INDEX

A

ABI Research, 346–347
Accuracy, 266
Adjustments, 287
Adoption, 285
Advanced competency, 215, 334
Advisory committee, 227
Affiliation, 320
After-action reviews, 333
Agenda, 248, 330
Align, 275
Allocating resources for project plan support
establishing and using methods to reallocate funds, 339
managing multiple priorities and identifying/resolving project issues, 340
planning and monitoring equipment and facility, 339
Allocation of resources, 335
Ambiguous situations, 324–325
Apology, 330–331
Areas of improvement, 310
Asian cultures, 322
Assessment alignment goals and outcomes, 229–230
Association for Talent Development (ATD), 309
Association for Talent Development’s Membership Information Service, 246
Assumption clarification, 328
Attitude survey, 227
Audit, 297
Authoring tool, 344

B
Baker, H., 328
Balance, 270
Bandura, A., 348
Behavioral interviewing, 307
Behaviors examples test, 224
Behind the scenes, 278
Benefits of the change, 288
Best way, 297
Blended learning, 278
Brain ability, 358
Brain functioning, 360
Brain research, 360
Brainstorming, 318
Brainwave and cognitive functioning, 347
Bribing, 329
Brinkerhoff, R. O., 258–259
Budget, 337
Budget constraints, 282
Building H Performance Teams, 257
Bureaucratic organizations, 314
Business case, 299, 300
Business metrics, 257
Business skill for instructional design functions, 291–292
about, 291–292
contributing to organizational purpose and strategy, 295–299
instructional design for larger organization, 292–295
managing instructional design talent, 303–304
marketing communicating about instructional design, 313–314
navigating organizational cultural, structure, politics and processes, 314–316
standards implementing, 299–301

C
Call center, 257
Career derailment, 318
Career planning, 312
Centers of Excellence (COE), 293
Centers of Expertise (COE), 293
Chain of command, 321
“Change-capable” organization, 320
Checklist, 297
Clarity, 266
Closed questions, 326
Closed-end items, 223
Coaching tools, 285
Cobbler’s children syndrome, 309
Coercing, 329
Collateral, 314
Commitment, 286, 331
Common way, 297
Communicating, 332
Communication, 287
Communication tool, 313
Community of Practice (CoP), 294
Competency, 303
Competency work, 292
Compliance, 286
Comprehensive business, 300
Computer Age, 350
Conditions of rapport, 320
Conflict
  frequency of, 340
  and friction, 327
  management, 328–329
  resolution approach, 329
  symptoms of, 329
Conflicting demand, 339
Connectivism, 348
Content, 266, 327
Continuous improvement changes, 141
Contributing to organizational purpose and strategy,
establishing standards of excellence and governance,
295–299
Control chart, 339
Control mechanism, 330
Controls, 297
Cooperrider, B., 327
Copyright issues, 352
Core ISD process, 270
Core mission, 295
Corporate COE, 294
Corporate Executive Board,
  306, 308
Corporate planners, 332
Cost center, 313
Covey, Stephen R., 272
Creating a vision for change
  aligning learning and performance and organizational goals, 273
  benefits of alignment and challengers, 274–275
  engaging stakeholders and negotiation to achieve alignment, 275–276
Creativity and innovation, 257
Credibility, 228–229
Criterion-referenced tests (CRT), 238
Cross-cultural implications, 322
Cultural characteristics, 315
Cultural norm, 315
Culture
  current, 315
  and key belief, 321
  of the organization, 315
Customer service, 336
Customers and/or clients, 336

D

Daily “huddle” meetings, 283
Damasio, A., 359
Data-based revision
  about, 263
  revision types, 264
  revisions to delivery or products/programs, 269–270
  stakeholder revisions support, 267–268
Data collection approaches, data collection methods, 235–236
Data collection, initial, 337
Data collection methods
  and analysis, 236
  criterion-reinforced tests (CRT), 238
  extant data review, 239
  focus groups, 236–237
interviews, 236
norm-reference tests
   NRT, 238
surveys or questionnaires, 237
tests, 237–238
Davidson, C., 348
Decentralized inconsistent approach, 296
Decision makers, 284, 299
   experience with formative evaluation, 242
Delivery process, 264–265
Denying, 329
Depth of adoption, 286
Descartes’ Error (Damasio, M.), 359
Design project team, 334
Design skills, 311
Design standards, 297
Designing learning assessments
   designing learning introduction, 215–221
   reliable and valid models, 228–229
Designing learning introduction
   background research, 222
   deciding measuring,’ 220–221
   deciding the purpose, 217
   descriptive instrument, 222
   drafting or modifying, 223–225
   information sources, 218–220
   instrument revising, 227
   instrument with tracking means, 226
   large group try out, 226
   other performance measurement methods, 227–228
   performance measurements
      importance, 215
sequencing items, 226
small-group try out, 226
Developing Your Career workshop, 260
Development plan, 310, 312
Dialogue, 320
Different ways, 315
Diffusion, 272, 285, 287
Digital Age, 350
Diligent, 321
Direct feedback, 264
Direct observation, 256
Dissemination
   method, 262
   planning for, 272

E

Educational Testing Service, 222
Effective executive coaches, 320
Efficiencies, 296
Empathy practicing, 332
Employee engagement, 309
Encouraging participation, 332
Engagement, 268, 308
Engagement driver, 309
Engagement tactics, 319
Establishing rapport, 319
Ethical Awareness Decision Making, 284
Evaluating instruction rights, 242
Evaluation design, 245
information purpose or purposes, 260
plan, 234
report elements, 261
report recipient, 260, 265
results, 260
Exemplars, 243
Exit interview, 227
Expert designers, 292
Expert reviews, 247
Expert status, 321
Experts, 246
Extant data review, 239
External assessment center, 227
External benchmarking, 304
External consultants, 321
External providers, 311
External resources, 301
Externally focused questions, 326
Flexibility, 314
Focus groups, 236–237
Follow-up actions, 299
Formal report, 251
Formative evaluation, 230, 234, 243–245
assumptions about, 239
decisions maker’s experience with, 242
terms defined about, 240
Formative evaluation plan, 234
Formative evaluation plan development, 233
determining purpose, objectives
audience and subject, 240–241
information needs assessment, 241–242
management plan, 245–246
population studied and subject selected, 243–244
proper protocol consideration, 242–243
study design formulation, 244–245
variables importance identified, 244
Formative process evaluation, 240
Formative product evaluation, 240
Foshay, W., 320
“Four Levels,” 252
Fresh perspective, 321
Friction, 328
Face-to-face interventions, 277
Face-to-face relationships, 320
Facilitator role, 280
Facilitators, 301
Fail miserably, 317
False assumptions, 320
Feedback, 287
Final word, 362–363
Final work product, 245
Future
experience, 225–226
preparation, 141–143

G
Gamification (Van Grove, J.), 347
Gamification companies, 348
Gartner, H. C., 344
Geographic dispersion, 282
Global sourcing of content and design, open-sourced design and development, 352
Globalization, 343, 351–352
Governance, 295–297
structure, 336
Group discussion, 227
Group wandering, 330

H
Hensey, M., 328
Hidden agendas, 332
High-potential workers, 243
Hiring, 304
Hiring decision, 307
Horizontal alignment, 274
How much focus, 240
HR model, 293
HRLC’s Employee Engagement Survey, 308
Human performance problem, 322
Human Resource Business Partners (HR BP), 293
Humor, 333
Hype cycle, 344

I
ID practices, 353
ID Process, 233, 351, 352
ID support, low-cost sources, 352
Identifying and engaging stakeholders about, 318–319
how to establish rapport, 319–320
importance of rapport, 319–320
Immediate supervisors, 241–242
Impact of neuroscience research on instructional systems design about, 358–359
implications for instructional designers, 360–361
major advances in neuroscience research, 358–359
Implementation, 272, 276, 278, 287
Implementing an intervention, 278
Implementing instructional and noninstructional interventions about, 271–272
compliance vs. gaining commitment, 286–287
creating a vision for change, 272–276
encouraging and achieving adoption and buy-in, 285–286
monitoring implementation, implementation, and diffusion to identify potential adjustments, 287
planning for diffusion of the intervention, 285
planning for implementation intervention of implementation and dissemination, 276–285
taking action on deviations or problems surfaced through monitoring, 288
Incompetence, 257
Industrial Age, 350
Ineffective conflict resolution, 329
*Inevitable: Mass Customized Learning* (Schwahn, C. and McGarvey, B.), 350
Informal learning, 355–356
Information gathered, 325
given, 320
withheld, 320
Information Age, 350
In-house politics, 321
Initial project goals, 340
Innovation ways, 315
Insiders, 320–321
The Instruction Designer Community of Practice, 294
Instruction designers, 317, 321
Instruction post-implementation, 234
Instructional design, 352
Instructional design experts (IDEs), 246
Instructional design for larger organization about, 292–293
community of practice, 293–295
embedded model, 293
human resources of expertise model, 293
Instructional design function, 292, 317
Instructional Design Level, 312
Instructional design practitioner, 311
Instructional design projects allocating resources for project plan support, 338–340
planning and management, 334–340
unique challenges posed by project management, 335–336
Instructional design role, 358
Instructional design standards, 296
Instructional design team, 317
Instructional design work, 318
Instructional designers, 221, 229, 241, 276, 292, 294, 321, 325, 330–332, 353
Instructional experience, 221
Instructional intervention, 301
Instructional package, 267
Integrated software platforms, 253
Index

Intellectual and copyright issues, 363
Interaction(s), 322
  with others, 317
  returns, 329
Internal or external auditor, 297
Internal or external consultant, 320
Internal resources, 301
Internal salary analysis, 304
Internally focused questions, 326
Internet, 356
Interpersonal trust, 319
Inter-projectionaldynamics, 333
Interventions, 276
Interventions instructional and noninstructional about, 233–234
  expert reviews, 246–248
  feedback from formative evaluation, 251
  formative evaluation, 239–240
  formative evaluation approaches, 246–251, 250–251
  formative evaluation plan development, 240–246
  group pretests and pilot tests, 250
  management or executive rehearsals, 248
  pretests and pilot tests individualized, 249–250
  purpose definition of evaluation, 234–239
  report creating, 261–262
  report dissemination, 262
  reporting evaluation results, 259–261
  summative evaluations, 251–259
Interview duration, 306
Interview Skill workshop, 278
Interviews, 236
Issue in proposal writing, 338
Item format, 224
ITunes, 350

J
Job aids, 285
Just enough learning, 351
Just-in-time, 351

K
Kaplin, B., 327
Kaufman, R., 24, 26
Key assumptions, 325
Key decision makers, 241–242, 331
Key questions, 218
Key stakeholders, 261
Khan Academy, 348
Kirkpatrick, D., 282, 332
Kirkpatrick alternatives, 282
Kirkpatrick model, 258
Kirkpatrick’s four levels
  level 1, 252–253
  level 2, 254–255
  level 3, 255–257
  level 4, 257–258
Kirkpatrick’s framework, 255
Knowledge, 254
Knowledge Advisors, 255
Knowledge tests, 237, 254, 321

L
Labels, 242
Lateral career, 312
Lateral career progression, 312
Lateral moves, 312
Leadership, 308
Leadership competencies, 272
Leading Change program, 278
Learner progress, 282
Learner worker, 218
Learners, 229
Learning assets, 313
Learning experience, 353
Learning management system (LMS), 284
Learning objectives, 336
Learning theory, 348
Leveraging Inclusive Diversity program, 266
Lifelong learning, 356
Lipmann, V., 347
List of action steps, 337
Listening, working at, 327
Listening efficiency, 327
LMS, 285
LMS team, 269
Logistical plan, 272
Long-term authority, 335

M
Macro trends, 343
Management plan, 245
Managing cross-functional teams about, 327–328
friction arise sources, 328
friction management, 328–329
people guided back on track, 330–331
people kept on track, 329–330
Managing instructional design talent career development, 312
developing instructional design talent, 309
engaging and returning design talent, 308–309
individual development planning, 310
job description for design consultant, 305–306
professional skills development, 310–311
recruiting instructional design talent, 304–307
Managing partnerships and collaborative relationships asking questions, 325–327
building relations between instruction designers and others, 322–327
identifying and engaging stakeholders, 318–319
instructional designer’s position power, 325
listening activity, 327
managing cross-functional teams, 327–331
project reviews, 333
securing commitment, 331–333
with stakeholders, 317
Marketing pieces, 313
Masie Center, 311
Massive Open Online Courses (MOOCS), 349, 354
Master scheduling, 339
Master trainer, 280
Mastering, 234
McGarvey, B., 350
McLagan, P., 320
Measure decision, 220
Measurement capability, 285
Measurements method, 221
Measurements of all kind, 215
Media popularity, 262
Meetings
  control regaining, 331
daily “huddle,” 328
topic of, 330
Methods, 236
Metrics, 215
Metrics That Matter platform, 255
Micro-level monitoring, 283
Microsoft Project, 338
Millennials, 356
Misunderstanding reduction, 325
Mobile devices, 346
Mobile learning, 362
Monitoring, 283, 287
MOOCS. See Massive Open Online Courses (MOOCS)
Moralizing, 329
Morgan, P., 328
Multiple data sources, 236
Multitask, 359
Mutual trust, 319

N

Navigating Your Career workshop, 281
Negative emotions, 333
Negative side effects, 325–326
Negotiation, 276
Net Promoter Score (NPS), 253
Neuroscience, 358–359
New hire orientation, 345
New knowledge creation, 353
Noninstructional intervention, 301
Nontenchnical interpersonal skills, 318
Norm-reference tests (NRT), 238
Norms of behavior, 316
Numeric data sources, 235
Numeric quantitative data, 235

O

Observation, 237
Odenwald, S., 322
Off-the-job environment, 250
Onboarding, 307–308, 345
Online learning, 313
On-the-job performance change, 217
Open sources, 352
Open-ended items, 223
Opportunities, 310
Organization culture, 243
Organization impact, 217
Organizational change, 288
Organizational metrics, 257
Organizational politics, 316
Organizational traditions, 321
Organizations line vs. staff, 335
Outsiders, 321
Ownership, sense of and commitment, 333

Planning for implementation intervention of implementation and dissemination aspects of implementation, 278–280 blended learning, 277 implementing instructional and noninstructional interventions, 276–285 learning management systems to monitor learner progress and course completion, 284–285 monitoring quality of implementation, dissemination and learn progress, 282–284 in-person interventions, 277 self-paced interventions, 277 train-the-trainer approach to dissemination, 280–282 Political dynamics, 316 Poor hiring decisions, 304 Poor planning, 336 Position power, 325 Post Millennials, 357 Post-implementation, 234 Post-tests, 238 Potential candidates, 304 Potential changes, 265 Predicting and future of learning and instructional design impact of neuroscience research on instructional systems design, 358–361 technological advances to improve delivery and design, 343 Pretest not train purpose, 249 Pretests, 237, 249
Prevailing culture, 315
Primary categories, 264
Priorities questions, 339
Problem performers, 243
Problems
  human performance, 322
  performance, 325
  performers, 243
  root-cause, 337
  significance of, 325–326
  statement of, 337
  surfaced through monitoring,
  288
  taking action on, 288
Product or program
  revisions, 264
Professional facilitator, 280
Professionals, 291
Project(s)
  deadlines, 339
  goals, 336
  managers, 335
  out of control, 335
  planning, 334
  reviews, 333
Prospect client, 322
Prototyping, 270
Purpose definition of evaluation
  data collection approaches,
  235–236
  data collection methods,
  236–239
  evaluation data sources,
  235–236
  stakeholders in evaluation,
  234–235

Q

Qualitative data, 236
Quality control department, 297
Quality of adoption, 286
Quantitative data, 235
Quantitative data sources, 235
Quest to Learn (Davison, C.),
  348
Questions
  asking, 325–327
  book full of, 327
  closed, 326
  externally focused, 326
  of individuals or groups, 325
  internally focused, 326
  key, 218
  menu, 220
  priorities, 339
  stakeholders, 268
  tones of, 326
Quick answers, 353

R

Ramp-up time, 282
Rapport, 320
Rapport establishment, 321
Real-life situations, 345
Recruiting, 304
Rehearsal, 248
Relevance deals, 266
Reliability categories, 228–229
Representatives
  from stakeholder groups,
  336
  of targeted learners, 242
Resources, 301
Retention purposes, 347
Return-on-investment (ROI), 194, 258, 338
Revision types
  assessing and predicting efficacy, 265–266
  input sources for potential revisions, 264
  processes to improve outcomes, 265
  reviewing need revisions, 265
  revising to improve outcomes, 266–267
Revisions to delivery or products/programs, 264
data based revision, 269–270
evaluating revisions effectiveness, 270
  revisions making in environment, 270
Risk mitigation, 288
Role of ID, 363
Root-cause problem, 282
Runaway costs, 334

Selection activities, 304
Self-directed learning, 356
Seminar providers, 311
Service provider, 313
Seven Habits of Highly Effective People
  (Covey, Stephen R.), 272
Sign-up system, 339
Silber, K., 320
Silos, 274. See also Deadly dozen silos
  expertise, 199–200
  generational, 198
  hidden, 203
  intelligence, 201
  national, 201–202
  objective, 195
  operational, 199
  organizational, 197–198
  responsibilities and accountability, 200
  solution, 197
  touchpoints, 203
Simulation, applications of, 346
Simulation technologies, 345
Skill acquisition, 254
Skill tests, 237
Skill-orientation test, 255
SMART goals, 336
SME, 319
Social ties, 321
Soft skills, 310, 317, 318
Software tools, 338
Special agenda, 248
Special needs, 222
Specialized information, 244

Scenarios, 299
Schedule and deliver, 282
Schein, Edgar, 331
Schwahn, C., 350
Securing commitment
  commitment importance, 331
  commitment obtained, 332–333
Specialized methods, 244
Speed of adoption, 286
Staffing list, 337
Stakeholders, 261, 267, 284
  groups representatives from, 336
  involvement, 286
  key participation, 243
  managing partnerships and
  collaborative relationships with,
  317–319
  preference, 218
  questions, 268
Standard, 296
Standard simulation, 345
Standardization, 296
The Standards, 228, 234, 263,
  271–272, 272, 291, 297, 299,
  303, 317, 318
Starting point, 249
Statement of the problems, 337
Statement of the solutions, 337
Strategists, 229
Structure and processes, 172–174
Subject-matter experts (SMEs), 246,
  301
Submitting, 329
Success Case Method (Brinkerhoff,
  R. O.), 258–259
Summative evaluations, 234, 239
  about, 251–252
  Kirkpatrick alternatives, 258
  Kirkpatrick’s four levels, 252–258
  Phillips ROI Model, 258
  success case method, 258–259
Support, 275
  allocating resources for project
  plan, 339–340
  and cooperation, 325
  ID support, 352
  stakeholder revisions, 267–268
Survey software applications,
  253
Surveys or questionnaires, 237
Sustainability and adoption, 344

T
Talent management, 303, 310
Tap-on-the-shoulder, 281
Target of alignment, 275
Targeted learners representatives,
  242
Tasks essential, 310
Taylor, K., 362
Team members, 335
Technical skills, 310
Technological advances, 343
Technological advances to improve
delivery and design
  future learner, 356–357
  gamification, 347–348
  global sourcing of content and
design, 351–352
  informal learning, 355–356
  intellectual property and copyright
  issues, 352–353
  mass customization of learning,
  350–351
  networked learning through
  virtual collaboration, 348–350
  outsourcing instructional design,
  351
  proliferation of video-based
  learning, 354–355
rapid deployment from need to solution, 353–354
simulation and virtual reality, 345–346
ubiquitous competing mobile, and wearable technology, 346–347
virtual delivery and scale, 344–345
Terms defined about, formative evaluation, 240
Test, 85
Third-party audits, 297
Timeline, 337
Timing, 243
Training needs, 330
Train-the-trainer method, 280, 288
Transfer of learning, 255
Trends, 343, 353
Trosten-Bloom, A., 327
Trust and rapport, 318
Trusting relationship, 319
Trustworthy, 321
Tryouts, 249

Ubiquitous computing, 346
Under-performance, 318
Unique challenges posed by project management about, 335–336
establishing project scope and goals, 336–337
planning and management tools for instructional design plans, 338
writing proposals for instructional design projects, 337
writing proposals tricks of the trade, 337–338
University of British Columbia, 294

Validity, 228
Van Grove, J., 347
Vendors, 321
Veterans, 243
Video-based learning, 354
Viral videos, 354
Virtual collaboration, 349
Virtual practitioners, 293
Virtual realities, 346, 362
Virtual reality games, 345
Virtual technologies, 277
Vocal participants, 330

Wearable technologies, 362
Western culture, 322
Westgard, O., 320
Whitney, D., 327
Wide net, 287
Work assignments, 335
Working at listening, 327
Workshop providers, 311
Writing proposals, 335, 337

Yang, Dennis, 349
YouTube, 354