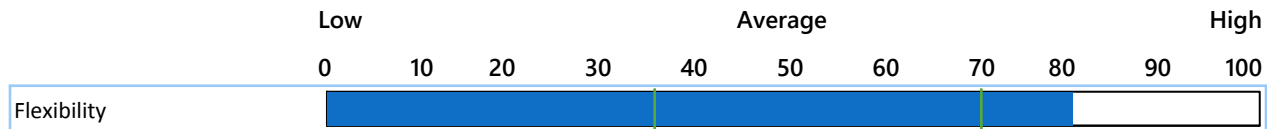


Summary Score Interpretation

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: Performance Risk Taking, Interpersonal Risk Taking, and Reflecting. 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.

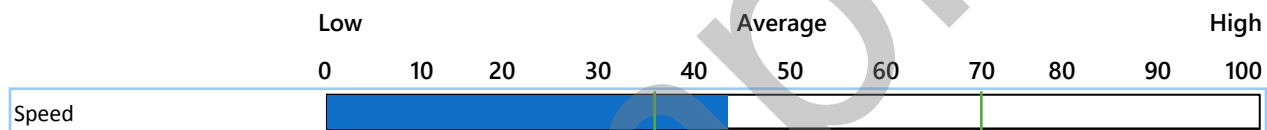
Candidate Name: Joe Sample

Subscale Interpretations



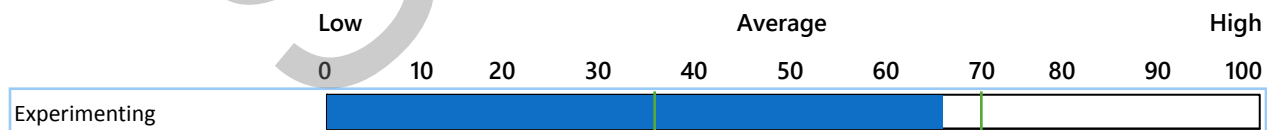
Percentile - 80

Results on this subscale show that you are clearly not rigid. You are quite willing to try other approaches when an original attempt does not pay off. You are above average on this dimension which means you typically adapt to new situations easily and willingly.



Percentile - 43

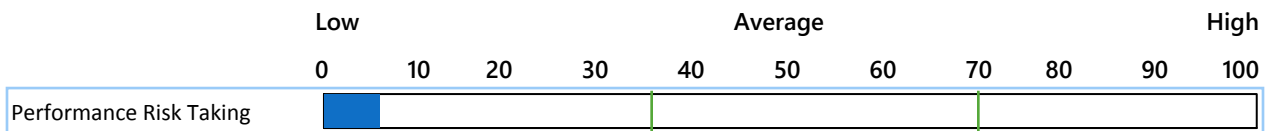
This subscale, combined with Flexibility, represents the essence of learning agility. Speed refers to trying new behaviors quickly and, if they result in mistakes, not dwelling on failure and moving on to the next attempt or experiment as soon as possible. You scored average on speed, which is okay, but picking up your pace may help your overall agility. When you take action, quickly assess whether the action paid off.



Percentile - 66

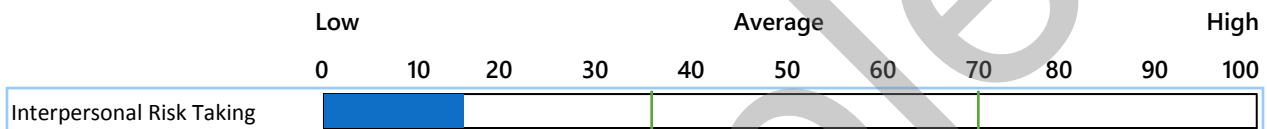
This subscale involves testing ideas that may be obvious as well as testing ideas that may seem "like a stretch". You scored average on this dimension, when compared with the norm group. Stepping up the pace of testing new ideas could help to improve your learning agility. And, testing a new idea with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

Candidate Name: Joe Sample



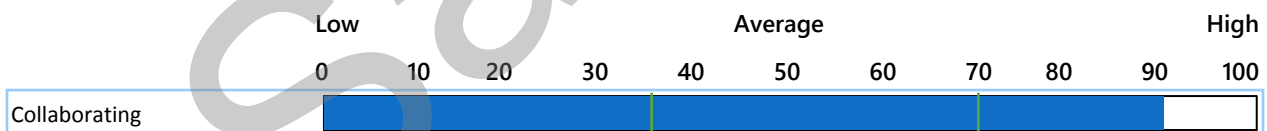
Percentile - 6

This subscale might be described as "sticking your neck out." When compared to the norm group, you seem to be reluctant to take this kind of risk. You may be able to improve your learning agility by taking initially a small risk of volunteering for an assignment that would be challenging but not beyond your capacity. If reasonably successful, you could then be encouraged to take on a larger, more challenging, assignment and with continued success, improve your agility at learning.



Percentile - 15

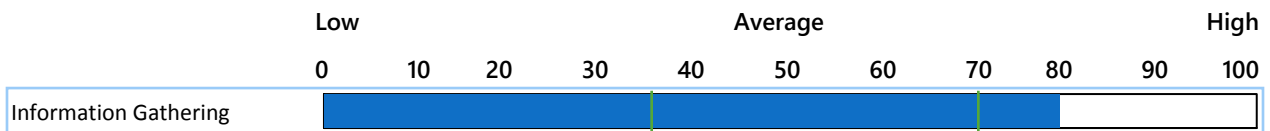
This subscale is about making oneself vulnerable with others, admitting mistakes, asking for help, and at times, confronting others. You scored below average on this subscale when compared with the norm group. Perhaps you can begin to increase this capacity by seeking out at least one colleague you can trust and with whom you feel relatively safe. Eventually, you can expand your trusted other to two or more colleagues and begin to increase your learning agility significantly.



Percentile - 90

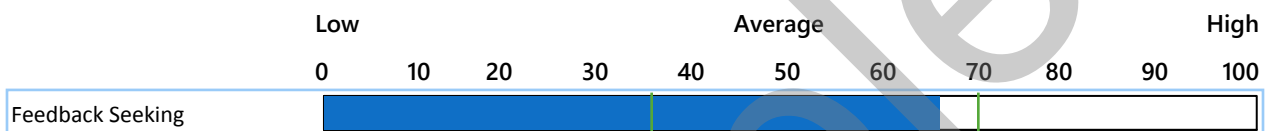
This subscale concerns working closely and complementarily with others. Your above average score identifies Collaborating as one of your strengths. It is likely that you understand the importance of working together with others, and may even choose to work with colleagues who have strengths that you may not have and vice-versa. This collaborative approach is likely to support more learning than competition among colleagues. Your cooperative nature helps to strengthen your overall learning agility.

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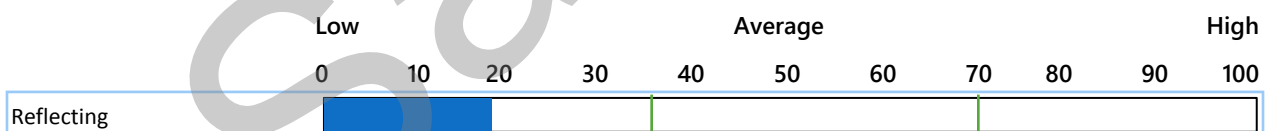
Percentile - 79

This scale pertains to "keeping up," that is, staying informed about professional and work matters, especially those that are subject to change frequently. Your score indicates that you do this kind of seeking more than most people in the norm group. You seem to value spending time reading, asking questions, using the internet and other related learning activities. You scored above average on this subscale and are therefore in a good position to leverage additional learning into other domains and improve your learning agility overall.



Percentile - 66

This subscale focuses on active solicitation of feedback from others about performance. Your average score suggests that you could benefit from being more active with respect to comparing your own views about your work performance with others' perspectives regarding your performance.



Percentile - 18

This subscale urges one 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 below average when compared with the norm group. You might benefit from some coaching from a professional about how to learn from reflection. That is, learn how to connect experiences that you have had with thoughts, ideas, and concepts that may help you to try other behaviors when confronting a same or new situation.