

TALENTx7[®] Assessment of Learning Agility

Virtual Certification Program



The purpose of the certification is to increase one's understanding of learning agility and how to use it effectively for the selection of individuals into leadership roles as well as for the identification, selection, and development of high potential talent. Upon completion of the certification program, participants will be able to purchase this proprietary instrument and use it in their client organizations and coaching practices.

Objectives

- Examine the concept of learning agility and discuss how to apply it to select managers and executives as well as to identify, select, and develop high potential talent.
- Review the framework and psychometric scales of the *TALENTx7[®] Assessment*, and then examine how it measures learning agility. Special attention will be devoted to inspecting how the assessment verifies the accuracy of a respondent's scores.
- Review the scientific support underlying the development of the *TALENTx7[®] Assessment*.
- Learn how to interpret the three reports generated by this online self-assessment.
- Receive participant's own scores on the assessment and examine implications for their personal leadership development.
- Practice giving feedback with the *TALENTx7[®] Assessment* in a roleplay setting.

Materials Used During Certification – Will be Emailed to You

1. All journal articles, book chapters, and reading materials used during the certification
2. PowerPoint slide deck
3. *TALENTx7[®] Technical Report – 2023 Edition*
4. *TALENTx7[®] Developmental Guidebook – 2nd Edition*
5. *TALENTx7[®] Assessment Sample Reports – T. Sample and L. Sample*
 - a. Individual Feedback Report (2)
 - b. Professional Coach's Report (2)
 - c. Organizational Report
6. Each participant will complete the *TALENTx7[®] Assessment* and receive their results
 - a. Individual Feedback Report
 - b. Professional Coach's Report
7. Certification Knowledge Review
8. Feedback and Coaching Session Checklist
9. *TALENTx7[®] Assessment Key Features and Benefits Sheet*
10. FAQ Guide

Fee \$1895 USD

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Assignments Prior to Session One

- Complete *TALENTx7[®] Assessment*.
- Read the following book chapter and journal article:
 - De Meuse, K. P. & Schmidt Harvey, V. (2021). Learning agility: The DNA for leaders and organizations in the twenty-first century. In V. Schmidt Harvey & K. P. De Meuse (Eds), *The Age of agility: Building learning agile leaders and organizations* (pp. 3-30). London: Oxford University Press.
 - De Meuse, K. P. (2022). Learning agility: Could it become the g-factor of leadership? *Consulting Psychology Journal: Practice and Research*, 73, 215-236.

Session One – 3 hours

1. Overview of learning agility and why it's important in leadership selection and high potential talent identification and development
2. Identify common mistakes in employee evaluation and high potential identification
3. Review of the *TALENTx7[®] Assessment*
 - a. The structure of the assessment
 - b. Seven learning agility facets
 - c. Four accuracy scales
4. Investigate the scientific support underlying the assessment

Session Two – 3 hours

1. Review the three feedback reports of the *TALENTx7[®] Assessment*
 - a. *Individual Feedback Report*
 - b. *Professional Coach's Report*
 - c. *Organizational Report*
2. Analyze the participant's *TALENTx7[®] Assessment Reports*
3. Examine feedback and coaching with the *TALENTx7[®]*
 - a. The process
 - b. Tips for conducting the session
4. Discuss when and how to use the *TALENTx7[®] Assessment* in talent management

Session Three – 2 hours

Feedback Session Role Play: Participant will be given a *TALENTx7[®] Assessment Professional Coach's Report*, and then asked to provide feedback to me

Additional Readings – Optional

- De Meuse, K. P. (2017). Learning agility: Its evolution as a psychological construct and its empirical relationship to leader success. *Consulting Psychology Journal: Practice and Research*, 69, 267-295.
- De Meuse, K. P., Dai, G., & Hallenbeck, G. S. (2010). Learning agility: A construct whose time has come. *Consulting Psychology Journal: Practice and Research*, 62, 119-130.