

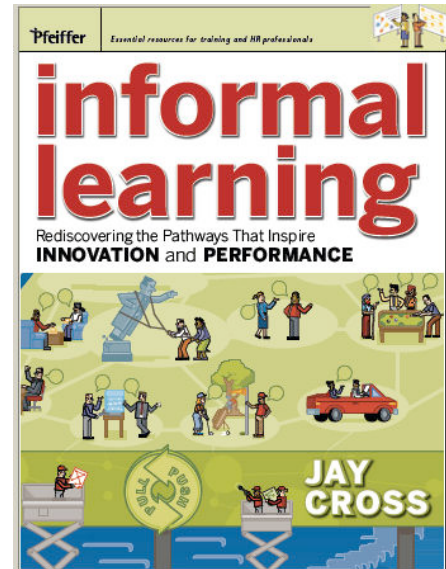
Chapter 6 of *Informal Learning: Rediscovering the Natural Pathways that Inspire Innovation and Performance*, by Jay Cross

Meta-Learning

Everyone takes the limits of his own vision for the limits of the world. *Arthur Schopenhauer*

A knowledge worker needs one thing only: to learn how to learn.

Peter F. Drucker.



META-LEARNING TREATS LEARNING AS A PROCESS.

Learning is a skill, like playing golf. The more you practice, the better your performance, but if golfers followed the pattern of business people learning, they would arrive for a match without ever having thought about the game or touched a club. Hence, meta-learning begins with raising awareness of learning, listening for feedback, praising advancement, and getting lots of practice. This is how one learns to learn.

Meta-learning also embraces a variety of conditions that interfere with the learning process, such as mismatch of the form of learning and the maturity of the learner. The commitment of the learner is involved, for without it the doors to the mind slam shut. People need the communication skills to participate in the knowledge economy. Stress and poor health are frequent obstacles to learning. All these factors and more are under the meta-learning umbrella.

The Meta-Learning Lab

Bill Daul is what Malcolm Gladwell calls a *connector*. IBM executive Jim Spohrer describes Bill as “human glue.” Bill brings people together. In 2002, he encouraged a small group of us who shared an interest in innovative approaches to adult learning to gather for lunch. Four of us continued our dialog, calling ourselves the Meta-Learning Lab.

Claudia L'Amoreaux conducts learning conversations, highly focused coaching sessions designed to help people expand their capacity for learning and leadership.

Here's how we described meta-learning to a meeting of the eLearning Forum:

Walk with me up the stairs to the balcony. Rise above everyday rules, conventions, and sacred cows. Let's find a vantage point that enables us to see what's really going on. Look at the people in the plaza below.

One man reads a book, two women debate, a dozen people listen attentively to a politician, a bearded man describes the old days to his grandchildren, a baby stares into her mother's eyes, three cigarette-smokers talk about the news, the gardener shows his apprentice how to plant a tulip, a teacher tells her students how acorns grow into oaks, a boy demonstrates how to blow a bubble with bubble gum to his little sister. All of these people are learning.

From the balcony, we see elaborate social exchanges where roles and status and self-image come into play. Some learning is planned; other learning just happens. Some learners are active, others receptive. Some are gaining information, others pick up new skills, and yet others are developing something deeper, beliefs. Teachers learn. Learners teach. The activity on the plaza stimulates some but distracts others. Some are adept at learning, others not. From a distance, we see patterns. We are looking at meta-learning.

The balcony's proprietor has put a variety of telescopes on the large wooden table to help us focus on what's happening down below. These are magic spyglasses. Each lets us watch the people in the plaza through the eyes of a different discipline.

I pick up the marketing spyglass. The learners look like customers shopping for knowledge and abilities to add to their repertoire. They love to buy but they hate to be sold. No matter how good the price, relationships are more important. They trust word of mouth more than advertisements. The people are not really shopping for lessons. They "buy" learning based on their expectations of how it will make them feel. In the end, all purchase decisions are emotional.

Next I bring the motivation spyglass to my eye. Some learners are enthusiastic; others are wallflowers. The gung-ho learners know what's in it for them and deem it relevant. They understand what's expected. They enjoy doing things their own way. They learn from teaching others. They're not afraid to screw up

Lack-lustre learners show up unprepared. They fear looking stupid and are afraid to experiment. They don't seem to know how they're doing. They feel that learning is being imposed upon them.

The anthropology telescope helps me watch how folks in the plaza are behaving. Some are attending classes. Others are chatting by the fountain. Several old men tell jokes as they puff fat cigars. The scope filters out the static, and I notice that the people chatting in small groups are learning twice as much as those who are attending class.

Claudia Welss is researching the cultivation of intuition aided by technology and is on the faculty of the Institute of Noetic Sciences. Clark Quinn is a cognitive psychologist who designs educational games, mobile learning applications, and intelligent learning systems, and is author of *Engaging Learning: Designing e-Learning Simulation Games*. I round out the group with a background in training, software, group dynamics, and marketing.

Discovering we each believed in the untapped potential of learning to learn, we met to become better acquainted and talk things out amongst the redwood trees in Berkeley's Tilden Park. We continued meeting at one another's houses off and on for years. Through dialogue, we co-created the vision of meta-learning that follows.

Learning is so integral to human nature that it's often overlooked. We have to rise above the day-to-day to recognize its presence.

How does meta-learning improve the learning process?

For an **individual**, learning how to learn improves performance. It includes such things as:

1. self-empowerment (attitude, self-confidence, understanding, what Senge calls "personal mastery")
2. knowing and choosing the best way to learn (individual, group, debate, triage, etc) and the best sources of information
3. personal knowledge management (capturing and reflecting on one's toolkit)
4. forming powerful relationships (with mentors, colleagues, info sources)
5. continuous reflection (double loop, goal of self-improvement)
6. moving to a reinforcing learning environment

For an **organization**, improvement is influenced by culture, organizational support, manager roles, and other areas that extend beyond an individual can do:

1. supportive organizational culture (tolerance of mistakes, vision of learning's import)
2. sense of community (common mission and values, linkages)
3. networking and communication infrastructure
4. respect for learning (and time & incentive to do it)
5. appreciation of the ROI of learning
6. helping individuals sharpen their learning skills
7. helping mentors help individuals sharpen their learning skills
8. implementing programs with sound meta-learning design (e.g. situated, timing right, discovery, fun, mass-customized, etc.)

Learning to Learn

How do you optimize people's learning and doing? The same way you optimize other business processes: you review the process, looking for opportunities to improve it, and then you benchmark against best practices. You do the same thing for learning and problem-solving processes, only they're a little harder to document and examine.

.....We know a lot about good learning and doing. We also know how to improve skills. For example, research has shown how self-explanation of the steps in a process improves retention, how re-representing a problem facilitates solution, and how individuals process information in different ways. Setting people up to learn how to learn ignites a process of perpetual self-improvement. Once people's consciousness is raised, many of them will become aware of their own learning and take responsibility for improving it. They probably need help destroying myths about what they can't change about themselves and what they can, but after that, enlightened self-interest kicks in.

.....The ultimate goal is to optimize an individual's ability to *do*. Consider the practice of note taking. Many people take notes at meetings. It's a habit you acquire in school, and you reread the notes at least the night before the exam. People continue to take notes after school. Surprisingly, they don't reliably reread the notes. So, the question arises, why do they bother to take notes?

.....The answer is that taking notes is a valuable form of processing information, a trick known to increase the likelihood of understanding and remembering material. If the notes are not exact transcriptions but instead are rephrasings or mind maps, or include drawings that capture some of the expressed relationships between ideas, they help cement the experience into memory.

.....But most people probably haven't explicitly thought about developing such techniques; they haven't thought about learning to learn. It's not what they have been conditioned to do in the workplace, and it's rarely taught. It has to be deliberately acquired by systematically reviewing one's own learning activities, comparing oneself to best practice, and applying tactics to alter well-practiced but inefficient behaviors. This meta-learning process of review, comparison, and intervention can become habit.

.....Reflection is usually accomplished by listening to the internal dialogue within one's head. When experts were asked to repeat what was going through their minds while learning, they described linking new understandings to old, searching for missing pieces when confronted with mental puzzles, and other active processes.

.....Because our inner voices are rarely shared, their thinkers don't receive direct feedback from others. One's internal dialogue may be inappropriate, illogical, narrow-minded and/or culturally biased, yet never stand corrected. Learners may not realize they have the power to shape the voice that columnist Herb Caen used to call the "drunken monkey."

.....The members of the Meta-Learning Lab consider it particularly valuable for learners to "get to know themselves" by telling others how they're thinking. Bransford relates that, "Reciprocal teaching, for example, is a technique designed to improve students' reading comprehension by helping them explicate, elaborate, and monitor their understanding as they read."

.....Facilitators can accelerate the discovery process by modeling their personal strategies for learning new material, solving problems, and allocating their time and

effort. Different subjects call for different approaches to learning. Questions that lead to understanding physics differ from those for learning written composition or history, or math problems – although meta-learning has improved performance in all of these subjects.

Again and Again

There's another factor at work that makes things learned at informal events more memorable than planned presentations and workshops. Repetition spread out over intervals is more likely to stick in long-term memory than repetition all at once. For example, if I hear a new concept at a presentation, then hear it in conversation at lunch *and* in a bull session at the bar, it's unlikely I'm going to forget it.

.....Spaced repetition is more effective than non-spaced repetition, observes research psychologist Will Thalheimer (2006). Spacing minimizes forgetting. "One way to utilize spacing is to change the definition of a learning event to include the connotation that learning takes place over time—real learning doesn't unusually occur in one-time events."

.....Compressing learning events into 50-minute presentations works against long-term remembering. Unconferences make room for things worth remembering to bubble up time and time again. Furthermore, just as random reinforcement keeps pigeons in a Skinner box tapping the bait bar furiously, random repetition cements remembrance.

THE RIGHT STUFF

Every generation has its own ideas about what's important to learn. It used to be information to memorize and now it's how to find things when you need them.

.....Back in the sixties, students used slide rules in science class because electronic calculators had not been invented. A college graduate was expected to know basic philosophy (Descartes, Hume, Kant, etc.), literature (Shakespeare, Dostoevsky, Camus, etc.), history (revolutions, colonies, wars, inventions, dates, etc.), science (elementary physics at least), and lots of other stuff that had been piling up over the past half-millennium. This core knowledge was expected to last a lifetime. It was the close of an era where a learned person could know it all. Now many of those topics are going the way of the slide rule, useful but unnecessary.

....."In your career, knowledge is like milk," says Louis Ross, CTO, Ford Motor Company. "It has a shelf life stamped right on the carton. The shelf life of a degree in Engineering is about three years. If you're not replacing everything you know by then, your career is going to turn sour fast."

.....As a teenager, I could recite the kings and queens of England, the books of the Bible, and the names and capitals of every country in the world. Now that these things are but a few keystrokes away, it is pointless to memorize them. (And I've of course forgotten them). In place of memorization, today's learners need search skills, conceptualization, analysis, reasoning, decision-making, and emotional intelligence.

.....Our individual needs vary, but permit me to share my personal meta-learning practices:

- Daily reflection
- Be mindful and alert
- Talk with my inner voice
- Take notes and reflect on them
- Mental feng-shui and Spring cleaning
- Think holistically, take frequent trips to the balcony
- Set learning goals and monitor progress
- Keep a journal and blog
- Seek process improvements
- Make and maintain good connections
- Recognize and shut down bad connections
- Hold on to what's important, improve those memories
- Continually ask, "Does this matter?"
- Discard the negative, the inconsequential, the clutter
- Share my learning insights with others
- Reinforce concepts by teaching others
- Maintain an optimistic vision of the future
- Find and spread joy in learning
- Revere serendipity
- Always expect to find miracles

The Worker Learning Cycle

To everything there is a season. We are born, we play, we work, we teach, we die. How we learn changes as we mature. A baby's every waking moment goes into figuring things out. Babies are the ultimate free-range learners. Child's play for pre-schoolers is learning in disguise; they devote most of their time to experimentation, discovery, making connections, and understanding their world.

.....School children attend formal classes and do assignments to learn foundation knowledge and skills. School's structure accelerates children's learning of the 3 Rs, cultural artifacts, and social norms -- to fill up their empty heads. The quality of the school experience is open to debate, but few would argue that children should have to invent, say, multiplication rather than have it taught to them in school.

.....Children weave a mental tapestry of understanding; adults patch holes in the fabric. Upon escaping the confines of school, most people go to work. Just as the high-school grad descends from the top of one heap to the bottom to become the entering freshman, the college grad starts over as a new hire.




.....Most people arrive at adulthood having built the foundation skills and mentality to function in the world, but they know neither the ropes of their employer's organization nor many work skills. Granted, most of us are novices in some areas but expert in others, but new recruits need more foundation than experts almost by definition. They are weaving their work tapestry.

.....Marketers divide customers into segments in order to treat them differently. Pampers targets young parents, Home Depot appeals to do-it-yourselfers, and Vogue is edited for women. When we divide the work force into segments, we find that we've often been trying to sell people the wrong thing.

.....Think of the demographics of the knowledge workers in your organization. How many are green? What many know the ropes? What fraction has the wisdom to teach others what to do? If yours is like most organizations, old hands outnumber new recruits 10 to 1. Your top performers are the mature workers in the middle.

.....Many traditional training departments concentrate almost all of their energy on providing training to novices. Sometimes the justification is that then everyone will be able understand it. In truth, the more mature learners are simply going to skip it entirely. Or become very disgruntled.

.....In the chapter on Informal Learning, I likened formal learning with riding on a bus and informal learning with driving a car or riding a bicycle. Training departments are adept at creating bus routes; often they have little to do assisting drivers and bikers.

		
Novice Worker	Mature Worker	Senior Worker
Directed	Self-directed	Helping others
Class	Discovery	Coaching
Course	Searching/Google	Mentoring
Teacher	Trial-and-error	Storytelling
Test	Collaborating	Giving feedback
Grades	Asking	Nurturing
Curriculum	Skimming	Modeling
Listening	Observing	Reflecting
Instructions	Conversing	Connecting

Three segments of learners with three different modes of learning

Imagine a seasoned executive who transfers from New York to Paris. Her business skills rank as mature, perhaps senior, but she is novice in speaking French. Most workers a riding the bus in some subjects and driving the car or riding the bicycle in others.

High performers usually fall in the center column, where learning is the most haphazard. Since they know what they need to learn better than any outsider, they actively resent trainers who tell them what they need. As Winston Churchill said, "Personally, I'm always ready to learn, although I don't always like being taught." The learning designer's responsibility is to make it as easy as possible for these workers to link to others, make discoveries, locate experts, and so forth.

Senior workers not only learn, they also teach. The firm's advisors, coaches, and mentors often come from their ranks. Most workers from now on will live well beyond

“retirement age.” Tapping the knowledge of a firm's “alumni” by keeping them on as personal coaches is a win-win solution compared to the impending loss of know-how that otherwise exits when the baby boomers clean out their desks and hand over control to the next generation.

From a meta-learning standpoint, organizations stand to gain when they serve the organization's mature workers by investing more heavily in self-directed, informal learning. Currently, many companies approach training as if everyone will benefit from kindergarten.

Self-service Learning

Former New York schoolteacher John Taylor Gatto (2003) wrote, “After a long life, and thirty years in the public school trenches, I’ve concluded that genius is as common as dirt. We suppress our genius only because we haven’t yet figured out how to manage a population of educated men and women. The solution, I think, is simple and glorious. *Let them manage themselves.*” The same advice can work in a corporate setting.

SAP is the world's leading provider of enterprise software, with 30,000 customers in 120 countries. As recently as two years ago, SAP was a closed company. 15,000 developers shared information in-house, but what they discussed was behind the firewall, as if their fortress were surrounded by a moat. Then a visionary executive lifted the wall and invited users to join in. Soon the users were telling stories of how they implemented SAP. They answered one another's questions. They described things SAP hadn't thought of. SAP began keeping score, awarding points for the best blog and discussion postings. Success fed on success; activity skyrocketed. Today the user community creates most of the information shared among SAP software developers.Information that comes directly from users is compelling: no vendor can speak as forthrightly as a customer. A few rough edges lend credibility. Sometimes SAP edits an entry, not to censor the content, for anything is fair game as criticism, but for clarity because English is often not the writer's primary language. You can't mandate community. The best you can do is to establish the context, provide a purpose, and nurture the group.

.....SAP customers have become self-service learners.

Commitment

In *Good to Great*, Jim Collins describes long-term enterprise transformations, which involve a major strategy shift and culture change, such as Citibank's commitment to be #1 in global finance and Stanford University's drive to become “the Harvard of the West.” To succeed on this scale, stakeholders must believe in the cause; they must take it to heart, embracing the transformation as the new paradigm. (Collins, 2001)

.....A CIO magazine article on system transformations reported that the accompanying training is often too software-specific. Put-this-item-in-this-field training isn't enough. Workers need to understand the why, not just the how. They need to comprehend the flow and impact of the new processes and the way the new system changes their relationships with customers, suppliers, manufacturing, accounting, and others. Success flows to those who embrace the knowledge and build a mental model of the transformation in their heads, learning how their new roles interact within and across the

organization.

.....In operational transformations, mastering new skills is often paramount. Operating a new point-of-sale system doesn't take much faith; conceptualizing how it works doesn't require a course. However, the operator had better have learned how to operate the system to record or reverse a sale. Learning new skills and how to use new tools effectively is transformation of the hands.

.....Learning in support of transformation is a whole-body process that calls on many types of learning. The nature of the learning varies with the nature of the transformation.

.....When developing a transformation strategy, you need to select learning methods to support the special requirements of the transformation at hand. Enterprise transformations focus heavily on building beliefs and cultural change. Operational transformations require proportionally more emphasis on building skills. Process transformations fall roughly in between.

	Nature of Learning	Common Learning Methods
Head	Processes Abstractions Understanding Knowledge	Communities of Practice Informal learning/peers Knowledge management Simulation
Heart	Beliefs Emotional intelligence Soft skills Values	Small group interaction Outward Bound Alumni network Storytelling
Hands	Procedures Hard skills Facts Muscle memory	Formal instruction Drill & practice Experimentation Search learning

Imagine a brewer telling his workers to leave every sixth beer bottle unfilled because they've got to cut costs. The situation is absurd because it would come back to haunt them in short order.

.....Now, imagine a senior executive telling her transformation team to chop back on training because they've got to cut costs. That's clearly penny-wise and pound-foolish, too. Yet it happens all too frequently. Why?

.....Training is easy to overlook or short-change if it's just a number. The consequences of cutting become apparent when you think about what you're proposing to eliminate.

.....Which of the three areas we've talked about would you be prepared to do without?

- People who believe ("heart") that this is the way to go and embrace the change. Project managers who automatically do the right thing because they have internalized the new.
- Workers who understand ("head") the project and know what to do.

- People can operate (“hands”) the new system with ease.

Learning will support the initial transformation and long-term, sustained innovation from the transformation. Learning will help ensure that people have the right skills, methods, and mind-set to embrace the transformation. Learning accelerates adoption of new technology and processes. Learning fosters culture change and is an integral component of effective human capital management.

Intuition

Many people are skeptical of hunches because they lack the rigor of logical thought. Horror of horrors, your gut feel might be wrong. As if logic doesn't lead us astray as well. With awareness you can learn to trust your feelings.

.....Few snap decisions are. Ideas that “just come to you” have often been brewing in your back brain. When you're facing a difficult choice, take a deep breath and ask yourself, “How do I feel about this?”

.....Intuition is often more effective than logic because it calls on whole-body intelligence. It is born of relationships and patterns. It draws on the power of the unconscious mind to sort through meaningful experience as well as the immediate situation. It addresses tacit, unspoken knowledge.

.....My good friend, Claudia Welss, is on the leading edge of research into the power of intuition. She senses that intuition and informal learning are inseparable. They both work by perceiving a greater whole, which might be the greatest whole, according to at least one interpretation of quantum physics (which challenges the basic assumptions of classical physics): that all of reality is an undivided whole where everything is deeply interconnected. An intuitive intelligence capable of accessing this quantum field of information would be unlimited.

.....She suggests intuition can be viewed as a learning skill, and can be enhanced by getting “A CLUE:”

Acknowledge the legitimacy of your inner voice, even if you feel it's disappointed you in the past.

Cultivate an environment of engagement, as in “seeking the acquaintance or goodwill of” by creating environments that engage intuition.

Listen attentively, legitimizing feelings and hunches, beyond *not disregarding* the intuitive voice, to developing an *attention* to it.

Understand how the inner voice may be filtered through prejudices: desires, fears, learned responses, worldviews and cultural assumptions; learn to distinguish between what's “real” and what's been filtered.

Exercise through practice—calibrate your intuition:

...commit to act on intuition in relatively safe ways at first, recognizing intuition is

a skill that can be strengthened by calibration through confirming or disconfirming evidence from other sources.

Sometimes failure is not an option. When a malevolent megalomaniac threatens to vaporize your empire, you send in your James Bond, not a raw recruit. Knowing what to do is second nature to 007.

.....In business, when it's vital to break into a complex new market, you send in a veteran who knows the territory to close the deals. You rely on an expert who has been there because he knows how to spot the signs and figure out what's going on as if by second nature. Until recently, extensive experience was the only way to become an expert. It took decades to develop and hone one's craft—you couldn't teach it in a classroom. That's about to change.

.....Singapore depends upon establishing healthy trade relationships with China. A design group in Singapore had been commissioned to help small and medium businesses become experts in doing business in China.

.....Foreign businesspeople new to China have an extraordinarily difficult time learning to sense and respond to the culture's complexities. They don't need more information—they need to be able to read what's going on so they will know how to use the information they've got. For a long time, no one could figure out how to transfer the insight of experienced foreign entrepreneurs.

.....What separates novices from experts is the way they size things up. Experts assess a situation with less new information than novices. In *Blink* (Gladwell, 2004), Malcolm Gladwell calls this capability "thin-slicing" or "rapid cognition."

.....Designers tackling the sizing-up-China program started by teasing out the "thin slices" that experts pay attention to when making rapid decisions. They elicited narratives from China hands, focusing them on context rather than conclusions. The narratives fell into six themes: strategy, environment, people, culture, law and fraud.

.....Next, the designers conducted extensive, confidential interviews with seasoned professionals. They asked them to imagine challenging but typical scenarios and to display them on a table using small figures and props to represent roles and relationships. The experts explained the relationships displayed (social context). They also played the scenarios forward and backward, answering questions such as "Let's imagine it turns out well/badly—what would the situation look like then?"

.....The designers poured this content into six shell scenarios. They included representative businesses going into China (trading companies, manufacturing companies, and service companies), the situational themes, and a variety of geographic regions. Narrative techniques created by Dave Snowden's Cynefin Centre helped transform the raw material into realistic stories. Methods borrowed from screenwriting brought the stories to life. The result was a "game pack" of scenarios, each containing dozens of unfolding vignettes.

.....A half-dozen novices can work through the scenarios collaboratively, making individual judgments along the way and learning from what their colleagues deem important. One game takes a moderately experienced group three hours or more to complete, but the game is best played with diverse levels of experience. Forcing the group to agree on their reading of the situation before moving on requires them to explain their divergences, which in itself provides a high level of complex, highly

contextualized knowledge.

.....These *decision games*, as pioneered by decision-making expert Gary Klein, repeatedly test a people's judgment and knowledge while they engage with business colleagues in a complex and ambiguous environment. While they are learning about a particular domain, participants also gain insight into the perspectives, styles and capabilities of their colleagues. (Klein, 2004)

.....Think about it: Exposing novices to multiple ways of seeing and sizing up situations is how expertise is built. Switching the focus from teaching content to challenging contexts intensifies learning. Participants become so involved, they don't even break for coffee.

.....Decision games have become a preferred method of developing experts in the U.S. Marines. These high-impact scenarios are also used to accelerate the decision-making capabilities of high-tech sales stars.

.....CLOs recognize that training the corporate SWAT team takes more than plain old vanilla training. Expect to see more programs for high-potential performers that use thin-slicing to build expertise—fast.

.....“The key to using intuition effectively is experience—more specifically, meaningful experience—that allows us to recognize patterns and build mental models,” says Gary Klein. Thousands of decision-makers from the military, fire departments, and business have engaged in “deliberate practice” to hone their ability to size up situations quickly, have confidence in the first option that springs to mind, sense what will happen next, remain calm in the face of pressure, and find alternatives when plans fail. (Klein, 2003)

.....Klein's *The Power of Intuition* is a cookbook of approaches for making tough choices, spotting problems before they get out of hand, managing uncertainty, sizing up situations, communicating your intuitions, and recognizing patterns. If you're interested in helping people think more effectively, read this book. I won't repeat it here, but I will tantalize you with a taste of tips that come in handy for almost any sort of decision-making:

- The first option you think of is likely to be the best.
- Use analysis to support your intuitions.
- Put more energy into understanding the situation than in deliberating over what to do.
- Think ahead.
- Uncertainty adds excitement to decision making.
- Consult the experts.

Developing deep expertise requires accumulated experience. In short, you learn by doing. But how can you accomplish this without continually re-inventing the wheel? How can you speed up learning without losing the nuances that are so important?

Some organizations are looking for help from experts who are designated as knowledge coaches. Knowledge coaches tell stories and ask Socratic questions. For the lessons to stick, the novice “needs to discover the expert's know-how through practice, observation, problem-solving, and experimentation.” (Leonard, 2005)

TAKE STOCK

Before we go there, I encourage you to take a look around your workplace.

- Where do you see informal learning taking place?
- Is there room for improvement? How?
- How could your layout better encourage conversation?
- Could you improve how people find answers to their questions?
- Does everyone understand how the shadow organization works?
- Does the environment encourage casual meetings with customers, partners, and suppliers?
- Do high-performers receive the same treatment as novices?

The next chapter zooms in from the organizational to the individual. We'll look at skills and attitudes one needs to be an optimal informal learner and offer some shortcuts for acquiring them.

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