

INDEX

A

A CLUE, 86
Abu Dhabi World Café, 138fig
Accelerating Change 2005 conference, 5
Access: to expertise, 25–26; as informal learning factor, 18
Adams, J., 94
Adaptation, 15fig–16
ADD (attention deficit disorder), 93, 94
Adkins, S., 32
Advanced Micro Devices, 121
Aetna Insurance, 57
Akers, J., 43
Alcoholics Anonymous serenity prayer, 228
Allee, V., 10
Alta Visa, 169
Altus vSearch, 155fig
Amelio, G., 121, 124, 126
American Fern Society, 153
American Psychological Association, 112
Apache Corporation, 227–228
Appreciative Inquiry, 229
Argyris, C., 148
Asch, S., 12
ASTD study (2001), 166
Atkinson, C., 103

Atlee, T., 135, 147
Authentic happiness, 113

B

Baldwin, T. T., 33
BAR Camp, 200, 210–215
Batelle, J., 210
Baum, D., 182
Beale, S., 213
Behlendorf, B., 227
Bell Harbor Conference Center (Seattle), 207
Bennett, A., 91
Berensson, A., 103
Berman, M., 31
Beyond Bullet Points: Using Microsoft PowerPoint to Create Presentations That Inform, Motivate, and Inspire (Atkinson), 103
Bird by Bird (Lamott), 101
Blakeslee, S., 12
Blended learning: description of, 171–172; dimensions of, 172–173t; origins of, 170–171
Blink (Gladwell), 87
Blogger community, 153
Blogs, 179–182
Blue Pages (IBM), 61–62
Body language, 100
Bohm, D., 134
Bolles, R. N., 92
Bonk, C., 170, 171, 172
Bourdain, A., 151
Bowling Green University, 229
Boyatzis, R., 95
BP: approach to improving interface within, 195–199; background information on, 195; cartoon mapping critical interface in, 197fig; decision cards used by, 198fig–199
Brache, A., 33
Brand, S., 2
Bransford, J., 79
Brinkerhoff, R. O., 32
Broad, 32
Brown, J., 135, 136
Brown, J. S., 38, 45–46, 132, 212
Buchanan, L., 177
Building Beehives (Kahan), 151
Bullitt (film), 64–65
Bureau of Labor and Statistics, 17
Burke, J., 107
Burns, F., 113
Bush, G. W., 174
Business ecosystem: benefits/results of informal learning for, 25–29, 232; creating value in, 92; delusions of control belief held by, 17–18; evolution of, 6fig; learning component of, 91; push and pull concept of,

- 38t–39; spending-outcomes paradox and corporate learning, 17; value of intangibles of, 34. *See also* Organizations
- Business Week* (magazine), 8
- “Butterfly effect” metaphor, 9
- Button, R., 187–188, 191, 192
- ## C
- Caen, H., 79
- Calvin and Hobbes cartoon, 56–57
- Canada’s National Research Network on New Approaches to Lifelong Learning, 17
- Capella University, 171
- Capitalworks, 17
- Capra, F., 65
- Carnegie, A., 29–30
- Carnegie, D., 98
- CBT Systems, 169
- “CEO Charm School,” 99
- CGI: background information on, 187–188; rich learning environment created by, 186; technical library of, 190fig; technology leadership program of, 188fig, 190fig; TFC (Technology Focus Connection) tool of, 189, 191fig; TFN (Technology Focus Network) of, 189, 191–192; Thought Leadership project of, 192
- Challenger* space shuttle disaster, 147
- Chambers, J., 158, 169
- Change: informal learning facilitating transformation and, 26; keeping up with, 29; long-term enterprise commitment to, 84–86
- Children’s Museum (Chicago), 50
- CIO (magazine), 177
- Cisco community of practice, 154–158
- Clark, D., 55
- Cleese, J., 22
- The Cluetrain Manifesto* (Locke, Weinberger, Levine, & Searles), 230
- Coaches, 132–133
- Coaching, 127
- Collier, R., 195
- Collins, J., 84
- Columbia* space shuttle disaster, 102, 147
- Communication: body language, 100; conversation form of, 131–148; informal learning during conversational, 28; networks connected through, 5–6; public speaking, 97–100; stories/storytelling for, 103, 132; unconferences form of, 205–217; unmanageable nature of modern, 10; written, 100–106, 118–119; XPLANE XPLANATIONS used in, 200fig–203fig
- Communispace Corporation, 135
- Communities of practice: Cisco as, 154–158; cultural differences and, 160–161t; description of, 151–154; LEGO Company, 158–160; world jam platform for, 162
- Communities of purpose (HP), 154
- Company Command Web site, 181–182
- Computer connectivity evolution, 7fig
- Connections* (TV series), 107
- Connectors, 75
- Conner, M., 58–59, 166, 175
- Conrad, B., 2
- Conversation: informal learning during, 28; initiated by mentors, coaches, and facilitators, 132–133; at Pfizer, 143–146, as powerful learning device, 131–132; stories/storytelling as element of, 103, 132; UAE’s use of Emiratization and, 133–134; World Café, 135–141fig, 142fig
- Cooperrider, D., 95, 229
- Corporate culture: displaying values of, 50–52; importance of, 51, 230–231. *See also* Cultural differences
- “Courageous Conversations” program (Pfizer), 143–148, 231
- Creating Value with Knowledge* (Cross), 63
- Creative relationships-shared space link, 58–59
- Cross, A., 4fig, 111
- Cross, J., 57, 141fig
- Cross, R., 63, 69–70
- Cryer, B., 111
- Csikszentmihalyi, M., 95, 112, 227
- Cultural differences: among countries, 161t; communities of practice and, 160–161. *See also* Corporate culture
- Curry, A., 207, 209
- Customer segments, 82
- ## D
- Dalai Lama, 133
- Damasio, A. R., 95, 108
- Daul, B., 75
- Davenport, T., 8, 43, 45
- Davis, E., 31
- Decision games, 87–88
- Decision making: PB decision cards used for, 198fig–199; shell scenarios/games to develop, 87–88; tips for, 88–89
- Decker Communications Program, 100
- Decroux, E., 114
- Delivered from Distraction* (Hallowell & Ratey), 94
- Deming, W. E., 25
- Denning, S., 103, 132
- Depression, 93–94, 97
- Desert Survival Game, 131
- DesignWorlds for Learning, 64
- Drucker, P. F., 8, 34, 43, 76, 222
- “Drunken monkey,” 79
- Dubai, 133
- Dublin, L., 99
- ## E
- Ecstasy and Education* (Leonard), 21
- Edgerton, H., 2
- Education Development Center of Massachusetts, 17
- Education Without Borders conference (2005), 134
- 80/20 rule, 63
- Einstein, A., 117, 223
- eLearn International Conference (Edinburgh, 2004), 55
- eLearning: birth of, 169–170; blended learning component of, 170–173t; effectiveness of, 166–168; future of, 175; results of, 168; ROI advantage of, 166; University of Phoenix success with, 173–175
- eLearning Guild, 17
- Electronic Performance Support Systems* (Gery), 57
- Ellison, L., 185
- Emergent learning: creating learning spaces for, 43–52; creating learn-

- scapes for, 40–58; creating playful workplace for, 52–55; digital natives of, 55–57; Knowledge Campus (Novartis) facilitating, 49–50; moving from training programs to, 40–43; push and pull concepts and, 38t–39t; shared space, creative relationships, and, 58–59; traditional versus, 37t; work flow learning as part of, 58
- Emerging Elearning conference (2005), 137
- Emiratization (UAE), 133
- Emotional intelligence, 108
- Empowering workers, 91
- Engaging Learning: Designing e-Learning Simulation Games* (Quinn), 76
- Engaging Learning* (Quinn), 52
- Engelbart, D., 8
- Enterprise learning: commitment to transformation and, 84–86; for culture, knowledge, or skills, 85t
- Envisioning: Bob Horn's experience with, 117, 126–129; history of printed works using visual language and, 118–119; multiple meanings of, 117; National Semiconductor's experience with, 119, 121–126; XPLANE poster example of, 120fig
- Esteva, G., 153
- Evaluating innovation, 29–30
- Evolution: of business, 6fig; of connectivity of computers, 7fig; of learning, 7fig–8
- Experts: decision games used to develop, 88; informal learning to increase access to, 25–26; situation assessment by, 87
- Exploratorium (San Francisco), 50
- F**
- Facilitators, 132–133
- FAQ (frequently asked question), 63
- Feelings, 94–96
- Field Museum (Chicago), 50
- Find-yourself aids, 92–93
- Five-Minute University (comedy routine), 31
- FlickrR, 185
- Flow* (Csikszentmihalyi), 95, 112, 227
- fMRI studies, 12
- FOO Camp, 206, 209–210
- Forbes* 400 (magazine), 174
- Ford, H., 221
- Ford, J. R., 32
- Ford, K. J., 32
- Ford Motor Company, 80
- Formal learning: comparing outcomes of informal, 31–34; described, 16–17; dimensions of, 127t; eLearning approach to, 166–175; spending-outcomes paradox of informal and, 17. *See also* Informal learning; Training
- Fortune* (magazine), 69, 104
- 43 Things Web site, 92–93
- Fowler, R., 112
- Freeman, W. J., 8
- Friedman, M., 228
- The Future of Work: How the New Order of Business Will Shape Your Organization, Your Management Style and Your Life* (Malore), 5
- Future Salon, 8
- G**
- Gafni, E., 17
- Gamez, J., 155–156
- Gandhi, 11, 132
- Gerro, J. T., 83
- Gehry, E., 45
- Geneen, H., 26
- General Electric, 69
- Gerstner, L., 230
- Gery, G., 57
- Gibbons, J., 143
- Gill, S. J., 32
- Gillmor Gang audio program, 208–209
- Gillmor, S., 207–208
- Gillmore, D., 207–208
- Gladwell, M., 75, 87
- Gnomedex, 206, 207–209
- Goldberg, N., 101
- Goleman, D., 95, 108, 226
- Good, R., 69
- Good to Great* (Collins), 84
- Google: corporate culture displayed by, 51; human butterfly effect observed at, 9; intangible value of, 34; playful workplace created by, 53–55; the Web simplified by, 185
- “Google-izing,” 25
- Googleplex (Google headquarters), 54
- Graham, C., 170, 172
- Granovetter, M., 67
- Graphics: visual impact of, 119; XPLANATIONS, 200fig–203fig
- Gray, D., 142
- Grok* (holistic recognition), 195
- Grokking: BP's approach to, 195–199; reflections on, 199–200; XPLANATIONS communications design as, 200fig–203fig
- The Grove Consultants, 122, 125, 126
- Grudin, R., 111
- Gutenberg, J., 118
- H**
- Hagel, J., 38, 212
- Halliburton, 72–73
- Hallowell, E., 94
- Hamel, G., 143
- The Handbook of Blended Learning* (Graham), 170
- Handy, C., 15
- Happiness, 111–114
- Hartmann, T., 94
- Harvard Business Review*, 148, 171
- Hathaway, R., 144
- Hausmann, Baron, 114
- Health factor, 108–111
- “Heart intelligence,” 108
- Heinlein, R. A., 195
- Henschel, P., 223
- The Hidden Connections* (Capra), 65
- Hill, N., 8, 30
- Hodder, M., 205
- Hoffer, E., 52
- Honoré, C., 11
- Horn, B., 117, 126–129
- How Buildings Learn* (Brand), 2
- “How to Ask Questions the Smart Way” (Raymond), 152
- HP (Hewlett Packard): communities of purpose approach by, 154; learning space problem at, 43; Stanford Instructional Television Network participation by, 142–143; UAE presence by, 133
- Hughes, J., 26
- Human capital, 135

- I**
- IBM: *Blue Pages* directory of, 61–62; culture of, 230; learning space problem at, 43; UAE presence of, 133; *world jam* community of, 162
- Illinois Trial Practice Weblog, 104
- Impromptu meetings, informal learning during, 28
- In Praise of Slowness* (Honoré), 11
- In Search of Excellence* (Peters & Waterman), 51
- Informal learning: as alternative to training, 222–223; business benefits/results of, 25–29, 232; coaching as form of, 127; comparing outcomes of formal and, 31–34; described, 16–17; developing platform supporting, 223; dimensions of, 127*t*; as freedom from learning “games,” 225–226; lessons of experience on, 227–232; spending-outcomes paradox of formal and, 17; three gravitational forces for, 18–19. *See also* Formal learning; Learning
- Informal learning lessons: culture matters, 230–231; do the possible, 228; envision opportunity, 229–230; examining your organization readiness, 231–232; keep it simple, 227–228
- Informal organization: described, 65–66; mapping connections in, 66–67; ONA used to pinpoint vulnerability in, 71*fig*. *See also* Networks
- Information sources: Cisco’s approach to, 154–158; discovering the most valuable, 66–67; finding the right information through, 62–63; importance of developing, 61–62; knowledge management (KM) and, 63–64; optimizing informal, 64–66
- Information technology: informal learning to increase flexibility of, 26; Internet as, 55–57, 177–182, 187–192
- Innovation: evaluating, 29–30; informal learning to facilitate, 26
- Institute for the Future, 144
- Institute of HeartMath, 108, 109–110, 111
- Institute of Noetic Sciences, 76
- Institute for Play report (2000), 53
- Institute for Research on Learning, 17, 223
- Intel, 121, 133
- Internet: blogging and the, 179–182; CGI use of the, 187–192; connections through, 177; cultural impact of, 178–179; emergent learners and the, 55–57; learning applications using the, 187*t*; unworkshops connected using the, 186*fig*; Web 2.0, 184–186. *See also* Networks; Web sites
- Internet culture, 178–179
- Internet Time Blog, 179, 180*fig*
- Internet Time Group Command Center (Microsoft), 46–47*fig*
- Intuition, 86–89
- Isaacs, D., 135, 136
- J**
- Jobs, S., 91, 121, 126, 213
- Jonsson, B., 11
- Joy, B., 3
- K**
- K–12 educational revolution, 134
- Kahan, S., 132, 151
- Kahn, T., 64
- Kaye, D., 209
- Keeping up, 29
- Keeps, E., 33
- Keller, H., 4
- Kelly, K., 221
- Kelly, T., 158
- Kierkegaard, S., 11
- Kitchen Confidential* (Bourdain), 151
- Klein, G., 88
- Kleiner, A., 65, 77
- Know “What-if . . . ?,” 64
- Know-/Care-why, 64
- Know-what/Know-not, 64
- Know-when, 64
- Know-where, 64
- Know-who, 64
- Knowledge Campus (Novartis), 49–50
- Knowledge management (KM), 63–64
- Knowledge work: future of, 8–10; innovative, 9. *See also* Work
- Knowledge workers: changes experienced by modern, 9–10; delusions of control over, 17–18; description of, 8; empowering, 91; improving morale of, 28; informal learning to unlock potential of, 27; information sources used by, 61–67; learning lifecycle of, 81–83; “wants” of, 30–31. *See also* Learners; Work
- Kofman, F., 148
- Krebs, V., 66
- Kurzweil, R., 1, 3
- L**
- L’Amoreaux, C., 75
- Lamott, A., 101
- Langer, E., 226
- Lanjer, M., 103–104
- Lave, J., 152
- The Leader’s Guide to Storytelling* (Denning), 132
- Learned helplessness, 97
- Learners: aiming for breakthrough performance, 96*fig*; belief in positive future, 96–97; feelings of, 94–96; finding your calling, 93; finding-yourself, 92–93; focusing on your interest, 114–115; happy attitude by, 111–114; health factor and, 108–111; reflection by, 79, 106–108; system check by, 93–94; written communication by, 100–106. *See also* Knowledge workers
- Learning 2005, 206, 215–218
- Learning: as adaptation, 15*fig*–16; benefits of, 15; blending good work with good, 226–227; continuum of yes to no, 16*fig*; decisions on what to include in, 80–81; definition of, 15, 18; differences between training and, 37; eLearning approach to, 166–175; evolution of, 7*fig*–8; human potential for, 21–22; impact on human networks, 7–8; Internet culture impact on, 178–179; neck-up versus neck-down, 108; role of reflection in, 79, 106–108, 128; self-service, 28, 39, 83–84; spectrum of, 16–17; spending-outcomes paradox of corporate, 17; three segments of

- learners with different modes of, 82t;
through interactions, 97; traditional
versus emergent, 37t–59; universals
of, 21. *See also* Formal learning;
Informal learning; Meta-learning
- Learning Circuits Blog, 32
- Learning ecosystem, 20fig
- Learning governance, 224–225
- Learning lifecycle, 81–83
- Learning networks. *See* Networks
- Learning spaces: benefits of, 43–44;
corporate values on display using,
50–52; created at MIT, 44–46;
Microsoft, 47–49; Starfire work
spaces as, 68; Sun Microsystems
Work Solutions Group, 46–47
- Landscapes: creating informal learning,
223; hypothetical network connec-
tions creating, 41–43, 42fig; infor-
mal learning in, 40; mental model
of, 40–41
- LEGO Company, 158–160
- Leonard, D., 89
- Leonard, G., 21–22, 31
- Lesser, E., 63
- Levine, R., 141, 230
- The Life We Are Given* (Leonard), 21
- Linux Journal* (Doc Searles), 214
- Living Desert* (film), 2
- Locke, C., 131, 230
- LSI Logic, 121, 222–223
- M**
- McCracken, B., 199–200
- McDonald, W., 102
- Mack, G., 109
- McKee, A., 95
- McKee, J., 158, 159
- McKinsey, 230
- MacKinzie, G., 98
- McNealy, S., 94
- McQueen, S., 64–65
- Maister, D., 95
- Malone, T., 5
- Management: fallacy regarding mea-
surement role in, 33–34; KM
(knowledge management), 63–64;
unmanageable nature of communi-
cation, 10. *See also* Organizations
- Manutius, A., 118
- Manville, B., 135
- Mapping Hypertext* (Horn), 126, 128
- Marceau, M., 114
- Marville, C., 114
- Masie, E., 166, 206, 215, 216
- Mastery (Leonard), 21
- Mature worker learning mode, 82t
- Me-learning, 179
- Meetings: informal learning during
impromptu, 28; unconferences,
205–217
- Mehrabian, A., 100
- Memorization, 80
- Mentors, 132–133
- Merck, 104
- Messina, C., 211
- Meta-Learning: description of, 76–77;
intuition role in, 86–89; learning
process improved through, 77–78;
learning to learn using, 78–80; self-
service learning process and, 83–84;
specific practices of, 80–81; support-
ing commitment to transformation,
84–86; worker learning lifecycle,
81–83. *See also* Learning
- Meta-Learning Lab, 75–77, 79
- Microsoft: Internet Time Group
Command Center of, 46–47fig;
learning problem facing, 43; moni-
toring productivity at, 47–49; UAE
presence by, 133
- Miles, B., 121, 122
- Mind maps, 105–106fig
- Mindfulness, 226
- MindJet, 105–106
- MIT learning spaces, 44–46
- Mitchell, B., 45
- MIT's Media Lab, 218
- Monderman, H., 221–222
- Monterey Bay Aquarium, 50
- Moore, G., 3
- Moore's Law, 3
- Morale improvement, 28
- Morgan, J. P., 29
- Motivation at work, 226–227
- Muir, J., 18
- Mybridge, E., 2
- N**
- Nahayan, Sheikh, 140–141fig
- Naiman, L., 53
- NASA, 102, 147
- National Model Railroaders Association
convention (2005), 159
- National Research Network on New
Approaches to Lifelong Learning
(Canada), 17
- National Semiconductor: extended
mural created by, 124fig; initial
sketch of strategic plan by, 122fig;
Leading Change workshops held by,
124–125; origins and development
of, 119, 121; *Star Trek* metaphor
used by, 122, 123fig; vision of ana-
log quality assurance and reliability
group of, 125fig; visionary transfor-
mation of, 121–126
- National Semiconductor University,
121
- National Supercomputing Center
(Illinois), 64
- Neck-down learning, 108
- Neck-up learning, 108
- Negroponce, N., 218
- Netherlands traffic engineering,
221–222
- Network effects, 3
- Network Roundtable, 69–70
- Networks: being aware of weaknesses
in, 67–69; communication connec-
ting, 5–6; engineering individual's
learning, 19–21; impact of learning
on human, 7–8; informal organiza-
tion, 65–66; as information sources,
61–73; learnscape hypothetical,
41–43, 42fig; mapping informal
connections, 66–67; mapping weak
ties in, 67–69; ONA (organization
network analysis) of, 65, 69–73,
71fig; unconferences as new type of,
206–218. *See also* Informal organiza-
tion; Internet; Organizations
- New Yorker* (magazine), 182
- Newstrom, J. W., 32
- Newton, Sir I., 2
- New/traditional thinking, 10t
- Nonspaced repetition, 79–80
- Norman, D., 102
- Note taking, 104fig–106
- Novartis Knowledge Campus, 49–50

- Novello, D., 31
 Novices: learning mode by, 82t; situation assessment by, 87–88
- O**
 Oakland Museum, 50–51
 O'Driscoll, T., 57
On Writing Well (Zinsser), 101
 One-Minute Bedtime Stories, 11
 Online Educa (Berlin), 56
 Online Learning Conference (Anaheim, 1999), 57
 Online Learning Conference (San Francisco, 2005), 57
The Only Sustainable Edge (Brown & Hagemel), 212
 Optimism, 96
 Oracle, 94, 133
 O'Reilly and Associates, 209–210
 O'Reilly, T., 209
 Organizational network analysis (ONA), 65, 69–73, 71fig
 Organizations: analysis of networks within, 69–73; evolution of human, 6fig; freedom from learning “games,” 225–226; informal, 65–67, 71fig; informal learning readiness of, 231–232; learning governance approach by, 224–225; long-term commitment to transformation by, 84–86; mapping weak ties in, 67–69. *See also* Business ecosystem; Management; Networks
- P**
 Palmisano, S., 162
Paris disparu (Pitt), 114
 Parker, A., 70
 Pasteur, L., 153
 Patterson, J. H., 196
 “Personal mastery,” 77
 Pessimists, 96
 Peters, T., 51
 Pfizer: Courageous Conversations program introduced at, 143–145; Courageous Conversations workshop in action, 146–148; examples of “conversation” successes at, 145–146, 231
 Pfizer Leadership Education and Development, 144
 Pirillo, C., 207fig
 Pitt, L., 114–115
 Pittsburgh Plate Glass creativity training, 53
 Plato, 108
 Playful workplace: Google's creation of, 53–55; value of creating, 52–53
 Podcasting, 155–156
 Positive psychology movement, 112
The Power of Intuition (Klein), 88
 PowerPoint, 102–104
 Productivity, measuring speed of, 9
 Professionalism development, 28
 Proust, M., 195
 Prusak, L., 63, 132
 Public speaking: body language and, 100; overcoming fear of, 97–100
 Push and pull, 38t–39t
- Q**
 Quality (informal learning), 18
 Quinn, C., 52, 76
- R**
 Rae, S., 18
 “Rapid cognition” capability, 87
 Ratey, J., 94
 Raymond, E., 152
 Reciprocal teaching, 79
 Reflection: on BP interface improvements, 199–200; learning role of, 79, 106–108, 128
 Repetition, 79–80
 Roberts, C., 77
 ROI (return on investment): evaluating innovation, 29–30; informal learning to optimize, 27–28; of unblended learning, 165–166
 Rosenberg, M., 61, 167–168
 Rosenman, R., 228
 Ross, L., 80
 Ross, R., 77
 Royal Dutch Shell, 111
 Rummler, G., 33
 Rushkoff, D., 52
- S**
 Sagan, C., 1
 Sales: increasing readiness of sales force for, 25; informal learning to increase, 26
 San Francisco Museum of Modern Art, 50
 Santosus, M., 157
 SAP, 17, 83–84, 133
 Sapolsky, R., 109
 Sarnoff, D., 98, 99
 Schopenhauer, A., 75
 Schrage, M., 52, 53, 58–59
 Searles, D., 214–215, 230
 Secretan, L., 227
 Segmentation, 82
 Self-empowerment, 77
 Self-service learning: convenience of, 39; informal approach to, 28; SAP experience with, 83–84
 Seligman, M., 95, 96, 111, 112, 113
 Seligman, N., 112
 Sematech, 121
 Senge, P., 77, 148
 Senior worker learning mode, 82t
 Serenity prayer (AA), 228
Serious Play (Schrage), 52–53, 58
 Sethi, D., 17, 108
 Shared space, 40–58
 Sibbet, D., 121, 122, 126
 Signature strengths, 113
 Skype, 178
 Slowing down, 11
 SmartForce, 169
 Smith, A., 210–211
 Smith, B., 77
 Snap, W., 89
 Snowden, D., 87
 Social phobia, 97
 SONY, 95
 Spaced repetition, 79–80
 Speaking: body language while, 100; overcoming fear of public, 97–100
 Spending-outcomes paradox, 17
 Sperling, J., 174
 Spock, M., 50
 Sporck, C., 119, 121
 Stage fright, 97
 Stanford Instructional Television Network, 142–143
Star Trek metaphor (National Semiconductor), 122, 123fig
 Starfire work spaces, 68
 Stewart, T., 33, 68, 69, 132
 Stolovitch, H., 33
 Stories/storytelling, 103, 132

- Stott, B., 101
Stranger in a Strange Land (Heinlein), 195
 Stress reduction: health and, 109–110; informal learning to improve, 27; programs aimed at, 110–111
 Sun Microsystems ;Work Solutions Group, 48–49
 SWAT team training, 88
 Sylvania, 53
- T**
 Talmud, 93
 Taylor, F., 2
 TechLearn conferences, 215
 Technology: future of work impacted by, 5–8; informal learning increasing flexibility of, 26; Internet, 55–57, 177–182, 187–192
 Terra University (Mexico), 153
 Thalheimer, W., 79–80
 “Thin-slicing” capability, 87
 Thompson, C., 48, 109
 3 Vs (verbal, vocal, visual), 99
 Time: changing nature of modern, 1, 2; happiness as attitude related to, 111–114; hyperinflation of, 1–2; network effects and, 3; out of control life and, 3–5; slowing down and taking, 11
 Tobin, D., 16
 Tognazzini, B., 68
 Toher, N., 103, 104
 Tosti, D., 231
 Traditional/new thinking, 10t
 Training: differences between learning and, 37; eLearning approach to, 166; informal learning alternative to, 222–223; Internet culture impact on, 178–179; ROI (return on investment) focus of, 165–166; scant impact of formal, 32–33; SWAT team, 88. *See also* Formal learning
 Transformation: informal learning to facilitate, 26; long-term enterprise commitment to, 84–86
 TRW, 66
 Tufte, E., 102
Type A Behavior and Your Heart (Friedman & Rosenman), 228
- U**
 Unconferences: BAR Camp, 206, 210–215; characteristics of, 206; FOO Camp, 206, 209–210; as geek gatherings, 206; Gnomedex, 206, 207–209; Learning 2005, 206, 215–218; old school versus new school of, 217t
 UNISYS, 169
 United Arab Emirates (UAE): transformation of modern, 133–134fig; World Café applied to, 137–141fig
 United Nations Development Program (UNDP), 160–161
 University of California at Berkeley, 110
 University of Phoenix, 31, 172
 Unlearning, 11–12
Unwinding the Clock (Jonsson), 11
 Unworkshops, 186fig
 U.S. Army recruiting motto, 113
- V**
 Value of intangibles, 34
 Veen, W., 56
 VIA Signature Strengths Survey, 113
Visual Language: Global Communication for the Twenty-First Century (Horn), 117, 126, 128
 Visual language: Bob Horn’s use of, 117, 126–129; effectiveness of, 117–118fig; history of printed works and, 118–119; National Semiconductor’s experience using, 119, 121–126; as transcending words, 129fig; XPLANE poster as, 120fig. *See also* Written communication
 Visual literacy, 117
 Visual metaphors, 117–118
 Vogt, E., 99, 135
- W**
 Walkaway value (informal learning), 18
 Walker, P., 49
Wall Street Journal, 53
 Wallace, M., 99
 Wasta (connections), 140
 Waterman, R., 51
 Waters, A., 102
The Way of Aikido (Leonard), 21
 Web 2.0, 184–186
 Web sites: author’s blog, 19; of this book, 1; Company Command, 181–182; 43 Things, 92–93; on informal learning, 233; Institute for Play report (2000) on, 53; Internet Time Blog, 180fig; LEGOfan.org, 159; MindJet, 105–106; Network Roundtable, 70; VIA Signature Strengths Survey, 113; wiki, 182–184fig. *See also* Internet
 Webber, A., 135
 Weber, C., 146–147
 Weber, M., 52
 Weetly, D., 183
 Weinberger, D., 230
 Weisman, J., 99
 Weiss, C., 76
 Weissbein, D. H., 32
 Welch, J., 121
 Welss, C., 76, 88, 110
 Wenger, E., 152, 153
What Color Is Your Parachute? (Bolles), 92
 What Will You Make Roadshow (LEGO Company), 159
 Wheatley, M., 148, 225
 Wheeler, K., 121, 122
 Whitney, D., 229
Who Really Matters (Kleiner), 65
 Wiki Web sites, 182–184fig
 Winer, D., 209, 212
Wired (magazine), 174
 WordPress Codex, 152
 Work: blending good learning with good, 226–227; Calvinist viewpoint of, 52; disengagement of workers from their, 227; establishing playful, 52–53; of the future, 5–10; informal learning to improve process of, 27. *See also* Knowledge work; Knowledge workers
 Work flow learning, 58
 ;Work Solutions Group (Sun Microsystems), 48–49
The World Café: Shaping Our Futures Through Conversations That Matter (Brown & Isaacs), 136
 World Café: described, 135; origins of, 135–136; running a, 136–137; UAE

- example of applying, 137–141*fig*;
 XPLANE's visualization of World
 Café results, 142*fig*
- World jam* community of practice, 162
- Write to the Point* (Stott), 101
- Writing Down the Bones* (Goldberg), 101
- Written communication: clearly and to
 the point, 100–102; history of
 printed, 118–119; power of graphics
 used in, 119; PowerPoint authoring
 tool for, 102–104; taking notes,
 104*fig*–106. *See also* Visual language
- X**
- XPLANE: described, 40, 200; improv-
 ing BP interface, 196–199; XPLA-
 NATIONS graphics used by,
 200*fig*–203*fig*
- XPLANE posters: cartoon map on criti-
 cal interface, 197*fig*; on visual learn-
 ing to transform organization, 120*fig*;
 World Café visualization by, 142*fig*
- Y**
- Young, J., 143
- Z**
- Zayed, Sheikh, 133
- Zeigarnik, B., 232–233
- Zeldin, T., 131
- Zinsser, W., 101