

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
- ## B
- Beach, Gary, 184–186
 - Bedford, Clay P., 161
 - behavior
 - learning culture and, 18, 36–39
 - 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

C

- 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
 - developing, 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
- content, learning operation and, 24, 138
- content management systems (CMS), 146
- 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

Cunard, Alison, 192–194
 Cushing, Richard, 50

D

Dai, Guangrong, 87
 D'Angelo, Anthony J., 152
 Darden Graduate School of
 Business, 174
 data collection, 61–62
 DeFilippo, Dave, 199–201
 delivery, learning operation and,
 24, 139
 Deloitte Global Human Capital, 11
 DeMaria, Roseanna, 189–192
 DeMaria Group, 189
 design mind-set, 86
 development goals, 72–73
 “Did You Know; Shift Happens—
 Globalization; Information
 Age” (Fisch, McLeod), 84
 disciplines of learning
 organizations, Senge on,
 172–173
 domains, 80–81
 Doran, George T., 68
 Dow Jones Index, 12
 drone technology, 2–3
 Drucker, Peter, 154

E

Edmondson, Amy C., 1, 41
 Educational Testing Service
 (ETS), 210–215
Effective Learning Methods
 (Sarder), 102

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

F

Facebook, 4

Ferry Institute, 87

*Fifth Discipline: The Art & Practice
 of the Learning Organization,*
The (Senge), 14, 32, 167–174

Fisch, Karl, 84

Fitbit, 5–6

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
 Hess, Edward, 36, 42, 153, 161–162, 174–178
 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 Times/Kaiser Foundation/CBS News*, 152
- New York University, 189
- Noonan, Melissa, 78
- 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

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

Paulson, Henry, Jr. “Hank,”
183–184

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

T

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, 105–106training, learning *versus*, 175

transdisciplinarity, 86

transformation, learning as,

193

tuition assistance programs,

141–142

Tull, Michael, 127

Tuller, Rachel, 10

U

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

V

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

World Institute for Action

Learning, 178

Wurtzel, Alan, 2

Wurtzel, Sam, 2

Y

YouGov/*Huffington Post*, 149

Z

Zhiwen, Yu, 151