

JOINTLY  
ORGANISED BY



LEARNING *for* CHANGE AND INNOVATION

**WORLD CONGRESS**

7-9 NOVEMBER 2016 ADELAIDE, SOUTH AUSTRALIA

**CONGRESS SUPPORTERS**



the practical business school



# Beyond 70-20-10: Developing Leaders through Action Learning

Greg Harper, Pro-Vice Chancellor,  
Business and Entrepreneurship,  
Torrens University



# Today's Agenda

- 70-20-10 Model
- Success factors for developing leaders
- Metalearning and the model of Leadership Development
- Developing workplace learning skills: Coaching, Action Learning and Reflective Practice as tools for development



“...to learn and not to do is really not  
to learn. To know and not to do is  
really not to know.”  
— Stephen R. Covey

# the 70:20:10 model



70%



LEARN & DEVELOP  
THROUGH  
EXPERIENCE



20%



LEARN & DEVELOP  
THROUGH  
OTHERS



10%

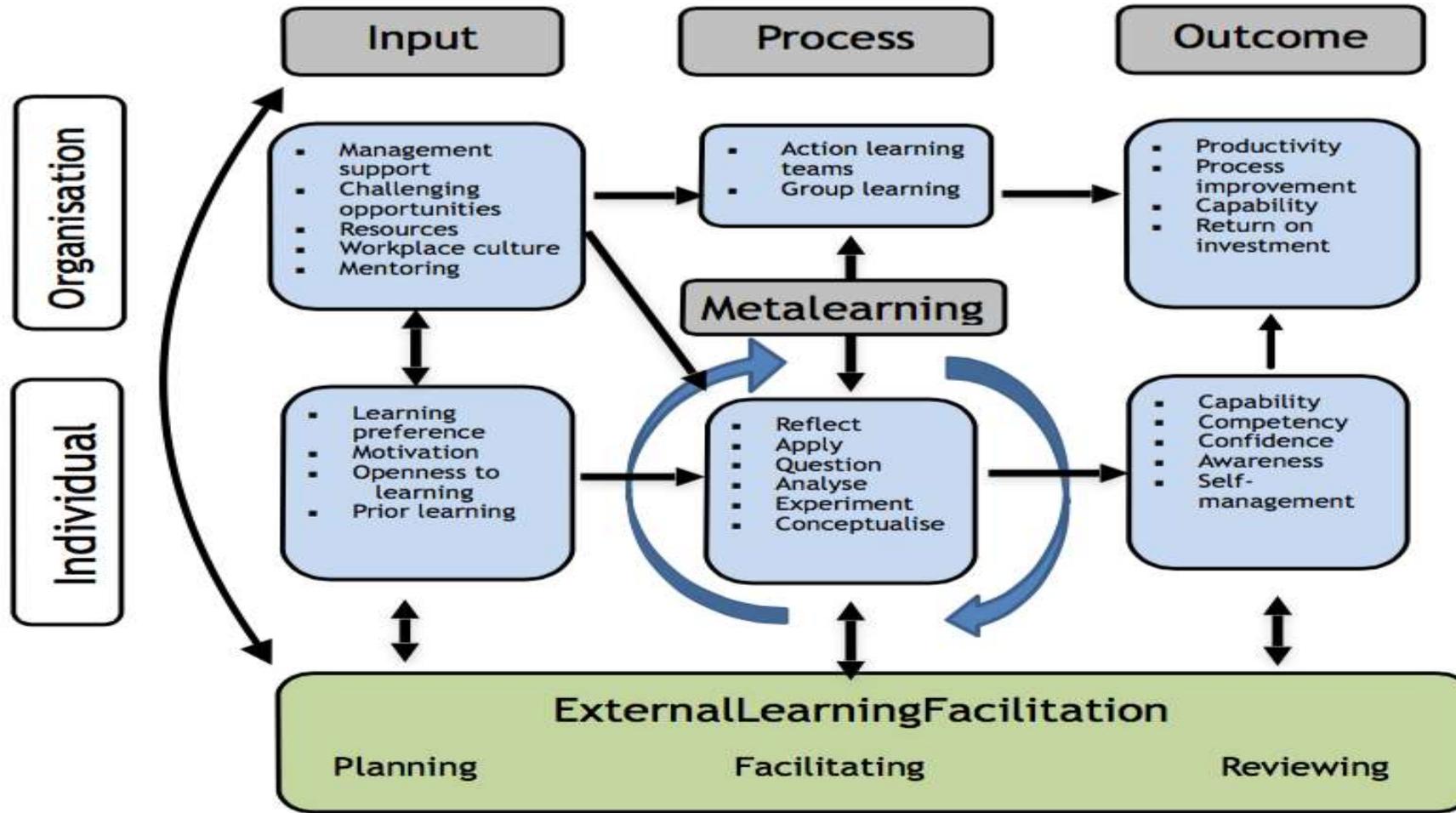


LEARN & DEVELOP  
THROUGH  
STRUCTURED  
COURSES & PROGRAMS

# Key Elements of Successful Leadership Development Programs

1. A real action-learning project built around an adaptive challenge
2. Executive sponsorship and small group coaching for each project group. Manager and executive buy-in and support.
3. Individuals choose to undertake the program for their own development
4. Individual coaching identifying and addressing development needs (potentially identified through a 360 feedback process or manager discussion.)
5. Workshops with relevant content contextualised to the organisation (built-in time for reflection) focussed on leadership competencies.
6. Application, reflection on action and feedback on performance
7. Capacity to demonstrate that outcomes have been achieved (e.g. ROI)

# Leadership Development Model



# Metalearning

- John Biggs (1985,2012) defines metalearning simply as the metacognitive processes involved in learning. It is the process which couples the individual's learning motives with strategies.
- A high degree of metalearning implies a sophisticated awareness of one's strategies and the effect that employing them has in a particular context.
- Techniques such as coaching, action learning and teaching metacognitively can develop metalearning skills

## Workplace metalearning skills:

Effective self-development involves the “integrated operation of three metaskills” (Nesbitt, 2012 p 208), namely “skills that are required for the development of other skills relating to one’s ability:

- to manage emotional reactions to feedback
- to carry out effectively the practice of self-reflection, and
- to enact self-regulatory processes for development”.

Other metalearning skills required for effective learning in the workplace include the ability:

- to ask for feedback (eg ask powerful questions that engender insight)
- to continuously identify and proactively address learning needs,
- to select appropriate strategies to achieve learning goals (such as researching good practice, or finding a workplace mentor),
- to monitor and assess the effectiveness of learning strategies and outcomes and adjust the process accordingly
- to know what one's capacities are and how and when to deploy them.

# Techniques for developing of workplace metalearning skills

- teaching metacognitively , (see for example, Bransford, Brown, & Cocking, 2000);
- teaching a range of reflective practices such as double loop learning, the immunity to change process (Kegan and Lahey 2009), and Gibbs reflective practice methodology (Gibbs 1981);
- providing individuals with 360° feedback (feedback from managers, peers and subordinates) regarding their emotional intelligence using tools such as Genos Emotional Intelligence assessment ;
- directly teaching/coaching metacognitive skills such as regulating and controlling one's emotions or seeking feedback

# Techniques for developing of metalearning skills

- providing participants with individual coaching, using coaches who have expertise in action learning who can hold participants to account for the application of practices such as reflection or seeking feedback;
- providing group coaching opportunities for participants to share insights and reflections;
- providing learners with challenging work projects;
- having learners complete reflective journals and reflective essays about their experiences of applying theory to practice;
- assessing students based on their application of tools and methods relative to standards and giving constructive feedback; and
- teaching leaders to coach others and in that way helping them to enhance their own self-regulation and control.

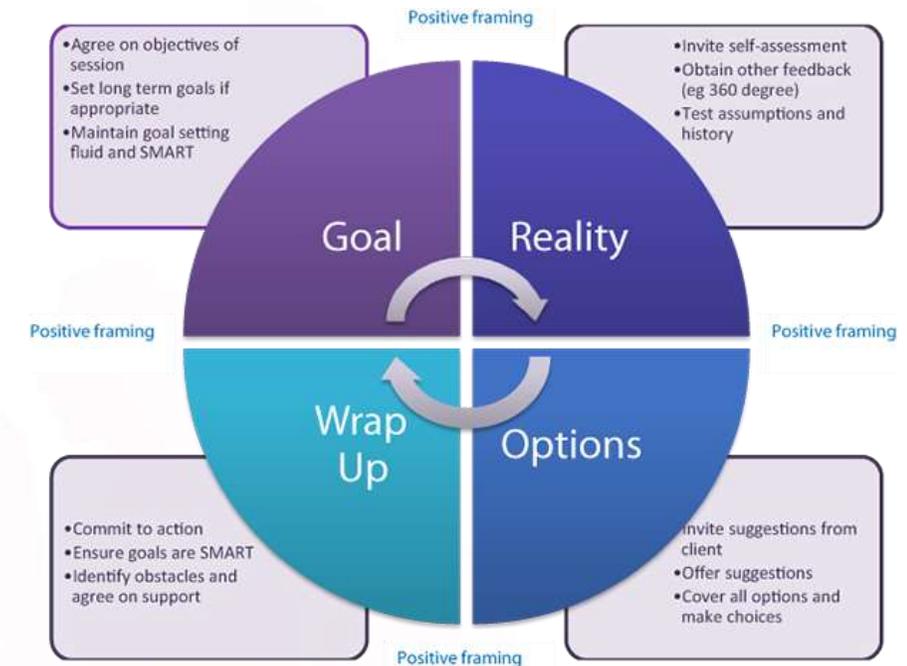
# Organisational coaching

The facilitation of the learning and development of another person.

Usually one on one but may be group.  
Principal technique and skill: listening and questioning

Proven Benefits (see Grant 2014) include:

- Individual performance and productivity
- Decision-making skills
- Leadership effectiveness. Develops self-reflection
- Relationships with bosses and team members
- Ability to deal with challenges and setbacks
- Work/life balance



## Key References

Biggs, J. B. (1985). The role of metalearning in study processes. *British Journal of Educational Psychology*, 55.

Boud, D., Keogh, R. and Walker, D. (2013). *Reflection: Turning experience into learning*. New York: Routledge.

Grant, A. (2014). The Efficacy of Executive Coaching in Times of Organisational Change. *Journal of Change Management*, 14(2),

## Key References

Lombardo, M. and Eichinger, R. (1996). *The Career Architect Development Planner (1st ed.)*. Minneapolis: Lominger

McCall, M. W. (2010). Peeling the onion: Getting inside experience-based leadership development, *Industrial and Organizational Psychology*, 3( 1):.

Nesbit, P. (2012). The Role of Self-Reflection, Emotional Management of Feedback, and Self-Regulation Processes in Self-Directed Leadership

Schon, D. A., (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books