



Developing learning agility through supervision, mentoring, coaching

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What is learning agility?

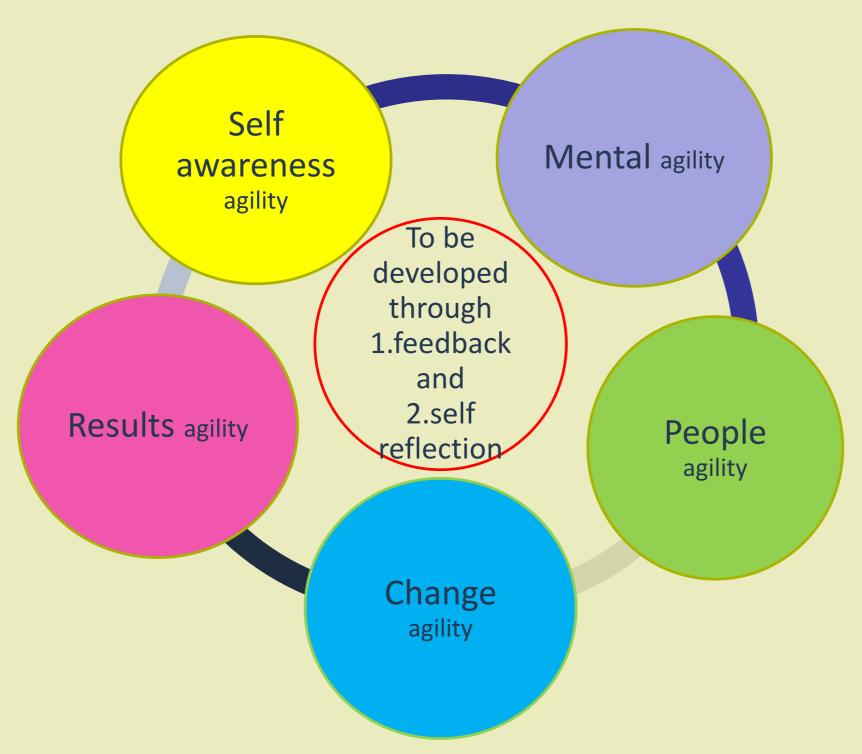
The ability (to do) to learn, adapt, and apply ourselves in constantly changing conditions.

Learning agility is knowing what to do when you do not know what to do...





How learning agile I am in very complex situations?





Positive stress and negative stress

 Zebras and antelopes do not get gastro-intestinal ulcers. But we do...

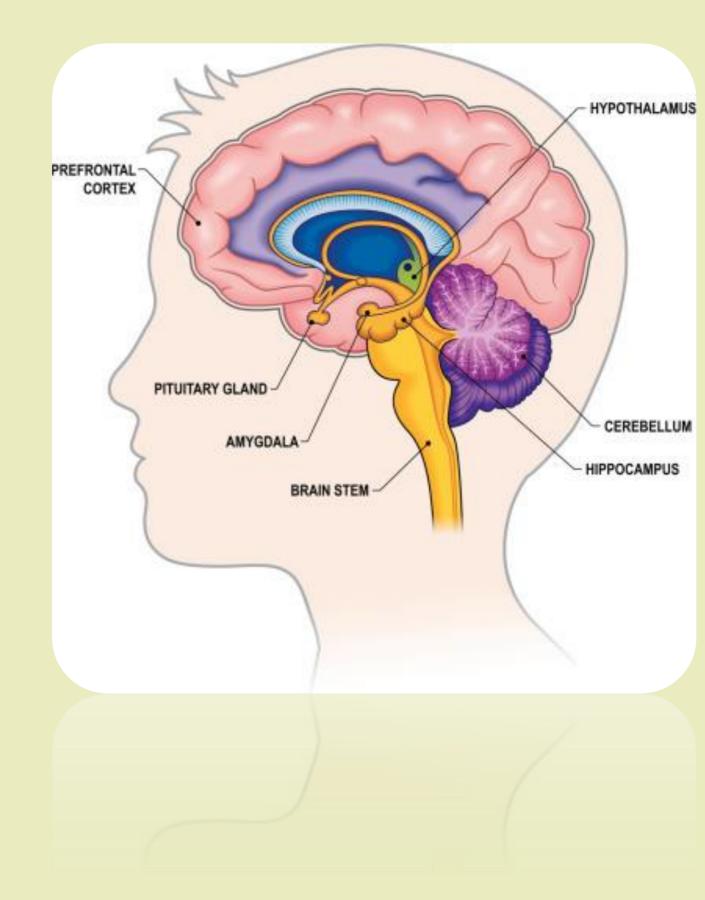
Comparisons and competition kill creativity





Our wonderful limbic system

- Traumatic social experiences being triggered (example: not being accepted, feeling of not belonging, lack of meaning...)
- When there is a lot of uncertainty
- Overload





Ancient Greeks spoke of 8 types of Love

- 1. Eros (Passionate Love)
- 2. Ludus (Playful Love)
- 3. Philautia (Self Love) Loving yourself is the base for loving other people. Having pride in your work, taking care yourself, and maintaining a loving inner dialogue and self compassion, are all parts of Philautia. Self-loathing people have little love to give
- 4. Mania (Obsessive Love)
- 5. Pragma (Committed Love)
- **6. Storge** (Family Love)
- 7. Philia (Friendship Love)
- 8. Agape (Compassionate Love) unconditional love. Existing on the spiritual plane it is the highest form of love and the one in shortest supply in today's society. Empathy fuels Agape love, which is given freely without any expectations and judgment



Rumi: "Out beyond wrong-doing and right-doing there is a space. I'll meet you there".



Exercise in groups of three: ABC.

Please think of working environment and one quality of yourself you dislike



How Empathy differs from Sympathy/ Brene Brown

https://www.youtube.com/watch?v=1Evwgu369Jw





Stance (attitudes) of supervisor/coach/mentor that are fostering learning agility and stimulates positive neuroplasticity



- 1. Non-judgmental and Respectful attitude for everything happening here and now
- 2. Being useful, not helpful «teaching to catch a fish»
- 3. «Loving» the problem, staying longer with it, inquiring into it
- 4. Treating everything that happens here and now as information
- 5. Problem is never a person (specific feedback on a process or «doing», but never a person. If given on a person, amygdala explodes)
- 6. Practicing radical inclusiveness a voice to everything that comes up
- 7. Surrendering own authority and being «on the same level» as coachee or group
- 8. Striving to understand your own rank and power in this specific social context
- 9. Boundaries have to be clearly kept, but communicated softly
- 10. Keeping in mind that the learning is contextual, clarifying the contexts and how they are interconnected
- 11. Knowing your own limitations as a coach/supervisor/mentor
- 12. Being aware of your own loyalties and how they can influence the coaching/supervision process
- 13. Holding the possibility for change by sitting in the fire, if necessary. Giving space



What can supervision/coaching and mentoring provide for such a complex learning environment?



- 1. In a special (limbic- friendly system) manner «hold» a place for plenty of safe feedback and plenty of practice for self reflection
- 2. Opportunity to experience how other people experience their journey, struggles and ways in similar to your own situations
- 3. Possibility to gain in a coaching/supervison or mentoring session new insights— new concepts and perceptions from what «has come up» unexpectedly, beyond «thinking» neocortex
- 4. Support in continuous *on-job learning* and *on-job «surviving»*, to relate better to yourself and others in healthier and more effective way
- 5. More....?

What could be your professional issues you could bring up in a coaching/supervison or mentoring session? Think in terms of either Change, People, Results, Mental or Self — Awareness agility

Thank you!

Wishing you love (8 types!) and a compassion towards yourself and others!

Should you have any questions, I'd be happy to hear from you!

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