## Index

Abstract conceptualization (AC), 116 Corporate culture, 47, 48 Accelerated learning, 43 Corrective values, 53-54 Active experimentation (AE), 116 Cross-team learning, 41 Active learning, 146 Cultural capital, 22 Actual values, 53-54 Cultural knowledge Adult learning strategies, 42–43 learning, 77 Affective, tacit knowledge, 108 proficiency and progress, 73 Aspirational values, 54 Culture, 46 Assessment-centered environments, 81 body of knowledge, 46-48 Asynchronous group learning elements of, 48–50 environments, 105–106 Attitudes and behaviors Decision-making processes, 55 as capital, 14-15 Dependent learner, 120 learning, 75–76 Designs for learning, 63 proficiency and progress, 72–73 curriculum design strategies, Aural learning, 79 64-67 and environments, 63-64 framework for learning designs, Behavioral theories, 36, 37 Business-related learning, 144 67 - 68how we learning, 78–79 learner-centered design, 67 Cognitive theories, 35–36 Collective learning, 99, 126 traditional teacher, 64–67 Communicating learning strategy, 151 what we learning, 74–78 group learning and internal when we learning, 83–84 communications, 153–154 where we learning, 81–83 individual learning and learning who is learning, 72–74 socialization, 154 who is teaching, 80–81 learning organizations, 152–153 why we learning, 68-71 leveraging communication capabilities, 152 Ecological domain, 123 organizational learning and strategic Economy, 3-4 communications, 153 Elaboration Theory, 65–66 public relations communications. Emergent networks, 126 Emotions and individual learning, 122 152–153 Community-centered environments, 81 Entropy, 92 Concrete experience (CE), 116 Explicit knowledge, learning, 76 Constructivism, 67 Extrinsic factors, 121

Face-to-face learning methods, 147	Instructional system design model
Fashionable values, 54	(ISD model), 146
Feedback	Intellectual capital, 8, 9
culture, 121–122	Intelligent organizations, 91
environment, 121-122	Intentional informal learning, 83
and individual learning, 121–122	Inter-organizational group learning,
First principles of instruction, 65	112–113
Formal networks, 126	Interested learner, 120
Formal schooling, 81	Internal communications, 153–154
4C/ID Model, 66	Interpersonal learning (see Social
,	learning)
Group learning, 76, 103	Intrapersonal learning (see Solitary
environment, 104	learning)
and internal communications,	Intrinsic factors, 121
153–154	Intuitive, tacit knowledge, 108
Group level learning strategy, 143–144	Involved learner, 120
Group networks, 126	111,01,000 10011101, 120
	Joint learning (see Collective learning)
Human capital, 8-10, 39 (see also	<i>E</i> ( <i>(</i> ) <i>( (</i> ) <i>( ( (</i> ) <i>( (</i> ) <i>( ( ( ( ( ( ( ( ( (</i>
Knowledge capital)	Knowledge, 3
individual learning building,	gap, 139–141
124–125	knowledge-centered environments,
team or group learning builds,	80
106–109	transfer, 37–38
Human resource development	Knowledge capital, 4, 5, 39
(HRD), 138	designing new investments in, 28–29
Human resource management	economic properties and behaviors
(HRM), 137	of, 7
, , ,	intellectual capital, 8
Individual learning, 99, 115 (see also	primary factors of production, 7–8
Organizational learning;	tacit knowledge, 11–12
	14–15
	learning explicit knowledge in,
	17–19
	learning organizational culture in,
	22–23
Industrial economy, 4	nature of future, 4–6
Informal networks, 126	The state of the s
Informal self-directed learning, 82–83	skills and competencies, 12-14
Team learning) builds human capital, 124–125 builds procedural capital, 126 builds relational capital, 126–127 environments, 120–124 learning, 116 and learning socialization, 154 model, 117 self-directed learning, 119–120 styles, 117–119 Individual level learning strategy, 144 Industrial economy, 4 Informal networks, 126	types and attributes of, 8–9 Knowledge economy, 138 explicit knowledge and information, 17–19 learning and, 3–4 learning attitudes and behaviors in, 14–15 learning explicit knowledge in, 17–19 learning organizational culture in, 22–23 nature of future, 4–6 relational capital in, 26

Language and communication systems, 55–56	Organization-wide learning strategy,
Learner-centered design, 67	build learning capacity, 142–144
Learner-centered design, 67  Learner-centered environments, 80	learning culture, 135–136
Learning, 3, 33, 116	learning plans and activities,
artifacts, 57	141–142
behaviors, 55–57	learning strategies, 134, 136–141
characterizations, 33–35	scope and coverage of learning
explicit knowledge in knowledge	strategies, 144–148
economy, 17–19	visions of learning organization,
and knowledge economy, 3-4	134–135
organizations, 89, 90	Organizational context, 123
skills and competencies, 12–14	Organizational culture, 21–23, 46–47
and tacit knowledge, 11–12	123
theories and acquisition of	Organizational entropy, 91–93
knowledge capital, 38–41	Organizational learning, 89, 98–99
theories and knowledge capital,	(see also Individual
35–38	learning; Team learning)
types in workplace, 41–43	building capacity strategically,
values, 53–55	93–98
Learning cultures, 45	building learning capacity, 90
assumptions and beliefs about,	intelligent organizations, 91
50–53	learning partnership and
interplay of cultural elements,	sponsorship opportunities
57–58	96–97
Lifelong learning, 83	organizational entropy, 91–93
Lifewide learning, 82	and strategic communications,
Linguistic learning, 79	153
Logical–mathematical learning, 79	Organizational networks, 126
	Organizational socialization, 111
Market learning, 41	Organizational syntropy, 91
Maslow's hierarchy of needs, 69, 70	
Mental models, 116	Peer-to-peer learning, 126
Motivation in learning, 37	Peripheral values, 54
Multinational enterprises (MNE), 112	Personal learning environments
ividicinational enterprises (ivii (2), 112	(PLEs), 123
Network capital, 24	Personal networks, 126
Network and network relationships,	Personnel management methods, 9
25–26	Physical environment, 122
23–20	
01 1 : : 1 4	Physical learning, 79
Observe-assess-design-implement-	Pivotal values, 53–54
cycle model (OADI	Procedural capital, 19, 109–110
model), 116	examples, 20
Onion model, 118	group learning as driver of, 110
Operational resources, 5	individual learning builds, 126

Procedural knowledge, 19-21 Solitary learning, 79 learning, 76–77 Spatial learning, 78 proficiency and progress, 73 Spiritual tacit knowledge, 108-109 Proficiency, tacit knowledge, 72 Staged self-directed model Public relations communications, (SSDL), 120 152 - 153Strategic communications, 153 Strategic level learning strategy, 143 Structural capital, 8, 15-16, 39-40, Rapid instructional design (RID), 67 Reflective observation (RO), 116 109 - 110Relational capital, 8, 24, 40-41, Synchronous group learning environments, 105-106 110-113 Syntropy, 91 individual learning builds, 126–127 theme, 24 Relational knowledge Tacit knowledge, 11-12, 107, 108, 125 learning, 77-78 learning, 74–75 proficiency and progress, 73 proficiency, 72 Reputational capital, 24, 27 Team learning, 103 (see also Reputational knowledge Individual learning; as capital, 27-28 Organizational learning) learning, 78 builds human capital, 106-109 proficiency and progress, 74 builds procedural capital, 109-110 Return on Investment (ROI), 140 builds relational capital, 110–113 environments, 104-106 Self-directed learner, 120 Technology, learning and, 42 Theory of Component Display, 65 Self-directed learning, 119–120 Theory of deliberate practice, 34 Self-esteem, 71 Situated learning, 67 Transcendence, 71 Skills and competencies, 12–14 learning, 75 Umbrella concept of learning, 34 proficiency and progress, 72 Social belonging, 70-71 Verbal learning, 79 Social learning, 79 Visual learning, 78 Socialization of learning, 154 Soft skills, 71 Within-team learning, 41