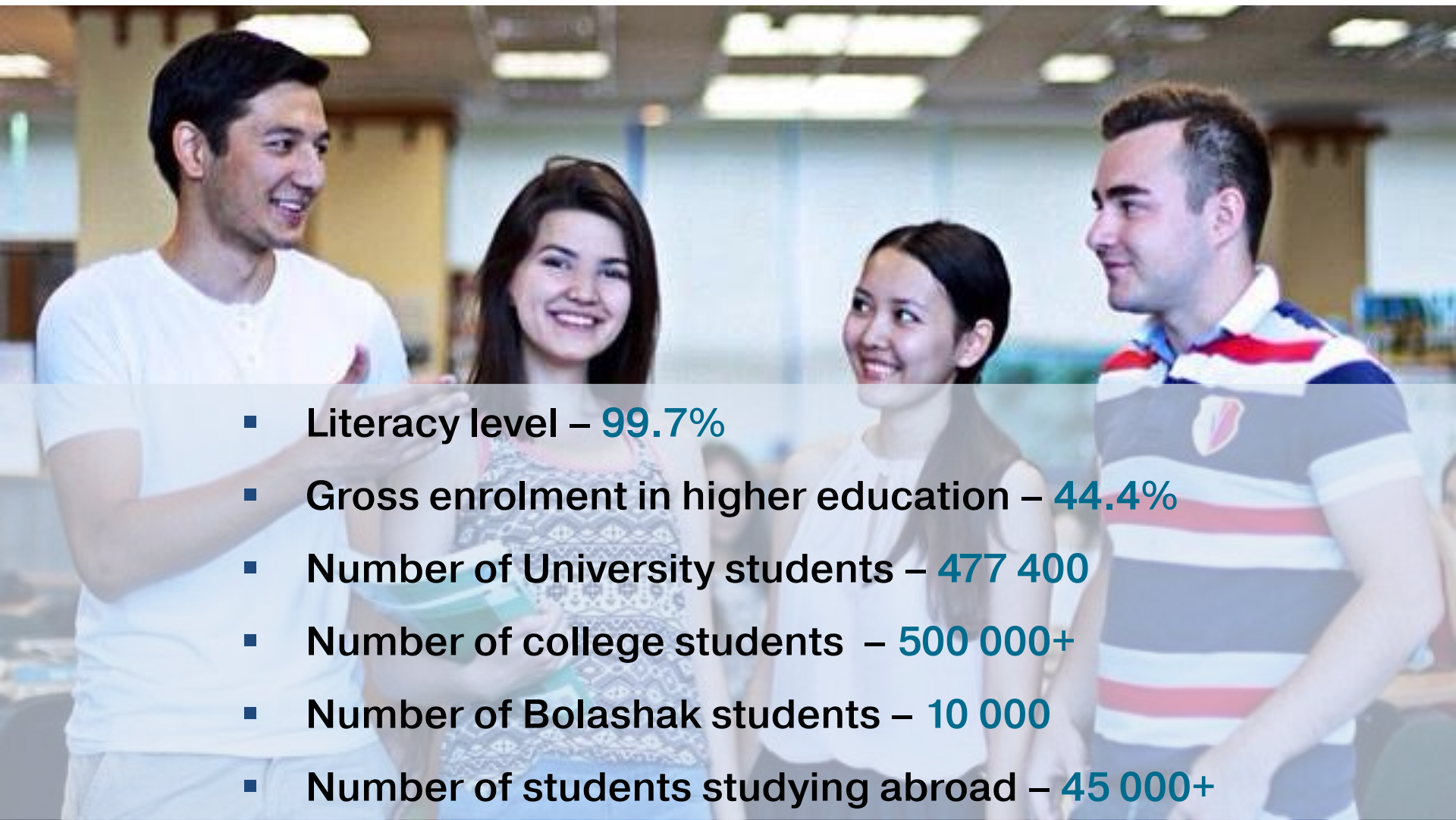


# SERVICES FOR INTERNATIONAL EDUCATION MARKETING

## Learning Agility in Turbulent Times

David Mashuri, Partner, WE Partners Kazakhstan

# Promising pool of graduates

- 
- A photograph of four young adults, two men and two women, standing in a modern, brightly lit indoor space, likely a university or college. They are all smiling and looking towards the right. The man on the far left is wearing a white t-shirt. The woman next to him is wearing a patterned top. The woman next to her is wearing a white top. The man on the far right is wearing a striped polo shirt. The background is slightly blurred, showing other people and architectural details.
- Literacy level – **99.7%**
  - Gross enrolment in higher education – **44.4%**
  - Number of University students – **477 400**
  - Number of college students – **500 000+**
  - Number of Bolashak students – **10 000**
  - Number of students studying abroad – **45 000+**

# Employment Challenges

1. Current system of education does not cover needs of business:
  - Newly opened and upgraded social science universities provide inflow of entry-level white-collar employees with high salary expectations and lack of hands-on experience
  - Soviet-time based vocational education does not provide necessary qualification of blue-collar employees. High-qualified working professions are in deficit.
2. Traditions that die slowly
  - Low mobility between regions
  - Limited foreign language proficiency
  - Lack of loyalty to an employer
3. Young industries (IT, telecommunications, retail etc.) experience lack of local professionals at middle and top management positions

# Employment Challenges



## Level

## Average Annual Salary Ranges, USD

C (CEO)	120 000 – 250 000
C – 1	60 000 – 84 000
C – 2	36 000 – 60 000
C – 3	12 000 – 36 000

# Graduates careers. Market Demand

## Top 15 for 2016 international and local demand

### Korn Ferry

**Challenge:** to meet the growth and changing demand in consumer sectors

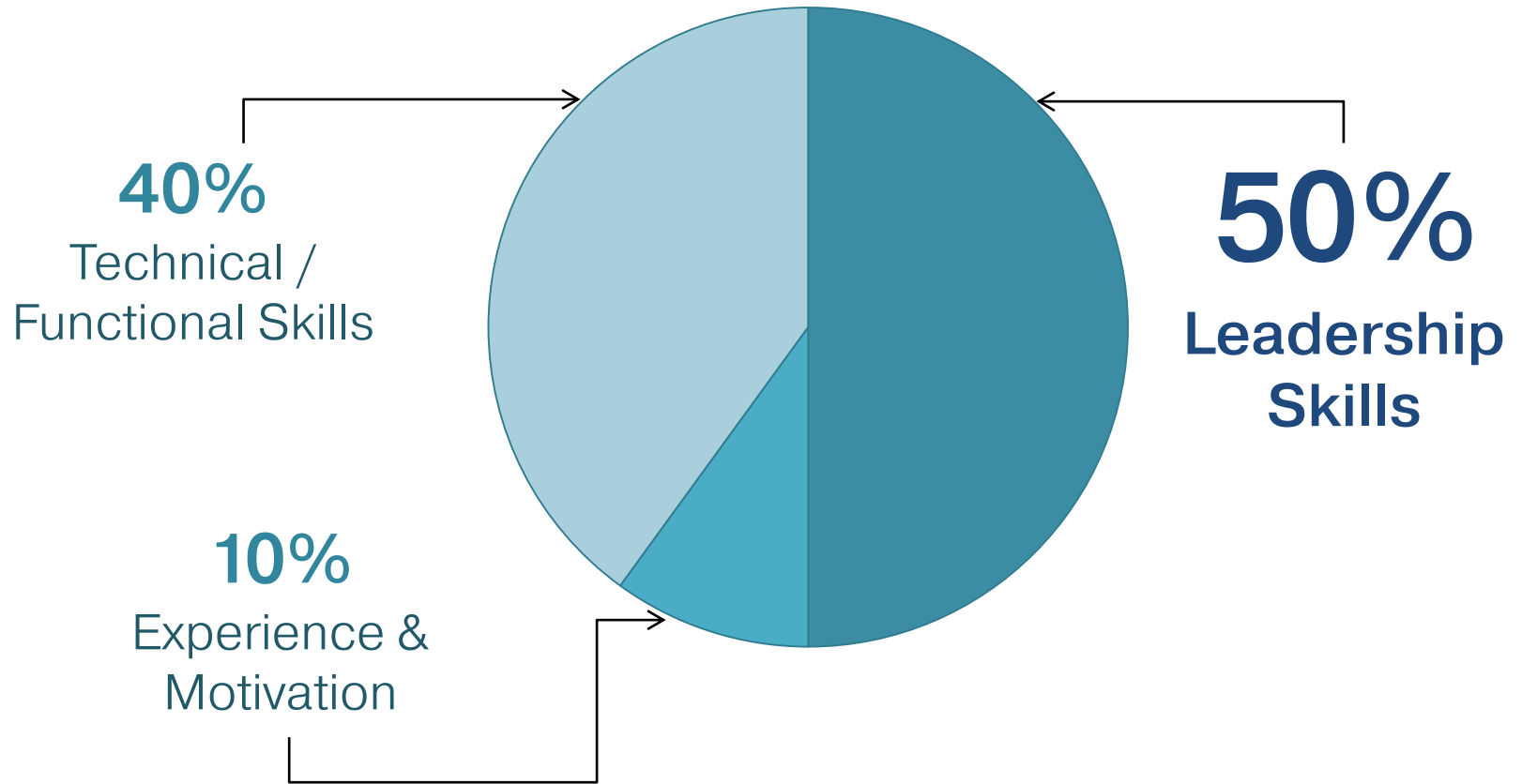
- **Chief Commercial Officer**
- **Chief Innovation Officer**
- **Chief Digital Officer**
- **Chief Cyber Security Officer**
- **Chief Sustainability Office**
- CEO
- CHRO
- CIO
- CTO (Technology)
- Chief Medical Officer
- Chief Risk Officer
- COO (Manufacturing)
- COO (Energy)
- CMO (Marketing)
- Chief Development (Funding)

### WE Partners

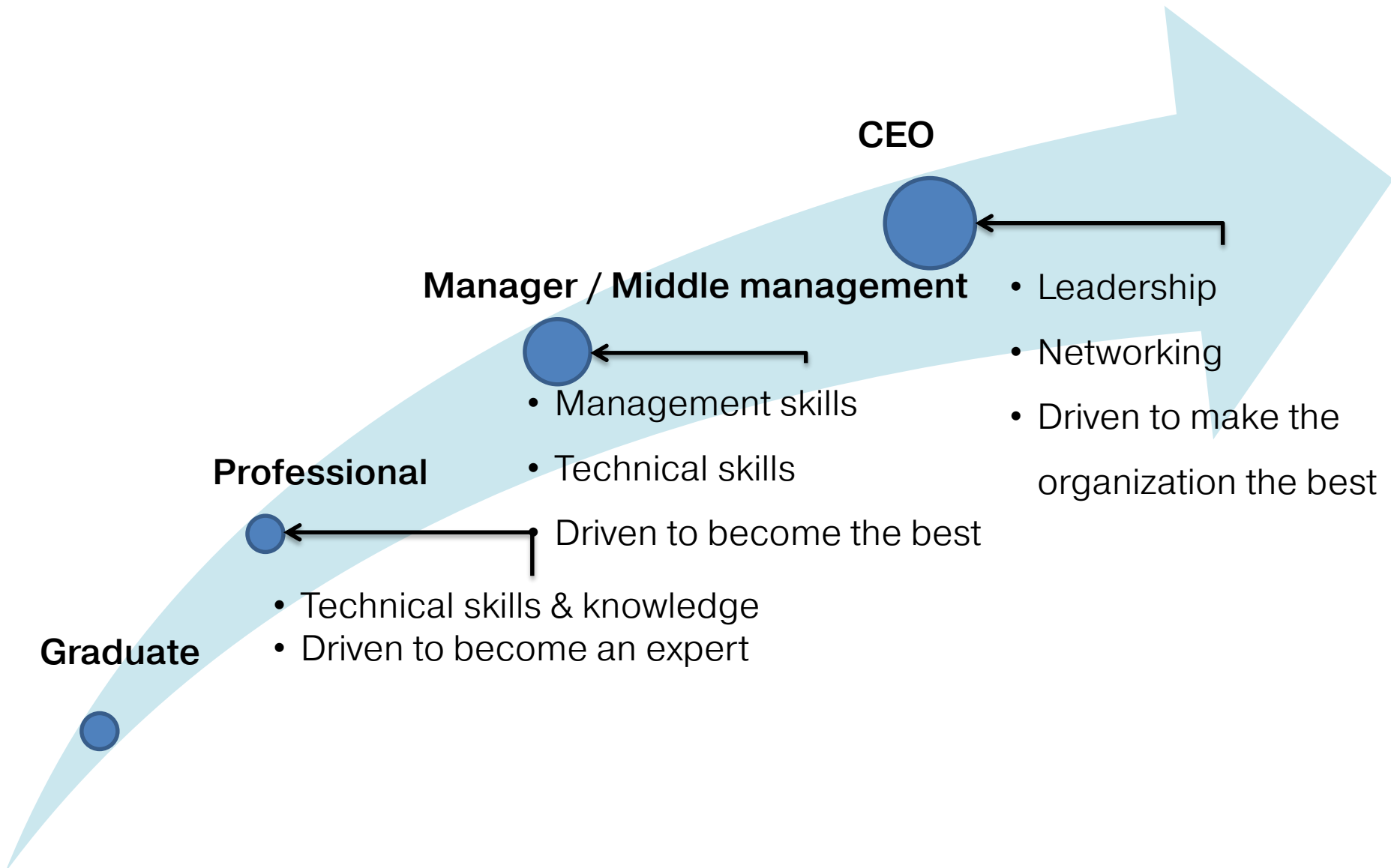
**Challenge:** to build sustainable business

- **CEO**
- **CFO**
- **Head of Corporate Finance**
- **CHRO**
- **CIO (Information & Digital)**
- Chief Risk Manager
- COO
- CTO (Technology)
- Head of Debt Assets
- Head of Efficiency Improvement
- CMO (Marketing)
- Chief Commercial/Sales Manager
- Chief Legal Officer
- Head of Compliance & Control
- Head of Audit

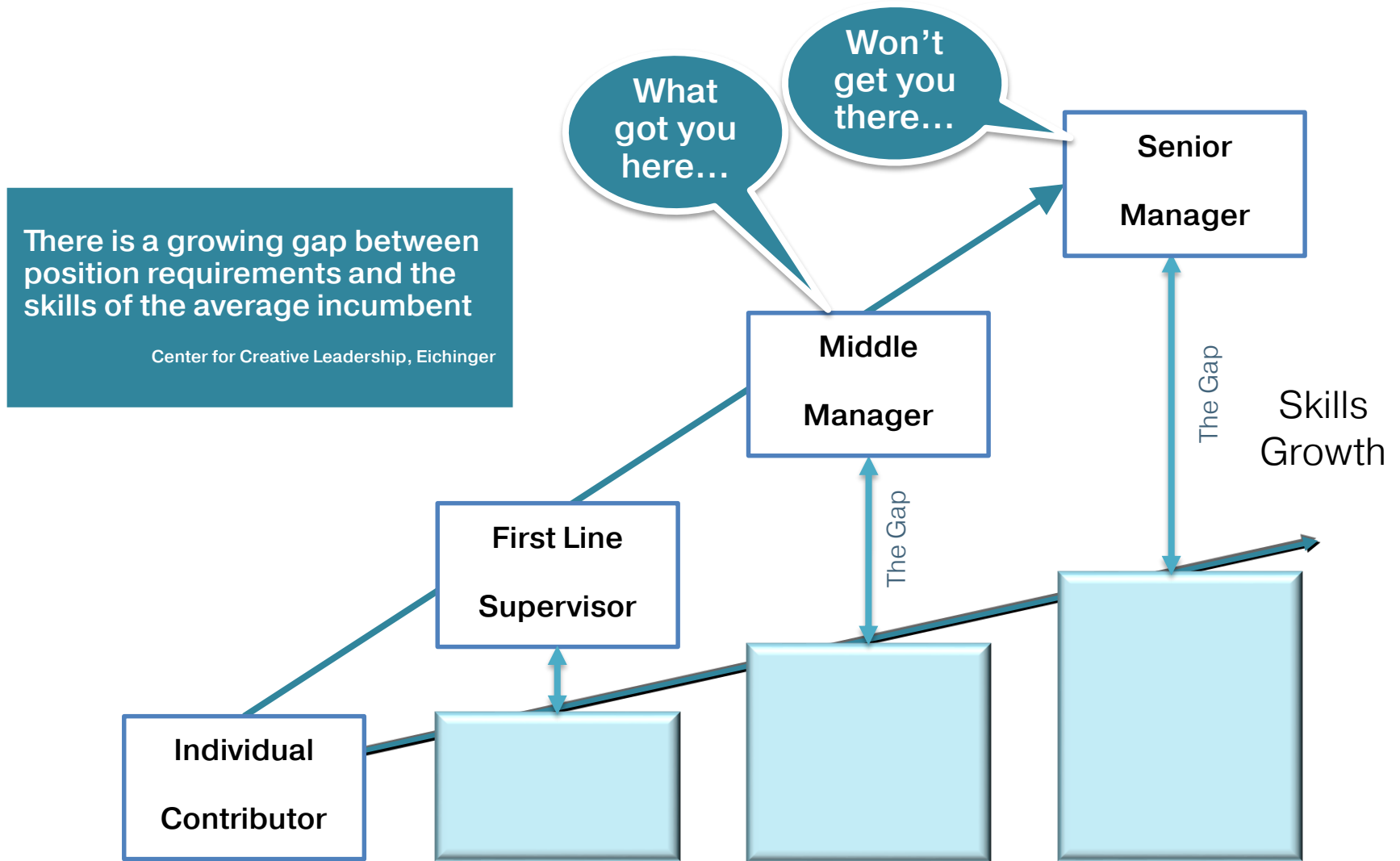
# What makes an exceptional CEO?



# Critical Mission Motivations



# The Capability Gap





# Five measurements of Learning Agility

## Turnaround C-suit profile

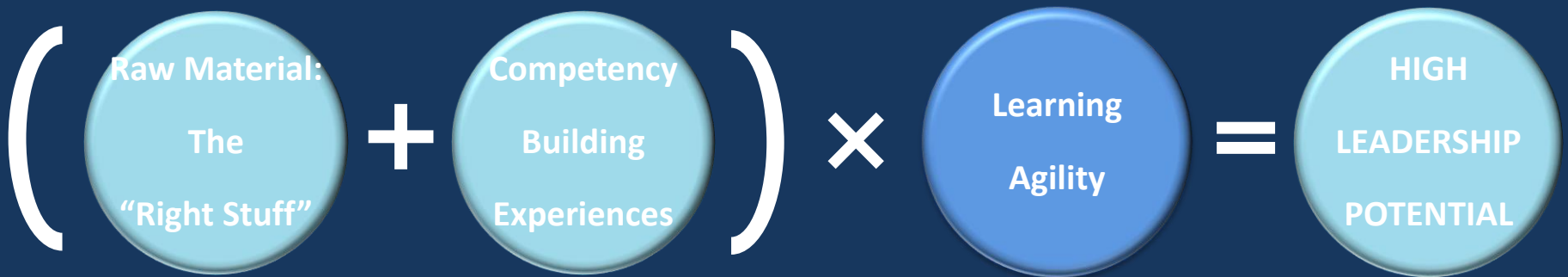
- **Mental Agility**
- **People Agility**
- **Change Agility**
- **Results Agility**
- **Self-Awareness Agility**

## Roles

- **Comfortable with complexity and ambiguity**, finds solutions to tough problems, broad interests, highly curious
- **Can work easily with a diversity of people**, politically agile, skilled communicator, manages interpersonal conflict well
- **Constant tinkerer (never satisfied)**, enjoys leading change efforts, willingly takes heat of any resistance to change
- **Delivers results, resourceful**, inspiring, has significant presence, builds high performing teams
- **Insightful, reflective**, sensitive of impact on others, clearly understands personal strengths and weaknesses, actively seeks feedback

# Research Reveals Success Equation

## Learning Agility: The Magic Multiplier



### Raw Material:

- Applied Intelligence
- Functional/ Technical skills
- Career Motivation and Interests

### Experiences:

- Variety of job changes
- In-place assignments
- Hardships
- People feedback
- Coaching
- Workshops, courses, readings

### Learning Agility:

Ability and willingness to learn from experience and subsequently apply that learning to perform successfully under new or first-time conditions

# Embed Learning Agility in Talent Processes



Identify the right talent.

Develop a learning culture

Embed learning agility into  
succession planning

Incorporate it in  
your selection process

Engage the high potentials

Differentiate development

# Matching Talent to Opportunity

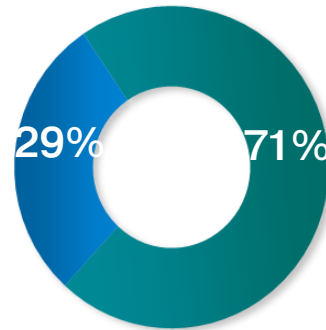
## If the position ...

- Is new
  - Requires fresh ideas and new ways of thinking
  - Is in a quickly changing field or area of business where the future is undefined or emerging
  - Needs major fixing
  - Requires strategic thinking and/or strategy development
  - Is supported by strong technical help
  - Requires political savvy
  - Is change-driven
- ... fill it with a **high-potential** candidate. **More Learning Agility.**

# High Performance vs. High Potential

High performers are not always high potentials...

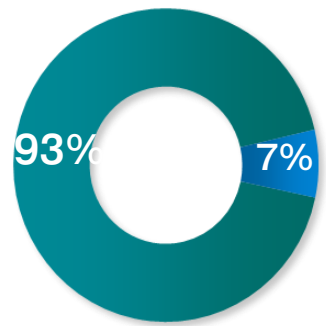
29% of high performers  
ARE high potentials



71% of high performers  
are NOT high potentials

...But high potentials are mostly high performers

93% of high potentials  
ARE high performers



7% of high  
potentials are NOT  
high performers

Source: High-Potential Management Survey, Corporate Leadership Council, 2005

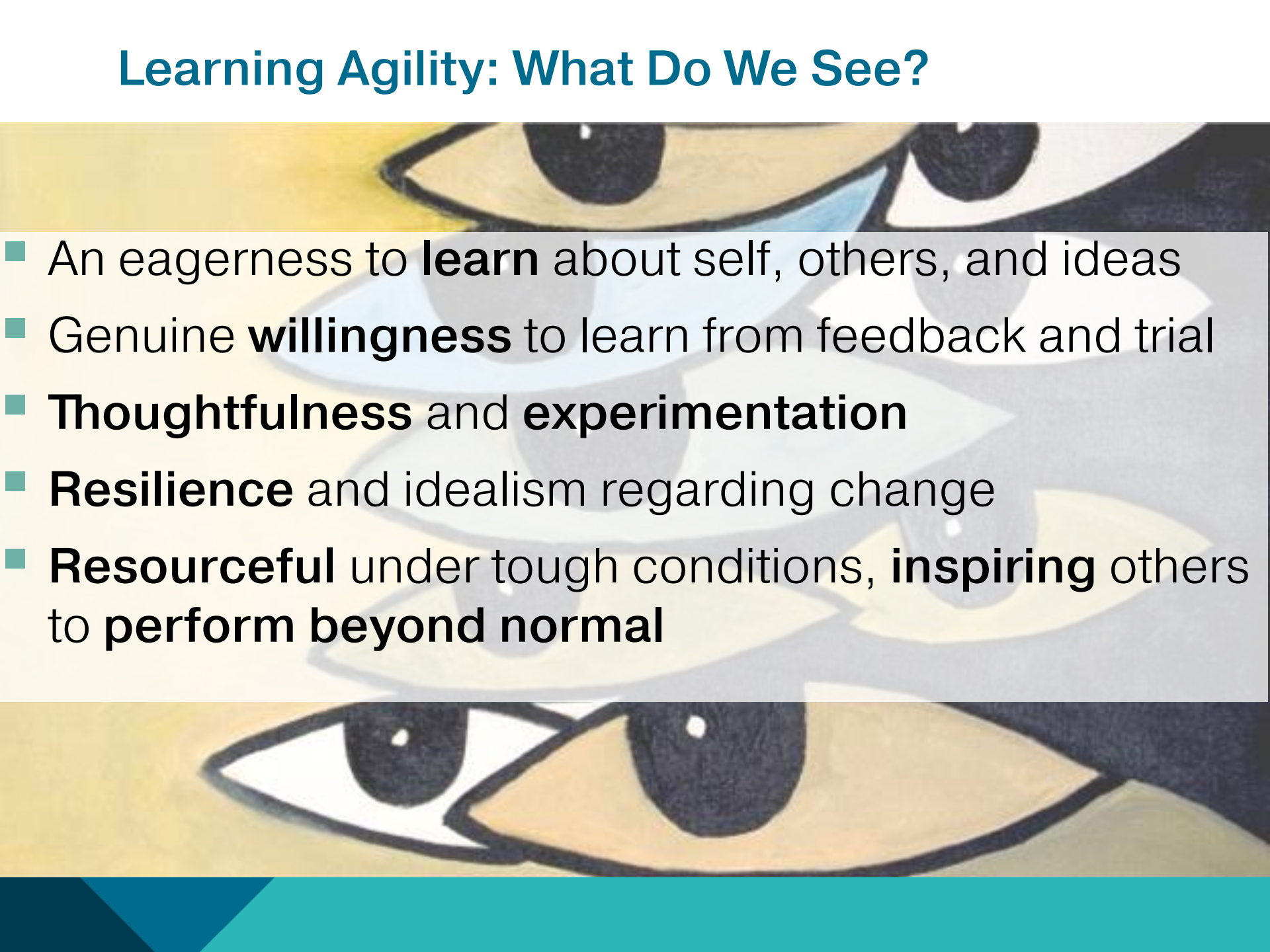
So, what is...

A silhouette of a person in mid-jump, arms outstretched, against a warm, orange-hued sunset sky with soft clouds. The person is positioned on the left side of the frame, jumping towards the right. The overall mood is one of freedom and movement.

learning

agility?

# Learning Agility: What Do We See?

- 
- An eagerness to **learn** about self, others, and ideas
  - Genuine **willingness** to learn from feedback and trial
  - **Thoughtfulness** and **experimentation**
  - **Resilience** and idealism regarding change
  - **Resourceful** under tough conditions, **inspiring** others to **perform beyond normal**

# So Why Should You Care?

Many **EXECUTIVES DERAIL** because they:

- are victimized by past successes.
- have blind spots.
- have undeveloped or untested competencies.
- fail at relationships and transitions.
- can't relinquish control.
- seem to have quit learning.



# Traditional versus Active Learning

## Traditional Active

Conventional intelligence

Street smarts

Grades/test scores

Initiative/curiosity

Functional/technical skills

Intellectual agility

Analytical skills

Conceptual complexity

Straightforward problem-solving

Broad-range thinking

# Learning Agility

*Is related to...*

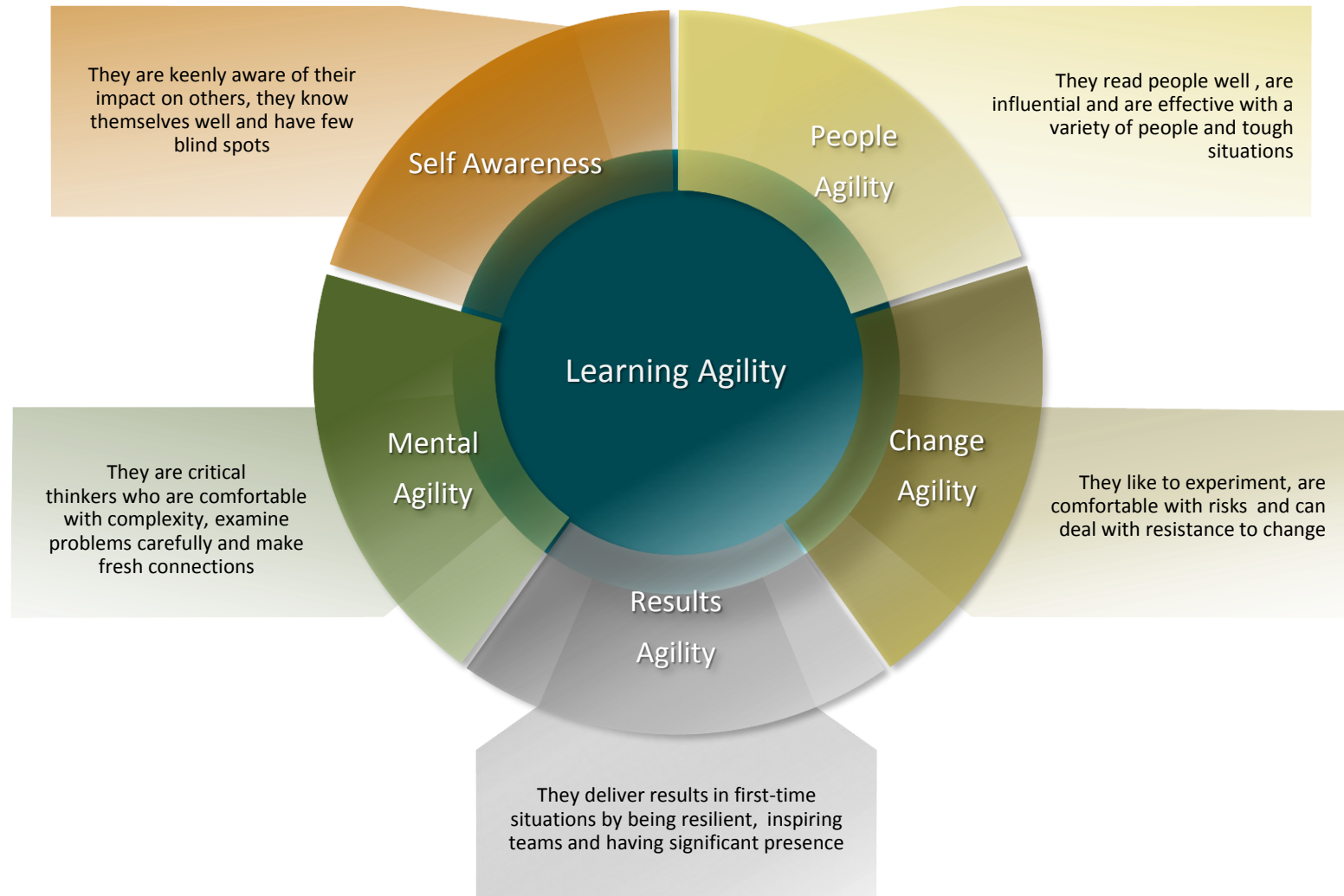
**Potential.**

**Performance** once promoted.

The ability to handle  
**tough, new assignments.**



# Defining Learning Agility



# 70-20-10 Model of Learning Development

assignments

**70%**

people

**20%**

courses

**10%**

# Contact details



*I will be glad to comment or answer questions related to the content of this presentation.*

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