

Annotated Bibliography/Online Resources

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Allen, S. J., & Hartman, N. S. (2008). Leadership development: An exploration of sources of learning. *S.A.M. Advanced Management Journal*, 73(1), 10-19, 62, 2.

This journal article explores various sources of learning that impact leadership development programs. Conger's four approaches and sources of leadership development is highlighted and further discussed in this article. Two figures are used to show how Conger's approach can be paired with a primary learning objective. Leadership development is discussed through personal growth, conceptual understanding, feedback and skill/competency building. After reviewing the literature, suggestions and recommendations are given on effective leadership development, along with options for organizations and leaders to approach these concepts.

Frahm, J., & Brown, K. (2006). Developing communicative competencies for a learning organization. *The Journal of Management Development*, 25(3), 201-212.

This journal article focuses on one main competency, communication, which managers need to develop as leaders that continuously face change in their organization. Kent and Taylor (2002) demonstrate differences in process, purpose, style, and focus when comparing monologic and dialogic communication in an illustrated table. Principles and methods of communication are discussed along with the impact it has to the development of learning in organizations. Document study, focus groups and a case study were conducted in order to analyze and find communication themes pertaining to change. After reviewing and discussing the ongoing case study they were able to conclude that there is a need for continuous guidance and clear communication from senior management when it comes to change management. Without clear and continuous direction there will continue to be a discrepancy between managers and employee's communicative skill and expectation.

Gannan, T. (2008). The future of learning and development: Leaders' roundtable. *Training and Development in Australia*, 35(4), 28-29.

This journal article is about four themes that impact learning and development and its value to organizations. Performance is pertinent to demonstrating the impact and outcome of training and development in organizations. As informal learning and coaching is embedded to the job, competency improvement has increased in a faster rate. This leads to the point of how the rate of change is continuously increasing and how important it is to move from the traditional methods of learning and apply new methodologies that work better in today's corporate environment. In the end this will help organizations attract and keep the new workforce generation as well as continue to transfer knowledge and competencies to reach their desired outcome.

Hartley, D. (2006). Catalyzing the learning process. *T + D*, 60(11), 20, 22.

This journal article discusses the importance of collaboration. Collaboration is defined and explained in details in order to give the reader background on what is discussed in the article. Being able to work collectively through collaboration demonstrates how one is able to learn quicker. Preparation when launching an initiative such as collaboration is important in order to

prevent lawsuits and gain leverage trying to gain support from the organization. The importance of communication and the willingness to share information is what makes collaboration successful in an organization.

Hildebrand, C. (2006), Learning curve. *PM Network*, 20(8), 82-86.

This journal article is about trends and needs in training for supervisors with different levels of experience in project management. The desire for supervisors and those aspiring to become project managers is to pursue further education, such as doctoral work or getting certified in project management. Several companies are now working with educational institutions to create custom courses for their staff in order to focus and align staff's skills with the organization's needs. Needs assessments are conducted to assess staff's skill set and to identify areas of improvement. This leads the organization to create development plans tailored to staff's needs, such as on-demand learning and cross training. Creating diverse opportunities for employees globally to be trained and fully contribute towards the organization's goals.

Ketter, P. (2006). Investing in learning; Looking for performance. *T + D*, 60(12), 30-33.

This journal article reports on data collected to prove the value of learning and development in companies. Expenditures on learning is reviewed and discussed as an investment on employees. Online learning now proves to reduce cost of learning and is efficient in high-performing organizations. This is all measured through metrics that are integrated with the organizations' business functions that demonstrate value in learning. The study also reports the challenges that arise in globalizing learning in organizations. Overall, positive results from learning are recognized and shown in organizations that have implemented online learning as a valued agent in performance management improvement.

Naquin, S. S., & Holton, E. F., I. (2006). Leadership and managerial competency models: A simplified process and resulting model. *Advances in Developing Human Resources*, 8(2), 144-165.

This journal article is about how traditional management development programs have not been effective in providing performance results that meet organizational standards. With traditional training proving to be inadequate in today's organizational environment, a competency-based approach to employee development is integrated into training programs. There are several characteristics of the competency-based program that identified and discussed in detail. The competency-based program was then implemented in phases as a project at a university in order to report on the process and outcome of such an implementation. This project demonstrates the importance of high performance and leadership to organizations and how the skills of an individual impacts organizational success.

McGee, M. (2006). No e-learning gap here. *InformationWeek*, (1085), 57-58, 60.

This journal article is about the results of a management implementation for IT leaders at Gap. They started to use a blended approach to learning for their IT leaders that helped them learn about leadership qualities needed and techniques on how to help employees be more successful. The article then discusses how they invested in their current and future leaders by implementing courses throughout the year for them to continue to learn and improve their skills. The article mentions positive feedback from employees that attended and completed courses. The results showed how Gap has seen successful outcome from the investment they have made in the skills of their leaders.

Pace, A. (2011). Striking the balance: Learning technology market trends meet customer demands. *T + D*, 65(3), 62-65.

This journal article is about the promising future of learning technologies. It highlights some of the most prominent technologies used today. As companies face budget issues and organizations undergo structural changes, technology suppliers are planning to meet these demands by identifying these issues and approaching companies with new tools that can be used and implemented into their training. Mobile learning and other high-level trends have been taken into consideration and are now incorporated into learning technologies being offered and allow companies to have a variety of learning solutions for their learners. As the latest cutting edge-technologies continue to change, suppliers must continue to innovate their products and meet the demands of their customers by carefully studying trends and how learning evolves.

Quinney, K. L., Smith, S. D., & Galbraith, Q. (2010). Bridging the gap: Self-directed staff technology training. *Information Technology and Libraries*, 29(4), 205-213.

This journal article is about the results of an analysis that was developed and implemented at a university on self-directed technology. The university discovered that there was a technological skill gap among faculty and staff. Their solution was to implement a self-directed training program that made staff explore new technology daily. A survey was conducted before and after the program was implemented in order to evaluate adult learning strategies and self-directed learning. A positive outcome and feedback came from faculty and staff as they were more motivated to continue learning and value the importance of learning when it comes to technologies.

Smith, D. (2010). A leadership skills gap? *T + D*, 64(2), 16-17.

This journal article is about a survey that was created in order to identify important leadership skills currently held by leaders and its importance five years from now. This survey was conducted to assess and measure what skills leaders currently had and what they needed in the future in order to make the organization successful. The results of this study demonstrated that current leadership was lacking several skills needed for success. The article also points out how through change and implementation of several strategies, leaders can develop missing skills.