Index

A
action learning, 180–181
adaptive thinking, 86
administration, learning operation and, 25, 140–143
affective domain, 81
Alesia, Jennifer, 107
Amazon.com, 2–3
American Society for Training & Development (ASTD, now ATD), 10–11, 146
apprenticeship, 109–110
Aria Systems, 6
aspiration, cultivating, 171
assessment. See learning assessment
attitude
affective domain, 81
lifelong learning and, 156–157
promoting learning behaviors, 200, 203
Bennett, Heather, 113
Bersin, Josh, 12
big data, 6
blended learning, 114,
115–116
“Blended Learning: Why Everything Old Is New Again” (Gray), 115
Blink (Gladwell), 109
Blockbuster, 2
Bloom, Benjamin, 80
Bock, Laszlo, 78
Brynjolfsson, Erick, 177
budget, as learning method selection driver, 117
Building a Strategic Learning and Evaluation System for Your Organization (Preskill), 124
Building the Learning Organization (Marquardt), 28
Burnside, Robert, 206–210
Bush, George W., 183

B
Beach, Gary, 184–186
Bedford, Clay P., 161
behavior
learning culture and, 18, 36–39
call to action, 151–165
  activism for education, 161–165
  activism in service of learning, 152–161
  overview, 151–152
Campbell Soup Company, 34
Carey, Kevin, 165
Carey, Laurie, 116, 153
CBS News, 152
Chan, Savio, 89
change
  of business model, 7–8
  of bureaucratic organizational structures, 38
  globalization and, 9–10
  job roles and, 9
  for learning plan development, 50
  overview, 3
  technology and, 4–7
chief learning officer (CLO)
  as career aspiration, 201
  creating position for, 40
  role of, 143–144
Cigna, 202–206
Circuit City, 2
classroom learning, 105–107
cloud computing, 6–7
coaching, as learning method, 107–108, 201
cognitive-based assessment, 213
cognitive domain, 80
cognitive load management, 86
commitment, lifelong learning and, 156
competency models, 77–100
devolving, 87–92
examples of, 95–99
knowledge, skills, and attitudes (KSAs), 79–81
as learning plan component, 52, 53–54
for today and the future, 84–87
overview, 21–22, 78–79
in Sarder Framework, 77
types of, 81–84
using, 92–95
complexity, understanding, 170–171
computational thinking, 86
computer learning content information management systems (CLCIMS), 147
Conant, Douglas, 34, 158
critical competencies, identifying, 88–89
cross-cultural competency, 86
Cultural Learning Facebook 2014, The (Bersin), 12
core competencies, 81–82, 89, 95
core learning capabilities, Senge on, 170–171

Corporate Learning Facebook 2014, The (Bersin), 12
critical competencies, identifying, 88–89
cross-cultural competency, 86
Csikszentmihalyi, Mihaly, 70
Index

Cunard, Alison, 192–194
Cushing, Richard, 50
efficiency, of learning programs, 205
ego, 176
electronic performance support systems (EPPS), 146–147
Elliott, T. J., 210–215
employees. See human resources
End of College, The (Carey), 165
Ericsson, Anders, 175
Evans, Tom, 195–199

D
dael, Guangrong, 87
D’Angelo, Anthony J., 152
delivery, learning operation and, 24, 139
delphi, efficiency of learning programs, 205
design mind-set, 86
development goals, 72–73
“Did You Know; Shift Happens—Globalization; Information Age” (Fisch, McLeod), 84
Electronics Performance Support Systems (EPPS), 146–147
electronic performance support systems (EPPS), 146–147
DeMaria, Roseanna, 189–192
DeMaria Group, 189
development goals, 72–73
domains, 80–81
drone technology, 2–3
Drucker, Peter, 154

E
Edmondson, Amy C., 1, 41
Educational Testing Service (ETS), 210–215
Effective Learning Methods (Sarder), 102
F
Facebook, 4
Ferry Institute, 87
Fisch, Karl, 84
Fitbit, 5–6
Drone technology, 2–3
Drone technology, 2–3
Five Primary Learning Methods
classroom, 105–107
coaching, 107–108
mentoring, 108–109
on-the-job (OJT) training, 109–110
overview, 55, 104–105
self-study, 111–114
flexibility, need for, 96
Foreign Service, competency models used by, 78–79
formal learning, informal learning versus, 102–104, 188–189
formal self-study programs, 111–112
Four (Five) Levels of Evaluation, 127
illustrated, 128
impact, 130–132
learning, 129–130
overview, 127
results, 132
return on investment (ROI), 132–133
satisfaction, 128–129
framework for learning
organizations. See Sarder
Framework
functional competencies, 82–83, 89–90
Furman, Jeff, 126, 130
Future Shock (Toffler), 84

G
Gandhi, Mahatma, 160
Garvin, David, 1
Gates, Bill, 102, 151
Gavin, David A., 41
GE, 12, 39, 143
generational differences, in
learning culture, 208–209
George Washington University, 178
Gerjuoy, Herbert, 84
Gery, Gloria, 146–147
Gino, Francesca, 1, 41
Gladwell, Malcolm, 109, 119
globalization
change and, 9–10
GlobalWebIndex, 4
goals. See learning goals
Goal Setting: A Fresh Perspective
(Oracle), 66
Good to Great to Gone: The 60 Year Rise and Fall of Circuit City
(Wurtzel), 2
Google
learning culture of, 29
learning goals and, 73
as learning organization, 1, 2–3, 4, 6
tuition assistance program, 141
Gray, Caroline, 115
Gupta, Kavita, 60, 62

H
Harvard University, 78–79, 164
Heckman, James, 213
HEC Paris, 186
Hewett Associates, 141
Hewlett, Sylvia Ann, 73
Hodell, Chuck, 124
Hoffman, Dan, 39
human resources
administration of learning
programs for, 140–143 (See also learning operations)
employee development and, 72–73
encouraging growth for, 185–186
in team for learning plan
development, 57–64
four pillars of HR management, 147
imparting responsibility to, 181–182
job roles and change, 9
learning advantage for hiring and retention, 10–11
learning culture and, 17–18, 36
on-the-job (OJT) training, 109–110
positive organizational culture and, 177–178
See also learning culture
Huntsberry, William, 164
Huxley, Aldous, 112

I
impact, evaluation and, 130–132
informal learning, formal learning versus, 102–104, 188–189
informal self-study programs, 112–114
Innovative Solutions Consulting, 58
Institute for the Future (IFTF), 84–86
instructors, for learning programs, 140–141
Internet-based learning, 112, 180
Internet of Things, 5–6
interpersonal skills, 96
interviews. See Sarder TV interviews
investing, in learning, 12–13

ISD from the Ground Up: A No-Nonsense Approach to Instructional Design (Hodell), 124
Is Yours a Learning Organization? (Garvin, Edmondson, Gino), 1

J
job competencies, 83, 90, 97–98
Johnson, Jill, 161
Juzhong, Lu, 155

K
Kaiser Foundation, 152
Kanter, Rosabeth Moss, 18
Kelleher, Herb, 32
Kerr, Steve, 143
Ketchum, 206–210
King, B. B., 154
Kirkpatrick, Donald, 127–133
knowledge (cognitive domain), 80
knowledge, skills, and attitudes (KSAs), 79–81
Kocher, Karen, 202–206
Kouzes, Jim, 17, 33, 35, 37

L
Lakein, Alan, 50
Latham, Gary, 70–71
leadership
leadership competencies, 83–84, 90, 98–99
learning culture and, 17, 32–35
learning leader position as career aspiration, 201
Leadership Challenge, The (Kouzes, Posner), 17, 33, 37
learning
evaluation and, 129–130
improving, 174–178
lifelong learning, 154–161, 202
motivation of learners, 117–119
training versus, 175
See also learning assessment;
   learning culture; learning
goals; learning methods;
   learning operations; learning
organizations; learning
plans; Kouzes, James;
   Posner, Barry
learning assessment, 123–133
   key questions for, 125–127
   as learning plan component, 52,
   56–57
   methodologies, 127–133
   needs assessment process for
   competency models, 93–94
   overview, 22–23, 124–125
   in Sarder Framework, 123
   for understanding learning
culture, 40–47
Learning By Doing: GE’s Approach to Developing People (GE
   Capital), 12
learning content management
   systems (LCMS), 146
learning culture, 27–47
   assessing, 40–47
   behavior and, 36–39
   building, 31–32, 153–154
   human resources and, 36
   leadership and, 32–35
   overview, 28–30
   recognizing, 30–31
   resources for, 39–40
   in Sarder Framework, 16–19,
   27
learning goals, 65–75
   cascade of, 67
   development goals, 72–73
   as learning method selection
driver, 117
   for learning plan, 20–21
   as learning plan component, 52–53
   measuring, 68–69
   overview, 66–68
   performance goals versus,
   71–72
   in Sarder Framework, 65
   setting, 73–74
   SMART goals, 69–71
   See also learning assessment
“Learning Goals or Performance
   Goals: Is It the Journey or
   the Destination?” (Latham,
   Sejits), 71
Learning How, 187–188
learning management service role,
   144–148
learning management systems
   (LMS), 146
learning methods, 101–121
   application of, 119–121
   combining, 157–158
effectiveness of, 114–116
Five Primary Learning Methods, 55, 104–114
formal versus informal, 102–104, 188–189
as learning plan component, 52, 54–56
overview, 102
in Sarder Framework, 101
selection of, 116–119
learning operations, 135–149
chief learning officer (CLO) role in, 143–144
components of, 138–143
learning management service role, 144–148
overview, 23–25, 136–137
in Sarder Framework, 23–25, 135
learning organizations, 1–25
changes that affect success in, 3–10
defined, 14–15
framework for building, 15–25
learning, defined, 13–14
learning advantage of, 10–15
overview, 1–3
Learning Organization Survey (Gavin, Edmondson, Gino), 41
learning plans, 49–64
components of, 51–57
effectiveness of, 157
forming team to develop plan, 57–64
learning goals for, 65–75
overview, 19–23, 50–51
in Sarder Framework, 49
See also competency models; learning assessment; learning goals; learning methods
Learning: Steps to Becoming a Passionate Lifelong Learner (Sarder), 152, 154, 156
Learning Why, 188
Learn or Die (Hess), 36, 42, 153, 161–162, 174–178
lifelong learning, 154–161, 202
Locke, Edwin, 70–71
logic of exploitation, 188
Lombardi, Vince, 107
Luce, Carolyn Buck, 73
M
management, of learning operations, 25, 40
M5 Networks, Inc., 39
manager of learning and development (L&D)
as career aspiration, 201
creating position for, 40
Mandela, Nelson, 160
Mansfield, Richard S., 87
marketing, learning operation and, 25, 140–143
Marquardt, Michael, 28, 33, 34, 178–183
Massachusetts Institute of Technology, 167
massive open online courses (MOOCs), 112, 117, 139, 158
McClelland, David, 78–79
McLeod, Scott, 84
McNamara, Carter, 93
measurement
    of learning goals, 68–71
    of success, 124 (See also learning assessment)
mentoring, as learning method, 108–109
Merriam-Webster’s Dictionary, 13
Merrill Lynch, 189, 191–192
metanoia, 173–174
methods, of learning, 22
Microsoft, 6–7, 8, 9, 192–194
mistakes, as learning opportunities, 178
mobile technology, change and, 5
Moingeon, Bertrand, 186–189

N
Nadella, Satya, 6–7, 8
National Association of Colleges and Employers, 141
National Bureau of Economic Research (NBER), 141
National Public Radio, 7
needs assessment process, 93–94
NetCom Learning, 8, 104, 156
Netflix, 2
New American Foundation, 165
new media literacy, 86
New York Times, 151–152
New York University, 189
No Retirement from Learning (Zhiwen), 151
Norgaard, Mette, 158
novel thinking, 86

O
Obama, Barack, 160
O’Brien, Brendan, 6
observation, reflective
    conversation and, 170
on-demand software, 147
online learning. See Internet;
    Internet-based learning;
    massive open online courses (MOOCs)
on-the-job (OJT) training, 109–110
operations. See learning operations
Oracle, 66
organizational culture
    changing, 38
    characteristics of, 30–31
    contrasting different types, 28–30
    Hess on, 177–178
    See also learning culture
Organizational Learning and Competitive Advantage (Moingeon), 186–189
organizational routines, 187
Index

Orr, J. Evelyn, 87
*Outliers: The Story of Success* (Gladwell), 119
Oxfam, 169

**P**
Padgaonkar, Abbay, 58
Partnership for 21st Century Skills (P21), 87, 163
passion
learning culture and, 200
success and, 193
*Performance Design International*, 62
“Performance DNA” (DeMaria), 191
performance goals, learning goals
*versus*, 71–72
Pew Research Center, 159
Phillips, Jack, 127, 132–133
planning. See learning plans
Posner, Barry, 17, 33, 35, 37
*Practical Guide to Needs Assessment, A* (Gupta, Sleezer, Russ-Eft), 60
Preskill, Hallie, 124
PricewaterhouseCoopers (PwC), 195, 196, 197
prioritization, 94–95
problem solving, 96
psychomotor domain, 80
public education system, in U.S., 212–213

**Q**
qualitative data collection, 61–62
quantitative data collection, 61

**R**
reading, importance of, 158–160
reflective conversation, 170
Reich, Justin, 164
restless excellence, 190
results, evaluation and, 132
return on investment (ROI),
measuring, 132–133, 189–190
role models, leaders as, 32, 35
Russ-Eft, Darlene F., 60, 62

**S**
sales teams, functional
competencies for, 96–97
Sanders, Sam, 7
Sarder, Russell
*Effective Learning Methods*, 102
*Learning: Steps to Becoming a Passionate Lifelong Learner*, 152, 154, 156
See also NetCom Learning;
Sarder Framework; Sarder TV interviews
Sarder Framework
competency models in, 77
illustration of, 15
learning assessment in, 123
learning culture in, 16–19, 27
learning goals in, 65
learning methods in, 101
Sarder Framework (continued)
learning operations in, 23–25, 135
learning plans in, 49
Sarder Principle, 19
See also competency models;
learning assessment; learning
culture; learning goals;
learning methods; learning
operations; learning plans
Sarder TV interviews, 167–215
Beach, 184–186
Burnside, 206–210
Cunard, 192–194
DeFilippo, 199–201
DeMaria, 189–192
Elliott, 210–215
Evans, 195–199
Hess, 174–178
Kocher, 202–206
Marquardt, 178–183
Moingeon, 186–189
overview, 167
Paulson, 183–184
Senge, 167–174
SAS, 29
satisfaction, evaluation and,
128–129
Schiff, Lewis, 108
Schmidt, Eric, 6
School of Professional Studies,
New York University,
189
Second Machine Age, The
(Brynjolfsson), 177
security, technology change and, 7
Seijts, Gerard, 71
self-direction, 96
self-study, 111–114
Senge, Peter, 14, 32, 119, 167–174
sense making, 85
shareable content object reference
model (SCORM), 147
ShoreTel, 39
skills (psychomotor domain), 80
skills gap, 194, 197, 200–201
Sleezer, Catherine M., 60, 62
Sloan School of Management,
Massachusetts Institute of
Technology, 167
SMART (specific, measurable,
attainable, relevant, time
based) goals, 69–71
Sneltjes, Craig, 87
social intelligence, 85–86
social media, 4, 5
Society for Human Resources
(SHRM), 141
Society for Organizational
Learning (SoL), 168
software as a service (SaaS), 147
Southwest Airlines, 32
Stocking, Barbara, 169
Suffolk Construction, 199
suppliers, for learning programs,
140–141
systems learning organizational
model, 178–180
talent management systems (TMS), 147

Teach to One, 164

teams

arranging meetings with, 59

competency model examples for, 95, 96–97

contingency planning, 59

data collection by, 61–62

establishing communication reporting protocols for, 59

identifying organization’s needs and challenges, 60–61

kickoff meetings for, 58–59

for learning plan development, 57

results of, 62–64

size and composition of, 58

team learning, 173

virtual collaboration, 86

See also human resources technology

change and, 4–7

in learning operation, 24, 139–140

need for learning and, 152

social media, 4, 5

Theory of Goal Setting and Task Performance, A (Locke, Latham), 70–71

third-party training organizations

administrative functions for learning programs, 140–141

importance of, 185

3-D printing, 6

time, as learning method selection driver, 117

time frame, for goals, 69–71

Toffler, Alvin, 84

Touchpoints: Creating Powerful Leadership Connections in the Smallest of Moments (Conant, Norgaard), 158

Training, 105–106

training, learning versus, 175

transdisciplinarity, 86

transformation, learning as, 193

tuition assistance programs, 141–142

Tull, Michael, 127

Tuller, Rachel, 10

University of Chicago, 80

UPS, 2–3

urgency, as learning method selection driver, 117

U.S. Army, 29

U.S. Department of Labor, 109–110

U.S. Technology Skills Gap (Beach), 185–186

Vendors, for learning programs, 140–141

virtual collaboration, 86
vision
  building shared vision, 172
  of leaders, 33–35

W
  *Wall Street Journal*, 2–3
  Welch, Jack, 9, 12, 136, 143
  *Winning (Welch)*, 9
  Wittkuhn, Klaus, 62

Wurtzel, Alan, 2
Wurtzel, Sam, 2

World Institute for Action Learning, 178

Y
  YouGov/Huffington Post, 149

Z
  Zhiwen, Yu, 151