



Threaded Learning

An approach to learning that is experiential, socio-cultural, and collective by design.

What is Threaded Learning?

At WDHB, we have spent over 35 years crafting learning experiences that invite people to think differently, act courageously, and grow with intention.

Over time, we noticed a common pattern: the most powerful learning doesn't happen when knowledge is delivered, but when it is crafted through experience, dialogue, and reflection.

We call it Threaded Learning. It reflects our conviction that learning is experiential, contextual, and community-centered. It shapes how we design, how we facilitate, and how people grow together.

It is also an invitation – to anyone who designs programs, facilitates journeys, or leads teams – to think differently about learning: not as isolated events, but as threads of authenticity, otherness, reflection, conversation, and intentional spaces.

When these are woven together, learning becomes more than skill-building. It becomes a shared process of growth, a way to align teams, strengthen cultures, and move organizations forward.



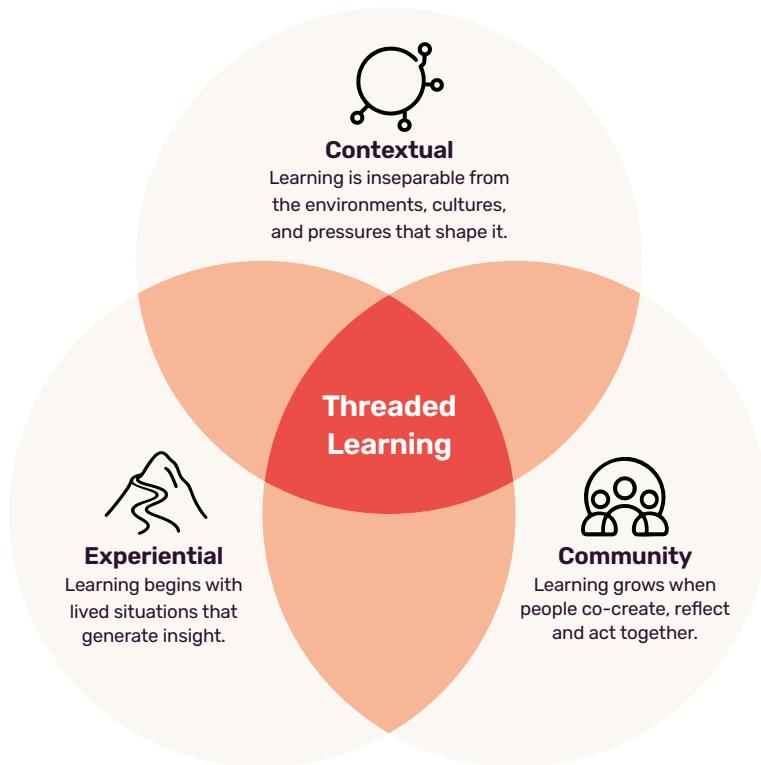
“Work today is too complex to be solved with prefabricated answers. What our people need is not just new skills, but the ability to make sense of uncertainty. Change is cultural, it can't be driven top-down anymore. Learning must be shared, grounded, and participatory. And talent is asking for meaning: growth that connects to a mission, a place, a team, a north star. In this context, capabilities alone aren't enough. What truly matters are mindsets, perspectives, and the ability to stay present in the face of ambiguity.”

– Sunil Narang, President & CEO, WDHB Group

Threaded Learning: Weaving Experience, Context, and Community.

Learning is not an event, nor a transfer of content. It is a weaving of experiences, perspectives, and conversations that creates meaning and momentum.

At WDHB, we call this Threaded Learning. It reflects three convictions shaped by decades of practice:



From these foundations emerge five essential threads: authenticity, otherness, reflection, conversation, and intentional spaces.

Woven together, they turn scattered moments into a coherent pattern of growth. This matters now because organizations need more than skills. They need adaptability, shared understanding, and the ability to hold complexity together. Threaded Learning offers a framework to cultivate exactly that; in individuals, in teams, and enterprise.

Learning is created when these five conditions are interwoven.

Rather than forming a sequence, these threads run continuously through the experience, shaping learning upstream, in the moment, and long after.

Threaded Learning happens when these conditions are interwoven.



Authenticity

Grounding learners in what is real, messy, and unfiltered. **The grounding thread** that keeps learning anchored in reality.



Reflection

Pausing to notice, integrate, and make meaning. **The meaning-making thread** that transforms experience into insight.



Otherness

Opening up to unfamiliar perspectives, geographies, and disciplines. **The stretching thread** that challenges assumptions and expands mental models.



Conversation

Learning through dialogue, co-presence, and storytelling. **The connecting thread** that builds collective understanding.



Intentional Spaces

Curating the physical, emotional, and temporal conditions that allow learning to land. **The framing thread** that makes transformation possible.

Bringing Threaded Learning to Life

Strategic Design: Designing for Connection



Rather than stacking modules, design begins with the real questions teams are facing. These become the threads that guide the experience. Each activity – immersion, dialogue, reflection – is chosen for how it connects to the others, creating a cumulative journey rather than a linear one.

For designers and team leads: focus on what each moment activates, reinforces, or prepares.

Advanced Facilitation: Hosting Ambiguity, Holding Threads



Facilitation creates space rather than directing it. The role is to notice links across moments and bring emerging patterns back to the group. Ambiguity becomes useful: contrasting voices are paired, tensions are explored, and pauses support deeper sense-making.

For facilitators: hold the process lightly so clarity can emerge through dialogue.

Sustainable Integration: Anchoring Threads for the Long Term



Impact continues after the program through shared rituals, common language, and moments where teams revisit insights together.

Team leads can reinforce threads in everyday routines: meetings, decisions, coaching conversations. Success shows up in narrative traces; how people speak, choose, and collaborate differently over time.

Theoretical foundations



Experiential Learning (Kolb, revised by Morris)

David Kolb (1984) described learning as a cycle of experience, reflection, conceptualization, and experimentation. Thomas Morris (2019) added that context and emotion are key: real learning comes from meaningful experiences, reflection, and practical experimentation in real-world challenges.

At WDHB, this approach forms the experiential core of Threaded Learning, turning designed moments into inquiries that spark emotion, insight, and action.

From Cycle to Continuum

Learning is continuous. In Threaded Learning, each experience connects to the next through cycles of action, reflection, insight, and experimentation, gradually deepening understanding and sustaining growth.

Sociocultural Theory (Vygotsky, extended by Rogoff)

Lev Vygotsky (1896–1934) and cultural, introducing the concept of Zone of Proximal Development and scaffolding. This helps learners exceed individual limits. Susan Rogoff (2023) emphasized the importance of shared cultural activities.

This informs the socio-cultural approach to Threaded Learning, where shared experiences and context co-create understanding.

From Scaffold to Conversation

Building on Vygotsky and Rogoff, conversation at the heart of learning becomes continuous through cycles of action, reflection, experiences, and insights. This leads to sustained growth and progress through new challenges.

and their influence on us.



Rogoff)

I saw learning as social in the Zone of Proximal Development, where guidance matches individual ability. Barbara Rogoff and guided participation in

cultural dimension of learning dialogue, relationships, and understanding.

Conversation Thread

With Barbara Rogoff, we place learning in the Zone of Proximal Development. Conversations and interactions link people, ideas, and challenges together.



Communities of Practice (Lave & Wenger, extended by WDHB Studio)

Jean Lave and Étienne Wenger (1990s) showed that learning happens in social practice, with newcomers gradually moving from the periphery to the center of a community. WDHB's Future of L&D (2024) highlights that skills grow in living communities through shared purpose, dialogue, and rituals.

This shapes the community-centered dimension of Threaded Learning, fostering belonging, collective sense-making, and transformation.

From Communities to Living Ecosystems

Threaded Learning builds living ecosystems where people share rituals, co-create meaning, and lead together, deepening capability and connection over time.

	Rooted in Authenticity	Rooted in Otherness
Experiential Dimension	Participants engage with real situations: observing, testing, and extracting insight directly from lived experience.	Immersions place participants in unfamiliar environments to unsettle assumptions and stimulate new ways of seeing.
Contextual Dimension	Learning draws on the perspectives of those closest to the issue – customers, teams, communities – to expose what the context truly requires.	Encounters with different roles, logics, and constraints expand the range of solutions participants consider.
Community-Centered Dimension	Story exchanges surface values, intentions, and tensions that give meaning and direction to the work.	Working alongside external peers reveals practices and approaches that broaden internal repertoires.
Three Dimensions Interwoven	When multiple perspectives meet around concrete challenges, shared understanding forms and learning gains legitimacy.	Stepping into the unfamiliar – and processing it collectively – reshapes how people listen, interpret, and respond.

ning in practice.

Powered by Reflection	Driven Through Conversation	Held in Intentional Spaces
Journals, mapping tools, and guided prompts help participants name what shifted and link insights across experiences.	Dialogue is grounded in real situations, recent decisions, and lived dilemmas.	Spaces are designed for experimentation: trying, adjusting, and learning without the pressure of daily routines.
Visual and systemic methods turn isolated impressions into identifiable patterns and implications.	Combining perspectives from different functions or sectors exposes interdependencies that shape the issue.	The setting, pace, and norms are aligned with the theme at hand – whether innovation, inclusion, or complexity.
Collective reflection highlights blind spots, aligns interpretations, and generates usable meaning.	Groups develop their own dialogue routines to test ideas, challenge assumptions, and move thinking forward.	Rituals, facilitation, and psychological safety ensure that all voices can contribute meaningfully.
Reflecting across experience, context, and group insight clarifies priorities and strengthens long-term integration.	When conversation shifts from defending positions to exploring insights, it produces alignment and momentum.	When the environment functions as part of the methodology, it supports deeper attention and lasting learning.



Learning is not a transaction.

It takes shape through experience, dialogue, and community.

Threaded Learning is our way of describing this process – not as a rigid model, but as an approach you can adapt to your own context. Whether you design programs, lead teams, or guide organizations, it offers a way to connect experiences, perspectives, and reflections so that learning becomes transformation.

Every encounter carries a thread. When these are woven together with intention, they create patterns of growth that last. We invite you to explore how Threaded Learning can strengthen your own work – and to join the wider conversation on how learning happens today.



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