

Appendix 1

SELF-ASSESSMENT: HOW FUTURE-PROOF ARE YOU?

THE PURPOSE OF THIS SELF-ASSESSMENT is to help you identify your current response pattern to the everyday challenges you face at work. For most people, their orientation toward work is based on the Standard Model of Work (SMW), which follows a superficial interpretation of the definition of success on the job. This approach fails to recognize the importance of understanding your “job-within-the-job,” and the myriad challenges from the hidden curriculum of work that reduce learning and performance and erode the quality of your working life.

INSTRUCTIONS

Read each statement below and consider each of the three possible responses. Circle the response that most closely matches your preference. While you may or may not have experienced similar scenarios directly, imagine that you are personally facing the circumstance and choose the response and course of action that you would most likely take. Once you answer all of the questions, add the total numerical score and record your number in the *Total Box* below. To interpret your score, find the corresponding range that matches your number in the *Profile Descriptions* at the conclusion of the assessment.

SELF-ASSESSMENT QUESTIONS

QUESTION ONE

It is 9:15 am and you are just getting into the rhythm of your day. Your phone rings, and on the other end of the line one of your colleagues unexpectedly asks you to attend a meeting that starts in just 45 minutes. Although you respect this

colleague and ideally would like to support her, you had plans for your morning and are getting closer to a few deadlines with your own priorities. How would you respond to the meeting invitation?

1. Stick to my existing plan and graciously say “no.”
2. Let my colleague know that I will attend the meeting and offer input if I can, but clearly set a boundary that I will not be able stay longer than one hour because of my own priorities and timelines.
3. Ask a few questions about the anticipated goals and importance of the meeting. Then, quickly evaluate whether my vital purpose and value-added contributions could positively impact the outcome of the meeting and make a decision based on that.

QUESTION TWO

You have just returned to your desk after another frustrating interaction with a colleague. Rather than communicating clearly about the project, it seems like you keep butting heads and getting in each other’s way. As you mentally review what just happened and try to decompress from the difficult conversation, you conclude that:

1. You and your colleague will just not get along, so it is best to try to work around them.
2. Collaboration is an important factor in team success, so you will just have to keep trying to get through to them, no matter what it takes.
3. You focus your attention on where the specific breakdown in communication shows up. Using tools to understand the problem, you make an effort to get to the root cause of the issue so that the frustrating experience does not escalate or diminish your performance.

QUESTION THREE

Your annual review comes up and your boss has asked you to complete a self-assessment in advance of your performance evaluation. She has given you a copy of your job description and asked you to indicate “successes” and “challenges” from the last year. As you complete the self-assessment portion, you write down:

1. The list of last year’s “successes” and “challenges” that correspond to your primary tasks and activities.

2. The list of last year's "successes" and "challenges" that correspond to your tasks and activities, as well as requests for support in areas that you would like to grow.
3. A statement that summarizes your overall effort to deliver your vital purpose and value-added contributions over the last year, including specific examples (both reflected in the job description and beyond the job description) of your impacts on the team through those efforts. In addition, you draft a list of the ongoing challenges that prevent your best work, including suggested action steps you would like to pursue with your manager's support.

QUESTION FOUR

You are accountable for responding to potential customers via e-mail who have downloaded a free information guide on your company's website. When you were trained to do this follow-up, you were given specific expectations and scripts to use. For the last three months you have faithfully completed the task according to these guidelines; however, you recently noticed that the outcomes of your efforts have been inconsistent. Recognizing that the inconsistency is due to a lack of customization, you conclude that there is a more effective way to respond to these potential customers. You decide to:

1. Wait and see if your manager asks for input.
2. Look for an opening to proactively bring up the idea at a future staff meeting.
3. Take initiative to understand and describe the precise opportunity, including the steps that would be necessary to implement the change. You mock up a sample of the alternative response using an actual case in order to demonstrate the potential effectiveness of the innovative approach. Then, you schedule a meeting with the decision makers to gather their input and get potential buy-in for the change.

QUESTION FIVE

You have been "stuck in a rut" for the last six months and are starting to consider a job change. You like your company, but lately you have been feeling underchallenged and undervalued for your potential. You decide to:

1. Immediately start putting feelers out.

2. Share your thoughts with your manager to see if they can address your concerns.
3. Consider the options of starting a job search and speaking with your manager, but start with an exploration of your hidden curriculum of work. Knowing that you are the single most significant influence on the quality of your working life, you honestly assess gaps between your purpose and contributions and your everyday experience. You also look for hidden challenges that may be eroding your motivation to stay engaged. If this evaluation confirms that you are not in a place to get back on track and ultimately achieve the working life you want, you then exercise your other options with a clear reason for the change.

QUESTION SIX

You have worked at your company for two years. Initially, one of your favorite things about working there was the fact that people were professional and polite to one another. Over time, however, you have come to realize that what you once considered “politeness” is actually an avoidance of important issues and concerns. You are not a vocal person, nor are you a formal leader in the company. Considering these facts, you decide to:

1. Live with the situation and hope that it will change in the future.
2. Decide to go out of your comfort zone and speak up the next time you feel strongly about an issue.
3. Recognize that great work cannot be accomplished without open communication, and then seek an opportunity to discuss ways to facilitate better exchanges of viewpoints with open-minded leaders. And, without making things personal, draw the pattern of interaction that prevents effective communication in order to highlight its damaging impacts on information sharing, decision making, and trust building.

QUESTION SEVEN

The senior vice president of your division announces a major strategy change at an all-hands staff meeting. The change is a big surprise to most people, and the related shift in priorities likely means that several of the projects you have been working on will be overhauled or abandoned. Your initial reaction to the announcement is:

1. Frustration from being blindsided by the change.
2. Uncertainty about the future, but you make an effort to roll with the change.
3. Understanding that continuous change is hard, but inevitable, and that these unexpected shifts are sometimes out of your control. Then, assessing the specific implications of the announcement on your workload, you look for specific ways to contribute to the goals of the new strategy while preparing to advocate for what you believe is important to continue.

QUESTION EIGHT

Your organization has faced a series of steep financial hurdles, and the CEO just announced a hiring freeze, wage freeze, and cut to the health benefits that employees receive. After hearing this news, you decide to:

1. Coast in your duties because you feel that you are being treated unfairly.
2. Seriously consider your future with the company, including whether you can stay in light of the recent cutbacks.
3. Recognize that now, more than ever, the organization requires outstanding performance from all team members. Spend time assessing the vital purpose and value-added contributions that you can make to ensure that the organization is getting your best. Make an effort to work with others to identify and resolve hidden challenges that may be preventing consistent and effective performance across the organization. And, in addition to these efforts, assess your career goals and the impact of these cutbacks on the quality of your working life to honestly evaluate your future at the organization.

SCORING THE ASSESSMENT

In the box below, write your total score by counting up the numerical value of your combined responses. For example if you circled #2 in all eight of the questions, your total score would be 16.

Total Score: _____		
A total score of <u>8-12</u> <i>“Sinking in the SMW”</i>	A total score of <u>13-16</u> <i>“Treading Water in the HCW”</i>	A total score of <u>17-24</u> <i>“Navigating the HCW”</i>

HOW FUTURE-PROOF ARE YOU?: PROFILE DESCRIPTIONS

Your capacity to shift from the SMW and recognize your hidden curriculum of work is reflected in your responses to this self-assessment exercise. The following interpretation of your score provides a starting place for action. While these are general descriptions, they do include specific recommendations for next steps that you can take to more effectively respond to the true demands of your work.

- A score of 8–12 = ***Sinking in the SMW***
 - *Sinking means that you are overmatched by the hidden side of work, which keeps you in constant “catch-up mode” and feeling like you are literally “going under water” or near the point of burnout.*
 - If you are in this state of crisis, take immediate action with the following steps:
 1. Complete the Six-Question Matrix to identify your “job-within-the-job;”
 2. Take the BLPA to identify the barriers to learning and performance that prevent your best work;
 3. Make Nav-Maps for the top two barriers in order to develop positive, forward-looking action plans that will empower you to get ahead of the daily demands of your work; and
 4. Following this concentrated effort, make your Future-Proof Plan to create a clearer vision about the fundamental changes you want to make to get your career on the trajectory you want.
- A score of 13–16 = ***Treading Water in the HCW***
 - *Treading Water means you are consistently overmatched by the hidden side of work, which requires a continuous struggle to keep enough resources and energy available to prevent sinking. At certain times you may feel like you catch your breath and start to move forward, but these bursts are short-lived, and when the next wave of challenges arrives you lack the stamina and direction to keep your eyes on the horizon.*
 - If you are in this state of potential risk, take immediate action with the following steps:
 1. Complete the Six-Question Matrix to identify your “job-within-the-job;”

2. Take the BLPA to identify the barriers to learning and performance that prevent your best work;
 3. Make Nav-Maps for the top two barriers in order to develop positive, forward-looking action plans that will empower you to get ahead of the daily demands of your work; and
 4. Following this concentrated effort, make your Future-Proof Plan to create a clearer vision about the fundamental changes you want to make to get your career on the trajectory you want.
- A score of 17–24 = ***Navigating the HCW***
 - *Navigating means you see and are actively engaged in meeting the hidden curriculum of work. You may still have some bad days, but overall you are aware of your vital purpose and are able to deliver your value-added contributions amidst the changing demands of your work. Being in tune with the hidden curriculum of work, including the real-time challenges and opportunities that it brings your way, enables you to actively shape the quality of your working life. You are on your path to getting Future-Proofed!*
 - If you are in this state of positive movement, take immediate action with the following steps:
 1. Refine your Six-Question Matrix to affirm your “job-within-the-job” and create additional challenges for yourself to contribute a more diverse range of value-added contributions;
 2. Scan your world of work for the most subtle challenges (that have eluded you to this point) and make Nav-Maps for these barriers to develop positive, forward-looking action plans that empower you to get ahead of the daily demands of your work;
 3. Fine-tune your Future-Proof Plan to stay on your positive climb and to seek ways to accelerate the progress that will move you toward your goals; and
 4. Look for opportunities to give someone else a leg up and teach them how to more effectively see and navigate their hidden curriculum of work.

If you are “Sinking” or “Treading Water,” do not worry. To uncover your hidden path to success at work you will need to understand and practice the

tools of *Beyond the Job Description*. Once you gain confidence applying these tools you will be able to identify and transform barriers into opportunities for improved learning and performance and make intentional adjustments in your attitude, knowledge, skills, and abilities to stay ahead of the change curve and remain relevant at work.

Appendix 2

THE 40-STATEMENT BLPA

THE BARRIERS TO LEARNING AND Performance Assessment (BLPA) is a high-throughput instrument that enables comparative exploration and parallel analysis of barriers to learning and performance experienced by individuals and teams. The BLPA consists of a series of statements that reflect the most commonly experienced barriers to workplace learning and performance that often go unidentified within the hidden curriculum of work. The instrument was validated through rigorous research and practice.

The 10-question short version was included in chapter 6 and the full 40-question BLPA is included here. Overall, the tool can be used to assist individuals and teams to: (A) Engage stakeholders in a constructive process to explore issues of concern; (B) Integrate a diversity of viewpoints across various levels of the organization; (C) Identify and validate factors that are the causes of learning and performance gaps; (D) Reveal complex interrelationships and unexpected connections between people and issues; (E) Create deeper knowledge and awareness of isolated and shared experiences in the workplace; and (F) Leverage the specific identification of barriers to workplace learning and performance to design solutions.

Specifically, the BLPA is intended for individual users, professional development support personnel (i.e., human resources professionals, consultants, coaches, etc.), and managers who require workplace learning and performance tools to increase the performance of their teams. The administration of the assessment can be completed by, among others:

- Individuals who are required to identify and resolve their ongoing challenges with learning and performance in order to stand out and stay ahead of the change curve;

- Emerging and established managers who are responsible for managing people and utilizing the human capital within their teams for continuously improving results;
- Human resource professionals and training and development specialists within organizations who provide their constituents with easy-to-use tools for professional development, leadership growth, and team effectiveness; and
- Internally facing and externally facing consultants (organization development, facilitators, coaches, mediators, etc.) who invest in knowledge, practical tools, and professional development resources that they can immediately apply with their clients in the pursuit of improved learning and performance.

THE STATEMENTS

The BLPA is made up of 40 statements that were refined through research and practice.¹ The statements are based on the sequential and mutually reinforcing relationships identified among seven interrelated dimensions of barriers. More than simple categories, each of the seven dimensions was carefully developed through a Q-Method study that used factor analysis to discern the most common and high-impact barriers experienced in the workplace. The framework is presented in Figure A2.1. Within the image, the relationships and influences

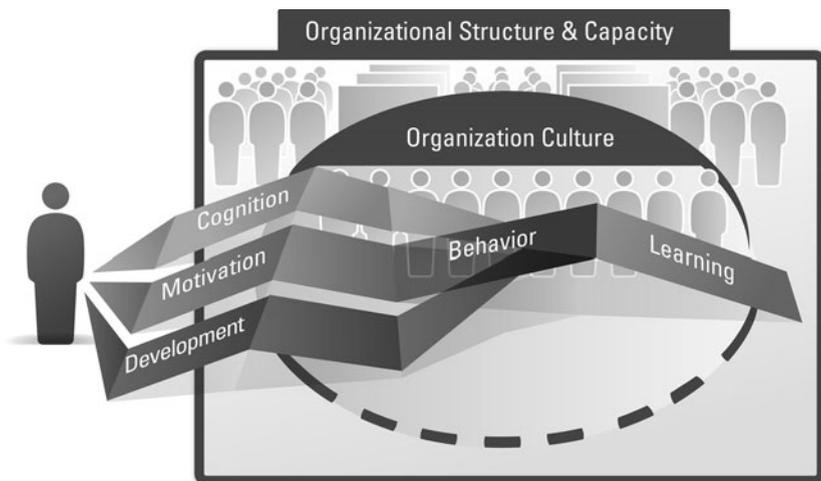


Figure A2.1 Framework of Barriers to Learning and Performance

among each of the seven dimensions are indicated by the specific orientation and placement of each component.

While it is not essential that the category of each barrier is identified, it can be useful to understand the interrelationships between barriers and their corresponding dimension. The BLPA allows the user to rank the frequency and impact of their experience with the 40 sample barriers that reflect the combination of these seven dimensions. Each dimension is abbreviated based on its corresponding acronym (i.e., Organization Culture barriers are referenced as “OC,” Behavior barriers are “B,” Learning barriers are “L,” Cognition barriers are “C,” Motivation barriers are “M,” Organizational Structure and Capacity barriers are “OSC,” and Development barriers are “D.”).

BLPA INSTRUCTIONS

Thank you for agreeing to complete this brief assessment. It will take approximately 15–20 minutes to complete. Please read each statement and then rank it according to “frequency” and “impact” with a 1, 2, 3 or 4, depending upon how often you observe the specific barrier during your experience in the workplace and how impactful it is when experienced.

SCORING THE ASSESSMENT

To score the assessment, identify the barriers that have a combined score of between six and eight. A score of six, seven, or eight reflects a barrier that is “often” or “frequently” experienced, and when it is experienced, the impact is “obvious and challenging” or “unavoidable and destructive.” Using the scoring box below, transfer the names of each barrier into the corresponding dimension. Once the assessment is completed and scored, you have a set of data points to create a “map” of your barriers as seen in Figure Appendix 2.2

DIMENSIONS OF BARRIERS

Total Rank:	OC	B	L	M	C	OSC	D

Although the specific barriers may seem convoluted and largely unrelated at first, plotting them within the framework of barriers establishes a dynamic

Table A2.1 The 40-Statement BLPA

<i>Frequency Ratings</i>	<i>Impact Ratings</i>
<p>1 = I Rarely experience this barrier in the workplace.</p> <p>2 = I <i>Sometimes</i> experience this barrier in the workplace.</p> <p>3 = I <i>Often</i> experience this barrier in the workplace.</p> <p>4 = I <i>Frequently</i> experience this barrier in the workplace.</p>	<p>1 = When I experience this barrier the impact is <i>insignificant and negligible</i>.</p> <p>2 = When I experience this barrier the impact is noticeable and bothersome.</p> <p>3 = When I experience this barrier the impact is obvious and challenging.</p> <p>4 = When I experience this barrier the impact is unavoidable and destructive.</p>

<i>Description of Learning & Performance Barriers</i>	<i>Frequency</i>	<i>Impact</i>	<i>(Mapping)</i>
1. Absence of dialogue and limited expression of diverse viewpoints	1 2 3 4	1 2 3 4	OC
2. Accomplishing lesser priorities well while failing to focus on top goals	1 2 3 4	1 2 3 4	B
3. Lack of reflection and learning from past successes and failures	1 2 3 4	1 2 3 4	D
4. Adopting novel, popular learning solutions that do not address relevant needs	1 2 3 4	1 2 3 4	L
5. An organizational culture in which individuals experience fear and distrust	1 2 3 4	1 2 3 4	OC
6. Inability/unwillingness to adapt to fast-changing, complex, or uncertain conditions	1 2 3 4	1 2 3 4	OSC
7. Anxiety, distraction, or avoidance due to communication and information overload	1 2 3 4	1 2 3 4	M
8. Attempting to implement new behaviors without changing the old system	1 2 3 4	1 2 3 4	B
9. Attributing successes to one's own abilities/efforts while blaming failures on others	1 2 3 4	1 2 3 4	C
10. Addressing only superficial issues without solving root causes problems	1 2 3 4	1 2 3 4	L
11. An organizational culture that enables polarized views and split alliances	1 2 3 4	1 2 3 4	OC

Continued

Table A2.1 Continued

<i>Description of Learning & Performance Barriers</i>	<i>Frequency</i>	<i>Impact</i>	<i>(Mapping)</i>
12. Competitive culture that promotes individual winners, not team success	1 2 3 4	1 2 3 4	OC
13. Covert/overt bullying, threatening, and sabotaging behaviors	1 2 3 4	1 2 3 4	B
14. Deflecting criticism, scapegoating, and blaming others without accountability	1 2 3 4	1 2 3 4	B
15. Emotional, confrontational, reactive, or personality-driven patterns of behavior	1 2 3 4	1 2 3 4	B
16. Failing to change due to a victim mentality or belief that things should be different	1 2 3 4	1 2 3 4	C
17. Failing to relate new ideas and learning outcomes to on-the-job practice	1 2 3 4	1 2 3 4	L
18. Failure to follow through and commit to action	1 2 3 4	1 2 3 4	B
19. Faulty assumptions that lead to inaccurate or unproductive outcomes	1 2 3 4	1 2 3 4	C
20. Greater challenges than available energy/resources to meet them	1 2 3 4	1 2 3 4	D
21. Inability to change mental models that drive patterns of ineffective behaviors	1 2 3 4	1 2 3 4	C
22. Inability to let go of past ways of thinking or acting	1 2 3 4	1 2 3 4	D
23. Inability to successfully cope with or bounce back from adversity	1 2 3 4	1 2 3 4	D
24. Ineffective decision-making processes	1 2 3 4	1 2 3 4	C
25. Ineffective patterns and styles of communication	1 2 3 4	1 2 3 4	B
26. Inflexible expectations that do not encourage innovation or accept mistakes	1 2 3 4	1 2 3 4	OC
27. Limited expectations about what is possible leading to limited results	1 2 3 4	1 2 3 4	C

Continued

Table A2.1 Continued

<i>Description of Learning & Performance Barriers</i>	<i>Frequency</i>	<i>Impact</i>	<i>(Mapping)</i>
28. Seeing only what reinforces one's existing beliefs	1 2 3 4	1 2 3 4	D
29. Insufficient extrinsic motivation (such as compensation, recognition, other incentives)	1 2 3 4	1 2 3 4	M
30. Insufficient intrinsic motivation to learn and change	1 2 3 4	1 2 3 4	M
31. Organizational functions are separated making communication/collaboration hard	1 2 3 4	1 2 3 4	OSC
32. Pressure to think and act in the same way, resulting in groupthink	1 2 3 4	1 2 3 4	OC
33. Priorities, resources, and people are not aligned	1 2 3 4	1 2 3 4	OSC
34. Setting low expectations to avoid failure and preserve a sense of competence	1 2 3 4	1 2 3 4	D
35. Settling for known solutions that have worked in the past	1 2 3 4	1 2 3 4	L
36. Suppressing failures and ignoring mistakes	1 2 3 4	1 2 3 4	L
37. The presence of unresolved conflict that reduces communication/collaboration	1 2 3 4	1 2 3 4	B
38. Too many changes over a short period of time leading to fatigue and resistance	1 2 3 4	1 2 3 4	B
39. Too much complacency and not enough urgency to make necessary change	1 2 3 4	1 2 3 4	D
40. Treating all goals and outcomes the same and missing critical priorities	1 2 3 4	1 2 3 4	B

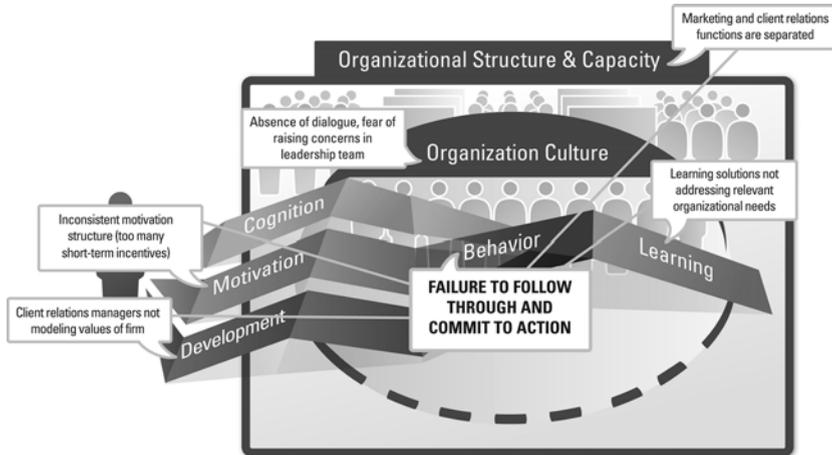


Figure A2.2 Example of Mapping Barriers from the BLPA

“ecosystem view” of the most prominent barriers identified through the assessment. The image in Figure A2.2 provides an example of plotting the results of a BLPA on the conceptual framework. In this case, a team of four colleagues was able to observe the interconnectedness and predictive relationships between their learning and performance issues.

In the image, each box represents a different vantage point, or unique perspective, concerning the specific barrier(s) to workplace learning and performance they experienced. The only barriers that were mapped were those that scored a combined *frequency/impact* score of six or more. By using the assessment tool it allowed the individual members of the team to discover their own perspectives on the shared issues of the team and it gave them an objective language to openly discuss them without finger pointing or personalizing the nature of the challenges. Once this integrated picture emerged for the team, the Nav-Map making process was available to seek specific resolution of the core barriers in a comprehensive manner.

Appendix 3

THE STORY AND SCIENCE BEHIND THE HIDDEN CURRICULUM OF WORK

BEYOND THE JOB DESCRIPTION IS the culmination of more than a decade of research and practice. The cornerstone of this work is the insight that there is a *hidden curriculum of work*, which includes a variety of often unseen challenges that threaten on-going learning and performance for organizations, teams, and their leaders. This is the story of how the effort to define and expose the hidden curriculum of work resulted in the publication of this book.¹

After working in professional roles as a mediator, facilitator, executive coach, organization development consultant, and internally facing executive for human resources, leadership, and organization development functions, I became increasingly frustrated by the lack of a comprehensive model that could identify and resolve the everyday performance challenges my clients called me in to help “fix.” From a practical standpoint, I saw my clients from multiple industries facing the same kinds of recurring problems. From breakdowns in communication to loss of trust and ineffective responses to change, these problems were often felt in the form of presenting headaches and challenges, while the underlying issues remained hidden and left to fester.

Rather than off-the-shelf solutions that met some of the issues, but failed to get to the true root causes of the breakdowns, I needed a framework and set of tools that I could share with individuals and teams that would help them connect-the-dots and identify the intertwined, systemic barriers they experienced. And, I wanted them to be able to continue the learning and performance gains on their own after the consulting and coaching engagements ended. Seeing no

available tools and resources that could reliably assist with the identification and resolution of barriers, I channeled my frustrations into academic research that resulted in a PhD for me and what is now the set of resources I refer to as *tools for navigating the hidden curriculum of work*.

THE GROUNDBREAKING STUDY

The science behind the hidden curriculum of work emerged in my doctoral research study, which included the largest literature review of its kind. After completing the literature review, I aggregated a vast inventory of barriers to workplace learning and performance. For organizational purposes, I created a list of a priori categories as a way to initially categorize the identified barriers. This data set represented more than 200 of the most common barriers to learning and performance that were identified and categorized from multiple domains of research and practice, including adult learning and development, management, organizational behavior, developmental psychology (also known as human development), educational psychology, and more.

Drawing on this inventory of issues, the next phase involved the creation of a conceptual framework to link these interconnected barriers. The methodology used for this was the Q-Method, which is a hybrid qualitative-quantitative research method that provides a structured means to explore a given topic of concern by allowing patterns of subjective meaning to emerge from participants' thoughts, beliefs, and perspectives. For the study I developed a Q-Sort assessment tool that was used to explore a wide range of individual experiences with the phenomenon of barriers to workplace learning and performance. (This tool eventually became the BLPA.) Overall, the process validated the most common barriers and provided a new vocabulary to begin mapping what I named "the hidden curriculum of work."

The participants in the study were all experienced professionals from fields such as conflict resolution, management consulting, leadership development, and executive coaching. In addition to substantive interviews about their real-world experience identifying and addressing issues related to learning and performance, the participants sorted the 62 Q-Statements in a way that revealed connections between barriers with regards to impact and frequency of experience. Data gathered during these interviews and Q-Sort activities was subsequently used to refine the conceptual framework and draw conclusions regarding the nature of the phenomenon.

The results of my research confirmed seven categories or dimensions of barriers that sufficiently captured the range of experience with learning and performance gaps. Across these seven dimensions there are distinct barriers that sufficiently explain the most prominent experiences with barriers to workplace learning and performance. In an effort to summarize these results, brief description of each dimension and three exemplary barriers are presented in Tables A3.1–A3.7.

After completing the analysis of these dimensions in light of the remaining research data, I developed a model that presents a more accurate framework to understand barriers to workplace learning and performance. The revised and expanded framework, presented below in Figure A3.1, is based on the sequential and influential relationships identified among the various dimensions. Within the image, the relationships and influences among each of the

Table A3.1 Organizational Structure and Capacity Barriers

DIMENSION #1	ORGANIZATIONAL STRUCTURE & CAPACITY BARRIERS	
DESCRIPTION	DEFINING CHARACTERISTICS	EXAMPLE BARRIERS
Organizational Structure and Capacity Barriers refer to the strategic and operational levers and drivers inherent in the organizational system, including specific limitations related to the organization’s structure and capacity, such as the organization’s central values and practices concerning learning, its access to and allocation of resources, and its ability to innovate.	<ul style="list-style-type: none"> • The organization’s responsiveness to internal and external changes; • Engagement levels of the workforce; • The integration of human capital; and • The ability to identify and execute on internal learning and performance needs. 	Inability or unwillingness to adapt to fast changing, complex, or uncertain conditions. Organizational functions are separated, making communication, decision making and transfer of learning unsuccessful. Overly formal and bureaucratic or excessively informal and decentralized organizational structures that do not support learning and performance initiatives.

Table A3.2 Organization Culture Barriers

DIMENSION #2	ORGANIZATION CULTURE BARRIERS	
DESCRIPTION	DEFINING CHARACTERISTICS	EXAMPLE BARRIERS
<p>Organization Culture Barriers reference a wide variety of cultural facets that emerge within the life span of the organization.</p>	<ul style="list-style-type: none"> • The collective attitudes and established norms; • The written and unwritten rules that influence behavior; • The inclusiveness of diversity; and • The tolerance toward risk and innovation. 	<p>Absence of dialogue and limited expression of diverse viewpoints. An organizational culture that enables polarized views and split alliances.</p> <p>Too many changes over a short period of time, leading to fatigue and resistance to essential changes.</p>

Table A3.3 Cognition Barriers

DIMENSION #3	COGNITION BARRIERS	
DESCRIPTION	DEFINING CHARACTERISTICS	EXAMPLE BARRIERS
<p>Cognition Barriers are concerned with a variety of inner thinking and processing dynamics.</p>	<ul style="list-style-type: none"> • The individuals' perceptual processes; • Problem-solving abilities and reasoning abilities; • The mental models and conceptual frameworks that influence their attitudes, decisions; and • Behaviors, as well as their beliefs about the organization. 	<p>Faulty assumptions that lead to inaccurate or unproductive outcomes.</p> <p>Inability to consistently identify, synthesize, conceptualize, and integrate ambiguous, contradictory, or shifting information.</p> <p>Inability to let go of past ways of thinking or acting.</p>

Table A3.4 Motivation Barriers

DIMENSION #4	MOTIVATION BARRIERS	
DESCRIPTION	DEFINING CHARACTERISTICS	EXAMPLE BARRIERS
<p>Motivation Barriers refer to the barriers that affect how and why a person learns at a given level.</p>	<ul style="list-style-type: none"> • Intrinsic and extrinsic forms of individual motivation; • Perspectives or opinions held toward a particular person or issue; • Emotional states or moods such as anxiety, complacency, urgency, indifference, or excitement; and • Self-labels concerning identity. 	<p>Minimal intrinsic motivation to learn and change. Negative, cynical, indifferent, or resistant attitude toward learning and performance activities. Too much complacency and not enough urgency to make necessary change.</p>

Table A3.5 Development Barriers

DIMENSION #5	DEVELOPMENT BARRIERS	
DESCRIPTION	DEFINING CHARACTERISTICS	EXAMPLE BARRIERS
<p>Development Barriers refer to issues related to the current state and capacity for transitioning through stages of developing.</p>	<ul style="list-style-type: none"> • Individual levels of emotional intelligence; • Capacity for advanced conceptual understanding; • Critical thinking, reflection, and problem-solving capability and the ability to utilize language for conceptualizing and communicating complex ideas; and • Knowledge and articulation of personal values. 	<p>Inability to successfully cope with or bounce back from adversity. Lack of reflection and learning from past successes and failures. Poor self-awareness and self-management.</p>

Table A3.6 Behavior Barriers

DIMENSION #6	BEHAVIOR BARRIERS	
DESCRIPTION	DEFINING CHARACTERISTICS	EXAMPLE BARRIERS
<p>Behavior Barriers include myriad uses of discretionary energy that individuals put toward organizational tasks and activities through the course of their work. Specifically, behavioral barriers comprise larger categories of actions.</p>	<ul style="list-style-type: none"> • Communication; • Problem solving; • Decision making; and • Time and priority management. 	<p>The presence of unresolved conflict that reduces effective communication and collaboration. Suppressing failures and ignoring mistakes. Attempting to implement new behaviors and practices without changing the system that keeps old behaviors in place.</p>

Table A3.7 Learning Barriers

DIMENSION #7	LEARNING BARRIERS	
DESCRIPTION	DEFINING CHARACTERISTICS	EXAMPLE BARRIERS
<p>Learning Barriers include a range of individual, team, and organization-wide factors that impact the learning process in some way.</p>	<ul style="list-style-type: none"> • Accountability for learning outcomes; • Alignment between learning objectives and organizational needs; • Buy-in and investment of the learner; and • The appropriateness of the timing and setting of learning. 	<p>Treating all goals and outcomes the same thus diverting energy and attention from the most critical priorities. Greater challenges and demands than available energy and resources to address them. Learning objectives and activities that address only symptoms but not underlying causes of problems.</p>

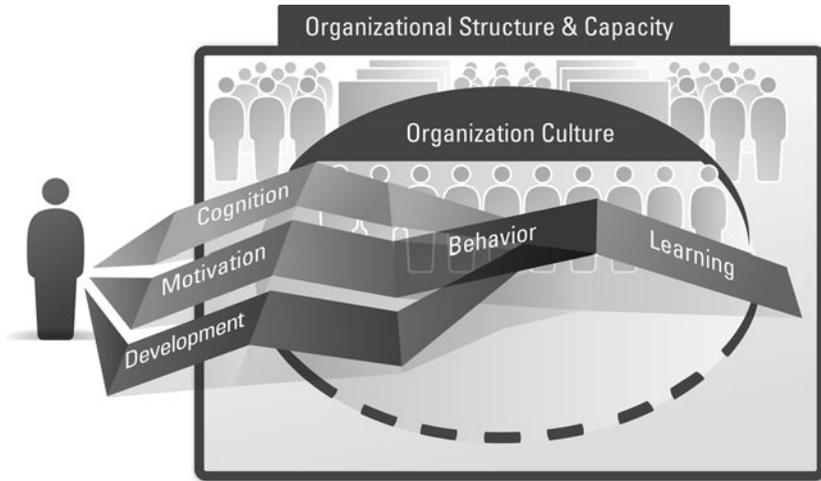


Figure A3.1 Conceptual Framework of Barriers to Workplace Learning and Performance

seven dimensions are indicated by the specific orientation and placement of each component.

Within the framework you can see the individual and collective come together. The micro experiences of individuals merge with the macro experiences of the team and larger organization. Individual roles, choices, and decisions impact the outer levels of culture and organizational system. Likewise, the organization itself is a generative environment that informs and influences individuals and teams based on its parameters. The spatial relationship among these seven dimensions offers a meaningful way to conceptualize the myriad examples of barriers that they represent. Specifically, the organization structure and capacity barriers act as an all-encompassing boundary that sets the physical parameters for all of the others. The inner macro-level dimension—organization culture barriers—is directly influenced by the organization structure and capacity while it also influences all of the other dimensions of barriers.

The three dimensions on the left—cognitive, motivation, and developmental barriers—exist both inside and outside of the boundaries of the organization. This placement represents the preexisting experiences that individuals contribute to their organizational system. Inside the culture of the organization, these three categories directionally influence behavior barriers which, in turn, directly influence learning barriers. The dimension of learning barriers is intentionally spaced to overlap the macro dimensions of cultural and structural

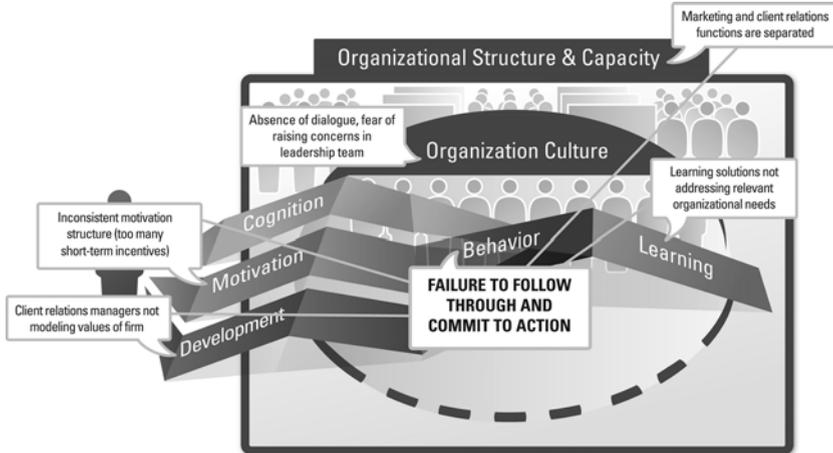


Figure A3.2 Example of a Team's Barriers Plotted in the Framework

barriers. This arrangement suggests that learning both impacts and is impacted by these two macro dimensions.

Utilizing this systemic framework as point of reference can provide a clearer lens through which barriers to workplace learning and performance can be observed and understood within a larger context of other related barriers. Once we see and learn from the relationships between and among barriers, we understand what is possible as it relates to intervention. Figure A3.2 includes an example of a team that assessed their core barriers and subsequently plotted them within the framework. Even without knowing any of the specific background of the team's challenges, seeing barriers within the relevant dimensions already facilitates the path toward resolution:

LIMITS IN THE RESEARCH

It should be noted that I limited my research of barriers in several specific ways. In essence, my investigation of barriers to workplace learning and performance did not include any of the following examples of external barriers: Deficits or significant weakness in cognitive functioning (e.g., a learning disability); Barriers stemming from general mental health issues and diagnosed or undiagnosed psychoses; Capability gaps due to physical limitations or disabilities, decrements of aging, or injuries; and Physical (e.g., the space is too small, time is too short) and institutional barriers (racism, social inequality, etc.), which may indeed adversely impact learning and performance but were not relevant to the research study.

FROM RESEARCH, TO PRACTICE, TO THE BOOK

In the months and years following the initial study, I designed, tested, and refined the resources, tools, and guided coaching methods that rest on the foundation of the research. The original Q-Method Study was converted to the BLPA, which is included in Appendix 2. And the conceptual framework of barriers ultimately resulted in the Nav-Map process, which draws on the concept of Constellations of Barriers, Varying Perspectives of Barriers (VPB), and Trip-Wire Patterns that sustain the effects of barriers.

Overall, the use of these tools and practices with leaders and their teams has resulted in a range of versatile methods for teaching people to accelerate their own learning and performance through a comprehensive, systemic approach to exploring and navigating the hidden curriculum of work. The results have demonstrated the effectiveness of the tools and the potential to create lasting change.

As it relates to creating change in behavior and performance, all of the associated tools and methods of *Beyond the Job Description* reflect a baseline of *knowledge for action*.² This means that one of the fundamental aims of this work is to contribute useful knowledge that can be used to solve people's pressing problems at work in such a way that increases individual, team, and organizational learning and performance.³ To deliver on this aim, the book rests on integrated theories of change and action.

A *theory of change* identifies the various processes through which a given change is expected to occur. A *theory of action* maps out the specific ways in which that theory of change, including the individual and organizational roles with respect to achieving that change, will occur. Both of these are explained here, beginning first with the *theory of action* that is embedded within *Beyond the Job Description*:

- The widely accepted Standard Model of Work (SMW) suggests that work is broadly understood and communicated to employees via their job descriptions for the positions they were hired to fill;
- This superficial interpretation of work leads to three common misperceptions, including:
 1. A person's job description is the primary source for information and direction about what they should do to perform effectively;
 2. The tasks and activities it reflects represent an accurate set of indicators about the most important success factors for the role; and

3. If a person fulfills the duties outlined on their job description consistently they will succeed at work in the short and long term.
 - The changing nature of work, including the increasing demands on employees to stay vital, improve their own learning and development, and remain competitive in the job market challenges these beliefs and the relevance of the SMW;
 - The new reality of work requires a different perspective for employees to succeed, including an understanding that:
 1. You were hired to fill a job, but it also came with a second “job-within-the-job” that nobody told you about;
 2. These two jobs, combined with the need to stay ahead of the change curve and add increasing value to your organization, represent your hidden curriculum of work;
 3. Everyone confronts their own hidden curriculum of work and nobody is immune from its challenges and demands; and
 4. The people who succeed in their careers over the long-term will be those who develop a specific set of skills to reveal their hidden challenges of work and transform them into opportunities to boost their learning and performance and add increasing value to their organizations beyond their job descriptions.

With this theory of action as a foundation, the theory of change reflected in *Breakthrough Performance* involves a set of assumptions and beliefs that have been confirmed through research, practice, and careful observation in the workplace. It includes an inherent assumption that *identifying and potentially reducing barriers may directly or indirectly improve the probability of successful workplace learning and performance*. The primary foundation of this assumption comes from Kurt Lewin, the father of organization development, and his groundbreaking ideas on change management described as “force-field analysis.”

In force-field analysis, one can either reduce the strength of the forces opposing a desired change (e.g. barriers), or can increase the forces driving the change. However, rather than framing the potential for change as an “either/or” (i.e., either reduce the roadblocks, or increase the resources and supports) *Beyond the Job Description* offers a “both/and” by simultaneously moving in both of these directions. The R-I-T-E Model resolves barriers (reduces

challenges) while also enhancing the capacity for on-going learning and performance (increasing resources). Moving beyond the concept of force-field analysis, several additional factors reflected in this theory of change include the following:

1. In the course of every day work-life, everyone experiences barriers to their learning and performance (they may refer to them with different names and experience different effects depending on their role, tenure, perspective, and power in the workplace);
2. Certain barriers to workplace learning and performance predictably surface at various stages of organizational life (i.e., when a person is new to an organization or work team, when an individual has been entrenched in workplace culture for a long period of time etc.);
3. What is perceived as a “barrier” by one person may actually be an “opportunity” to another person depending upon one’s experience. Therefore, at a certain level, the very notion of barriers to workplace learning and performance is socially constructed and deeply subjective; and
4. Reducing core barriers and associated gaps leads to improved learning and performance.

Taken together, the related theory of change and theory of action described above complete the foundational assumptions of *Beyond the Job Description*. Despite the rich foundation of research and practice, the reality is that the story and science behind the hidden curriculum of work is still being written and will evolve along with the changing nature of work and on-going challenges that individuals, leaders, and their teams must confront.

Appendix 4

ADDITIONAL RESOURCES TO NAVIGATE THE HIDDEN CURRICULUM OF WORK

THE NAV-ROOM IS AN online source for information and resources to help people find their “extra” and stay competitive at work. The interactive blog and website deliver high-impact tools for learning and performance. Visit the www.beyondthejobdescription.com to discover insights and tools, including:

- **Nav-Coaching**

1:1 Coaching to Help Individuals Navigate Their Hidden Curriculum of Work and Get Future-Proofed

- **Nav-Academy**

On-Demand Programs to Help Individuals Navigate Their Hidden Curriculum of Work and Get Future-Proofed

- **Nav-Maps**

On-Demand Requests for Customized Nav-Maps to Resolve Specific Individual or Team Barriers

- **Nav-Programs**

On-Site One-Day and Two-Day Programs to Help Organizations and Their Leaders Identify the Hidden Curriculum of Work and Create Future-Proof Leaders and Teams

- **Nav-Consulting**

Customized Consulting for Organizations Using the Wisdom, Tools, and Conceptual Frameworks of the Hidden Curriculum of Work

- **BLPA to Identify Core Barriers**

Order the BLPA to Identify Individual/Team Core Barriers

ABOUT THE AUTHOR

JESSE SOSTRIN IS A SOUGHT-AFTER consultant and speaker working at the intersection of individual and organizational success. The results of his innovative research and practice on the *hidden challenges of work* have helped countless organizations and their leaders navigate a unique path to success through the complex changes of our time.

As the president of Sostrin Consulting, he spearheads solution-driven consulting engagements for a wide range of companies, including Fortune 500 clients. As an executive coach, he is an expert at diagnosing workplace problems and identifying solutions that align with company goals and professional development priorities. As a keynote speaker, his signature blend of inspirational and results-oriented thought leadership translates to highly interactive, skill focused programs that challenge leaders to create world-class cultures within their organizations.

His recent book *Re-Making Communication at Work* turned the conventional wisdom about “what works with workplace communication” upside down and established his place in the next generation of influential writers and thinkers, challenging everything we thought we knew about success at work.

NOTES

INTRODUCTION

1. Nikki Blacksmith and Jim Harter, “Majority of American Workers Not Engaged in Their Jobs,” *Gallup Wellbeing*, October 28, 2011, <http://www.gallup.com/poll/150383/majority-american-workers-not-engaged-jobs.aspx> (accessed on April 18, 2013).
2. The phrase “hidden curriculum of work” is a trademark of Jesse Sostrin. For formatting reasons, the phrase will be referred to throughout the book as “the hidden curriculum of work.”

1 THE MYTH OF YOUR WORKING LIFE

1. Kingsley Davis, *Human Society* (New York: Macmillan, 1942).
2. The phrase *hidden curriculum* was first coined by Philip Jackson in 1968, and then elaborated upon by Benson Snyder in 1970. Both explored the concept within the realm of education and youth development. I have applied a new, expanded definition of the term to the world of work.
3. Howard McClusky, “Education for Aging: The Scope of the Field and Perspectives for the Future,” in *Learning for Aging*, ed. Stanley Grabowski and Dean Mason (Washington, DC: Adult Education Association of the USA, 1974), 324–355.
4. Wendell Berry, “Solving for Pattern,” in *The Gift of Good Land: Further Essays Cultural & Agricultural* (North Point Press, 1981), chap. 9. Originally published in the Rodale Press periodical *The New Farm*.
5. Nikki Blacksmith and Jim Harter, “Majority of American Workers Not Engaged in Their Jobs,” *Gallup Wellbeing*, October 28, 2011, <http://www.gallup.com/poll/150383/majority-american-workers-not-engaged-jobs.aspx> (accessed on April 18, 2013).
6. “The High Cost of Disengaged Employees,” Q & A with Curt Coffman, <http://businessjournal.gallup.com/content/247/the-high-cost-of-disengaged-employees.aspx> (accessed on January 21, 2013).

7. “What Drives Employee Engagement and Why It Matters” from Dale Carnegie Training http://www.dalecarnegie.com/imap/white_papers/employee_engagement_white_paper/ (accessed on January 21, 2013).
8. An article called “Great Britain’s Workforce Lacks Inspiration,” by Peter Flade, appeared in the online *Gallup Business Journal*. More than 80 percent of British workers lack any real commitment to their jobs, and a quarter of those are “actively disengaged,” or truly disaffected with their workplaces. These are among the troubling findings of The Gallup Organization’s Employee Engagement Index survey, which examines employee engagement levels in several countries, including Great Britain. See <http://businessjournal.gallup.com/content/9847/great-britains-workforce-lacks-inspiration.aspx> (accessed on December 21, 2012).
9. Kevin Ford and James Osterhaus, *The Thing in the Bushes: Turning Organizational Blind Spots into Competitive Advantage* (Colorado Springs, CO: Pinon Press, 2001).

2 RETHINKING THE WAY WE WORK

1. Gary Stern, “Company Training Programs: What Are They Really Worth?” *Fortune*, May 27, 2011, <http://management.fortune.cnn.com/2011/05/27/company-training-programs-what-are-they-really-worth/> (accessed on January 30, 2013).

3 AVERAGE IS OVER

1. Thomas Friedman, *The World Is Flat: A Brief History of the 21st Century* (New York: Farrar, Straus and Giroux, 2005).
2. According to the Bureau of Labor Statistics, the average worker currently holds ten different jobs before age 40, and this number is projected to grow. Forrester Research predicts that today’s youngest workers will hold 12–15 jobs in their lifetime. See http://www.experience.com/alumnus/article?channel_id=career_management&source_page=additional_articles&article_id=article_1247505066959 (accessed on January 30, 2013)
3. Doug Hall, *Careers in Organizations* (Glenview, IL: Goodyear Publishing, 1976) and Ann Howard, *The Changing Nature of Work* (San Francisco: Jossey-Bass, 1995).
4. Peter Vaill, *Learning as a Way of Being* (San Francisco, CA: Jossey-Bass, 1996), 43.
5. Peter Vaill, *Learning as a Way of Being* (San Francisco, CA: Jossey-Bass, 1996), 43.
6. Friedman, *The World Is Flat*.
7. Thomas Friedman, “Average Is Over,” *New York Times*, January 24, 2012, http://www.nytimes.com/2012/01/25/opinion/friedman-average-is-over.html?_r=1 (accessed on February 21, 2013).
8. Robert Kegan, *In over Our Heads: The Mental Demands of Modern Life* (Cambridge, MA: Harvard University Press, 1994).

9. Sunny Lurie, "Employee Learning in Dynamic Work Settings: An Exploration of Adult Learning in Business Organizations," *Fielding Graduate University Dissertation Database*, 2000). Retrieved April 15, 2008 from Fielding Dissertation and Theses Database.
10. Eleni Stavrou-Costea, "The Challenges of Human Resource Management towards Organizational Effectiveness: A Comparative Study in Southern EU," *Journal of European Industrial Training* 29 (February 2005): 112–134. Kenneth Zula and Thomas Chermack, "Human Capital Planning: A Review of Literature and Implications for Human Resource Development," *Human Resource Development Review* 6 (2007): 245.
11. Peter Drucker, *Post-Capitalist Society* (New York: HarperCollins, 1993).
12. Daniel Pink, *A Whole New Mind: Moving From the Information Age to the Conceptual Age* (New York: Riverhead Books, 2005).
13. Tom Peters, *Thriving On Chaos: Handbook for a Managerial Revolution* (London: Macmillan, 1987).

5 SEEING YOUR "JOB-WITHIN-THE-JOB"

1. Information about ordering the full BLPA is included in appendix 4.
2. David Cooperrider, Diana Whitney, and Jacqueline Stavros, *Appreciative Inquiry Handbook* (Bedford Heights, OH: Lakeshore Publishers, 2003).
3. Kurt Lewin, *Field Theory and Social Science* (New York: Harper, 1951).

6 TRANSFORMING HIDDEN CHALLENGES WITH "NAV-MAPS"

1. Steven Few, *Now You See It: Simple Visualization Techniques for Quantitative Analysis* (Oakland, CA: Analytics Press, 2009), 53.

7 SUCCESS STORIES FROM THE HIDDEN SIDE OF WORK

1. An early version of this case example was described in Jesse Sostrin, "Transforming Barriers to Learning and Performance," *OD Practitioner* 43, no. 2 (Spring 2011): 14–21.
2. Jerry Gilley and Ann Maycunich, *Beyond the Learning Organization* (New York: Perseus Books, 2000).

9 QUANTIFY YOUR INVESTMENT

1. Thomas Kayser, *Mining Group Gold: How to Cash in on the Collaborative Brain Power of a Group* (El Segundo, CA: Serif Publishing, 1990).
2. Nicholas Romano and Jay Nunamaker, *Meeting Analysis: Findings from Research and Practice*, Proceedings of the 34th Hawaii International Conference on System

Sciences, September, 2001, <http://www.okstate.edu/ceat/msetm/courses/etm5221/Week%201%20Challenges/Meeting%20Analysis%20Findings%20from%20Research%20and%20Practice.pdf> (accessed on February 7, 2013).

10 THE ANSWER TO OVERWORKED AND DISENGAGED

1. Nikki Blacksmith and Jim Harter, "Majority of American Workers Not Engaged in Their Jobs," *Gallup Wellbeing*, October 28, 2011, <http://www.gallup.com/poll/150383/majority-american-workers-not-engaged-jobs.aspx> (accessed on April 18, 2013).
2. "What Drives Employee Engagement and Why It Matters," from Dale Carnegie Training, http://www.dalecarnegie.com/imap/white_papers/employee_engagement_white_paper/ (accessed on January 21, 2013).
3. "The High Cost of Disengaged Employees," Q & A with Curt Coffman,; <http://businessjournal.gallup.com/content/247/the-high-cost-of-disengaged-employees.aspx> (accessed on January 21, 2013).
4. An earlier version of this set of four common barriers was first described in Jesse Sostrin, *Re-Making Communication at Work* (New York: Palgrave Macmillan, 2013).
5. Alain de Botton, "A Kinder, Gentler Philosophy of Success," http://www.ted.com/talks/alain_de_botton_a_kinder_gentler_philosophy_of_success.html (accessed on January 7, 2013).

11 CREATE YOUR FUTURE-PROOF PLAN

1. In my book *Re-Making Communication at Work* I provide an extensive knowledge guide to understanding how to intentionally create the patterns of communication and interaction that produce the experiences you seek in the world of work. Jesse Sostrin, *Re-Making Communication at Work* (New York: Palgrave Macmillan, 2013).

12 YOUR DAILY COMPASS FOR SOLO NAVIGATION

1. Confirmation bias (also called confirmatory bias or my side bias) is a tendency of people to favor information that confirms their beliefs. The term "confirmation bias" was coined by the British psychologist Peter Wason. See http://en.wikipedia.org/wiki/Confirmation_bias (accessed on January 30, 2013.)

14 MANAGING TO THE HIDDEN SIDE OF WORK

1. While this may seem counterintuitive, research indicates clearly that engaged employees perform consistently better than disengaged employees. When individuals are

given the opportunity to pursue work that aligns with their own values and aspirations they are naturally more invested in their work, which leads to ownership and follow-through on priorities. Managers who do not acknowledge this dynamic or invest time and energy into understanding their employees' goals for their working lives run the risk of increased disengagement.

15 CULTIVATING FUTURE-PROOF LEADERS AND ORGANIZATIONAL CULTURES

1. This chapter contains several definitions of leadership and organizational culture that I first wrote about in *Re-Making Communication at Work*. The excerpts do not provide the full definition as it relates to the communication perspective; however they are included here to emphasize a more dynamic view of the role leaders play in making culture as the lead architects of patterns of interaction. See Jesse Sostrin, *Re-Making Communication at Work* (New York: Palgrave Macmillan, 2013).
2. Terrence Deal and Allan Kennedy, *Corporate Cultures: The Rites and Rituals of Corporate Life* (Harmondsworth: Penguin Books, 1982).
3. Fredric Jablin, "Organizational Entry, Assimilation, and Exit" in *Handbook of Organizational Communication*, ed. Fredric Jablin, Linda Putnam, K. Roberts, and L.W. Porter (Newbury Park, CA: Sage Publications, 1987), 679–740.
4. Amitai Etzioni, *Modern Organizations* (Englewood Cliffs, NJ: Prentice-Hall, 1964), 1.
5. Daniel Katz and Robert Kahn, *The Social Psychology of Organizations*, 2nd ed. (New York: John Wiley & Sons, 1978), 428.
6. The Great Place to Work Culture Audit, <http://www.greatplacetowork.com/> (accessed on January 30, 2013).
7. Chris Argyris, *Knowledge for Action* (San Francisco, CA: Jossey-Bass, 1993): 243.
8. Sidney Rosen and Abraham Tesser, "On Reluctance to Communicate Undesirable Information: The MUM Effect," *Sociometry* 33, no. 3 (September 1970): 253–263.
9. Chris Argyris, *Knowledge for Action* (San Francisco, CA: Jossey-Bass, 1993), 243.

APPENDIX 2 THE 40-STATEMENT BLPA

1. For more information about the science behind the BLPA, refer to Appendix 3: The Story and Science behind the Hidden Curriculum of Work.

APPENDIX 3 THE STORY AND SCIENCE BEHIND THE HIDDEN CURRICULUM OF WORK

1. Several aspects of the story and science behind the hidden curriculum of work have been published in the recent article: Jesse Sostrin, "A Systemic Cause Analysis

Model for Human Performance Technicians,” *Performance Improvement Journal* 52, no. 7 (September 2011): 17–23.

2. *Knowledge for Action* was the title of a book by Chris Argyris. In the preface of that book he described two of his lifelong commitments, both of which included efforts to design the research methods that would produce valid, actionable knowledge to help organizations achieve their stated aims. Chris Argyris, *Knowledge for Action* (San Francisco, CA: Jossey-Bass, 1993).
3. The tradition of *Action Research* involves an emphasis on the real world, including the identification of how people consider, design, and implement their actions in difficult situations, as well as practical ways to close the gaps between what people want to have in their experience *and* what they actually get. This starts with analyzing the Espoused Theories we have about work compared to the Theories-In-Use we follow. Espoused Theories reflect what people say they will think and do in a given situation, while the Theories-In-Use represent what they actually do in that situation.

BIBLIOGRAPHY

- Berry, Wendell. "Solving for Pattern." In *The Gift of Good Land: Further Essays Cultural & Agricultural*. San Francisco, CA: North Point Press, 1981. Cooperrider, David, Diana Whitney, and Jacqueline Stavros. *Appreciative Inquiry Handbook*. Bedford Heights, OH: Lakeshore Publishers, 2003.
- Davis, Kingsley. *Human Society*. New York: Macmillan, 1942.
- Deal, Terrence, and Allan Kennedy. *Corporate Cultures: The Rites and Rituals of Corporate Life*. Harmondsworth, UK: Penguin Books, 1982.
- Drucker, Peter. *Post-Capitalist Society*. New York: HarperCollins, 1993.
- Etzioni, Amitai. *Modern Organizations*. Englewood Cliffs, NJ: Prentice-Hall, 1964.
- Few, Steven. *Now You See It: Simple Visualization Techniques for Quantitative Analysis*. Oakland, CA: Analytics Press, 2009.
- Ford, Kevin, and James Osterhaus. *The Thing in the Bushes: Turning Organizational Blind Spots into Competitive Advantage*. Colorado Springs, CO: Pinon Press, 2001.
- Friedman, Thomas. *The World Is Flat: A Brief History of the 21st Century*. New York: Farrar, Straus and Giroux, 2005.
- Gilley, Jerry, and Ann Maycunich. *Beyond the Learning Organization*. New York: Perseus Books, 2000.
- Hall, Doug. *Careers in Organizations*. Glenview, IL: Goodyear Publishing, 1976.
- Howard, Ann. *The Changing Nature of Work*. San Francisco, CA: Jossey-Bass, 1995.
- Jablin, Fredric. "Organizational Entry, Assimilation, and Exit." In *Handbook of Organizational Communication*, edited by Fredric Jablin, Linda Putnam, K. Roberts, and L.W. Porter, 679-740. Newbury Park, CA: Sage Publications, 1987.
- Katz, Daniel, and Robert Kahn. *The Social Psychology of Organizations*. New York: John Wiley & Sons, 1978.
- Kayser, Thomas. *Mining Group Gold: How to Cash in on the Collaborative Brain Power of A Group*. El Segundo: Serif Publishing, 1990.
- Kegan, Robert. *In over Our Heads: The Mental Demands Of Modern Life*. Cambridge, MA: Harvard University Press, 1994.
- Lewin, Kurt. *Field Theory and Social Science*. New York: Harper, 1951.

- McClusky, Howard. "Education For Aging: The Scope of the Field and Perspectives for the Future." In *Learning for Aging*, edited by Stanley Grabowski and Dean Mason, 324–355. Washington, DC: Adult Education Association of the USA, 1974.
- Peters, Tom. *Thriving on Chaos: Handbook for a Managerial Revolution*. New York: Alfred A. Knopf, 1987.
- Pink, Daniel. *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. New York: Riverhead Books, 2005.
- Sostrin, Jesse. *Re-Making Communication at Work*. New York: Palgrave Macmillan, 2013.
- Vaill, Peter. *Learning As a Way of Being*. San Francisco, CA: Jossey-Bass, 1996.

INDEX

- abilities, 1, 12, 15, 17, 19, 29, 39, 46, 49–51, 53, 66–7, 148–9, 151–2, 158, 215
- achievers, 19
- Action Continuum, 87, 94, 97, 105, 112, 118–19, 125–6
- Adult Learning in Business Organizations, 231
- advancement, 1, 8–9
- adversity, 44, 78, 137, 150, 152, 209, 217
- American workers, 1, 26, 131, 229, 232
- Argyris, Chris, 192, 233–4
- aspirations, 5, 7, 133, 142, 233
- assessment, 7, 34, 44, 54, 76, 80–2, 116, 131, 146, 150, 197, 201, 205, 207, 211
 - accurate organizational, 114
- awareness, 61, 165, 167–8, 205
- awareness of barriers, 165
- barriers, 7–8, 24–5, 29–30, 57–8, 76–84, 86–97, 114, 116–17, 123–6, 165–7, 202–3, 205–8, 211, 214–15, 219–23
 - acknowledged, 116
 - awareness of, 115, 165
 - behavior, 207, 218
 - behavioral, 218
 - complex, 96
 - developmental, 219
 - distinct, 215
 - experienced, 90, 114, 205
 - experiences, 223
 - external, 221
 - identified, 90, 214
 - identifying, 29, 58, 76, 80, 113–14
 - impact of, 83, 165
 - institutional, 220
 - interconnected, 89, 214
 - ongoing, 178
 - organization culture, 216, 219
 - presenting, 80
 - reducing, 83, 222
 - resolving, 83
 - root-cause, 90
 - satellite, 89–90
 - sustain, 92, 126
 - systemic, 213
 - transform, 6, 86, 92, 117, 126, 151, 204
- barriers to learning and performance, 206
- Barriers to Learning and Performance Assessment, *see* BLPA (Barriers to Learning and Performance Assessment)
- behaviors, 23, 28, 40, 80–1, 84, 87–8, 90, 95, 105, 110, 114, 122–3, 133–4, 166–7, 192–3
 - organizational, 214
- biases, 96, 232
- confirmation, 166, 232

- Blacksmith, Nikki, 229, 232
- blank Nav-Map templates, 124, 171
- BLPA (Barriers to Learning and Performance Assessment), 58, 76, 80, 90, 113–14, 122, 171, 202–3, 205–7, 211, 214, 221, 226
- to identify core barriers, 226
- to identify individual/team core barriers, 226
- breakdowns, 29, 198, 213
- breaking barriers, 27, 29
- breakthrough performance, 43, 59, 221–3
- Brute Force Problem Solving, 24
- Calvary Calls, 24, 56
- capabilities, 6, 15–16, 19, 28, 34, 40, 55, 140, 142, 152, 159
- capacity, 4, 7, 9, 20, 25, 28, 30, 33, 45, 49, 51, 55–6, 134, 158–9, 217
- capacity barriers, 207, 215, 219
- careers, 1, 5, 13–14, 46–7, 61, 64, 99–101, 119, 129, 134, 140–2, 191, 193, 202–3, 230
- catalyst, 119, 147–8, 170, 173, 190
- challenges, 1–2, 4, 12–15, 26–31, 36–42, 53–5, 71–4, 76–8, 162–5, 169–75, 189, 193, 198–9, 202–3, 222–3
- unseen, 213
- Challenges of Human Resource Management, 231
- change curve, 3, 7, 12–14, 29, 51, 59, 100, 133, 136–7, 139–40, 143, 151, 162, 204, 205
- change fatigue, 78, 87, 91, 93
- Charlie, 134
- coaches, 9, 24, 51, 65, 99, 119, 205–6
- Cognition Barriers, 207, 216
- collaboration, 15, 22, 40, 43, 79, 108, 109, 153–4, 175, 198
- collateral damage, 24, 27, 37, 153
- common barriers, 78, 122, 232
- most, 214
- compass, daily, 7, 161, 163, 165, 167, 232
- competitive advantage, 49–51, 53–6, 230
- completed constellation, 103, 114–15, 118
- completed Nav-Map, 86–8, 105–6, 124
- complexity, 6, 8, 15, 25, 44, 48, 56
- concepts, 3, 7, 22–3, 25, 87, 99, 101, 110, 116–17, 119, 140–1, 152–3, 153–4, 172, 193–5
- conceptual frameworks, 211, 214, 216, 221, 226
- Confidence Manipulating Barriers, 126
- constellation, 87–92, 94, 97, 102–4, 107–9, 114–16, 118, 121–2, 126, 194
- Constellations of Barriers, 87, 123, 221
- context, organizational, 9, 62
- continuous learning, 9, 13, 28, 172, 183, 195
- cycle of, 29, 187
- contributions, 4–5, 11, 18, 53, 63–4, 66, 68, 70, 74, 140, 142–3, 145–6, 150–1, 154, 157
- best, 103, 106, 162
- core, 65, 67
- contributors, individual, 1, 5, 8–9, 41, 67
- conversations, 34, 69, 128, 170, 176, 185, 193
- core, 90, 105, 114, 171

- core barrier, 2, 30, 43, 76–7, 80, 82, 87–9, 92–6, 102, 105, 108, 114, 117–18, 121–3, 171
 - identifying, 76
- corporate cultures, 233, 235
- cost of unmitigated barriers, 136
- Create Future-Proof Leaders and Teams, 225
- creating goals, 142
- creativity, 44, 155–6
 - intersections of, 156
- cultivating future-proof leaders, 185, 187, 189, 191, 193, 195, 233
- culture, 4–5, 37, 42, 46, 58, 67, 78, 182, 184–9, 191, 195–6, 219
 - organization's, 3, 8, 44, 186
- culture change, 7, 118, 183–4, 192, 194, 196
 - lasting, 185, 187, 191–2
- culture of continuous learning, 172, 183, 195
- curriculum, hidden, 6–10, 13–17, 20–1, 23–4, 26–7, 29–31, 33–7, 49–50, 55–8, 61–3, 71–80, 82–7, 189–94, 213–14, 221–3
- Daily Compass for Solo Navigation, 161, 165
- defensive routines, 114, 192–3
- description of learning, 81, 208–10
- developmental challenges, 14
- development barriers, 207, 217
- dimensions, 62, 71–2, 74–6, 82–3, 156, 178, 206–7, 215, 219
- dimensions of barriers, 207, 215, 219
- direct reports, 9, 39, 65, 73, 176, 179, 182, 193
- Discover Varying Perspectives of Barriers, 124
- disengaged employees, 229, 232
- disengaged workers, 26–7, 131, 137
- disengagement, chronic, 2, 131–2, 137
- ecosystem, 184, 189, 196, 211
- ecosystem of patterns, 184, 196
- effective management practices
 - current rank, 180–1
- effects of unresolved barriers, 79
- Elusive Barriers, 77
- employee engagement, 44, 230, 232
- Employee Learning in Dynamic Work Settings, 231
- employees, 2, 5–6, 40, 47, 49, 51, 100, 119, 173–6, 178–80, 186, 193, 195, 201, 221–2
- engagement, 8–9, 31, 41–2, 65, 79, 136, 150, 184, 187, 196, 227, 232
- Espoused Theories, 234
- everyday barriers, 28, 30, 62, 77
 - resolving, 95
- everyday challenges, 3, 13, 30, 37, 59, 72, 86, 131, 134, 136, 174–5, 182, 197
- everyday leadership challenges, 108
- everyday performance challenges, 213
- example barriers, 215–18
- expectations, 11–12, 15, 22, 28, 37, 40, 49, 65, 135, 140, 145, 165, 175–6, 178–9, 182
- feedback, 37–8, 40, 151, 176, 179, 191
- Foragers, 149
- force-field analysis, 83, 222–3
- forces, 55, 83, 94, 222
- Fortune, 4, 227, 230
- framework, 62, 80, 124, 134, 146, 206–7, 213, 219–20

- Framework of Barriers to Workplace Learning and Performance, 219
 Friedman, Thomas, 45, 230
 Friendly Check-In, 177–8
 functions, organizational, 174, 210, 215
 Future-Proof, 14, 31, 52, 139, 141, 151–7, 159–60, 163–4, 197, 202
 Future-Proof
 capabilities, 139, 142, 151–2, 156, 158
 collaboration, 153–4
 communication, 154–5
 contributions, 139, 142–3, 145–6
 leaders, 7, 45, 56, 58
 plan, 3, 10, 136–7, 139–43, 152, 156, 156–8, 159–1, 165, 178, 202–3, 230
 purpose and value-added contributions, 159
 relationships, 139, 143, 156
 Teams, 194
 thinkers, 77
- Gallup Organization's Employee Engagement Index survey, 230
 gaps, 12, 20, 29, 31, 74, 153, 175, 193, 195, 200, 234
 generations, 49–50, 227
 growth, 8–9, 38, 40, 47, 51, 54, 80, 166, 170, 189
- habits, 23, 46, 92, 123, 129, 164, 166–7, 189, 192
 Handbook of Organizational Communication, 233, 235
 HCW (Hidden Curriculum of Work), 2, 43, 57–9, 61, 101, 189, 201–3, 225–6, 233
- Hidden Curriculum of Work, *see* HCW (Hidden Curriculum of Work)
 Hidden Path to Success, 2, 57–9
 hidden side of work, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 173, 175, 177, 231–2
 horizon, 139, 141–3, 157, 159–1, 167, 202
 HR Business Partner, 100
 human capital, 49–50, 190, 206, 215
- Identify Barriers, 2, 59
 impact, organizational, 152
 Impact Map, 136–7
 important organizational success factors, 194
 improved learning, 8, 13, 45, 56, 76, 79–80, 84, 94, 121, 123, 126, 151, 174, 188, 204
 Improved Learning & Performance, 165
 improvement, 34, 38, 40, 67, 112, 170, 179, 181–2, 191
 incentives, 80, 136, 146, 178, 210
 individuals, 2–4, 6, 9, 23, 34, 44, 47, 49, 72, 79–80, 118–19, 186–7, 190–3, 205, 218–19
 influence behavior barriers, 219
 influence learning barriers, 219
 innovation, 44, 53–4, 56, 78, 151, 153, 156, 191, 209, 216
 input, 10, 92, 112, 178–9, 198–9
 interaction, patterns of, 88, 155, 189, 233
 intersecting challenges, 169
 interventions, 165, 173, 182, 220
 investment, 4–5, 41, 47, 127–9, 156, 163, 218, 231

- Jablin, Fredric, 233, 235
- job interview, 11, 36, 39
- job-within-the-job, 6, 8–9, 12–13, 15–17, 28–9, 37–8, 61–3, 65, 67, 69, 71–7, 83, 129–30, 133–4, 187–9
- Job-within-the-Job Description, 18, 101, 103–4
- knowledge, 6–7, 17, 19, 21, 39, 46, 49–51, 59, 65, 140, 151, 192, 205–6, 221, 233–4
- individual's, 175, 180, 182
- knowledge workers, 49–50
- leaders, 1–2, 5, 7, 20, 34, 41–2, 49–50, 54–5, 73, 99, 152–3, 169, 183, 185–90, 192–6
- effective, 183, 196
- executive, 195
- organizational, 4, 191, 196
- senior, 5, 9–10, 67, 195
- leadership, 34, 54, 58, 183, 185–6, 188, 213, 227, 233
- leadership development, 24, 214, 227
- learning, 2–3, 8–9, 13–14, 29–31, 49–51, 76, 78–81, 83–4, 94–6, 195–7, 205–6, 213–15, 217–18, 220–3, 229–31
- Learning & Performance Barriers, 208–10
- Learning & Performance Barriers Frequency Impact, 81
- learning
- better, 86, 97
 - career, 43
 - employee, 34
 - increased, 8, 174
 - inverse, 94, 118
 - organizational, 77, 221
- learning barriers, 207, 218–19
- Learning Organization, 231, 235
- levels, organization-wide, 47
- life
- organizational, 42, 48, 72, 223
 - working, 2–9, 11–15, 23, 29–31, 45–8, 57–8, 61–2, 76–7, 126, 132–4, 139–42, 152, 160, 162–3, 200–1
- Making Nav-Maps, 86, 99, 121, 170, 189, 194
- management, 17, 20, 51, 99, 101, 107, 173, 175, 177, 214
- management challenges, 179
- management practices, 175, 179
- management team, 113, 117–18
- managers, 1–2, 5–6, 9, 13, 17, 21, 35, 39–40, 66–7, 100, 128, 173–7, 182, 199–200, 205–6
- experienced, 41
 - senior, 101, 103, 194–5
- map, 39, 83, 93, 123–4, 127, 139, 142, 156, 160, 207
- Map of Unmitigated Barriers, 136
- Mapping Barriers, 211
- Mark Pathways to Learning, 58
- Mark Pathways to Learning and Performance, 2, 57, 59
- meetings, 2, 21, 25, 27, 29, 36, 43, 52, 63–4, 108–9, 111, 111, 116, 128–30, 176–7, 197–9
- face-to-face, 114
- motivation, 24, 26, 30, 35, 42, 65, 68, 79–80, 131, 136, 142, 147, 150, 151, 154
- motivation barriers, 207, 217
- motivators, 149–50
- mutual agenda, 3, 5–7, 133, 135, 137, 140, 187, 195

- navigate challenges, 172
- navigating, 7, 53, 56, 58, 85, 99, 129, 143, 162–3, 165, 167, 169, 172, 183, 203
- navigating barriers, 86
- NAV-MAP-making tools, 87
- Nav-Maps, 58, 85–7, 89–97, 105, 106, 108–13, 121, 123–7, 134, 170, 172, 194, 202–3
 - accurate, 87, 96–7
- New Fred, 52–3

- objectives, organizational, 5–6, 29, 187
- obstacles, 29–30, 63, 79–80, 84–5, 102, 153, 192–3
- OC (organization culture), *see* organizational culture
- organization's capacity, 50
- organizational challenges, 108
- organizational change, 119, 189
- organizational culture, 7, 9, 58, 78, 81, 122, 155, 183–4, 187, 196, 207–10, 216, 233
 - changing, 183, 195
 - high-performing, 188
- Organizational Effectiveness, 231
- Organizational Entry, 233, 235
- organizational goals, 2–4
- organizational learning theory, 192
- organizational outcomes, 194
- organizational performance, 7, 20, 31
- organizational priorities, 64, 135, 182, 195
- organizational purposes, 214
- organizational structure & capacity barriers, 215
- Organizational Structure and Capacity Barriers, 207, 215
- organizational success, 25, 29, 56
- organizational system, 126, 215, 219

- organization chart, 48, 68–9, 72, 152–3, 161, 167, 194
- organization culture, 30, 183–4, 187–8, 207
- organization culture barriers reference, 216
- organization development, 20, 83, 132, 206, 222, 227
- organization development consultant, 213
- organization development functions, 213
- organization development goals, 54
- organization manages, 49
- organizations, 1–7, 11–14, 16–17, 36–40, 45–52, 54–6, 58–9, 63–6, 68–73, 79, 182–90, 192–6, 201, 219, 233–5
 - better, 187
 - most, 33, 35, 44
- organization structure, 33, 10, 44, 219
- organization values, 100
- OSC (Organization Structure & Culture), 207–8, 220
- overworked and disengaged, 134

- path, hidden, 3, 10, 14, 31, 69, 79, 84, 130, 134, 137, 193, 203–4
- pathways, 58, 79, 83–4, 94, 121, 126, 190
- Pathway to Improved Learning, 165
- patterns, 6, 21, 23, 25, 30, 86–7, 93, 111, 117–18, 123, 126, 154–5, 184–5, 188, 196
 - ongoing, 185–6, 188
- patterns of behavior, 192, 209
- Performance and Transforming Barriers and Navigating, 58
- performance barriers, 7, 86, 96, 114
- peripheral barriers, 122
- persistent deficits, 25

- perspectives, 6, 16, 20–1, 40–3, 65, 72, 78, 91–2, 103–4, 109–11, 113, 116, 123, 170–1, 222–3
 - objective, 67
 - organizational, 4
- position descriptions, standard, 39, 176
- Problem Check-In, 177–8
- producers, 147
- progression, 58, 97, 143, 153, 158, 165
- purpose, vital, 6–7, 58, 63, 65–6, 70, 100–1, 129–30, 133, 139–40, 143, 146, 151–3, 161–2, 188–9, 198–9
- purpose/value, 159
- Purpose Profiles, 146, 151, 158
- purpose statements, 146

- questions, daily, 162–4

- Ranking Management Practices, 180–1
- realities, double, 12–15, 17, 20, 25, 31, 43
- reducing core barriers, 223
- Relationship Mapping Exercise, 156, 159
- relationships, 8, 24, 72–3, 82–3, 86–7, 95, 122, 135, 147, 154–6, 159, 174, 177–9, 188, 215
 - supervisory, 178, 181
 - supportive, 84, 156
 - trust-based, 175, 180, 182
- Re-Making Communication, 232–4, 236
- resolution, 29, 94, 211, 214, 220
- response patterns
 - better, 25
 - typical, 6, 25, 27, 56
- R-I-T-E Model, 2, 25, 57–9, 61, 99, 101, 105, 108, 113, 115, 119, 172, 183, 187, 195
 - scaffolding, 1, 193–4, 196
 - selection process, 17, 19, 184, 194
 - self-assessment, 139, 141, 159–60, 198
 - Self-Guided Six-Question Matrix, 69–70
 - Seventh Question, 152, 156–9
 - shared challenges, 169
 - Signal Callers, 148–9
 - sinking, 202–3
 - Six-Question Matrix, 58, 62, 65, 67, 71, 74, 76–7, 82–3, 100–1, 113, 129, 143, 146, 158, 202–3
 - skills, 6–7, 12, 15–17, 19, 39, 46–7, 49–51, 53–4, 76, 80, 140, 148–9, 151–2, 156, 159
 - soft, 49–50, 152
 - SMW (Standard Model of Work), 20, 22, 33–8, 42–4, 58, 63, 69, 143, 164, 173, 189, 193, 197, 202, 221–2
 - Solo Navigation, 161–3, 165, 167, 232
 - Sostrin, Jesse, 227, 229, 231–3
 - standard job description, 15–16, 28, 40, 62, 101, 133, 137, 178
 - Standard Model of Work, *see* SMW (Standard Model of Work)
 - storytellers, 150
 - strategies, 7, 18, 38, 43, 100, 139–40, 142, 160, 183, 196
 - structure, organizational, 9, 189
 - success stories, 99, 101, 103, 105, 107, 109, 111, 113, 115, 117, 119, 121, 231
 - systemic challenges, 25
 - Systems Builders, 147–51

 - tasks and activities, 43, 63, 66, 68, 70, 100
 - team barriers, 9, 225
 - team navigation, 7, 169–71

- teams, 2–8, 14–17, 20, 22–3, 28–9, 34–5, 58–9, 113–19, 169–71, 173–5, 186–8, 190–5, 205–6, 211, 218–21
 - better, 112
 - high-performing, 41
- technology, 46, 52, 54, 63
 - killer, 54–5
- Theories-In-Use, 234
- theory of action, 221–3
- tools, 2–4, 7–9, 14, 20, 58, 86, 89–90, 97, 119, 154–5, 203–4, 205–6, 213–14, 221, 225–6
 - effective, 86–7, 175
- Transform Barriers and Navigate, 2, 59
- transforming barriers, 58, 124
- Transforming Barriers to Learning and Performance, 231
- transforming hidden challenges, 85, 87, 89, 91, 93, 95, 97, 231
- Treading Water, 202–3
- Trip-Wire Patterns, 87, 92–3, 97, 104, 111, 117, 123, 126, 221
- True North, 161–2, 167
- Truth Tellers, 147–9, 150

- unavoidable challenges, 97
- unexpected challenges, 3, 12, 38–40
- unmitigated barriers, 136
- unresolved barriers, 25, 79, 136–7
- unresolved challenges, 133, 162

- Vaill, Peter, 48, 230
- value
 - increased, 23, 153
 - increasing, 12, 14, 27–8, 46, 51–2, 56, 133, 155, 163, 222
 - individual, 7
 - real, 28, 50
 - true, 3, 23, 72
- value-added contributions, 2, 6–7, 28, 58, 85, 101–2, 130, 133, 139–40, 143–6, 158–9, 161–2, 188–9, 198–9, 203
- Value-Added Contributions Clarified, 144–5
- valued contributions, 6, 57, 65, 70, 84, 147–8, 150
- Valued Contributions Hidden Challenges, 151
- Varying Perspectives of Barriers, *see* VPBs (Varying Perspectives of Barriers)
- vision, 49, 51, 133, 135, 137, 140, 150, 154, 163, 167, 202–3
- visualizing, 96, 141–2
- vital purpose, 147–8, 150
- VPBs (Varying Perspectives of Barriers), 87, 91–2, 97, 110, 116, 123, 126, 221
- VPB template, 103–4, 110

- white water, 48–50
- wisdom, 2, 15, 140, 153, 226–7
- work experience, 21, 76, 90
- workforce, 2, 7, 10, 49–50, 55, 163, 215, 227
 - organization's, 49
- workplace, 1, 26, 29, 37, 46–7, 49, 52, 77, 80–1, 131, 135, 161, 195, 205–8, 222–3
- workplace learning, 29, 77, 83, 205, 211, 214–15, 219–20, 222–3