



*imagine*

OCTOBER 25-27, 2022

POWERED BY **ICF** Coaching Education

**elevate**

***If could IMAGINE,  
what would your learning experience be?***



*If could IMAGINE,  
what would your learning experience be?*

*What Would You SEE?*



*If could IMAGINE,  
what would your learning experience be?*

*What Would You HEAR?*



*If could **IMAGINE**,  
what would your learning experience be?*

*What Would You **FEEL**?*



*If could IMAGINE,  
what would your learning experience be?*

*What Would You **SMELL**?*



*If could IMAGINE,  
what would your learning experience be?*

*What Would You **TASTE**?*

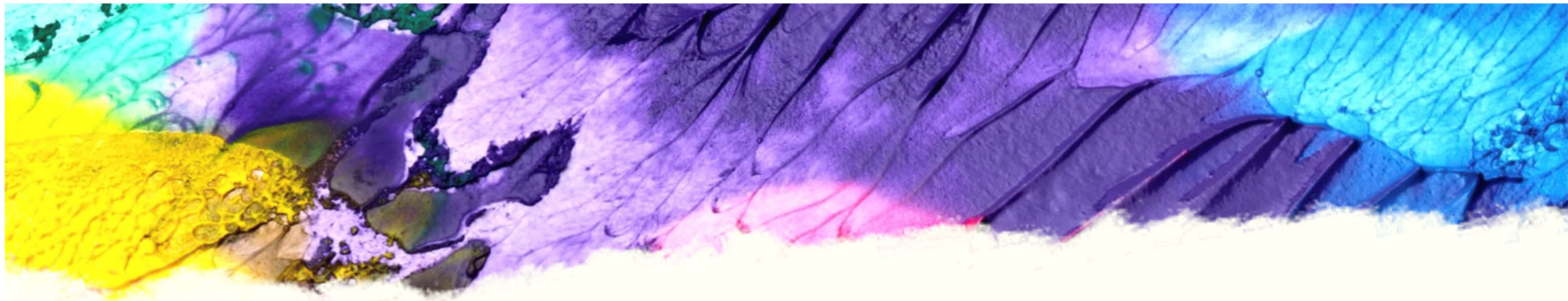


*If could **IMAGINE**,  
what would your learning experience be?*

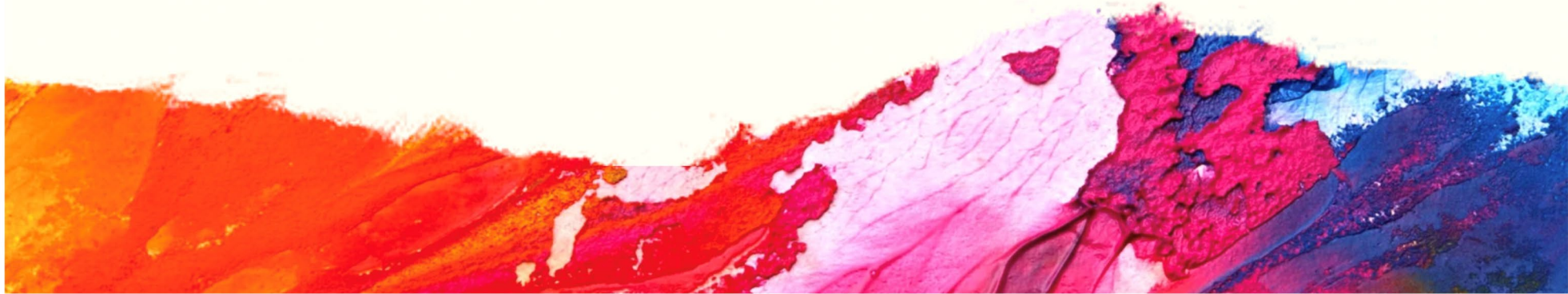
*What Would You **CREATE**?*







**ELEVATE YOUR COACHING LEARNING EXPERIENCE THROUGH  
CO-CREATIVE LEARNING STRATEGIES  
FOR MULTI-GENERATIONAL LEARNERS**





# Jedidiah 'Jedi' Alex Koh

许伟龙



**Jedidiah 'Jedi' Alex, MCC** is the Global Team Leadership Coach and Executive Voice Coach. He is the founder of Coaching Changes Lives, the Global Transformative Learning Partner for organizations, businesses and individuals and Asia's leading Coach Training and Supervision Institute. He has worked and partnered globally with organizations and teams from across cultures and diversity to create sustainable change, team performance and build a learning culture. He also speaks on how Leaders and Individuals and Brave Their Story and own their Voice.

He is recognized globally as Master Certified Coach (MCC) and received Advanced Certification in Team Coaching (ACTC) by the International Coaching Federation (ICF). Being featured on Forbes Coaches Council he shares his expert views on team leadership coaching with industry leaders and organizations. He is also the Creator of Brave Your Story™, Metaphorium™ and Transformative Systemic Co-Creative Coaching™ a transformative conversational process that creates deep inner work for leaders and teams. He is also the author of the much-anticipated upcoming book OMG! Coaching is Conversational Mastery.

Jedidiah received the Outstanding Leadership Award by Education 2.0 in 2022. He was recognized as the top 10 Global Leadership Coaches by Influencive in 2021 and awarded the top 100 Global Leaders in Education award by GFEL, and the recipient of the top 101 Global Coaching Leaders Award by World HRD Congress. He has been the voice of Asians' perspective of coaching on a global field, shaping the future of coaching in teams and distributed workforce. With over a span of 14 years of coaching and impacting lives, he believes that coaching is the key to creating positive, impactful and lasting change in people.

Today, Jedidiah is a sought-after transformative coach and keynote speaker on future of leadership and coaching. His passion is in helping individuals experience greater performance and unravel their transformative potential within. He is also engaged to speak on Executive Team Leadership Coaching on how the requisite power of coaching has the power to changes lives, build sustainable teams and learning organizations that are flexible and adaptable in an ever-changing landscape one conversation at a time.



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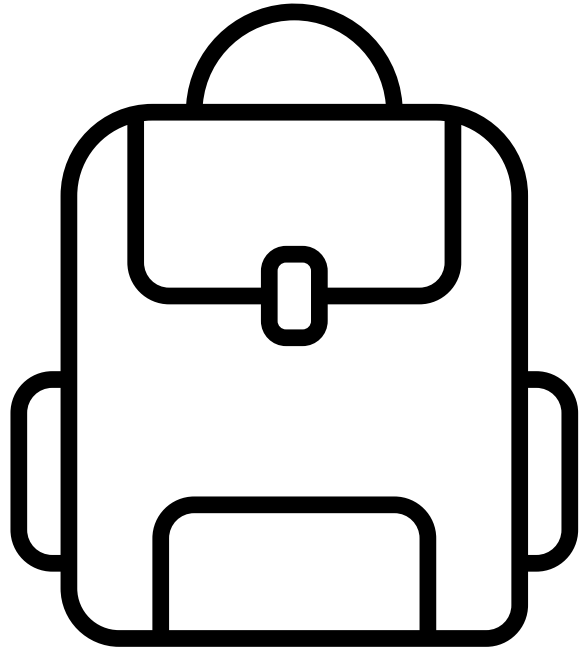


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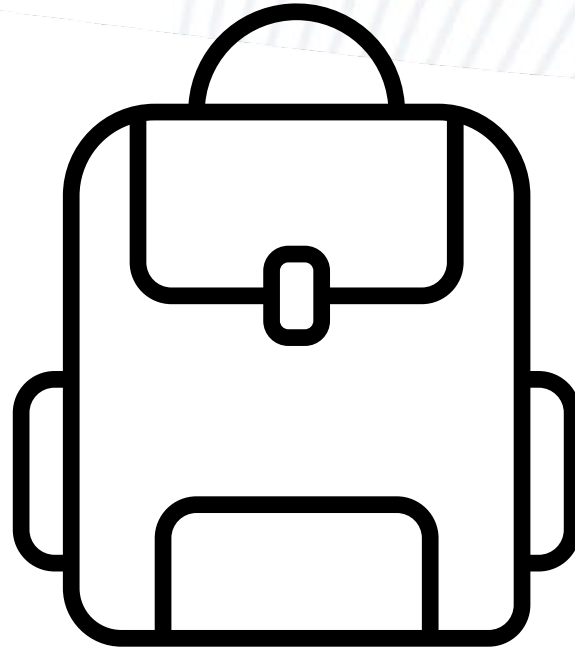
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# Key Learning Outcomes

- 1) Learn and discover the continuum of learning theories and how to employ Co-Creation in the learning process to engender ownership and autonomy of learning
- 2) Understand the effective employment and adaptation of communication and teaching styles for multi-generational learners
- 3) Learn how to find your own unique style and yet honouring each individual in the classroom and enabling them to find their own voice in their coaching practice



***What are we  
learning?***



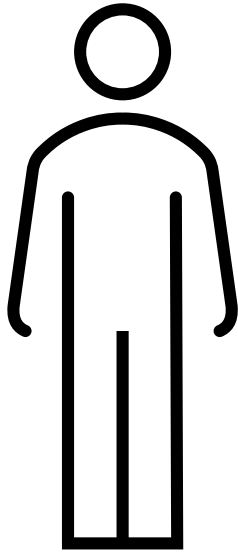
# ***What is in our Learning Bag?***



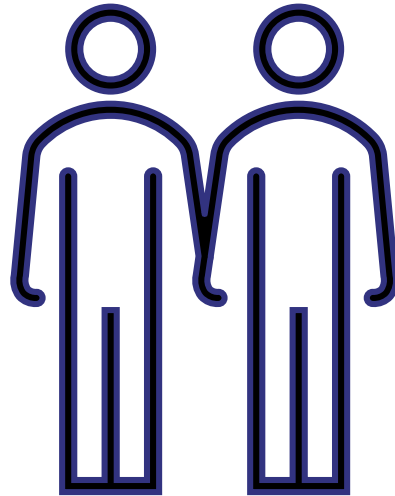
***How are we  
learning  
today?***



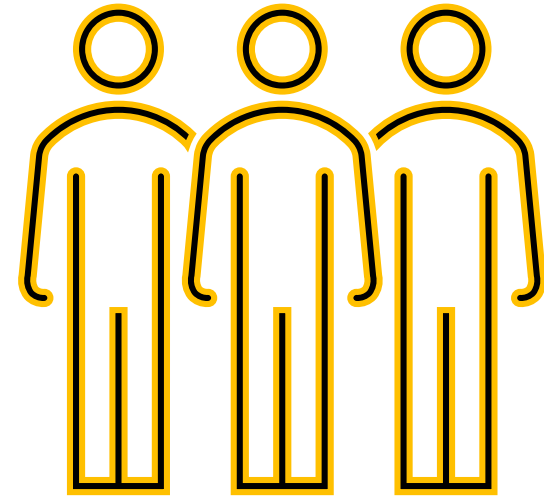
# How are we learning today?



**Individual**  
Self-Led Reflective Practice



**Peer to Peer**  
Dialectic Peer Reflective Practice



**Team**  
Team-based Reflective Practice

# How Are We Learning Today?



- From a Pedagogical lens – teacher-centered + directive learning
- From a Andragogical lens – Self-directedness + draw on experiences + application immediate
- From a Geragogical lens – Self-actualization + social relationship + wellbeing + talent development

***In the midst of the various learning theories...***

***What are we conscious about?***

***In the midst of the various learning theories...***

***What are we conscious about?***

***How do we know if our learning approach is truly working?***

***In the midst of the various learning theories...***

***What are we conscious about?***

***How do we know if our learning approach is truly working?***

***How do we expand our learning agility?***

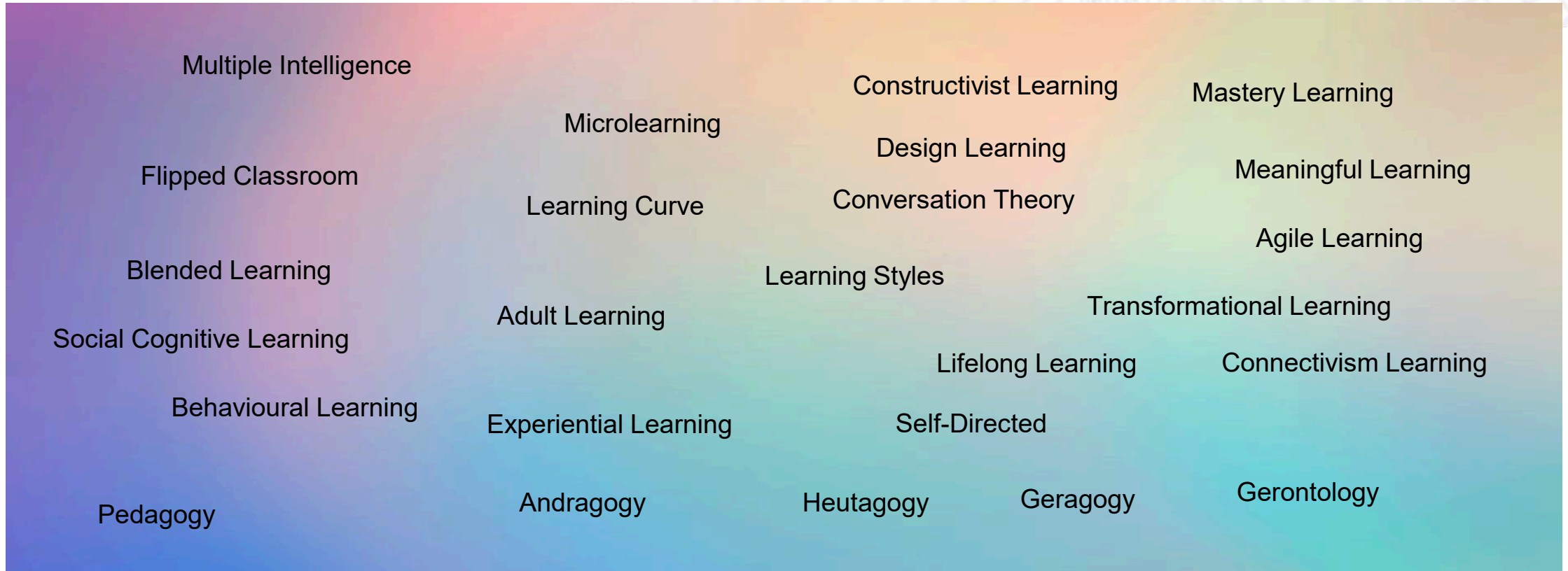


# *Co-Creative Learning Approach*

Co-Creative Learning Approach (CLA) was Develop and Created by Jedidiah Alex Koh, MCC  
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# A Continuum and Amalgamation of Learning Strategies





# Co-Creative Learning Approach

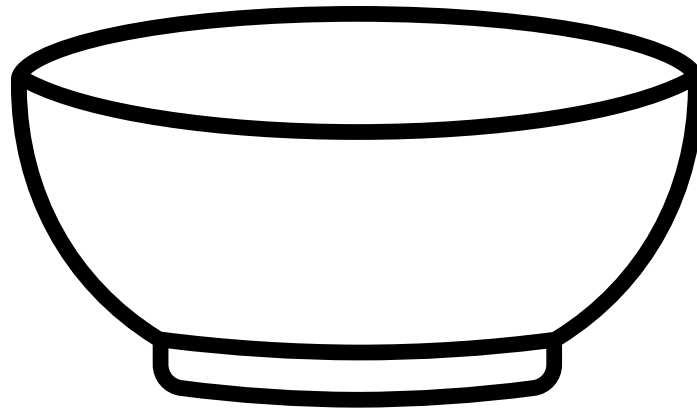
*“Enables ownership of learning in a thought-provoking, creative, fun, energetic, emergent, flexible and agile manner.*

*Co-Creative Learning brings the WHAT, WHY and WHO and helps the learners find Congruence, Coherence and Alignment between what their desired learning outcomes are and where they are.”*

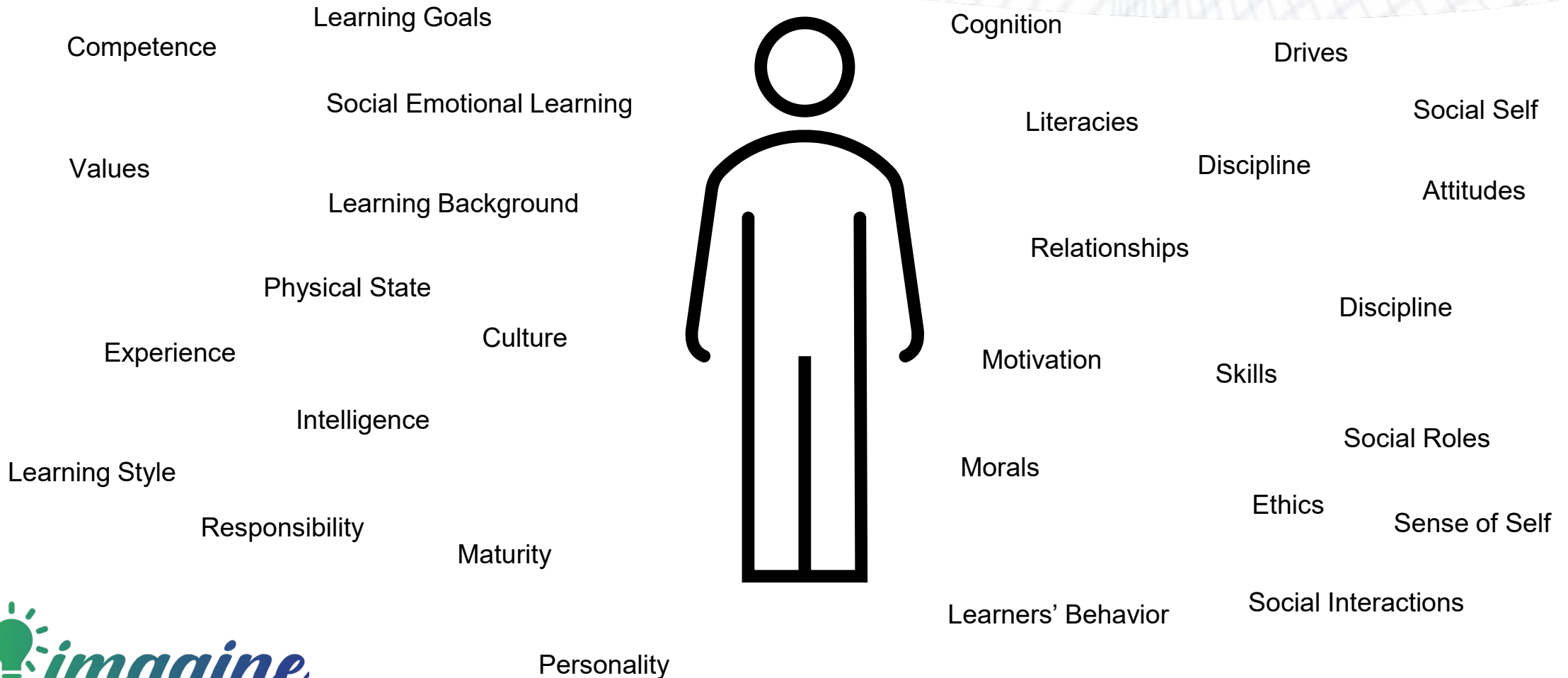
*Jedidiah Alex Koh, MCC*

# *What is Co-Creative Space?*

## *What is Co-Creative Space?*

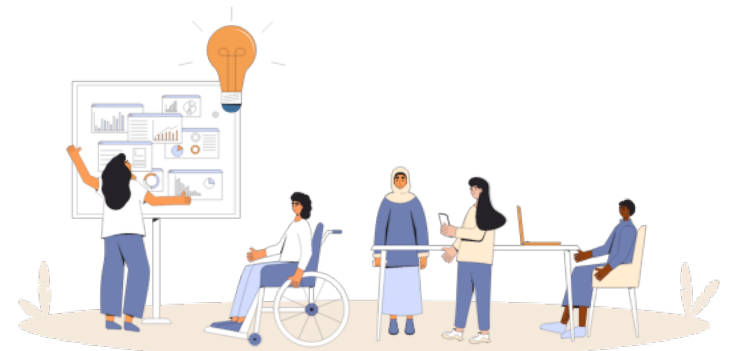


# Factors to Consider for Whole of Person Learning



***Who are our learners of today's and tomorrow's?***

# *Multigenerational Learners*



# Multigenerational Learners

Multi-generational learning, or learning which stems from younger and older people interacting, has provided plenty of valuable insight.

And for the first time in modern history, organisations have been tasked with grooming and supporting the development of 4 – 5 different generations.

# Learning Needs of Multigenerational Learners

- Time
- Finding something that truly support them in personal life
- Finding something that truly support them in professional life
- Cost



## Generational Differences



**Traditionalists**  
(Born before 1946)



**Baby Boomers**  
(1946 - 1964)



**Generation X**  
(1965 - 1980)



**Gen Y / Millennials**  
(1981 - 1996)



**Generation Z**  
(1997 - 2012)

### Communication and Feedback Needs

*"No news is good news"*

*"Performance review once a year is sufficient"*

*"Frequent, honest feedback"*

*"Immediate feedback"*

*"Frequent, prompt, swift and face-to-face feedback"*

### Working Styles

*Do what you are told, earn your way up the hierarchy by seniority*

*Compete and grind your way up to the top*

*Independent, divide and conquer approach*

*Highly collaborative and vocal, important to speak up*

*Self-directed and independent approach to learning*

### Motivations and Priorities

*Wants to be treated fairly and have pass time*

*Wants recognition, stay relevant and useful*

*Wants provision*

*Wants a community, seeks meaning and purpose*

*Wants supportive leaders, seeks meaning and purpose*

### Work values and Expectations

*Loyalty*

*Driven*

*Efficiency*

*Work-life Integration*

*Work-Life Balance*

*"I am at my workplace for 8 hours. If necessary, I will stay late to complete"*

*"I am at my workplace for 8 - 10 hours. If necessary, I will take my work home"*

*"I try to complete my work in office. If necessary, I will take it home"*

*"This is a 24/7 world, I work until 5:00, and will log on tonight."*

*"I don't want to think about work after working hours"*



# Generational Differences



**Traditionalists**  
(Born before 1946)



**Baby Boomers**  
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**Generation X**  
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(1997 - 2012)

## Learning Styles

### Informational Learning

- Favour a more structured, 'command and control' oriented learning program in formal classrooms
- Respect is given based on positional authority
- If the facilitator is viewed as being the 'expert', they are less apt not to question credibility

### Transformational Learning

- Favour more personally-focused learning training program
- Face-to-face in-class participation, reflection and feedback related to the learning process
- Lecture formats, abide by ground rules to encourage fairness
- Value team and relationship building

### Self-Directed Learning

- Prioritise self-directed learning opportunities and training programs that allow them to learn on their own schedule
- Want relevancy in the training
- Don't hesitate to question authority and methods, title means little to them
- Expect to be able to apply learnings from the training immediately

### Informal Learning

- Favour more highly personalized training on a self-directed schedule
- On-demand access, as well as online learning
- Prefers interaction and opportunities to contribute their thoughts and perspectives throughout the training session
- Expect to learn, contribute to the process, and have fun while learning

### Active Learning

- Favours active learning environment, learn by doing
- More on-demand online learning tools, variety of resources, materials
- Collaborative, social learning, steering their own personalized learning experiences

## Application to Learning in Training

- Like discussion in groups
- Appreciate 'ground rules' and 'parking lots' to share their thoughts
- Prefers laws, principles and structure
- Prefer topics and context on less controversial topics

- Hard-copy reading materials
- Open discussions on topics that are less controversial role plays, sharing of stories and personal experiences
- Question-and-answer sessions, working in small groups

- Interactive social learning sessions and active engagement
- Open discussion on all sorts of topics and teach-back method
- Would love trainer and facilitators to provide immediate feedback

- Interactive learning, multiple resources (e.g. links to websites, videos, interactive apps)
- Disregard 'ground rules' and 'parking lot'
- Self-paced learning – digital handouts and pre-recorded teaching

- Mobile learning – learning management systems (LMSs), content management systems (CMSs), video libraries
- Bite-size videos (microlearning)
- Experiential learning – role play, design challenges, collaborative activities
- Social learning with peers



***Truth is, WE ARE NOT ALL THAT DIFFERENT***





***Seeing differences as a Strength rather than a  
Hindrance***

***Seeing Weakness not as a Hindrance but a Learning  
Opportunity***

***“The Lens from which we see, influences how we respond to others. The kaleidoscope of sight brings an appreciative, empathetic and respectful conversational space for all learners.”***

***Jedidiah Alex Koh, MCC***

***As Coaches and Coaching Training/Education Providers,  
it is essential to create a suitable learning experience  
for multi-generational learners***



# Training vs Learning

Training is there to pass on knowledge, skills and attitudes

Learning is something that individuals do on their own accord. The acquisition of knowledge, skills and attitudes. Values, Ethics, Behaviours, Preferences and more

Training is short-term, while Learning occurs across our entire lifespan

***How do learners perceive learning?***

## 4 Aspects of Learning

- Emotional Aspect – Pain vs Pleasure
- Physical Aspect – High Intensity vs Low Intensity
- Cognitive Aspect – Stimulating vs Boring
- Social Aspects – Connection, Empathy, Respect and Honour

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The LEARN Framework of Learning Agility (4 Aspects of Learning) was created and developed by Jedidiah Alex Koh.

***How are we educating today?***

# *Challenges of Traditional Training Methods*

***Going beyond traditional ways  
of teaching and presenting***

# *Tailoring our coaching training programs*

***Co-Creating the Learning Experience  
for Multi-Generational Learners***



***Engendering ownership and  
autonomy of learning***

## **ICF CC2 Embodies a Coaching Mindset**

Develops and maintains a mindset that is open, curious, flexible and client-centered.



**Engages in ongoing learning  
and development as a coach**

# 5 Principles of L.E.A.R.N.

## CO-CREATIVE LEARNING AGILITY

Lenticular Vantage Points

Ecology of Engagement

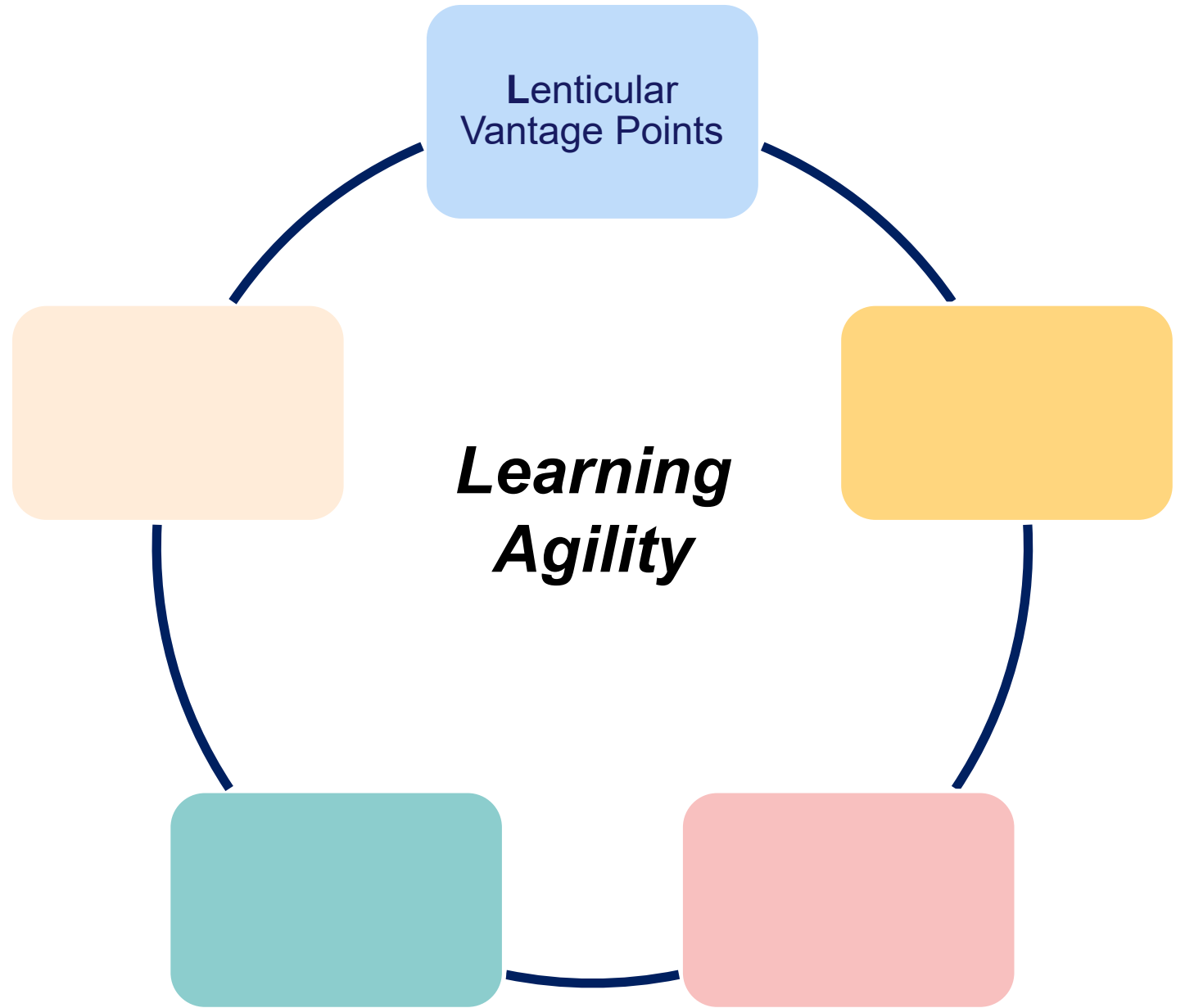
Authentic Awareness

Reflective Inquiry

Nett Comfortableness of Change

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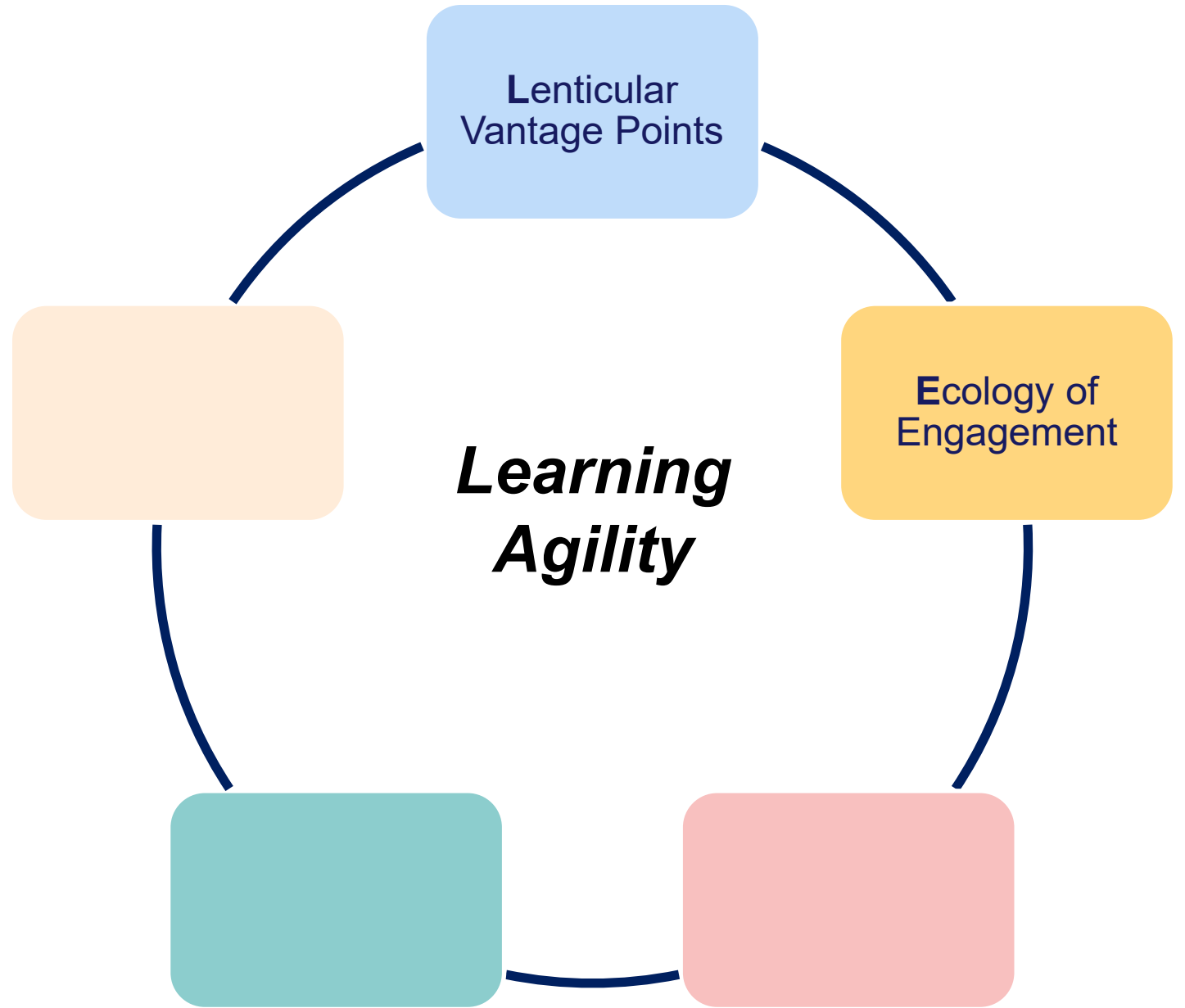


# Lenticular Vantage Points

Able to look from different vantage points and view issues from multiple angles.

- Moving towards the higher intentions, purpose, meaning (Marco vantage point)
- Scoping down to specifics, details (Micro vantage point)





# Ecology of Engagement

How we interact with ourselves, the people around us, the world around us

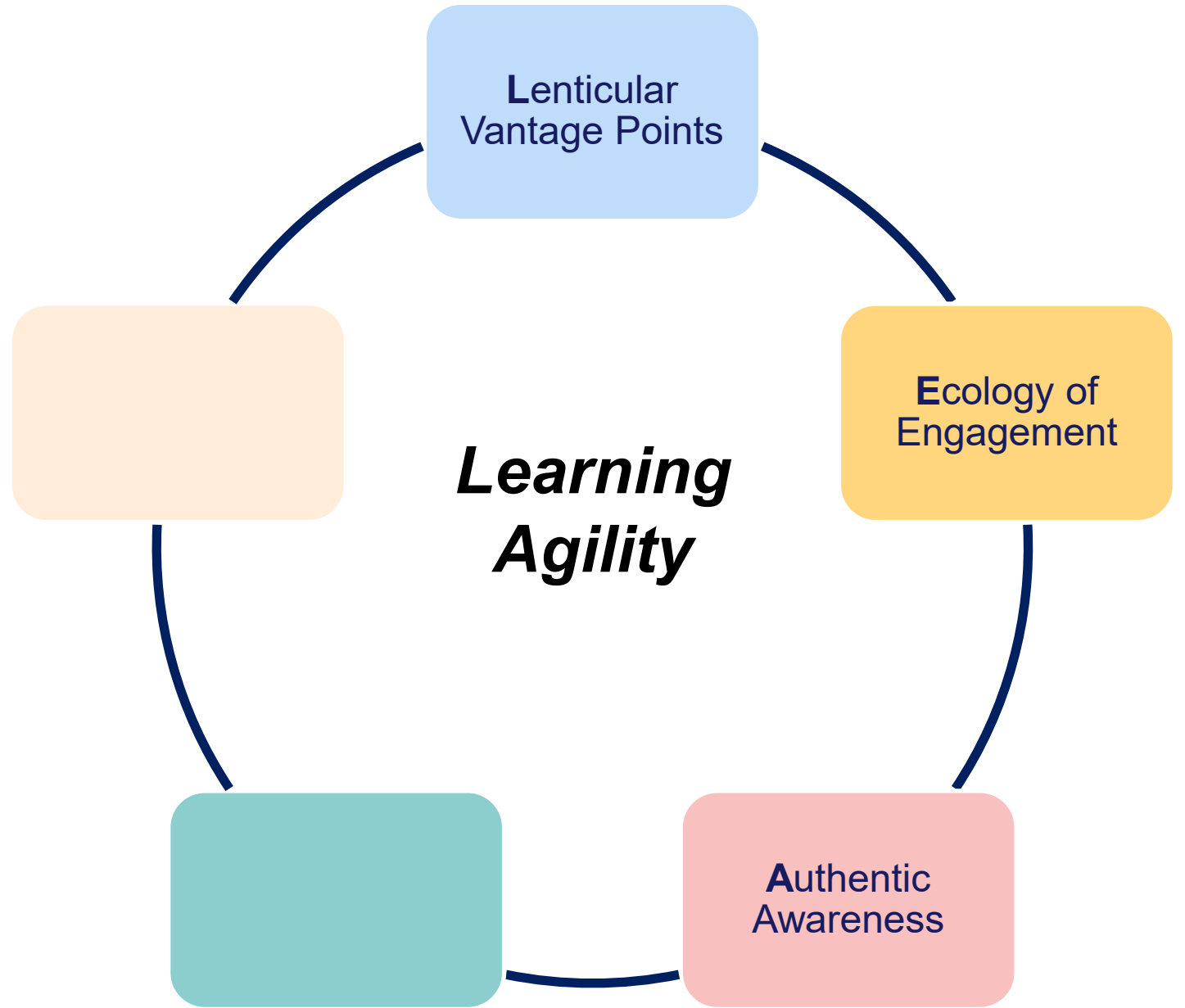
- Individual
- Interpersonal
- Organizational
- Community
- Societal





# Ecology of Engagement



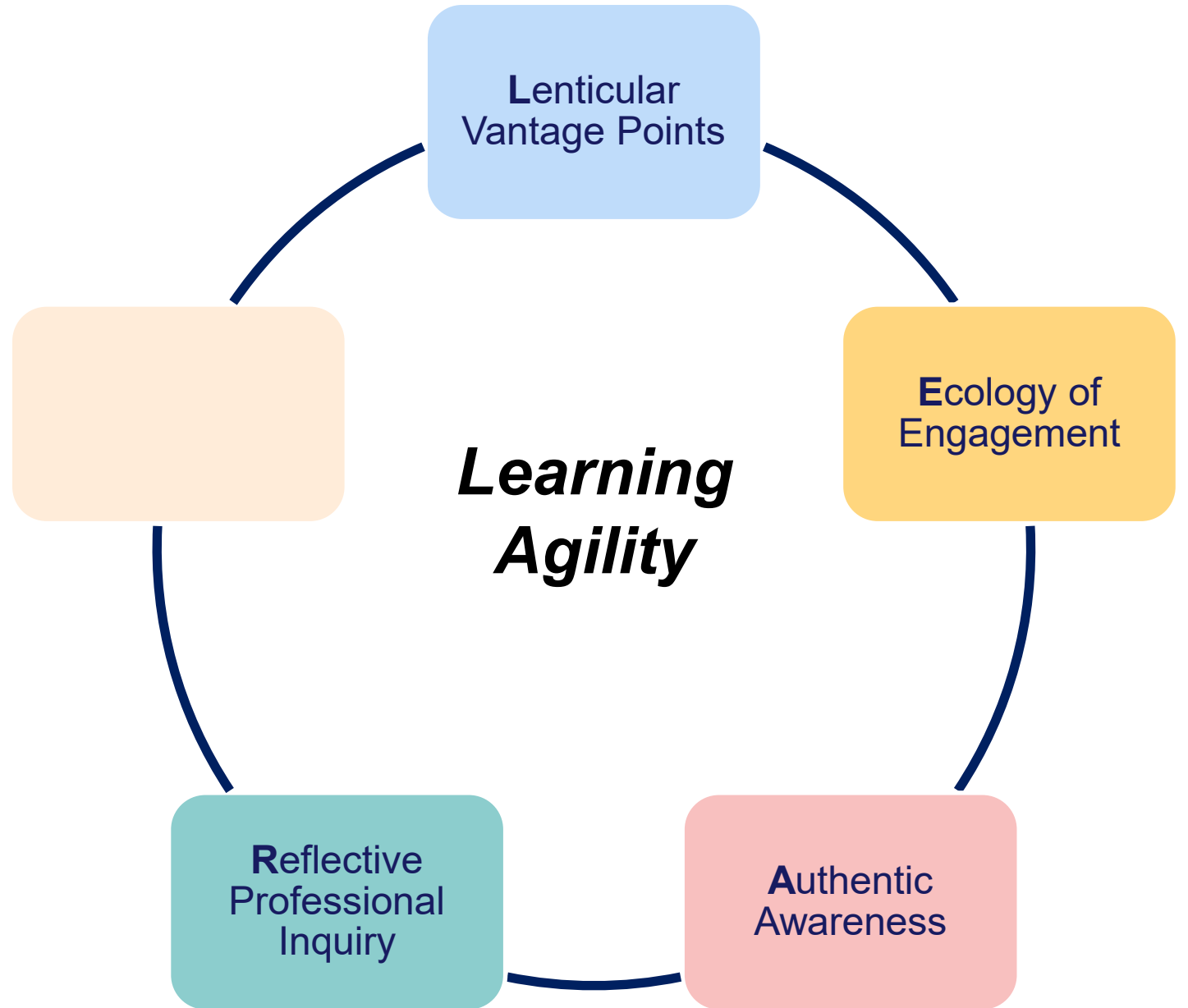


# Authentic Awareness

The expansion of our conscious awareness and perspective of the self and the world around us. Being able to have a clear and honest picture of who we are, our strengths, weaknesses, and values, keeping an open mind to the feedback from others, having an objective and clear image of the people around us, and of the world around us.

Having the courage to face the truth of who we are, the situation we are in, and evaluating how we can continue to adjust our behaviours.





# Reflective Professional Inquiry (RPI)

Reflective Inquiry refers to when the coach partners with the client to think about their situation in a deeper way, seeing things from new perspectives and developing new awareness of themselves and their situations through generative questioning.

The process of deepening of learning, awareness and reflecting of context and self. The RPI is also referred to as Reflective Inquiry (RI). RPI is using in Professional Learning Communities (PLCs), Learning Organizations (LOs), Coaching and Leadership.

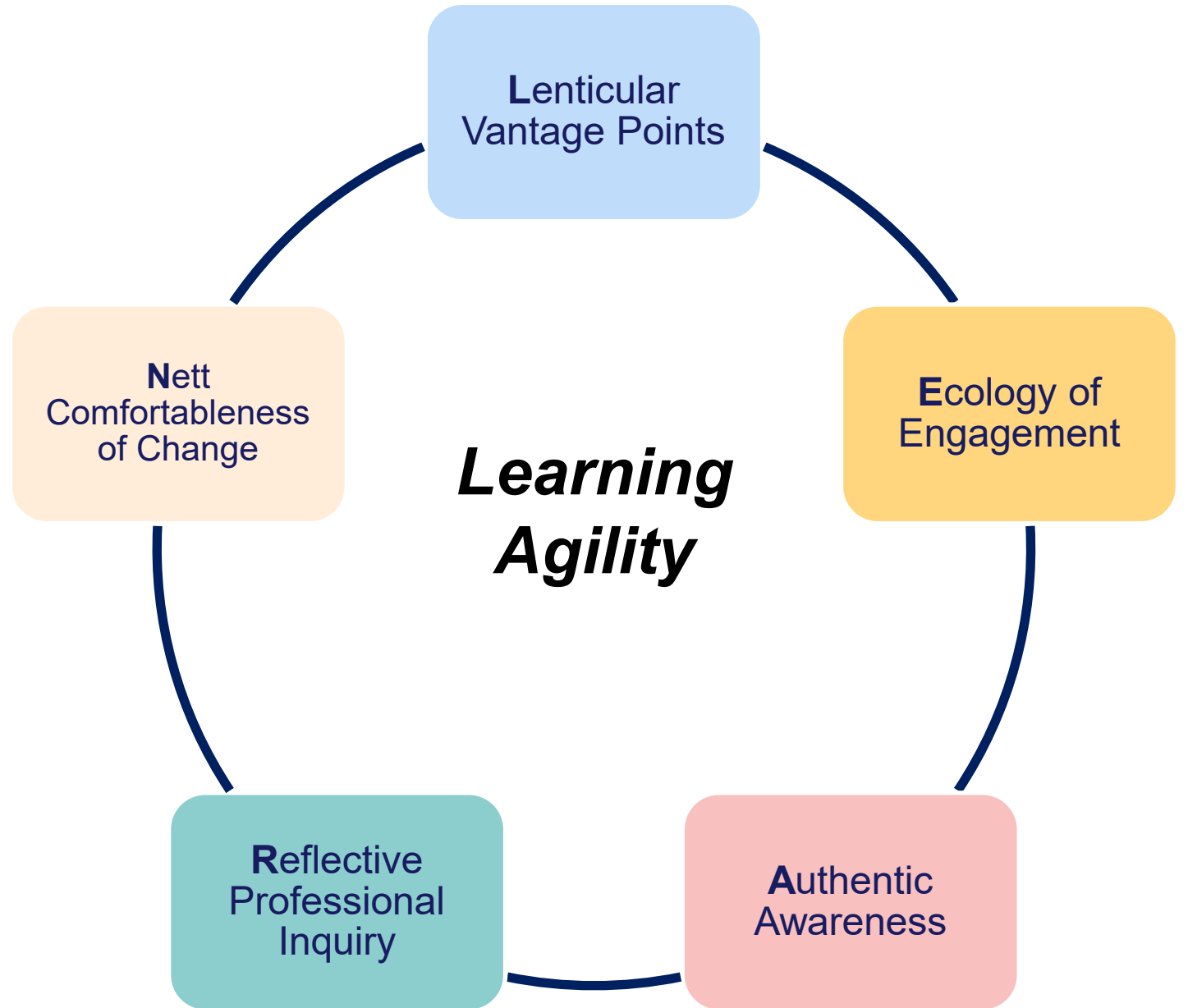


# Reflective Professional Inquiry (RPI)

## 4 Principles of Reflective Inquiry:

1. What is Spoken (Verbal and Non-Verbal)
2. What is Assumed (Thoughts)
3. What is Felt (Emotions)
4. What is Done (Behaviour)





# Nett Comfortableness of Change

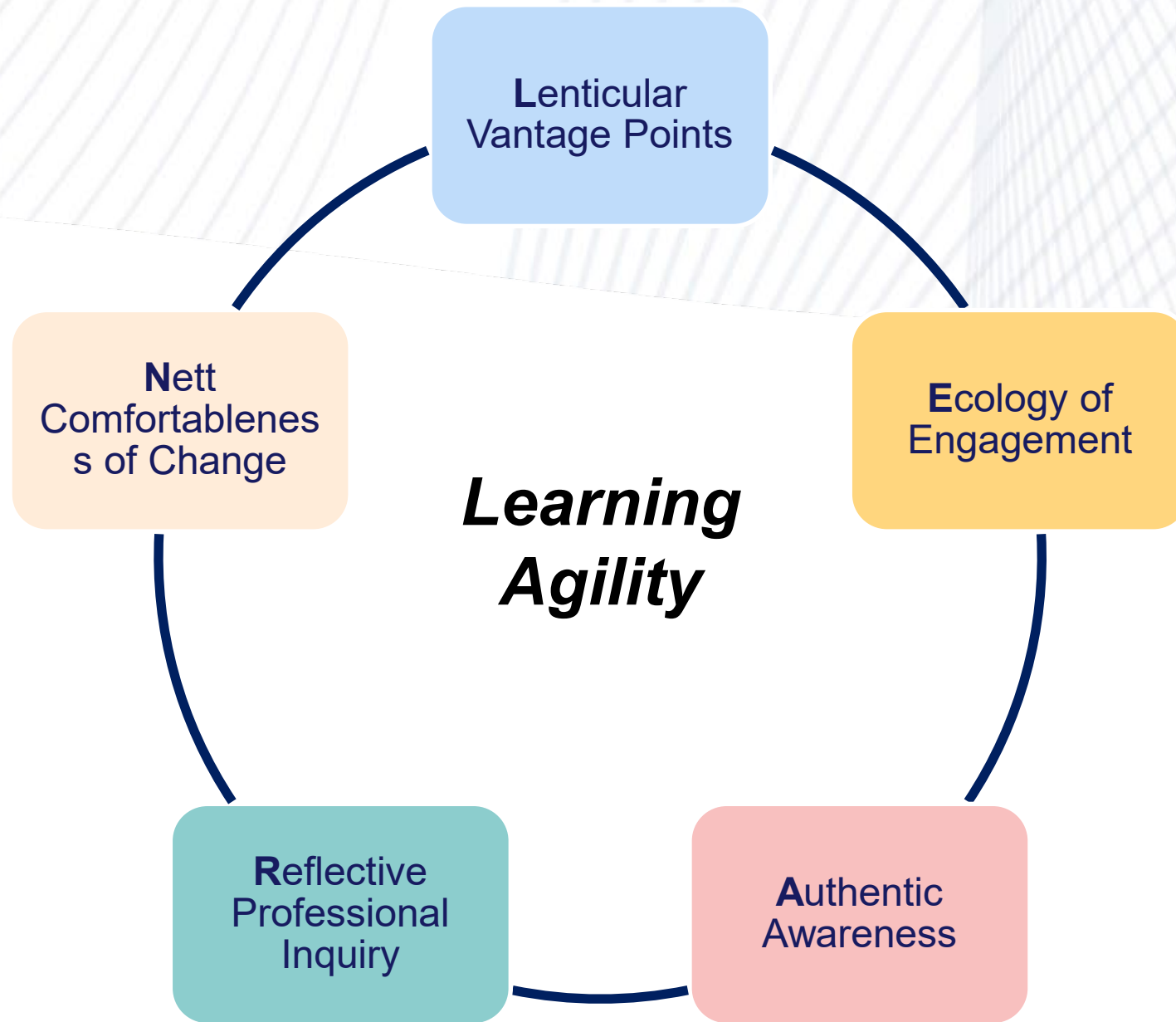
Learning to be comfortable with change, embrace the challenge of the unfamiliar, rather than going through the motions.

Embracing a Mindset and Spirit of Learning.

Cultivating a Culture for Learning and Growth.







# “Coaching From The Approach Of Principles Rather Than Models”

Jedidiah Alex Koh, MCC

# ***3 Pillar Learning Principles***

## ***Elevate the Learning Experience for The Future of Learning and Teaching (Educating)***



# 3 Pillar Learning Principles



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# 3 Pillar Learning Principles – 12 Learning Principles

## 1. Connection

- Commonality
- Curiosity
- Calibration
- Confluence

## 2. Collaboration

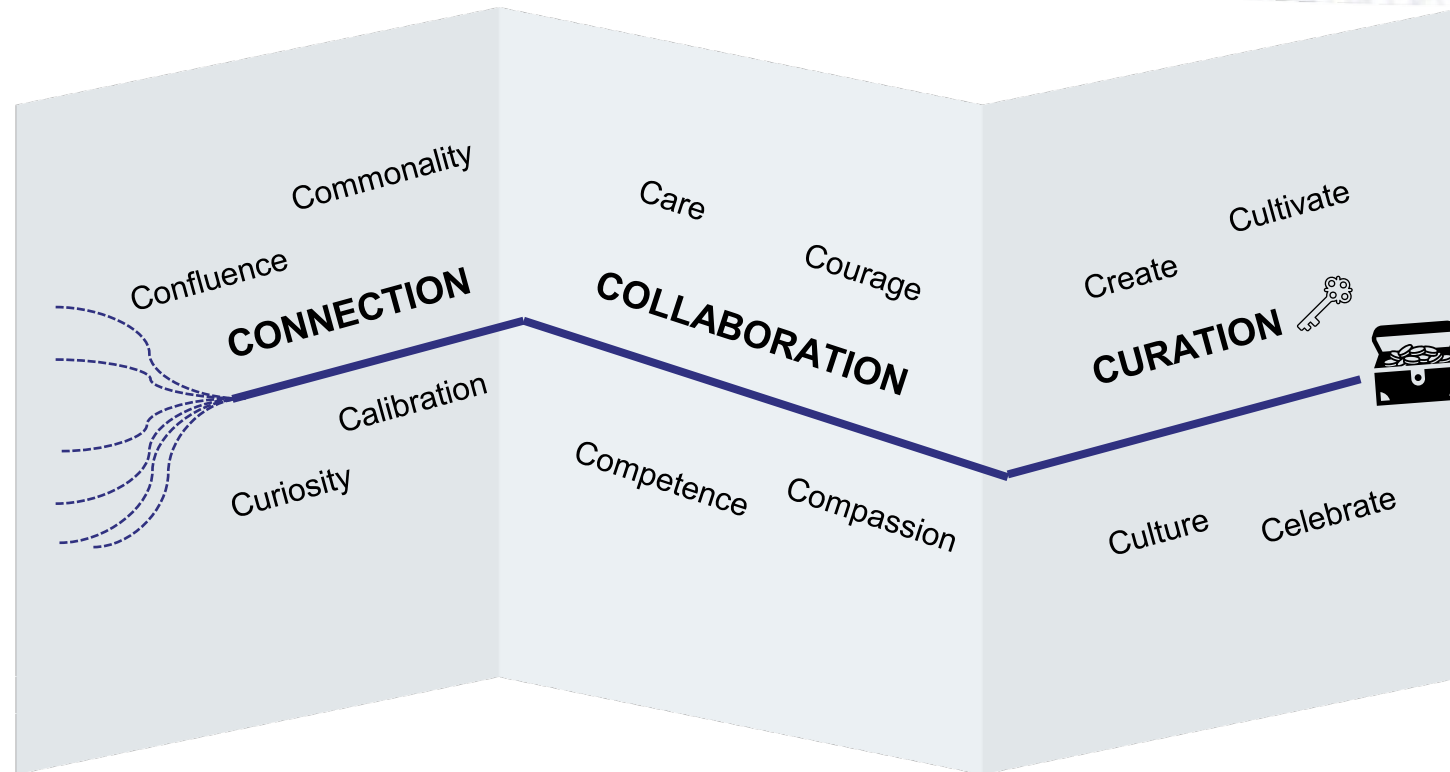
- Competence
- Courage
- Care
- Compassion

## 3. Curation

- Create
- Cultivate
- Culture
- Celebrate



# Trans-Dimensional Systemic Learning Map



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The Trans-Dimensional Systemic Learning Map is part of the Co-Creative Learning Process developed to enable organizations and leaders to grow their learning culture.  
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# ***CO-CREATION***

## ***Collaborative Learning Space***



***Value is no longer created vertically through the traditional 'command and control' method, where the teacher instruct students***





# Co-Creative Approach to Learning and Teaching

Learning and Teaching are never unidirectional or dictated. Rather, it is a process where individual world-views are respected and autonomy engaged.

Learning and teaching are forms of conversations. Through Co-Creative Conversation, the weight is off the communicators as we seek to move in the conversational process.

Creative tension within the conversation creates and generates new/fresh levels of awareness and insights.



***Contiguous Conversations***  
***Value is co-created through connection,  
collaboration, and courage***



*“Let me show you the world of possibilities and the universe of limitlessness. In there you find your vision, create your blueprint, rekindling the fire within and a passion to preserve and pursue what truly matters to you.*

***Imagine** how great it would feel if you knew where you were going.*

***Imagine** what you could accomplish and achieve when you are aligned to your purpose.*

***Imagine** who you are, as you are, be as you are, can be that voice of hope in the wildness to inspire someone else to truly **BRAVE THEIR STORY as you Brave Yours.**”*

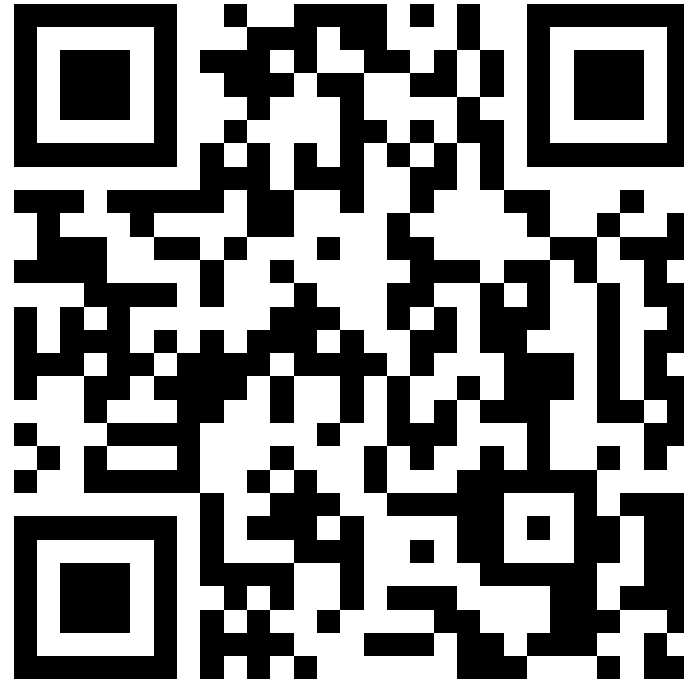
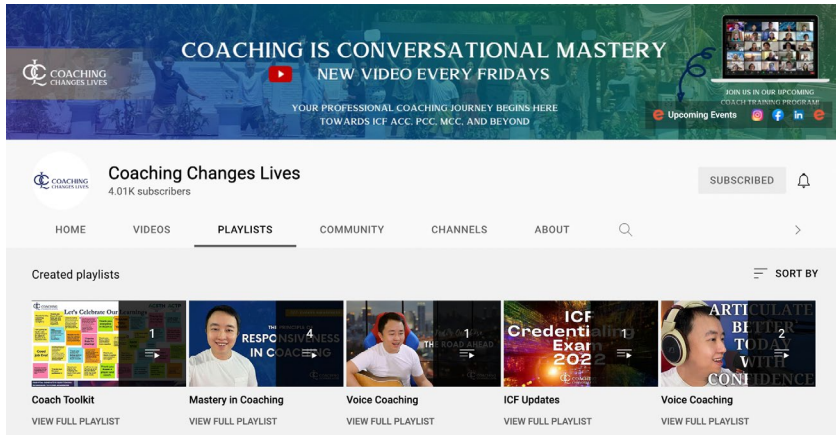
**Jedidiah Alex Koh, MCC**

**Extract from BRAVE YOUR STORY the Global Immersive Coaching Experience**



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