

LEARNING AGILITY

THE INTERACTION OF
INDIVIDUAL DIFFERENCES
AND MOTIVATIONAL
CLIMATES USING TRAIT
ACTIVATION THEORY

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The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

— *Alvin Toffler* —

AZ QUOTES

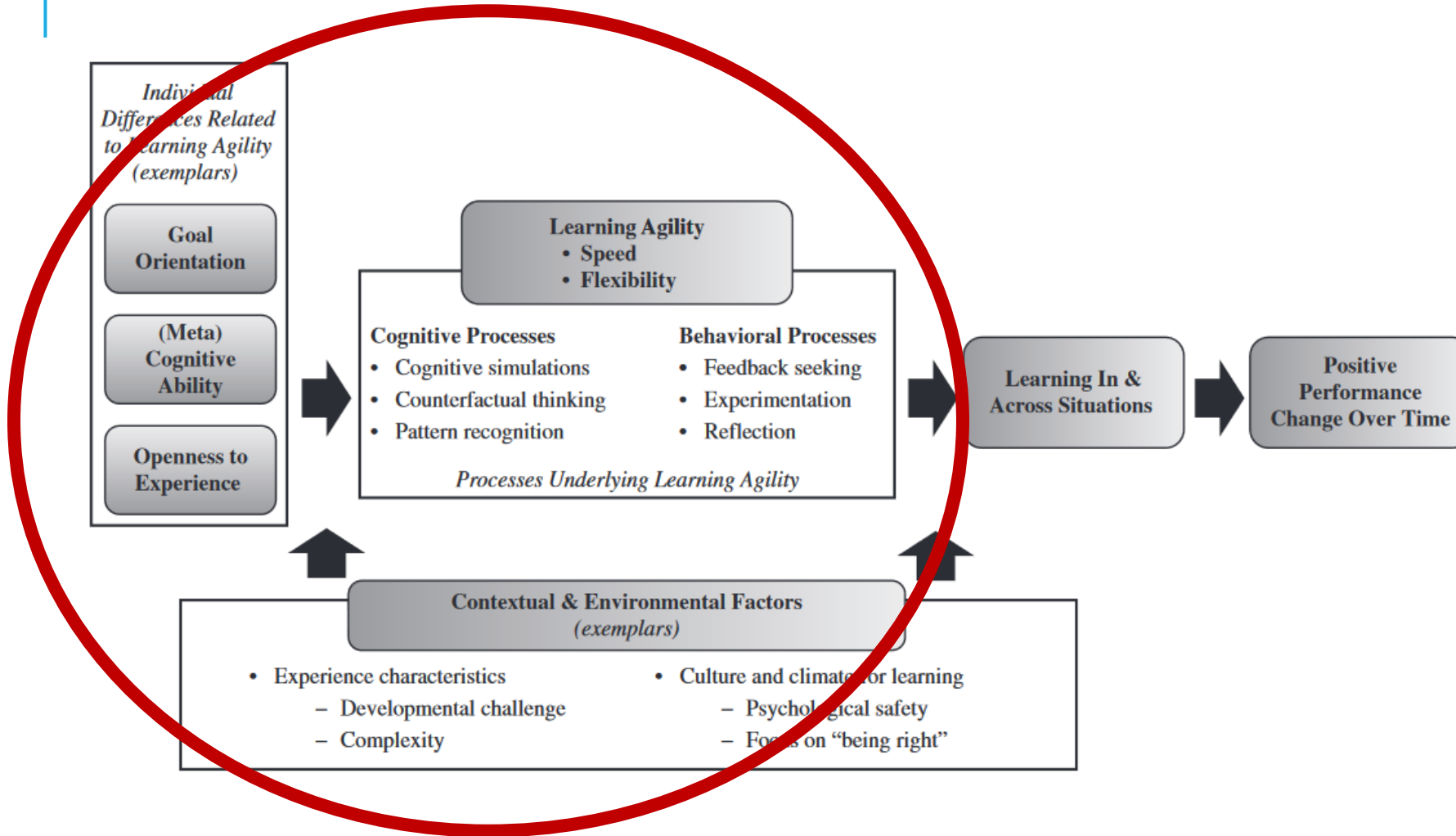
WHAT IS LEARNING AGILITY?

Learning agility is one's engagement in learning behaviours to enhance **the capacity to reconfigure activities quickly to meet the changing demands** in the task environment (Burke, 2018).

Factors:

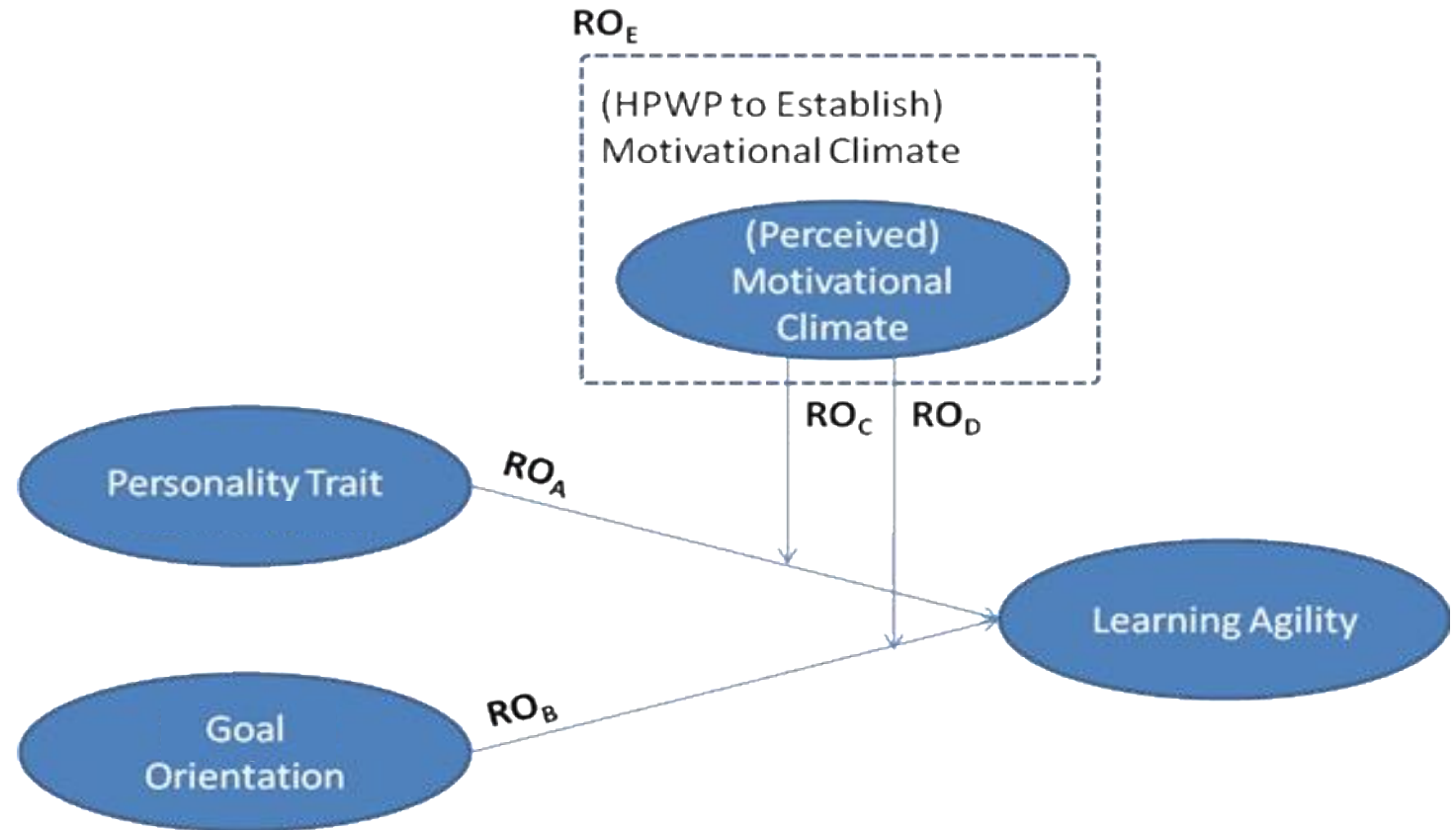
<p>1</p> <p>Flexibility is being open to new ideas and proposing new solutions.</p> 		<p>4</p> <p>Performance risk-taking is about seeking new activities that provide individual opportunities to be challenged.</p> 		<p>7</p> <p>Information gathering pertains to "keeping up," that is staying relevant and informed about one's professional and work matters.</p> 	
<p>2</p> <p>Speed is acting on ideas fast, so that those not working are discarded and other possibilities are accelerated.</p> 		<p>5</p> <p>Interpersonal risk-taking pertains to discussing differences with others in ways that lead to learning and change.</p> 		<p>8</p> <p>Feedback seeking is about asking others for feedback on one's idea and overall performance.</p> 	
<p>3</p> <p>Experimenting pertains to trying out new behaviours (approaches, ideas) to determine what is effective.</p> 		<p>6</p> <p>Collaborating is about finding ways to work with others to generate unique opportunities for learning.</p> 		<p>9</p> <p>Reflecting pertains to slowing down to evaluate one's own performance to be more effective.</p> 	

THE STUDY'S STARTING POINT



CONCEPTUAL MODEL AND OBJECTIVES

- Research objective:
 - Aims to understand dispositional and contextual factors relevant for learning agility by:
 - explaining its relationship with personality and motivation, as well as
 - how dispositional factors matter for learning agility in different motivational climates perceived by the employee



Trait activation theory (Tett and Burnett, 2003)

METHODOLOGY

Mixed methods

Survey of high potential employees

- Learning agility (Burke Learning Agility Inventory; Catenacci-Francois, 2018)
- Personality (HEXACO: PI-R Inventory; Lee and Ashton, 2004),
- Learning goal orientation (3 x 2 Goal Orientation Inventory; Elliot et al., 2011),
- Perceived motivational climate (Motivational Climate at Work Questionnaire; Nerstad et al., 2013)

Semi-structure interview of senior managers

- Organisational perspective on learning agility

METHODOLOGY

Sample & analytical strategy

- ❑ Survey of high potential employees
 - ❑ 1499 responses: 65.5% male, 61% aged 31 and older, 82.7% university graduate
 - ❑ SEM (Gaskin, 2020)

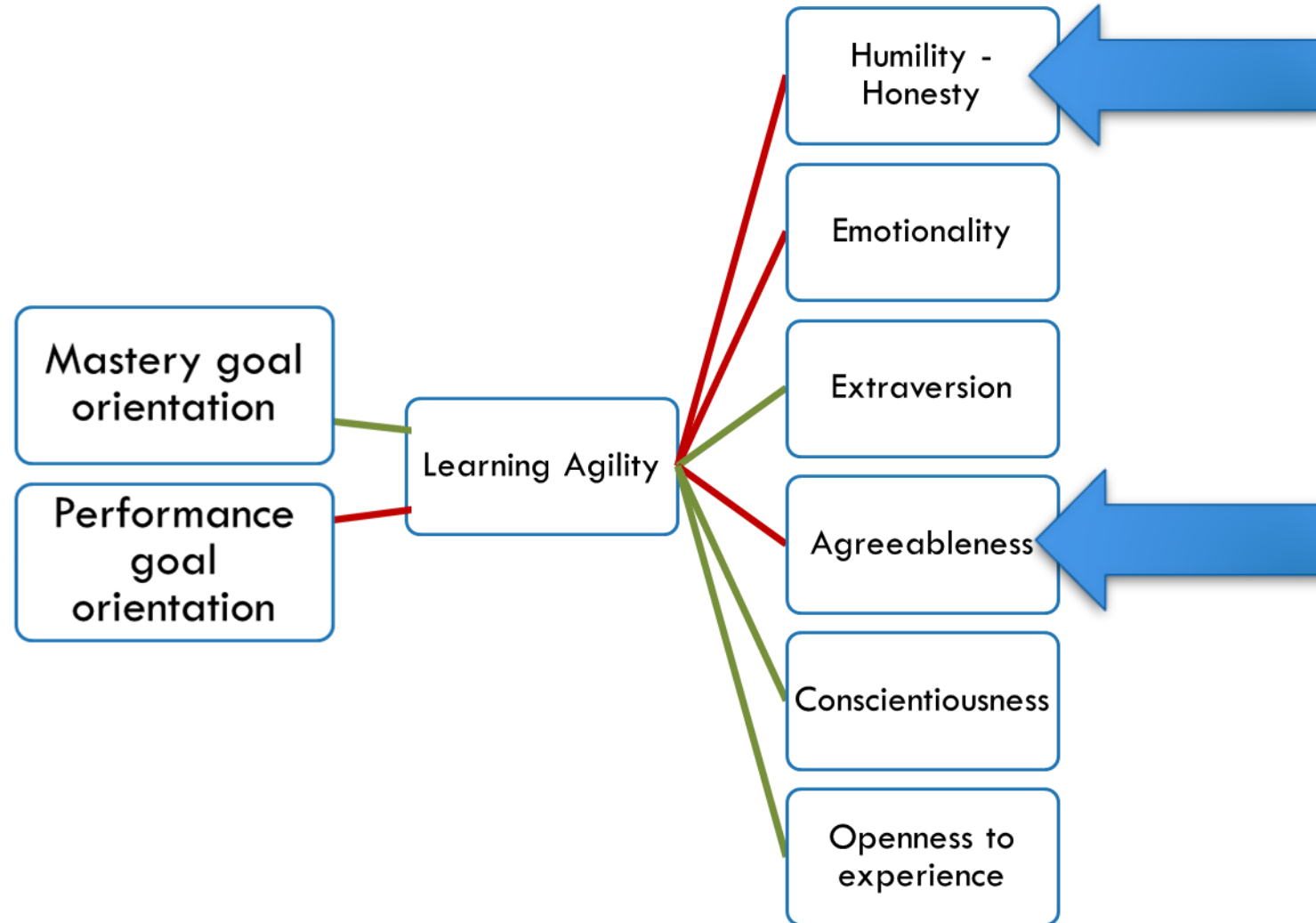
- ❑ Interviews with senior HR managers
 - ❑ 34 Participants: Regional Chief HR Officer, Country/Chief HR Officer and functional-level HR Managers
 - ❑ 20 different organisations

FINDINGS

Model	Model Description (with CMB markers included)	χ^2	DF	Sig?	$\Delta\chi^2$	ΔDF	$\Delta\chi^2/\Delta DF$	CMIN/DF	CFI	SRMR	RMSEA	Pclose	R ²
1	HEXACO → LA	0.000	0.000	0.000	N/A	N/A	N/A	0.000	1.000	0.000	0.283	0.000	0.18
2	HEXACO and GO → LA	395.899	24.000	0.000	395.899	24.000	16.496	16.496	0.959	0.092	0.102	0.000	0.28
3	HEXACO and GO x MC → LA	617.865	95.000	0.000	221.966	71.000	3.126	6.504	0.949	0.055	0.061	0.000	0.34

Acronyms: (CMIN) Chi-square Statistic, (DF) Degrees of Freedom, (CFI) Comparative Fit Index, (SRMR) Standardised Root Mean Square Residual, (RMSEA) Root Mean Square Error of Approximation, (PClose) P-value for the test of Close Fit

FINDINGS



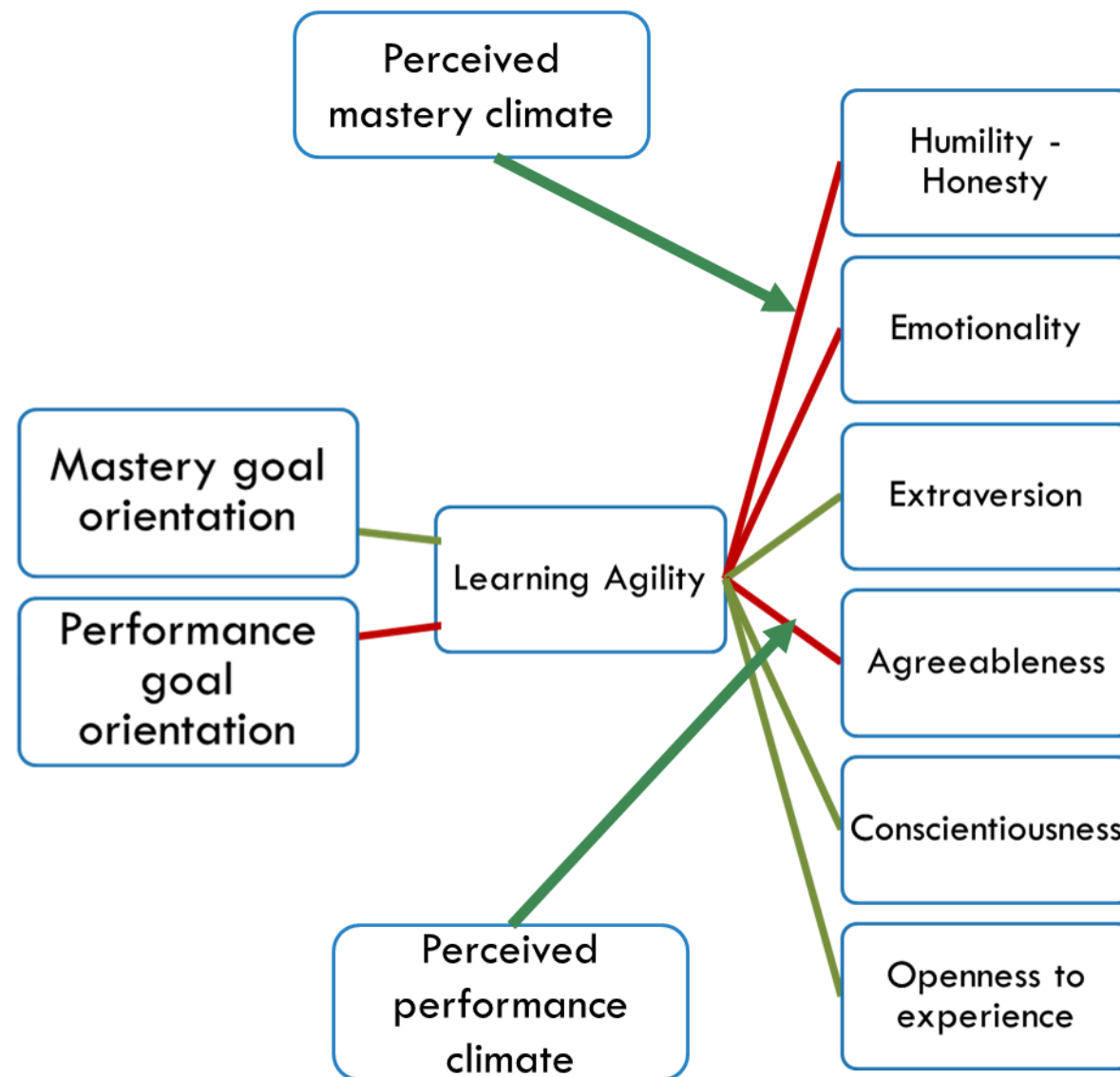
FINDINGS



The main characteristic of our high potential employees is that they are very keen on learning. Not just from a book but also their work experience. They need to apply it [what they have learned], propose an improvement, sell their idea... Our high potentials also exert more effort in working. They are working harder and much more than others. Besides that, they are **also actively building and leveraging their network** to look for and discuss their ideas. (Participant 31)

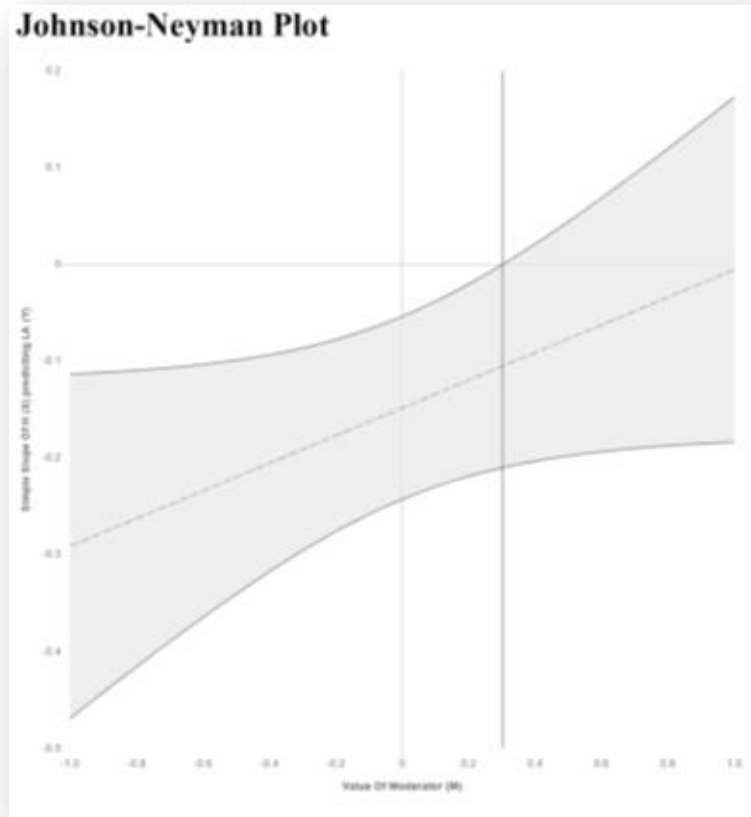
They want everything to be fast, flashy and good for their image... Thus, they [high potential employees] sometimes cannot accept if we ask them to continue the project... We want them to finish a project and not just start it and let others finish it.... So, high potential employees need to be aware of this (Participant 18)

FINDINGS

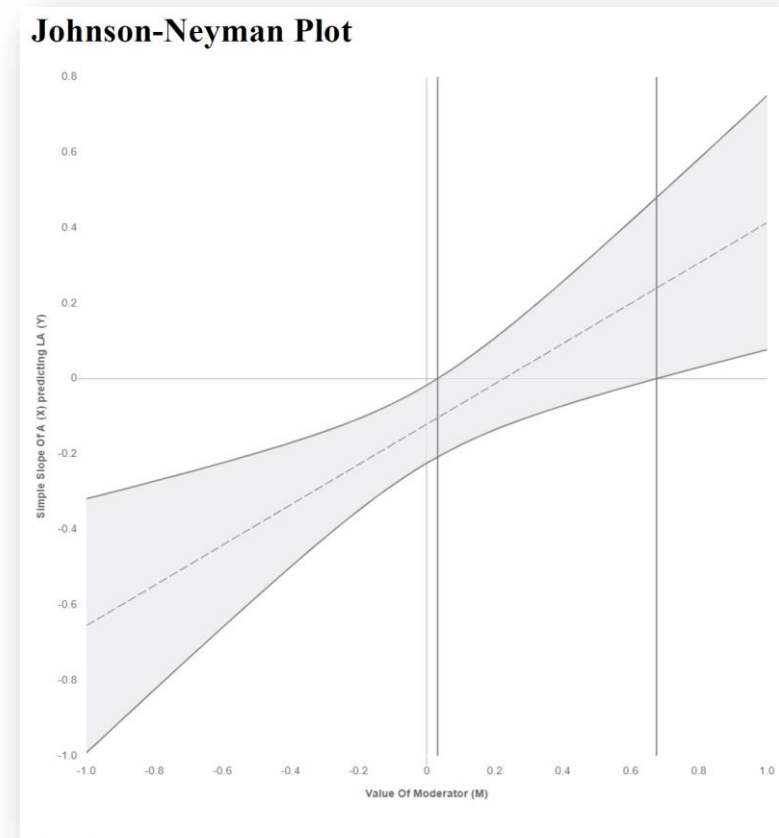


FINDINGS

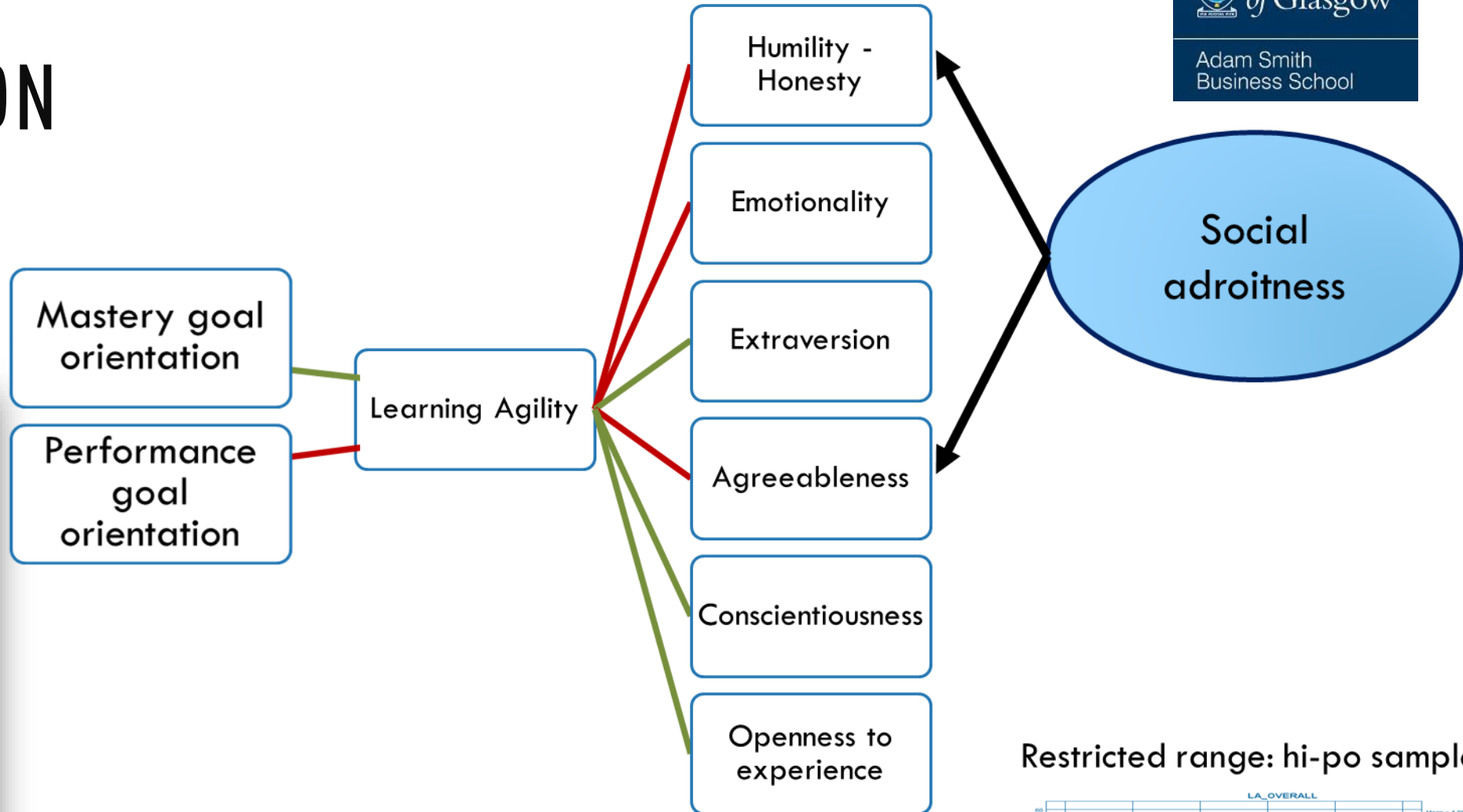
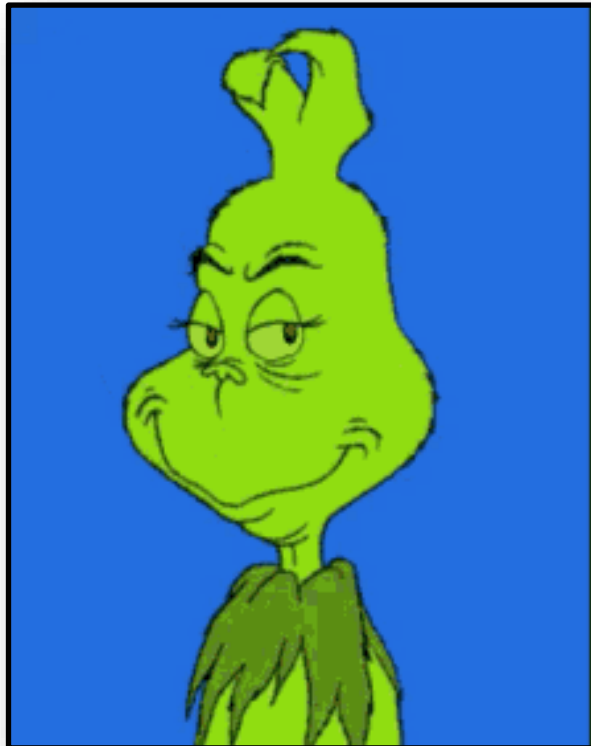
Humility-Honesty*Perceived Mastery
Climate → Learning Agility



Agreeableness*Perceived Performance
Climate → Learning Agility

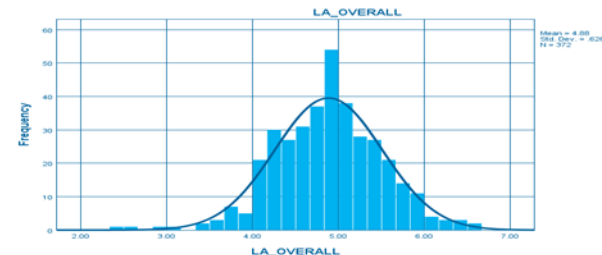


DISCUSSION



Impression management among hi-po employees?

Restricted range: hi-po sample



DISCUSSION

- ❖ The role of perceived context
 - ❖ Specifically, perceived learning climate

- ❖ Some support for trait activation theory approach

CONCLUSION

- Expands the learning agility nomological network
- New personality characteristics associated with learning agility, beyond openness to experience ~ social adroitness and impression management links within the hi-po sample
 - A social/relational perspective to learning agility (beyond behavioural and cognitive dimensions)



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THANK YOU!

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