

Openness to Learning Scale

- +10** ● Seeing every challenge and every piece of feedback as an opportunity to learn and move forward. Creating the environmental conditions for others to learn, speak up, and experiment
- +9** ● Appreciating the messenger and the message, all events and feedback, regardless of delivery or how the events unfold. Seeing everything as being in service to your learning
- +8** ● Claiming Healthy Responsibility for all issues, problems, results
- +7** ● Soliciting feedback and taking initiative to create structures that support a continuous feedback loop. Initiating and enthusiastically sharing new learning with others
- +6** ● Willingness to have your mind be changed by new concepts and experiences
- +5** ● Willingness to suspend disbelief or judgment and to embrace, commit to, apply new learning—even in the face of discomfort—for the sake of growth
- +4** ● Mining the learning in any situation, for example, asking yourself, “What am I meant to learn here?”
- +3** ● Listening generously (able to articulate the other’s position and understand where they’re coming from)
- +2** ● Expressing genuine curiosity about the issue, event, or feedback. Making and sharing new associations, connections, and patterns
- +1** ● Accepting what is, what’s taken place or what’s being said from a place of neutrality

THE LINE

- 1** ● Showing polite interest outwardly while inwardly clinging to your point of view and/or rehearsing a rebuttal. Going silent, giving cryptic answers, or getting edgy/snappy, or frustrated
- 2** ● Avoiding reality, not facing facts, ignoring what is happening or what is being communicated
- 3** ● Interpreting what the person is saying as an attack or becoming “hurt” without searching for the grain of truth. Actively resisting or interpreting events from a place of fear or judgment rather than seeing them as a source of learning
- 4** ● Finding fault with the way the message is being delivered or the way events unfold
- 5** ● Explaining how the person has misperceived the situation. Justifying or rationalizing why you’re the way you are or acted the way you did
- 6** ● Thinking how the situation should be different, focusing on pathology, what’s wrong, scanning for threats
- 7** ● Unwilling to consider new or different perspectives, pointing out flaws, demanding evidence in a hostile manner, committed to being right
- 8** ● Blaming, attacking or insinuating retribution to the messenger
- 9** ● Creating an environment of closed-mindedness, enrolling others in your judgments, shutting down the learning environment through behaviors, body language, actions
- 10** ● Creating an uproar or making an abrupt departure

Based on work developed by hendricks.com

