Index

Page references followed by fig indicate an illustrated figure; followed by t indicate a table; followed by e indicate an exhibit.

A
Aaron, B., 130, 633
Accountability: ensuring training transfer, 90–96; of managerial support of training, 90
Achievement stories: description and purpose of, 67; Waggl web-based system to collect, 67; use of in proficiency coaching, 477
ACTION conversation methodology: Lever Learning/Moree Plain Shires Council case study on using, 462–464, 610; peer coaching use of, 610
Action planning: How-to Guide to engage learners in, 597–600; to increase accountability for learning, 95; Learning Andrago case study on using formal, 453–458; Lever Learning/Moree Plain Shires Council case study use of, 462; Plastipak Packaging case study use of, 392e. See also 6Ds
Personal Action Planner tool
Actions: Kaiser Permanente case study and summary of, 244fig.; 6Ds Personal Action Planner tool for planning, 137, 223–229; Transfer Climate Improvement Planner tool, 84, 207–208; Turning Learning into Action approach focus on, 96; Underwriters Laboratories (UL) Green Belt training, 258–259
ADDIE model, xxivfig., 80, 312, 506
AfferoLab case study: advice to colleagues from, 473; background information on, 469–470; disseminating corporate culture of Promon Engenharia during, 470–473; performance support deployed through mentoring at, 100, 470–473
AGES learning retention model, 568
Agile development process: DTCC case study on, 311–318
Agilent Technologies, Inc. case study (D2.3): advice to colleagues from, 332; background information on, 325–326; commitment form for managers and coaches during, 328e; creating learning intentionality at, 34; Emerging Leaders Program Checklist, 329; Emerging Leaders Program (ELP) for talent building, 326–332; example of a timeline for ELP business project, 330e; excerpt from ELP participant’s personal board of directors illustration, 311e; on need for senior leader sponsorship during, 327e–328
Agilent Technologies, Inc. case study (D2.5): advice to colleagues, 343; agenda for complete learning experience, 339e; background information on, 337–338; enhancing first-level managers’ learning experience, 338–343; redefining the finish line of leadership program at, 42; screen capture from SharePoint site for the program, 341e
Akram, S., 4, 135, 281, 519
Allianz SE Insurance Management Asia Pacific, 248
Amabile, T., 43
American Express study: on driving learning transfer, 88–89; on providing performance support for managers, 606
American International Assurance (AIA), 248, 249
Analyzing Performance Problems (Mager and Pipe), 17
Anderson, J., 567, 594
Apking, A., 33, 549, 630
Apple, 85, 593
ARCS model of communication, 546, 547–548
Ariely, D., 32, 43, 47, 88
Assessment: How-to Guide to improve predictive value of, 587–591; predictive value of, 587. See also Evaluation
“The Astounding Value of Learning Brand” (Dresner and Lehman), 135
Attention: AGES learning retention model on emotions and, 568; the challenge of paying, 57; how sensory overload impacts, 56fig.; How-to Guides on gaining and holding learners,’ 567–569; strategies to get the learner’s, 546; using stories to gain and keep, 569; ten-minute segments best for keeping the, 57–58
Audience-response technology, 58
AXIS Minnesota, 346
B

Babbie, E., 619
Bajpai, A., 292
Baker, H., 86, 437
Banerjee, S., 4, 285
Banks, B. B., 67, 411
Barbazette, J., 17
Bardhan, I., 48, 353, 481
Bartlett, R., 86, 431
Bates, R., 84
Beech, P., 122, 503
Beginning with the end: Covey’s principle on, 117, 118, 579–580; D6 (Document Results) on, 117f–120; KnowledgeAdvisors case study on benefits of, 496–499
Behavior change: Emirates Group’s SOAR program for, 122, 503–511; Lever Learning/Moree Plain Shires Council case study on workplace, 96, 459–468; Oneida Nation Enterprises (ONE) case study on Green Belt training for, 258–266; U.S. Military Academy (USMA) case study on, 67, 411–415
Bell, C., 66, 583, 584, 585
Bell-Wright, K., 122, 503
Bersin, J., 5, 129, 625
Block, P., 34
Bloom’s taxonomy of learning objectives, 587–588f
Brain Rules (Medina), 56
Branch, R., 590
Brand. See Learning brand
The Brilliant Report (Paul), 56
Brinkerhoff, R., 33, 89, 549, 579, 629, 630
Brinkerhoff’s Success Case Method, 134f–135, 629
Broad, M., 537
Brunet Relyea, M. B., 67, 399
BST case study: advice to colleagues from, 410; background information on, 407–408; “moments of truth” to shape safety culture at, 67; results of the, 409–410; turning front-line supervisors into safety leaders, 408–409
Burke, L., 597
Business case: description of, 601; How-to Guide for making the learning transfer, 601–604
Business language, 626
Business objectives: clearly defining the, 117f–120; differentiating between learning and, 20–21f; examples of, 21t; used to explain benefits of training, 22–25; how to use the Outcomes Planning Wheel to clarify, 533–536; Quick Check: Business Objectives, 24–25; relevant measures for training, 125–127; traditional training failure to include, 81. See also Business outcomes; Learning objectives; Training outcomes
Business outcomes: of UL’s Green Belt training, 266; creating results intentionality, 33–34, 549–553; differentiate business and learning objectives of training, 20t–21t; example of slide linking training to, 271t; Janssen Pharmaceuticals case study, 269; Kaiser Permanente case study on focus on results and, 86, 243–246; KLA-Tencor Corporation case study on defining, 376, 377e–379e, 380; performance-gap analysis to improve, 15–19; talk to your stakeholders to improve, 8–14; Tata Motors Academy’s iTeach and defined, 293–297; understanding the business you support, 5–7; Underwriters Laboratories (UL) Green Belt training, 25; Value Chain Planner tool to connect behaviors to, 66, 199–200. See also D1 (Define Business Outcomes)

C

“Can I?” question: Checklist for D3 tool to help answer, 201; D3 (Deliver for Application) issue of, 52–54; D4 (Drive Learning Transfer) and role of, 79f; importance of, xxii, xxiii; performance support enhancing learning transfer by answering the, 98–99
Cape plc. See Primeast Ltd. case study
“Capstone call,” 561
Car Talk (radio show), 106

Index
D

D1 (Define Business Outcomes): Afferolab's work with Promon Engenharia using the, 471e;
Checklist for D1 tool, 179; decide whether training is appropriate, 15–19; description of, 3–4; differentiate the business objectives of training from learning objectives, 20–22; Essar Group case study, 285; Janssen Pharmaceuticals case study, 269; KLA-Tencor Corporation case study on using, 376, 377e–379e, 380; listing key steps for the practice of, 4–5; Oracle case study, 281; Primeast Ltd case study, 299; summing up the key steps in, 26; talk to your stakeholders, 8–14; understand the business you support, 57; use business objectives to explain benefits to participants and managers, 22–25. See also Business outcomes; 6Ds (Six Disciplines of Breakthrough Learning)


D2 (Design the Complete Experience): Agilent Technologies leadership case study, 325; Agilent Technologies first level manager case

Academy iteach, 48, 106, 293–297; Tata Motors Steerln Induction Program, 353–359; Underwriters Laboratories (UL), 257–267; U.S. Military Academy (USMA) at West Point, 67, 411–415. See also 6Ds (Six Disciplines of Breakthrough Learning)

Century College, 346
Chan, C., 257
Checklist for D1 tool, 179
Checklist for D2 tool, 195
Checklist for D3 tool, 201–202
Checklist for D4 tool, 209–210
Checklist for D5 tool, 215
Checklist for D6 tool, 221–222
Checklist for Evaluation Credibility tool, 217–218, 624
The Checklist Manifesto (Gawande), 98, 109
Cherian, A. J., 285
Churchill, W., 78
Clark, R. C., 60, 98, 565
Coaches: How-to Guide on providing performance support to managers and, 605–607; How-to Guide on utilizing peer, 609–611; performance support through peer, 105; using triads for peer, 611
Coaching: Institute for Learning Practitioners' approach to leveraging manager, 90, 444–447; Institute for Learning Practitioners use of proficiency, 106, 475–479; Manager's Guide to a Pre-Training Discussion tool on, 191–193; Manager's Guide to a Pre-Training Discussion tool on, 181–183; Methodist Le Bonheur Healthcare redefining the finish line of their Coaching Clinic, 42, 334–336; online simulation of, 483e, 485; peer, 105, 609–611; Tata Motors Academy's Coaching imPACT program, 481–486. See also Mentoring
Coaching Mirror tool, 482, 483e, 484
Coaching simulation (online simulator), 483e, 485
Coca-Cola, 85, 593
Cognitive overload: problem of, 59–60; strategies for avoiding, 60–61
Cognitive process: how overload impacts the, 59–61; schematic key steps in storage, retrieval, application, and learning, 59fig
Communication: achievement stories form of, 67; using business language for, 626; checklist for your training program, 547–548; How-to Guides on motivating through, 545–548; Keller's ARCS model on, 546, 547–548; success stories form of, 135, 283, 520–521. See also Feedback
Confidence, as born of experience, 52–53
Connecting the dots, 65–70
Connolly, S., 300, 301, 302–303
Continuous improvement: credibility through identifying and proposing ideas for, 623; PDCA or Deming Cycle for, 80fig; Triangle of Continuous Improvement Green Belt Fire, 264e–265. See also Performance improvement

Coope, M., 67, 399
Corporate Executive Board, 28
Corporate training exercises: description of effective, 583; How-to Guide on introducing, 583–585
Coscarelli, W., 588
Coventry Workers’ Comp Services case study: advice to colleagues from, 530; background information on, 527–528; incorporating 6Ds into organizational culture, 137, 527–529; 6Ds Outcomes Planning Wheel used during, 528
Covey, S., 117, 118, 579–580
Cox Media Group (CMG) case study: advice to colleagues from, 452; background information on, 449–450; Cox Media Group Leadership Program of the, 450; manager acknowledgement of participant performance improvements, 90, 450–451
Cox Target Media, 449
CoxReps, 449
Crotonville Leadership Institute, 609. See General Electric (GE) case study
Customer satisfaction: Emirates Group case study on SOAR program to improve, 122, 503–511; General Electric's Net Promoter Score (NPS) to improve, 514–517; Kirkpatrick Foundational Principles used to design, 122, 504; listening to the “voice of the customer” for, 8
study, 337; Checklist for D2, 195; create intentionality, 33–34; description of, 27–28; Emory University case study, 319; emphasize benefits, not features, 34–37; initiate learning before class, 38; KLA-Tencor Corporation case study on using, 377e–379e, 381–384; Learning Paths International case study, 345; listing key steps for the practice of, 28; manage expectations, 32–33; provide a sense of accomplishment, 43–47; Method Le Bonheur Healthcare case study, 333; Plastipak Packaging case study, 387; PowerUpSuccess Group case study, 361; putting it all together, 48; redefine the finish line, 38–42fig, 333–336, 559–562; summing up the key steps in, 49; Tata Motors “Steerin” case study, 353; treat learning as a process, not an event, 28–31. See also Experiential learning; 6Ds (Six Disciplines of Breakthrough Learning)


D3 (Deliver for Application): addressing the “Can I?” and “Will I?” questions, 52–55; avoid cognitive overload, 59–61; BST case study, 407; Checklist for D3 tool for, 201–202; connect the dots, 65–70; description of, 51–52; ensure adequate practice, 61–64; listing key steps for the practice of, 52; monitor perceived relevance and utility, 71–74; Oneida Nation Enterprises case study, 399; Plastipak Packaging case study, 387; ROHEL Corporation case study, 367; summing up the key steps in, 75; teach for how people learn, 56–59; West Point case study, 411; See also Deliver for application; 6Ds (Six Disciplines of Breakthrough Learning)

D3 Quick Checks: 1: The Two Questions, 54–55; 2: Practice Versus Content, 63–64; 3: Connecting the Dots, 69–70

D4 (Drive Learning Transfer): apply process thinking, 80–83; assess and improve the transfer climate, 84–87; Checklist for D4 tool, 209–210; Cox Media Group case study, 449; description of, 77–79; DirectWest case study, 431; engage managers, 88fig–90, 91–93; ensure accountability for training transfer, 90–96; Hypertherm Inc case study, 423; ILP-Australia case study, 443; immediate application checklist, 420e; Learning Andrago case study, 453; learning transfer climate scorecard tool, 203; Lever Learning case study, 459; listing key steps for the practice of, 79–80; Qstream case study, 435; summing up the key steps in, 96; transfer climate improvement planner tool, 207. See also Learning transfer; 6Ds (Six Disciplines of Breakthrough Learning)


D5 (Deploy Performance Support): Afferolab’s work with Promon Engenharia using, 471e; Checklist for D5 tool for, 215; description of, 97–99; design, test, improve, deploy, and improve again, 109–110; ensure that job aids are used, 110, 112–113; have managers reinforce the use of the job aids, 111; identify when and where support will be most valuable, 102–103; ILP-Australia case study, 475; introduce job aids in (or even before) the training, 110–111; listing key steps for the practice of, 99; make performance support part of the design, 100–101; summing up the key steps in, 114; Tata Motors imPACT case study, 481; Tata Motors autonova TX case study, 481; use people, technology, and materials to provide support, 104fig–108. See also Performance support; 6Ds (Six Disciplines of Breakthrough Learning)


D6 (Document Results): Brinkerhoff’s Success Method for, 134fig–135; build a strong learning brand, 135; Checklist for D6 tool for, 221–222; decide what to measure before worrying about how, 125; description of, 115–116; don’t confuse activity with productivity, 121fig–124; Emirates Airlines case study, 503; ensure credibility, 128–129, 131–132, 217–218; GE case study, 513; KLA-Tencor Corporation case study on using, 377e–379e, 385; KnowledgeAdvisors’ approach to, 495; listing key steps for the practice of, 116–117; make a compelling case, 129–130; measure the relevant outcomes, 125–127t, 131; Oracle case study on use of success stories to, 519; prove and improve, 134–135; start with the end in mind, 117fig–120; summing up the key steps in, 136; use resources efficiently, 130. See also Documenting results; 6Ds (Six Disciplines of Breakthrough Learning)

D6 Quick Check: 1: beginning with the end in mind, 119–120; 2: Means Versus Ends, 123–124; 3: Guiding Principles, 131–133

Davachi, L., 568

Deliver for application: of UL’s Green Belt training, 264; addressing the “Can I?” and “Will I?” questions of, 52–55; connect the dots for, 65–70; ensure adequate practice to facilitate, 61–64; KLA-Tencor Corporation case study on, 377e–379e, 384; monitor perceived relevance and utility to facilitate, 71–74. See also D3 (Deliver for Application)

Deloitte case study: adoption of 6Ds by Deloitte team, 276–278; advice to colleagues from the,
278; background information on, 275–276; photos related to using 6Ds, 277, 278, 279
Deming Cycle (or PDCA), 80
Deming, W. E., 80
Deploying performance support. See D5 (Deploy Performance Support) and Performance support
Depository Trust & Clearing Corporation (DTCC) case study: advice to colleagues from the, 318; background information on, 311–313; new Agile structure to create learning solutions, 314–318; treating learning as a process at, 29
Design for How People Learn (Dirksen), 22, 57
Designed complete experience. See D2 (Design the Complete Experience)
DeSmet, A., 78
Developing and Measuring Training the Six Sigma Way (Islam), 29
DirectWest case study: advice to colleagues from, 433; background information on, 431; example of reminder email to participants, 432; on implementing low-cost, low-effort follow-up to training, 432–433; reminder system used at, 86
Dirksen, J., 22, 57, 543
Documenting results: of UL’s Green Belt training, 265; Brinkerhoff’s Success Case Method for, 134–135; building a strong learning brand by, 135; Checklist for D6 for, 221–222; ensuring credibility when, 128–129, 131–132, 217–218; examples of goals for applying 6Ds to, 227–229; measurement issues of, 125–127, 131. See also D6 (Document Results)
Donahue, T., 58, 110, 571
Donohoe, J., 122, 503
Drive: The Surprising Truth About What Motivates Us (Pink), 43
Driving learning transfer. See Learning transfer
Duarte, N., 197, 376, 381, 564
DuarteDesign, 383
Duggan, K., 424

E
Ebbinghaus, H., 436
Ebert, J., 257
eLearning Guild, 588
The elephant and rider analogy, 57, 58fig
Emirates Group case study: advice to colleagues from the, 511; application of Service Pillars by shift team leaders during, 510fig; background information on, 503–505; customer service training initiative by, 122; follow-up to the SOAR program, 507; Kirkpatrick Foundational Principles used during, 122, 504; leading indicators of change by Service Pillar, 508fig; number of customer complaints about Call Center Service following training, 508fig–509; results of the SOAR program, 508fig–511; SOAR (Service Over and Above the Rest) program effectiveness, 122, 504–507
Emory University case study: advice to colleagues from, 324; background information on, 319–320; Learning and Organizational Development (LOD) department’s Excellence Through Leadership program, 33, 320–324
Emphasizing training benefits, 34–37
“Error training” studies, 62
Essar Group case study: advice to colleagues from the, 290–291; background information on, 285–286; defining business outcomes at, 4; endorsement of the 6Ds approach by the Essar Hypermart CEO, 291–292; transforming a training program into a business transformation of Hypermart unit of, 286–290
Evaluation: Brinkerhoff’s Success Case Method, 134fig–135, 629; Checklist for Evaluation Credibility tool for, 217–218, 624; clearly defining the business objectives prior to, 117fig–120; Covey’s “Start with the end in mind” principle of, 117, 118, 579–580; credibility of, 128–129, 131–132, 217–218; decide what to measure, 125; efficient use of resources for, 130–133; Evaluation Planner tool for, 219–220; executive summary of, 626; How-to Guide to conducting a success case method, 629–632; How-to Guide to improve credibility of, 619–624; How-to Guide to make more compelling, 625–627; how to measure for, 118; make a compelling case for, 129–130; measuring the relevant outcomes for, 125–127; prove and improve training outcomes, 134fig–135. See also Assessment; Training outcomes
Evans, R., 9, 299
Evidence-Based Teaching (Petty), 56
Executive summary, 626
Exercises: description of effective training, 583; How-to Guide for introducing training, 583–585

F
Far Side cartoon (Larson), 59
“Feasting on Achievement” (Wick and Papay), 67
Feedback: imPACT program’s Coaching Mirror as tool for, 482, 483e, 484; interaction of practice with, 61; providing performance support, 111;
G
Gagné, R., 65
Galford, R., 533
Gamification: Qstream case study on using, 437–439, 561; Qstream results from using, 439–440
Gawande, A., 98, 109, 577
General Electric (GE) case study: advice to colleagues, 518; background information on Crotwonville Leadership Institute, 513–514; keys to success during, 517; Net Promoter Score (NPS) to improve customer satisfaction, 514, 515–516; results of the NPS, 516–517
Gettysburg Address parody (PowerPoint), 565
Gill, S., 579
Gilson, P., 94
Girone, M., 34, 325
Glance Test for Slides tool, 197
The Glance Test (KLA-Tencor case study), 380e, 381, 382fg, 384
Global Learning and Leadership Development (Agilent Technologies), 34, 42
Global Trainers case study: advice to colleagues based on the, 250; background of, 247–248; how they used 6Ds to differentiate their services, 248–249
Goh, C.S.K., 42, 337
Goldsmith, M., 610
Goldstein, I., 84
Green Belt training. See Underwriters Laboratories (UL) case study
Green, C., 533
Gregory, P., 4, 135, 281, 519

How: achieved lean improvements with learning transfer, 423; are incorporating the 6Ds methodologies into our culture, 527; are lighting up the fire of continuous improvement for our lean sigma green belts, 257; bring employees up to speed in record time using the Learning Path methodology, 345; build enterprise high-potential talent at Agilent, 325; created a high impact Mars University brand, 523; defined business outcomes and the learning continuum for iteach, 293; deployed performance support for a technical capability building initiative, 489; designed a complete experience for our signature induction program "Steerin," 353; designed a

H
Hackett, C., 81, 423
Haddon, E., 257
Haidt, J., 57
The Happiness Hypothesis (Haidt), 57
Harvard Business Review, 514
Hayes, W. J., 33, 319
Hinton, D., 67, 387
Hodell, C., 542, 588
Holton, E., III, 53, 66, 84, 579
How the Brain Learns (Sousa), 56
How-to Guides: build a value chain for learning, 579–582; build scaffolding, 575–577; communicate to motivate, 545–548; conduct a success case method evaluation, 629–632; create results intentionality, 549–553; decide whether training is necessary, 537–539; develop great performance support, 613–615; engage learners in action planning, 597–600; ensure your measures are relevant, 617–618; gain and hold learners' attention, 567–569; improve the credibility of evaluations, 619–624; improve the predictive value of assessments, 587–591; introduce exercises, 583–585; use learning objectives, 541–544e; make the business case for learning transfer, 601–604; make your evaluations more compelling, 625–627; move the finish line for learning, 559–562; use Outcomes Planning Wheel to clarify business purpose, 533–536; use PowerPoint, 563–566; provide performance support for managers and coaches, 605–607; re-engage learners after a break, 571–574; remind learners to apply their training, 593–596; start learning before class to improve efficiency, 555–557; utilize peer coaching, 609–611; write better surveys, 633–636. See also Training

Index

Qstream case study on Qstream question and answer, 438fg; rubrics and scoring guidelines to improve, 590; Transfer Climate Improvement Planner tool to improve, 84, 207–208. See also Communication

Finish line. See Redefining the finish line

Friday5s model, 432
Flow Chart: Is Training Necessary? tool, 175–177
Flow Chart for Phase I Learning (Pre-Work) tool, 187–188
"Forgetting curve," 436fg
Fort Hill Company case study: advice to colleagues from, 422; Application Checklist to ensure learning transfer, 419–422; background information on, 417–418; Immediate Application Checklist, 420e–421e; "Immediate Transfer Checklist" used at, 79
Frese, M., 62
The Future of Executive Development (Sullivan), 625

Grigorova, M., 135, 523
Grigsby, L., 387
Grossman, R., 81
complete experience to deliver business results, 387; develop managers to leverage learning transfer, 443; engage key contributors to disseminate corporate culture, 469; engage managers to acknowledge the achievements of leadership program participants, 449; engage participants for optimal learning transfer, 481; enhanced and stretched our first-level managers’ learning experience, 337; fostered a proactive approach to leader development, 411; guide our clients to design with the end in mind, 495; implemented a low-cost, low-effort follow-up, 431; implemented an immediate application checklist to ensure learning transfer, 417; improved the signal-to-noise ratio to transform the presentation culture at KLA-Tencor, 375; incorporated the 6Ds into our learning services tool box, 305; increased leadership effectiveness by delivering for application, 399; increased the volume and variety of learning solutions, 311; introduced the 6Ds to our team 275; made learning relevant to deliver business impact, 361; moved from order takers to business partners, 281; moved the finish line for leadership development, 333; prepare a proposal and design a process using the 6Ds outline, 251; prepare a proposal and design a process using the 6Ds outline, 251; sustain priority-management training, 453; transitioned our focus to results, 243; turn front-line supervisors into safety leaders, 407; turn learning into action, 459; turned a “feel good” training program into a successful business transformation, 285; use alumni to help set expectations for new program participants and their leaders, 319; use the 6Ds to differentiate our services, 247; use experiential learning to engage learners’ hearts as well as minds, 367; use proficiency coaching to improve performance, 475; use success stories to communicate training’s value, 519; used in-depth analysis to design the right intervention to achieve business objectives, 299; used measurement to drive “SOAR—service over and above the rest,” 503; used NPS to track and improve leadership impact, 513; used spaced learning and gamification to increase the effectiveness of product launch training, 435; used the 6Ds framework to redevelop our sales leader curriculum, 269
Hughes, G., 60, 197, 375
Hurtado, J., 137
Hutchins, H., 597
Hypertherm, Inc. case study: advice to colleagues from, 429–430; background information on, 423–424; Lean P&S Program for Lean Principles and Six Sigma for learning transfer during, 81, 424–429; Lean P&S Program results during, 428–429

I
IKEA, 105
“If-then” relationships, 496
Implementation. See Deliver for application
The Improvement Guide (Langley, Nolan, Nolan, Norman, and Provost), 29
Initiating learning, 38, 39–41
Institute for Learning Practitioners case study: advice to colleagues from, 447; background information on, 443–444; Leveraging Results from Learning program to help managerial coaching, 90, 444–447; proficiency coaching used at, 106, 475–479; results from the Leveraging Results from Learning program, 446–447
Instructional-systems design (ISD) process, xxiii, 80, 311
Intrinsic motivation: moving the finish line for learning by harnessing, 560–561; sense of accomplishment as, 43–47
Isacowitz, R.: on preparing proposal and design using the 6Ds outline, 251–255; spreadsheet flow chart for the 6Ds, e–253

J
Jaccaci, A., 81, 423
Janssen, P., 269–270
Janssen Pharmaceuticals case study: using the 6Ds framework to redevelop sales leader curriculum, 270–273; advice to colleagues from the, 273; background information on, 269–270; example of slide linking training to business outcomes, 271e
Jefferson, A., 8, 38, 42, 94, 116, 121, 183, 186, 193, 206, 208, 229, 417, 584, 606, 611
Job aids: ensuring use of, 110, 112–113; have managers reinforce the use of, 111; introducing them before and during training, 110–111
Johnson & Johnson, 269
Johnson, C. W., III, xxv, 269
Joyce, T., xxvi, 275

K
Kahneman, D., 32
Kahudova, A., 277e
Kaiser Permanente case study: advice to colleagues based on the, 246; background information on, 243–244; Front Office Operations Improvement (FOOI) transitioning focus to results, 243–245; reminder messages system used by, 86
Kaizen, 81
Kazanas, H., 542
Keeton, J., 42, 333
Keith, N., 62
Keller, J., 546
Keller’s ARCS model, 546, 547–548
Kelley, H., 32
Kerfoot, B., 86, 437
Khanna, S., xxv, 243
Kiefer, T., 568
Kinds of Performance Support and Their Application tool, 213–214
Kirkpatrick Foundational Principles, 122, 504
Kirkpatrick, J., 122, 503
Kirkpatrick, W., 122, 503
KLA-Tencor Corporation case study: advice to colleagues from, 386; background information on, 375–376; The Glance Test used during, 380e, 381, 382fig, 384; improving their signal-to-noise ratio (SNR), 380, 380e, 381e, 382e, 382fig, 383–386; results of the, 385–386; 6D steps used during the, 376–385; transforming the presentation culture in the, 60, 376–386
KnowledgeAdvisors case study: advice to colleagues from, 458; background information on, 495–496; cautions from the, 458; Commitment-to-Apply Contract (Bilingual Template) used during, 455e; engaging participant commitment to priority-management training, 94, 454–456; lessons of experience and keys to success, 457–458; results of sustaining priority-management training, 456–457
Learning Andrago case study: advice to colleagues from, 458; background information on, 453–454; cautions from the, 458; Commitment-to-Apply Contract (Bilingual Template) used during, 455e; lessons of experience and keys to success, 457–458; results of sustaining priority-management training, 456–457
Learning brand: building a strong, 135; Mars University case study on creating high impact, 135, 524–526
Learning intentionality, 33–34, 549–553
Learning journals, 595
Learning objectives: Bloom’s taxonomy of, 587–588fig; Checklist for Learning Objectives, 543e–544e; differentiating between business and, 20–21fig; examples of, 21t; How-to Guides on using, 541–544e; as traditional training focus, 81. See also Business objectives; Training outcomes
Learning Path Methodology case study: advice to colleagues from, 351; background information on, 346–347; description of, 345–346fig; increasing employee proficiency, 347–351; putting it all together as core concept of, 48
Learning Paths International, 346
Learning transfer: applying process thinking for, 80–83; engage managers in process of, 88fig–90, 91–93; Essar Group case study on, 289; examples of goals for applying 6Ds to, 227–229; Fort Hill Company case study on using checklist to ensure, 79, 417–422; How-to Guide for making the business case for, 601–604; increasing accountability for, 90, 94–96; Institute for Learning Practitioners case study on leveraging, 90, 106, 443–447; as key to successful training, 77–80; KLA-Tencor Corporation case study on driving, 377e–379e, 384; Learning Andrago case study to sustain, 94, 453–458; maintain share of mind by reminding learners, 85–87, 593–596; ResultsEngine web-based tool to support, 95, 414; typical approach to (cartoon), xxfig; of UL’s Green Belt training, 264e–265. See also D4 (Drive Learning Transfer); Training outcomes; Transfer climate
Learning Transfer Climate Scorecard tool, 203–206
Learning Transfer Systems Inventory, 84
Lennox, D., 86, 435
“Let’s Roll” activity, 597–600
Lever Learning/Moree Plain Shires Council case study: ACTION methodology for action conversations, 462–464, 610; advice to colleagues
from, 468; background information on, 459–460;
example of an impact dashboard used during, 
465e–466; example of an individual case study
used during, 467e; example of typical action
plan used during, 462e; keys to success, 467–468;
results and impact of the, 464–465fig; Turning
Learning into Action (TLA) approach for work-
place change, 95–96, 460–468
Lever-Learning: challenged to effect real workplace
change, 459–460; Turning Learning into Action
approach used by, 96, 460–468
Logic modeling: to answer questions about training,
9–10; KnowledgeAdvisors case study on using,
496–502
Long-term memory, 59fig
Louisiana State University, 84
Low, J., 48, 361
Low, R., 9, 305

M
Mager, R., 17, 538
Maister, D., 533
Managers: BST case study on making safety lead-
ers out of front-line, 67, 407–410; use business
objectives to explain training benefits to, 22–25;
Corporate Executive Board survey on training
perceptions of, 28; Cox Media Group (CMG)
manager acknowledgment on training impact,
90, 449–452; creating learning intentionality
with trainee, 33–34; engaging them in learning
transfer process, 88fig–90, 91–93; How-to Guide
on providing performance support to coaches
and, 605–607; increasing accountability for
support of training, 90; Institute for Learning
Practitioners’ approach to leveraging coaching,
90, 444–447; Manager’s Guide to a Pre-Training
Discussion tool, 191–193; Manager’s Guide to a
Pre-Training Discussion tool, 181–183; providing
performance support to, 104fig; reinforcing the
use of job aids, 111; Sample Learning Contract
tool for participants and, 185–186; self-fulfilling
prophesies and training expectations by, 32–33;
spectrum of actions related to training by, 88fig;
training expectations for improved performance
by, 29fig; Transfer Climate Improvement Planner
tool for, 84, 207–208
Margolis, F., 66, 583, 584, 585
Markowitz, A., 34
Mars, F. C., 523
Mars, F. E., Sr., 523
Mars University case study: advice to colleagues
from, 526; background information on, 523–524;
on creating a high impact brand, 135, 524–526;
Mars Five Principles foundation of the Mars
culture, 524; Mars University Logo, 525e; results
of creating the Mars University brand, 526
Massacesi, A., xxv, 257
Mayer, R. E., 565
McDermott, S., 257, 610, 611
McDonald’s, 85, 593
McGurk, M., 78
McKensy & Company, 78
Measurements: comparing apples to apples, 622–
623; Emirates Airline’s SOAR program, 504–511;
How-to Guide to ensure relevance of your,
617–618; obtaining actionable information for
improvement through, 625; randomized control
group, 622; return on expectations (ROE) indica-
tor of value, 506, 602–603, 613
Medina, J., 56, 57, 567
Memory: challenges of remembering details, 98;
“forgetting curve” and, 436fig; learning pro-
cessed and stored in long-term, 59fig; using
working memory to process information, 98
Menon, S., 110, 489
Mentoring: disseminating organizational culture
through, 100, 469–473; requirement for success-
ful, 470. See also Coaching
Merck & Co. case study: background information on,
305–306; benefits of using the Planning Wheel
at, 9, 306–309
Merck Polytechnic Institute. See Merck & Co. case
study
Methodist Le Bonheur Healthcare case study: advice
to colleagues from, 336; background information
on, 333–334; Coaching Clinic’s redefinition of fin-
ish line at, 42, 334–336
Minnesota Department of Economic Development,
346
Modra, D., 257
Moffett, R., 135, 523
Mok, P., 59, 367
Moment of truth, xxi-xxii
Monitoring: of perceived relevance and utility
of training, 71–74; Quick Check: Monitoring
Relevance, 73–74; by tracking participant-rated
statements, 71–72t
Montesino, M., 33
Mooney, T., 630
Motivation: how experiencing early success
increases, 99fig; How-to Guide on how to com-
municate for, 545–548; moving the finish line for
learning by harnessing intrinsic, 560–561; sense
of accomplishment as intrinsic, 43–47; Transfer
Climate Improvement Planner tool to improve,
84, 207–208
Motorola, 28
Multi-tasking myth, 57
mysask411 solution, 431
N
NeuroLeadership Institute, 568
Newmann, F., 590
Newstrom, J., 537
Newton, S., 513
Nguyen, F., 60
Nigel, R., 67, 407
“Nine Events of Instruction” (Gagné), 65
Nolan, K., 29
Nolan, T., 29
Norman, C., 29

O
“One Number You Need to Grow” (Reichheld), 514
Oneida Nation Enterprises (ONE) case study: advice to colleagues from, 406; background information on, 399–400; ensuring application approach during, 67; Leader Learning Circle use of Monday Morning Leadership for behavior change during, 400–402; lessons of experience during, 404–406; results of the Monday Morning Leadership during, 402–404 fig

Ong, C., xxv, 247
Oracle case study (Case D1.1): advice to colleagues from the, 284; focus on business outcomes at North American Sales Force Development at, 4; using 6Ds to move from order takers to business partners, 281–284; success stories used at, 135, 283
Oracle case study (Case D6.4): background information on, 519–520; communicating training’s value through success stories, 520–521
Organizational culture: AfferoLab’s approach to disseminating Promon-Engenharia’s, 470–473; importance of transferring knowledge of, 470; incorporating 6Ds into the Coventry Workers’ Comp Services, 137, 527–529; Mars Five Principles foundation of the Mars’, 524
Outcomes Planning Wheel: Coventry Workers’ Comp Services use of the, 528; creating value chain for learning using the, 580; Tata Motors case study, 293; illustration of the, 9 fig, 173; Merck & Co. case study on benefits of the, 9, 306–309; talking to your stakeholders using the, 8–10; Tata Motors “SteerIn” case study on use of, 355 fig–356

P
Pallarito, K., 86
Papay, M., 67
Parskey, P., 9, 117, 495
Participants: use business objectives to explain training benefits to, 22–25; “Can I?” and “Will I?” questions for, 52–54, 79 fig; “capstone call” made to, 561; cartoon on low priority of applying their training by, 94 fig; creating learning intentionality for, 33–34; emphasize training benefits to, 34–37; engaging them in action planning, 597–600; ensuring accountability for training transfer, 90, 94–96; example of a reminder email to, 432; “forgetting curve” experienced by, 436 fig; How-to Guide to remind them to apply their training, 593–596; How-to Guides on gaining and holding attention of, 567–569; re-engaging learners after a break, 571–574; reminding them to apply training, 85–87, 593–596; ROHEI Corporation’s experiential learning to engage, 59, 368–373; Sample Learning Contract tool for, 185–186; strategies used for reminding, 85–87; triage and interview most and least successful, 631. See also Learning; Training
Patterson, K., 569
Paul, A. M., 56, 57
PDCA (or the Deming Cycle), 80 fig, 134
Peer coaching: How-to Guide on utilizing, 609–611; performance support through, 105; in triads rather than pairs, 611
Perceived relevance/utility of training: How-to Guide to improve, 619–624; importance of monitoring, 71–74; Quick Check: Monitoring Relevance for, 73–74; tracking participant-rated statements to monitor, 71–72; Transfer Climate Improvement Planner tool to improve, 84, 207–208
Performance Consulting (Robinson and Robinson), 17
Performance gap analysis: completing the gap analysis, 16–17; to decide whether training is appropriate, 15–16; Quick Check D1.3: Performance Gap Analysis, 18–19; training to remedy lack of knowledge or skills, 15 fig
Performance improvement: Cox Media Group (CMG) case study on manager acknowledgment of participant’s, 90, 450–451; how quality is defined by process methods for, 81; management expectations for training and, 29 fig; measuring business processes to obtain actionable information for, 625; redefining finish line for training as, 38–42 fig, 333–336, 559–562. See also Continuous improvement; D5 (Deploy Performance Support) case studies
Performance support: for answering the “Can I?” question, 98–99; creative use of people, materials, and technology for, 104–108; deciding how to best provide, 109–110; description and ROI of, 613; examples of goals for applying 6Ds to, 227–229; How-to Guide on developing a great, 613–615; How-to Guide on providing manager and coach, 605–607; identify when
and where to use, 102–103; importance of post-training, 98; job aids used as, 110–113; Kinds of and Their Application tool for, 213–214; KLA-Tencor Corporation case study on deploying, 377–379e, 385; mentoring as, 100, 470–473; as part of the training design, 100–101; Planner tool for, 211–212; proficiency coaching model used as, 106, 175–179; provided to managers, 104–106; ResultsEngine web-based tool for, 95, 414; Tata Motor's critical-to-quality (CTQ) parameters as, 491–493; during UL's Green Belt training, 265; and working memory, 98. See also D5 (Deploy Performance Support)

Pettys, G., 56
Pfizer study (2007), 605
Phillis, J. J., 130, 633
Phillis, P. P., 130, 633
Phoon, R., 48, 361
Pike, R., 569
Pink, D., 43, 569, 626–627
Pipe, P., 17, 538
Plastipak Packaging case study: action plan to move from learning to results, 392e; advice to colleagues from, 398; background information on, 387–388; cautions when designing learning experience, 397; Impact Map developed during the, 389e; keys to success during the, 396; learning experience designed to deliver business results during, 67, 388–393; lessons of experience learned during the, 395–396; results of the learning experience impact during, 393–395; TOUGH Talks tools used during the, 388, 391e, 393, 396, 397; VitalSmarts Crucial Conversations program role in the, 388, 389e
Plotnikoff, R., 85
Poll Everywhere, 58
Pollock, R., 8, 15, 38, 42, 94, 116, 121, 183, 186, 193, 206, 208, 229, 417, 584, 606, 611
Post-training: importance of performance support during, 98; Manager's Guide to a Post-Training Discussion tool, 191–193; Ostream systems to engage learner, 86; reminding learners component of, 85–87, 432e, 593–596
"The Power of Peer Coaching" (McDermott), 611
PowerPoint: "Bullet Laws" for use with, 564;
Gettysburg Address parody using, 565; Glance Test for Slides tool to use with, 197; How-to Guides for using, 563–566; Janssen Pharmaceuticals case study on using, 269–273; signal-to-noise ratio (SNR) used to prepare slides, 380–382e, 564–565
PowerUpSuccess/Visual Solutions case study: advice to colleagues from, 364–365; approach for delivering business impact during, 363e; background information on, 361–362; learning and development solution and impact during the, 362–364; putting it all together during the, 48
Process thinking: PDCA or Deming Cycle for continuous improvement, 80fig; training that applies, 80–83
Procter and Gamble (P&G), 413
Productivity: don't confuse activity with, 121–124; Learning Path Methodology case study on increasing proficiency and, 48, 345–351; training for business ends, 121fig
Proficiency coaching model: Institute for Learning Practitioners approach to improved performance using, 475–479; as performance support, 106, 476–479
Promon Engenharia case study: advice to colleagues from, 473; AfferoLab's approach to disseminate corporate culture during, 470–472; background information on, 469–470; performance support deployed during, 100; "Praça de Aprendizagem" (Learning Plaza) meetings during, 472; results and lessons of experience during, 472–473
Provost, L., 29
Purpose and Examples of Phase I Learning (Pre-Work) tool, 189–190
Putting it all together, 48

Q
Qstream case study: advice to colleagues from, 440–441; background information on, 435–436; example of Qstream question and feedback on answer during, 438fig; forgetting curve issue of, 436fig; formal action plan used during, 437–439; results of the game-based sales reinforcement approach, 439–440; spaced learning and gamification for effective product launch training, 437–441, 561; success factors used during, 440; systems used to engage learner post-training, 86
R
Raghuvanshi, A., 9
Raju, H., 9, 110, 489
Randomized control group, 622
Redefining the finish line: benefits of, 38, 42; How-to Guide on, 559–562; Methodist Le Bonheur Healthcare case study on, 42, 333–336
Re-engaging learners after a break, 571–574
Reichheld, F., 514
Relevance: D3 (Deliver for Application) and monitoring perceived, 71–74; How-to Guide to ensure your measurement, 617–618; How-to Guide to improve perceived evaluation, 619–624; strategies to emphasize training, 546; Transfer Climate Improvement Planner tool to improve perceived, 84, 207–208
Reminding learners: to apply training, 85–87; email used for, 432e, 595; How-to Guide on effectively, 593–596; learning journals used for, 595
Resing, J., 257
Results intentionality, 34, How-to Guide on creating, 549–553
ResultsEngine web-based tool: learning transfer supported by, 95; moving the finish line for learning using, 561; U.S. Military Academy at West Point use of, 414
Return on expectations (ROE): as indicator of training value, 506; making the business case for training by using, 601–602; performance support, 613
Reynolds, G., 563, 564
The rider on an elephant analogy, 57, 58fig
Ries, A., 85
Rip, G., 90, 106, 443, 475, 597
Robinson, D., 17, 533
Robinson, J., 17, 533
Rock, D., 568
Rock, L., 568
ROHEI Corporation case study: advice to colleagues from, 374; background information on, 367–368; four-step process for ensuring a successful learning experience, 369e; Learning Carnival format for experiential learning during, 59, 368–373; posters used for different stations of the Learning Carnival, 370–371e
Rosenbaum, S., 48, 345
Rossett, A., 102
Rothwell, W., 542
Rouiller, J., 84
Running Training Like a Business (Van Adelsberg and Trolley), 29
Ruona, W., 84
Russ-Eft, D., 619, 633
S
Salas, E., 61, 62, 81
Sample Learning Contract tool, 185–186
Saskatchewan, 431
SaskTel, 431
Savings.com, 449
Scaffolding: description and learning benefits of, 575–576fig; guide on how to build, 576–577; key success factors for effective, 577
Schafer, L., 102
Schlochauer, C., 100, 469
Schwartz, E., 78
Schwartz, M., 90, 449
Secada, W., 590
Self-fulfilling prophesies, 32–33
Sense of accomplishment, providing a, 43–46
“Share of mind” concept, 593
Sharkey, L., 609
Sharma, K., 48, 106, 353, 481
Shrock, S., 588
Signal-to-noise ratio (SNR): description of, 380; Glance Test Scorecard for “noisy” slide, 382fig; the Glance Test to assess, 380e, 381; how to use, 564–565; slide with high (good), 381e; slide with low (poor), 382e; working to improve KLA-Tencor presentation, 383–386
Singos, M., 387
The Six Disciplines of Breakthrough Learning (Wick, Pollock, and Jefferson): Deloitte team’s use of, 275–276; Global Trainers’ use of, 248; Hypertherm, Inc’s application of, 424, 430; introduction to lifelong learning by reading, 139; origin of, xxi; photographs and photo contest related to using, 277e, 278, 279; Royce Isacowitz’s introduction to, 251, 254
Six Sigma Way: description of the, 28; how quality is defined by, 81; Hypertherm, Inc. application of Lean Principles and, 81, 424–429
6Ds Application Scorecard tool, 143–145
6Ds Flow Chart tool, 151–158
6Ds Outcomes Planning Wheel tool: Coventry Workers’ Comp Services use of the, 528; creating value chain for learning using the, 580; how to clarify business purpose using the, 533–536; illustration of the, 9fig, 173; Merck & Co. case study on benefits of the, 9, 306–309; talking to your stakeholders using the, 8–10; Tata Motors “SteerIn” case study on use of, 355fig–356
6Ds Pathfinder tool, 147–150
6Ds Personal Action Planner tool, 137, 223–229. See also Action planning
6Ds tools: Checklist for D1, 179; Checklist for D2, 195; Checklist for D3, 201–202; Checklist for D4, 209–210; Checklist for D5, 215; Checklist for D6,

6Ds (Six Disciplines of Breakthrough Learning): AfferoLab’s work with Promon Engenharia using the, 471; building them into your training process, 138; continue to learn and grow using the, 139; getting started now with the, 137–138; incorporated into culture of Coventry Workers’ Comp Services, 137, 527–530; photos related to use of, 277–279; Primeast’s use of PrimeFocus model applied using, 300–303; spreadsheet flow chart for the, 252–253. See also Case studies; specific discipline number

slideology: The Art and Science of Creating Great Presentations (Duarte), 376, 381, 564

Smith, R., 3, 533

Sousa, D., 56, 65, 572, 589

“Spaced learning”: description of, 61; Qstream case study on using, 437–441

Spence, A., 300

Stakeholders: ensuring evaluation credibility for the, 128–129; evaluation prima facie validity and acceptance by, 131–132; KnowledgeAdvisors’ logic modeling to talk to, 9, 496–501; Learning Paths Methodology involvement by, 347; Outcomes Planning Wheel used to talk to, 8–10; talking to your, 8–14

Stango, T., 137

Starting with the end in mind: Covey’s principle on, 117, 118, 579–580; D6 (Document Results) on, 117–120; KnowledgeAdvisors case study on benefits of, 496–499

Stories: achievement, 67; gaining learner attention using, 569; success, 135, 283, 520–521

Strategic Learning Alignment (Smith), 3

Success Case Method: Brinkerhoff’s model for, 134–135, 629; How-to Guide to conducting a, 629–632

The Success Case Method (Brinkerhoff), 630

Success stories, 135, 283, 520–521

Sullivan, J., 625

Surveys: How-to Guide to write better, 633–636; online tools for, 633; pilot testing, 636

Swanson, R., 53, 66, 579

Sweller, J., 60

Swiss Army Brands, Inc., 90

Talking to your stakeholders: D1 (Define Business Outcomes) practice of, 8–10; Quick Check D1.2: Business Outcomes, 11–14; 6Ds Outcomes Planning Wheel used for, 8, 9

Tata Motors Academy imPACT case study: advice to colleagues on, 487; background information on, 481–482; Coaching imPACT program development, 482–486; Coach’s Application Planner used during, 485, 486; phases of the imPACT program, 482, 483–485; results of the imPACT program, 485–486

Tata Motors Academy iteach case study: advice to colleagues from, 297; defining business outcomes for iteach program during, 294–295; five phases of iteach program at, 295, 296–297; performance support used at, 106; putting it all together at, 48

Tata Motors autonova TX case study: advice to colleagues from, 494; autonova TX capability building intervention launched, 490–494; background information on, 489–490; critical-to-quality (CTC) parameters support during, 491–493; RACI matrix used during the, 492; results of the, 494

Tata Motors Limited: background information on, 293, 353–354, 489–490; identifying need for performance support at, 110; talking to your stakeholders at, 9

Tata Motors “Steerlin” case study: advice to colleagues from, 359; background information on, 353–354; four modules of the Steerlin Induction Program, 356–358; results of the, 358–359; 6Ds Planning Wheel used during the, 355–356

Technology: audience-response, 58; online survey tools, 633; online systems to support learning transfer, 95; performance support through, 104–108

Telling Training’s Story (Brinkerhoff), 630

Thalheimer, W., 61, 422, 594

Todd, S., 135
Total Quality Management, 81
Trainees. See Participants
Training: building the 6Ds concepts into your, 138; as a business function, 5; “Can I?” and “Will I?” moment of truth for, 52–54, 79fig; “chain of influences” between expected business benefit and, 10; corporate training exercises, 583–585; deciding whether it is appropriate, 15fig–16, 537–539; differentiating business and learning objectives of, 20t–21t; don’t confuse activity with productivity, 121fig–124; example of slide linking business outcomes to, 271e; Flow Chart: Is Training Necessary? tool to decide on, 175–177; How-to Guide for making the business case for, 601–604; How-to Guide to remind learners to apply their, 593–596; introducing job aids as part of the, 110–111; logic modeling used to answer questions about, 9–10; monitoring perceived relevance and utility of, 71–74; Quick Check D1.1: Business Alignment, 6–7; relevance of, 71–74, 84, 207–208, 546; value never realized for lack of transfer, 78fig. See also How-to Guides; Participants
Training Needs Analysis (Barbazette), 17
Training outcomes: creating results intentionality, 33–34, 549–553; emphasize benefits of, 34–37; examples of goals for applying 6Ds to, 227–229; learning intentionality and results intentionality of, 33–34; measuring the relevant, 125–127; prove and improve, 134fig–135; putting it all together for, 48. See also Business objectives; Evaluation; Learning objectives; Learning transfer
Trainor, D., 605
Transfer climate: assess and improve the, 84; Transfer Climate Improvement Planner tool for, 84, 207–208. See also Learning transfer
Transfer of Training (Broad and Newstrom), 537
TransferLogix, 95
Triangulation, 621–622
Trolley, E., 29
Trout, J., 85
Tufte, E., 565
Turning Technologies, 58
Tzversky, A., 32
Understanding the business: Business Alignment (Quick Check), 6–7; D1 (Define Business Outcomes) practice of, 5
Underwriters Laboratories (UL) case study: advice to colleagues from the, 266–267; background information on, 257–258; on change through the Green Belt training, 258–266; checkpoints following Green Belt training, 263; comparison of Green Belt Course before and after implementing the 6Ds, 260; Green Belt Learning Path, 261; production plant layout used in the capstone, 262; on the Triangle of Continuous Improvement Green Belt Fire, 264–265
University of Michigan, 413
U.S. Military Academy (USMA) at West Point case study: advice to colleagues from, 415; background information on, 411–412; cadet behavior changes due to PL 300 course during, 414–415; changing course objective from “can apply” to “will apply” at, 67; Military Leadership (PL 300) course for leadership development at, 412–414
U.S. News and World Report, 333
Valpak, 449
Value Chain for learning: of Emirates Airline’s SOAR program, 504–511; How-to Guide on building, 579–582; links in the, 66fig; Oracle’s use of success stories to communicate, 519–521; return on expectations (ROE) indicator of, 506; Planner tool to build a, 66, 199–200. See also Learning
Van Adelsberg, D., 29
Vance, D., 601
Visser, L., 545
Visual Solutions. See PowerUpSuccess/Visual Solutions case study
Waggl web-based system, 67
Wahdat, T., 285
Weber, E., 95, 459
Wehlage, G., 590
A Whole New Mind (Pink), 626–627
Wick, C., 8, 38, 42, 67, 79, 94, 116, 121, 183, 186, 193, 206, 208, 229, 417, 584, 605, 606, 611
“Will I?” question: D3 (Deliver for Application) issue of, 52–54; D4 (Drive Learning Transfer) and role of, 79fig; importance of xxii, xxiii
Williams, J., 48
Wilson, C., 9, 299
Wisdom from the Field tool, 159–171
Working memory, 59–60, 98
Zero Defects, 81
Zoomerang, 633