



1) UNRAVELLING LEADERSHIP POTENTIAL: CONCEPTUAL AND MEASUREMENT ISSUES

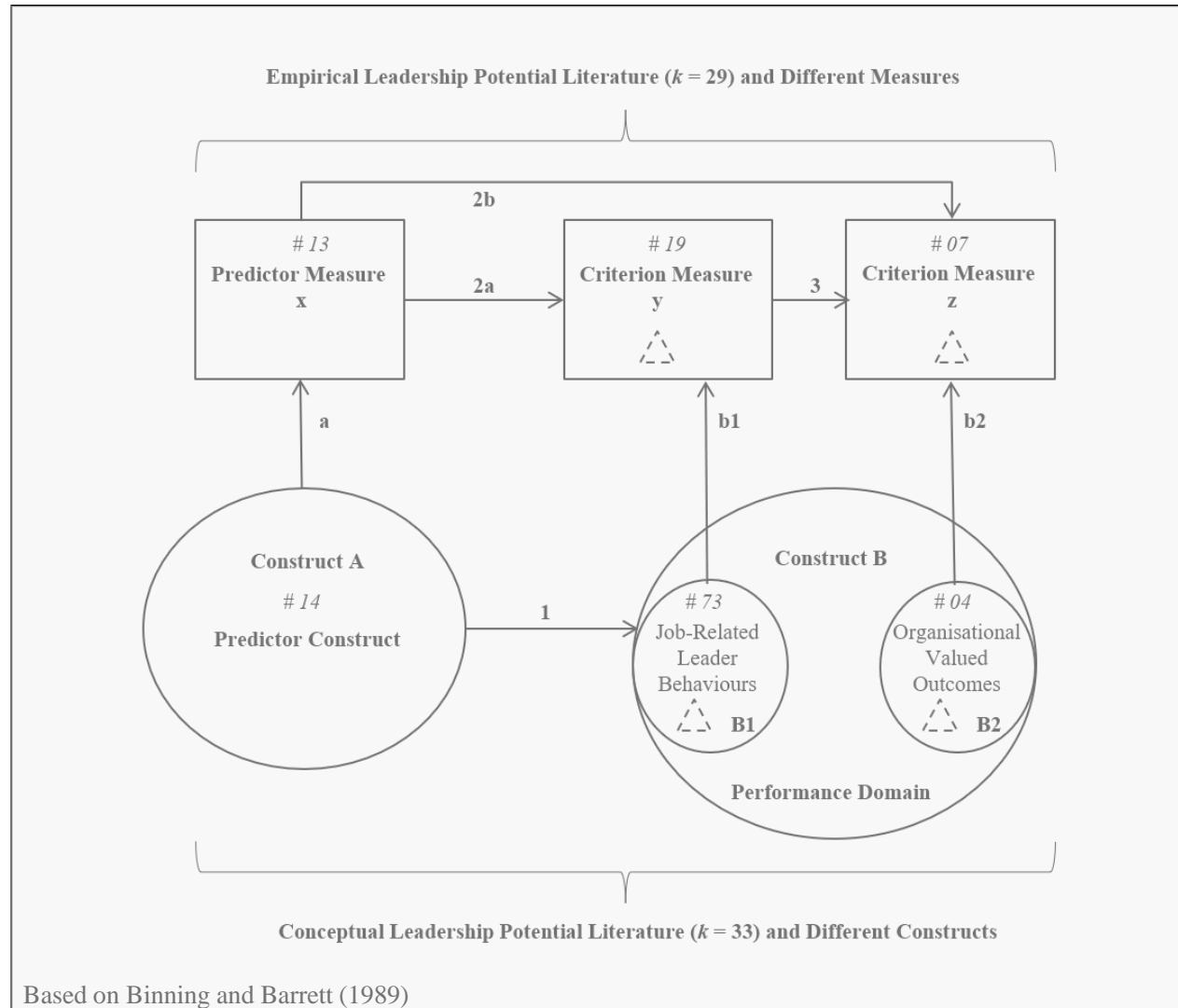


2) DEVELOPMENT AND VALIDATION OF THE LEADERSHIP LEARNING AGILITY SCALE

3) PREDICTIVE VALIDITY OF LEARNING AGILITY

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1) UNRAVELLING LEADERSHIP POTENTIAL



Our view:

“LP is a referential concept: Person X has leadership potential if Person X possesses construct A, which is a predictor of (future growth in) leader effectiveness (related criterion construct B), repeatedly measured in a longitudinal research design.”

Future research:

- Leadership potential is a referential concept
- Predictor construct \rightarrow growth in leader effectiveness (related criterion construct)
- Repeated measures of similar performance constructs, longitudinal design
- **Learning agility as a key predictor construct?**

EJWOP publication:

<https://doi.org/10.1080/1359432X.2020.1787503>

2) THE LEADERSHIP LEARNING AGILITY SCALE

Current LA definitions:

- “the willingness and ability to learn new competencies in order to perform under first-time, tough, or different conditions” (Lombardo & Eichinger, 2000)
- “the ability to come up to speed quickly in one’s understanding of a situation and move across ideas flexibly in service of learning both within and across experiences” (DeRue et al., 2012a)

Our conceptualization:

“the aptitude and willingness to learn from social experiences, and the drive to apply those lessons in new and challenging leadership roles”



- Social learning aspects
- Linkage with leadership
- Ability + motivation
- Active learning and development

2) THE LEADERSHIP LEARNING AGILITY SCALE

Table 1
Learning Agility Domain Compared with Three Commercial Measures

	Consulting Firm, Country		
A. Present Research	B. Korn Ferry International, United States	C. Leader's Gene Consulting, China	D. EASI Consult, Unites States
Learning agility dimensions			
A. LLAS	B. <u>viaEDGE™</u>	C. TALENT _{x7}	D. Burke LAI™
1. Learning Trough Social Interaction	1. People Agility	1. Interpersonal Acumen	1. Collaborating
-	-	-	2. Interpersonal Risk Taking
2. Developing Systematically	2. Change Agility	2. Change Alacrity	3. Experimenting
-	3. Results Agility	3. Drive to Excel	4. Performance Risk Taking
-	4. Mental Agility	4. Cognitive Perspective	5. Flexibility
3. Knowing Oneself	5. Self-Awareness	5. Self-Insight	6. Reflecting
4. Seeking Feedback	-	6. Feedback Responsiveness	7. Feedback Seeking
-	-	7. Environmental Mindfulness	-
-	-	-	8. Speed
-	-	-	9. Information Gathering
5. Developing Leadership Skills			

Learning agility conceptualizations

2) THE LEADERSHIP LEARNING AGILITY SCALE

Study 1

- a. Item development, content validity
 - Expert study ($N = 4$); 104 \rightarrow 89 items

- b. Construct validity, reliability (Sample 1)
 - Prolific Sample 1 ($N = 907$)
 - 56% U.S./U.K. English
 - 37% EUR languages
 - 57% male
 - Average age 30.74 ($SD = 10.69$)
 - 74% \geq college/university degree
 - 59% \geq 1 yr of managerial experience
 - 100% \geq 16 work hrs p/wk

Study 1b Results

EFAs

- Reverse scoring method effect (Magazine et al., 1996)
- Three-factor model cleanest factor structure (Costello & Osborne, 2005; Worthington & Whittaker, 2006)
- Item reduction before CFAs (Schreiber et al., 2006)
 - Developing Leadership Skills ($\alpha = .87$)
 - Seeking Feedback ($\alpha = .81$)
 - Developing Systematically ($\alpha = .82$)
 - LLAS Total ($\alpha = .89$)



2) THE LEADERSHIP LEARNING AGILITY SCALE

Study 2 (Sample 2)

a. CFAs, &

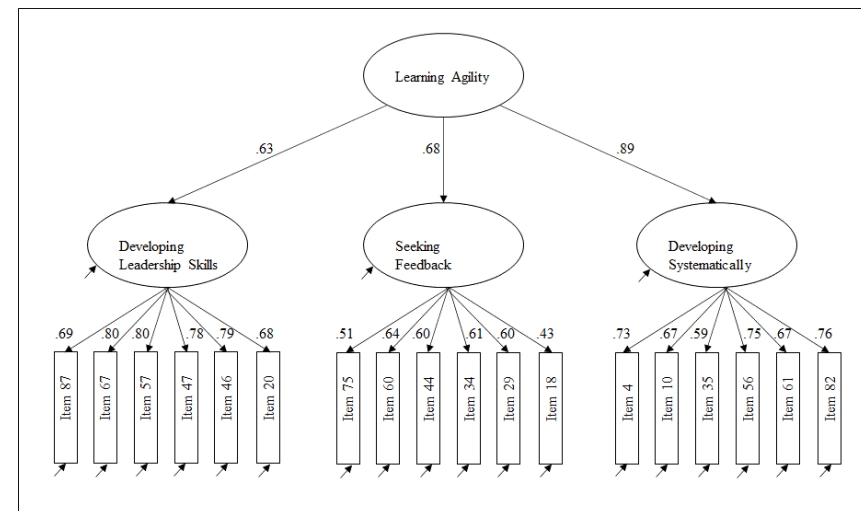
b. Convergent, discriminant validity

- Prolific Sample 2 ($N = 196$)
- 40% U.S./U.K. English
- 55% EUR languages
- 55% male
- Average age 30.23 ($SD = 10.57$)
- 74% \geq college/university degree
- 49% \geq 1 yr of managerial experience
- 61% \geq 16 work hrs p/wk

Study 2a CFAs Results

• Three-factor model:

- TLI = .95
- CFI = .95
- SRMR = .051
- RMSEA = .049 [90% CI = .033 - .063, $P_{close} = .543$]
- AIC = 271.07



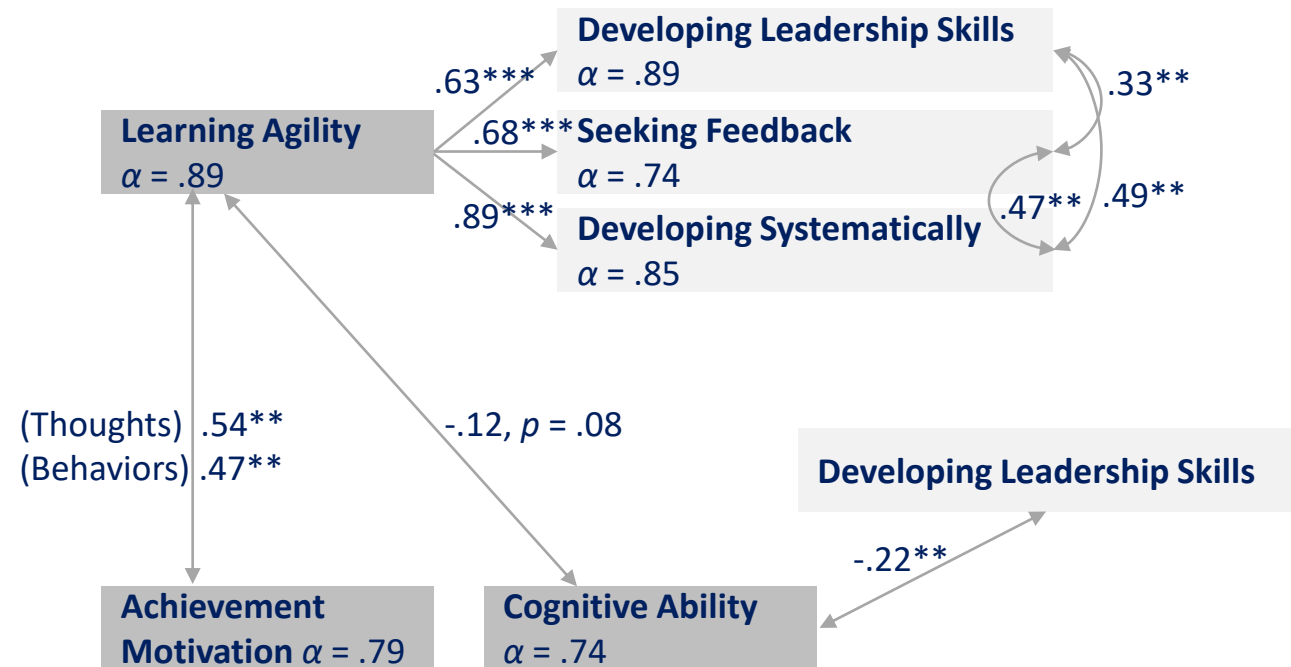
2) THE LEADERSHIP LEARNING AGILITY SCALE

Study 2b

- Hypotheses convergent validity
 - H1: LA \rightarrow (+) Achievement motivation
 - H2: Developing Systematically \rightarrow (+++) Achievement motivation than Developing Leadership Skills, Seeking Feedback
- Hypothesis discriminant validity
 - H3: LA UNrelated to cognitive ability
- Measures
 - LLAS (89 items, Study 1b)
 - AMM (Smith et al., 2019)
 - ICAR (Condon & Revelle, 2014)

Study 2b Results

- H1 = confirmed
- H2 = not supported
- H3 = confirmed



2) THE LEADERSHIP LEARNING AGILITY SCALE

Study 3 (Sample 3)

- Further convergent, discriminant validity
 - Field sample of leaders ($N = 219$)
 - 85% EUR country of residence
 - 57% male
 - Average age 43.68 ($SD = 10.52$)
 - 89% \geq college/university degree
 - 83% ≥ 1 subordinate
 - 100% ≥ 16 work hrs p/wk

Study 3

- Hypothesis convergent validity
 - H4: LA \rightarrow (+) (X), (C), (O)
- Hypotheses discriminant validity
 - H5: LA UNrelated to (E), (H), (A)
 - H6: LA UNrelated to cognitive ability
- Measures
 - LLAS (18 items, Study 2a)
 - HEXACO-60 (Ashton & Lee, 2009)
 - ICAR (Condon & Revelle, 2014)

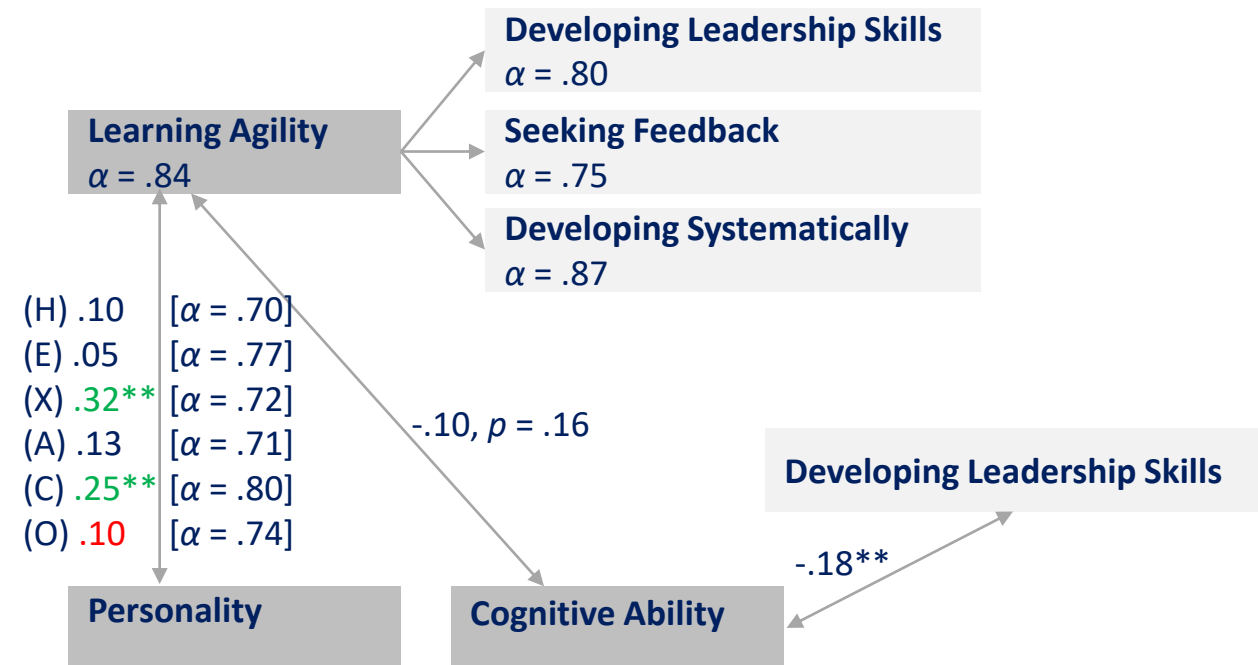
2) THE LEADERSHIP LEARNING AGILITY SCALE

Study 3

- Hypothesis convergent validity
 - H4: LA \rightarrow (+) (X), (C), (O)
- Hypotheses discriminant validity
 - H5: LA UNrelated to (E), (H), (A)
 - H6: LA UNrelated to cognitive ability
- Measures
 - LLAS (18 items, Study 2a)
 - HEXACO-60 (Ashton & Lee, 2009)
 - ICAR (Condon & Revelle, 2014)

Study 3 Results

- H4 = partially confirmed
- H5 = confirmed
- H6 = confirmed



2) THE LEADERSHIP LEARNING AGILITY SCALE

Overall Conclusions

- LLAS, 18 items, 3 dimensions
 - Developing Leadership Skills
 - Seeking Feedback
 - Developing Systematically
- LA → (+) achievement motivation, (X), (C)
- LA UNrelated to (O), (E), (H), (A), cognitive ability
- LA → active learning and development
 - Learning Through Social Interaction (Developing Leadership Skills?)
 - Knowing Oneself (inward focus, behaviorally inactive)

Unexpected findings

- LA UNrelated to (O)
- Developing Leadership Skills → (-) cognitive ability

Future research

- Criterion-related validity
 - Is LA a valid predictor of growth in leader effectiveness?
 - Does LA predict criteria as well as, or better than, its stand-alone dimensions?

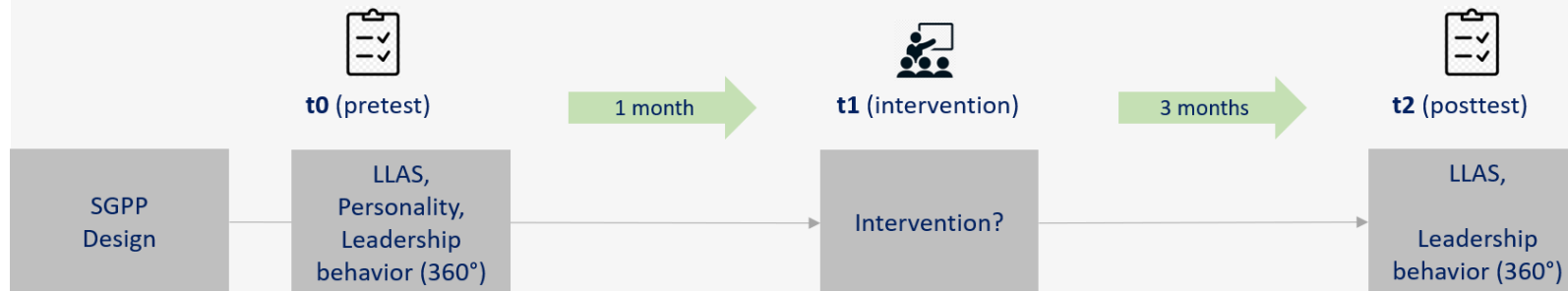
3) PREDICTIVE VALIDITY OF LEARNING AGILITY

Tentative Hypotheses

- LA predicts growth in leader effectiveness, such that high LA scorers will increase their leader effectiveness ratings significantly more than low LA scorers (SGPP design; Collins & Holton, 2004)
- LA predicts growth in leader effectiveness better than its stand-alone dimensions.
- LA has incremental validity over and above personality in predicting growth in leader effectiveness

Any thoughts?

- Hypotheses?
- Study design?
- ... ?



THANK YOU FOR YOUR ATTENTION!

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2021 Dutch-Flemish Research Meeting on Personnel Recruitment and Selection