

Transcript of the Executive Podcast with Ted Cocheu and

Eilif Trondsen

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Welcome to the Executive Podcast Series: The World Is Flat, Now What? Implications and Opportunities for Education and Workplace Learning. Today we'll be talking with the originators of this podcast series Ted Cocheu and Eilif Trondsen. Ted and Eilif are both directors of the eLearning forum, which is sponsoring the series. Ted is the CEO of Altus Learning Systems and Eilif is the director of the Learning On-Demand Program at SRIC-BI. My name is Brian McCartney and I'm the technical director of this podcast and work as the mobile learning specialist for Altus Learning Systems. This interview was produced in cooperation with Online Educa, sponsor of the annual Online Educa Berlin. In 2005, this leading e-learning conference had 473 speakers and nearly 2000 participants from 73 nations.

Q: So many of our listeners have read or heard about Friedman's book, The World Is Flat, but could you give us a quick refresher on the key points?

A: Sure, I think it starts with a phenomenon that we're all actually familiar with, that we've seen, we've talked about it a lot. It's actually quite controversial. This is [this] outsourcing and offshoring. And I think when Friedman was traveling, as he's wont to do as a New York Times correspondent, he was in India and he realized that things had changed. He realized that all of the sudden these Indian technology companies were very, very advanced and that they were competing directly with American companies. And they weren't just exporting their talent anymore, but they were competing directly with us. And so it really was an epiphany for him. And so he thought about it, he studied it and he identified a number of what he calls flatteners, things that over the last few decades here have helped reduce or flatten the economic barriers to competition on a global basis. He starts with the fall of the Berlin Wall as an example. He talks about Netscape



going public and all of a sudden people having access to the Internet and open source software or offshoring as we've talked about, you know, outsourcing, offshoring. And then the convergence of these various social and economic and political occurrences with technology, such as the Internet with cheap computing available, storage and very, very high bandwidth now going all around the world. And all of the sudden then he realized that the world had changed. That the world had become flattened because people around the world now could compete directly with anyone else because of these new capabilities that they had.

A: I think it's interesting. You know, obviously people have different perspectives on some of these and can see it differently. Even if you agree that the world is flat, John Seeley Brown pointed out that, well, it's flat, but it's also spikey. So that because you have concentrations of expertise and knowledge in certain areas, whether it's Bangalore, certain parts of China, Silicon Valley, San Diego and so on. So you have spikes although it's flat. Also Curt Carlson at SRI saw the world as a dot, because he said there is no length dimension to it anymore, things happen instantaneously. You can talk to someone right now, anywhere in the world, even free using Skype or other technologies, so he referred to it as a dot. So whether it's a spike or a dot or its flat, we all recognize it's all about the same things. And the factors that Ted referred to, I think a number of them are fascinating including the open source as a phenomenon that is in many ways a social phenomenon. But [it] is enabled by technology, having people all over the world contribute to improve, collaborate and improving on code that really improves the quality of it and it's resulting in tremendous products being available for free.

A: So then Eilif and I decided what we really wanted to do was really explore these implications then for education and workplace learning and how that was going to transform how we learn, how we work and how our educational institutions function. So that's really kind of the background of why we're doing what we're doing here.

Q: So now why did you think this was relevant to education and workplace

learning? And where did you come up with the idea for the Executive Podcast?

A: Well, we figured that anything that would impact the global competition and flatten it had to also have a significant impact about how we learn. And so Eilif and I and Geoff Bowker actually, from Santa Clara University, kind of collaborated on this idea. And we thought that what we ought to do is try to get some of the best minds actually in the world to talk to us about what they thought the implications would be for how we learn in the workplace, about how education takes place. And then that would be very insightful for us throughout our organizations in terms of training organizations, etc.

A: Ted and I are involved in the eLearning Forum. And that's a place where we get together monthly to talk about learning issues and particularly technology, how technology affects learning. So I think we have circled around this issue about the world being flat for some time. And you know what Friedman wrote in his book wasn't all that new necessarily, certainly at SRI we dealt with these issues for a long, long time. It's the way he said it and the way he packaged it and I think he did a tremendous job igniting a dialogue about these issues. So we deal with that in the eLearning Forum. Another thing that we have felt very strongly about in the eLearning Forum, and also in the learning on demand program that I lead at SRI consulting business intelligence, is we need to understand business issues more. And I think most learning folks, unfortunately, they talk a good game about, oh yeah, it's the intersection of business and learning. But when it comes down to it most learning professionals are really not that into business issues to the extent they should be so they can talk the language and address serious business issues with business executives. So Ted and I wanted to address those things, the learning implications of these business issues, and what Friedman talks about really are business issues. And we want to say, well, what does that mean for learning and that's what the podcast series allows us to do, explore that with executives.

A: Well he has a good point and we really wanted to provide the larger



context for our own programming in the eLearning Forum. And we wanted to provide people in the eLearning Forum and our members around the world, as well as well as our audience, we wanted to provide them with insights from some of the leading thinkers on this.

Q: So tell me who has been some of your guest speakers and how did you come about selecting them?

A: Well, it started out in as I mentioned a conversation with Eilif and myself and Geoff Bowker. Geoff is a director for the Institute for Science, Technology and Society at Santa Clara University and he has an advisory committee of very notable folks. And so what we thought we'd do is start with them. So we started with a guy named John King, who was the dean of the School of Information at the University of Michigan. We next talked to Bill Coleman, who's the CEO of a corporation called Cassatt. We talked to a Silicon Valley icon Regis McKenna, who's been around for many, many years here in the valley and has been a leading thinker. And then we talked to a number of other folks, one which very interesting, a guy named Rigas Arvanitis, who's from the French-Chinese Center for Sociology and Industry in China. And then also a gentleman by the name of Pedro Hernandez-Ramos who's at the Center for Science, Technology and Society at Santa Clara University. He's a professor there as well, but he's got tremendous international experience. Then we went on with some of the folks that Eilif knew.

A: Yes, since I'm at a startup, well a spin-off, [in 2001] from SRI International in Menlo Park. So I have access to all my colleagues at SRI, formerly Stanford Research Institute. And we've got a couple of thousand people. So I went to the top and we interviewed the CEO of SRI International. Then proceeded to talk to a colleague of mine, Jeremy Roschelle, who is a director for the Center for Technology in Learning at SRI to address some of the issues about the school system, which is really the feeder system for the workplace. There is an ongoing debate about the quality of our schooling system and so we felt that that would be appropriate. And then we have just

completed an interview with a very interesting gentleman, Kris Gopalakrishnan, who is the co-founder and COO, Chief Operating Officer, for one of the largest Indian information service companies, Infosys. And it's very interesting how that came about because, again, it shows how the world is flat now. Many of us are members of networks and communities and one of my friends is Ross Dawson, a well-known author in Australia and a speaker on conferences and so on. And Ross stopped by SRI a few months ago and he got very excited when he heard about the podcast series and then proceeded to suggest Kris as a speaker for our podcast. So here Ross in Australia, Kris was visiting -- had just flown in from India to Texas and Ted was here in Los Gatos. So we were all over the place and we did the interview. And this is what we want to do more of, get perspectives from different parts of the world on these business issues and the learning implications of those.

A: And lest we forget we should not overlook our really interesting conversation also with John Seeley Brown, who had written a book not too long ago, which is viewed really as a companion piece to *The World is Flat*, it's called *The Only Sustainable Edge*. And John was the director at Xerox Park and he was the chief scientist at Xerox and is a visiting scholar at USC. So he provided a lot of interesting perspectives on it or was well.

A: Yeah, in fact John [is] a colleague of John Hagel's, is also a very, very interesting fellow and a very nice gentleman who came to SRI to speak at one of our forums. I think that was January, wasn't it Ted?

A: Where, it was, yes.

A: He came and spoke about the work that he had done jointly with John Seeley Brown. Talking quite a bit about networks and specialization in India and China and so on. It's a really fascinating piece of work that they had done together that John talked a little bit about in the interview with you.

Q: So can you guys tell me what have been some of the major insights from

these prominent executives, academics and researchers?

A: Well, that's a good question, there's a lot of it, there's no doubt about that. You know, I think at the highest level I would have to say that when you talk to people at the level that we have you hear very little about training, which is kind of interesting. You hear a lot about collaboration, learning and action based learning. You hear about how organizations are addressing these kind of global issues but you hear very little about formal training. Now the exception to that certainly was Kris at Infosys. And it makes a lot of sense that he would be so focused on training, because they're recruiting and onboarding 20,000 people a year. And he has to bring them up to speed, so there's a tremendous role for training in a situation like that.

A: It was a scaling factor there, 20,000 a year is what they bring onboard. And Kris admitted, and I knew this from research that has been done by McKinsey and so on, that India and China and all the developing countries have really good schooling systems, but it's abstract learning. So when you come into an organization, and this is what McKinsey found, only 10% of the graduates that come out of Chinese universities are ready to work in a multinational company. while 25% of the Indian graduates are ready to work in a multinational company. So they need additional learning and training and that's what Infosys, and Kris, emphasized that they do, they provide 3 1/2 months of training for new people coming onboard Infosys and so that's just one element. There were other things that they do in training and learning at Infosys and Kris emphasized the holistic approach to learning and training that they take at the company. And it's clearly something they feel very strongly about, that gives them competitive advantage by training these people who have good theoretical backgrounds from their schools, but are not quite ready for prime time working for a company like Infosys. So they need additional learning and training. Maybe you had some other insights Ted from the people you interviewed, then I can add some of mine.

A: Well, there's just so much, when you talk to, for instance, John Seeley Brown and as you mentioned his collaborator, they're convinced that the next



wave of management innovation is going to be coming out of China and India, as opposed to Harvard Business School and places like that. Because of their very aggressive adaptation to the flat world they're developing new and innovative management techniques that they actually feel are going to help revolutionize management here. And I thought that was so interesting because Americans tend to be very, I don't know, egocentric about this and we think we're going to export these practices overseas. Where in fact they think it may well be quite the opposite, that there's going to be very innovative things that we need to learn and adapt to. So that was one of the many insights I've found.

A: And John Seeley Brown noted that he also had interviewed Kris as well in Bangalore so he actually went to India. And when I heard that interview that you did with him one of the fascinating things that I heard him saying was that Kris actually spends 25% of his time with his direct reports reflecting on learnings of the week. And I found that fascinating and so did John Seeley Brown, because Brown felt that very few American, maybe even European executives, spend that kind of time coaching and mentoring their direct reports. But it's crucially important, but perhaps particularly important in a company like Infosys because they're growing so rapidly. And they need to find the next leaders and groom them and be ready to take over as the company is growing so rapidly. So that was fascinating I think that they spend that much time with the direct reports. And so learning, in an informal sense, it's not formal learning, it's not the training by going to a course, but it's learning through action learning, working with other executives and learning what it's all about to be a leader in a large company. In fact I just finished another research report recently on the use of technology in leadership development and I think that that's another thing that we're going to see that technology that we're looking at for learning and trainings now starting to migrate upwards into leaders who will use blogs and other technologies. You know, there are more and more executives using blogs as a way to communicate and teach in an informal way to employees and others and use blogs or use podcasts the way we are here.



A: One of the other interesting things I heard was from Bill Coleman and his company Cassatt. I think he said that something like 70% of the components in their product are actually open source. And he felt that open sourcing was kind equivalent to a new guild system. And he said think of the opportunity to learn in a situation where you're putting your code out to be reviewed by some of the smartest people all over the world and getting immediate feedback about this and being able to be coached and mentored and get feedback by these people. He said it's just tremendous and that the level of technical development that can take place in an open source environments, something I really actually personally had never thought about; it was very insightful.

A: Yes, I think that's one of the areas that learning professionals need to think more about. In fact, we had planned to have a meeting on that [topic (and open source)] and hopefully we'll have one in the fall to look at open source. I just finished a research report on that as well and I fully endorse that, I think that it's a tremendous learning opportunity. In fact we had another meeting where we had some people from Autodesk talking about some of the things they had done on Channel Partner Learning and building some new systems. And again using open source as a way to shorten the cycle time down tremendously by using open source tools and technologies out there.

A: As I just mentioned, a couple of other things that I heard, insights from my interviews, Curt Carlson, the CEO of SRI, referenced what he called the exponential economy. And I thought that was kind interesting because he felt that if you don't double your performance every 12 to 36 months you're falling behind. Things are changing so rapidly and that's a function of the flat world, so you've got to think about that and a consequence of it is that you need to collaborate. Bill Joy, the founder of Sun Microsystems, once said that the smartest people ain't working for your company. The point being there's so many smart people around that chances are that they're not working in your company. They are somewhere else, whether they're in Bangalore or Helsinki, Finland or Oslo, Norway or wherever, so you've got to go outside



the organization. That gets to the extended enterprise and to collaborate and work with others so that you can keep up with the pace of change and that is so rapid. Curt Carlson also referred to network improvement communities and that's an interesting phenomenon. It actually dates back to Doug Engelbart, who did the work on the mouse and hypertext and all that stuff at SRI and in 2000 President Bill Clinton honored Doug Engelbart with the National Medal of Technology. But we built on that ideal of network improvement communities and at SRI we have a community of 20,000 teachers that learn together in a virtual community. It's a tremendous way for teachers to get together, not to take a course, but to communicate, share best practices in teaching and so on. So that's one of the things that we are doing at SRI. And we had the discussion of course with Jeremy Roschelle who mentioned that, but also talked about the use of graphing calculators and the power of representation by using technology to represent something that's very complex, like a mathematical equation and he has worked a lot with kids in that area and felt that the U. S. is really not as far behind as most people think. And he gave us a statistic that every year U. S. students are doing better in math and that goes contrary to what most people think. So there is a national assessment of educational progress, the gold standard used in the U. S. to measure what kids learn, particularly in algebra. And so we are doing better there, but he also pointed out that a weakness is not enough students are learning calculus, only 3% of students are learning calculus. And calculus is really a key area because that deals with change and that's what we're all about these days. So those are some of the insights that Ted and I have gained through the interviews so far.

Q: That sounds great, so can you describe for me what are being called Web 2.0 trends and what their relationship is, if any, to the flattening of the world?

A: Well sure, there's a couple of components. One of which is Web 2.0 is really the new generation of Web companies with viable business models, companies like Google and eBay are certainly examples of that. But on a more fundamental and a learning level it really has to do with a read/write world, a read/write Internet. So as opposed to the old days when -- the old

days just being a few years ago, when you would go to the Internet and you would look on a Web site and you would read what people had to say, so it was a read environment. Very few people could really have HTML skills, etc., could build Web sites and be able to publish their content. So that's really changed radically and I think the best example of Web 2.0, best and earliest, was blogging. And so all of the sudden, I'm not sure exactly when that was, three or four years ago I think blogging just kind of boomed onto the scene. But that was an example of anybody now could publish their thoughts and as a matter of fact people garnered large audiences because people were interested in what these folks had to say. And that's now expanded into another very, very popular thing, which is podcasting. So the ability to download audio files, which started with music, has now expanded into all kinds of content. And people now have virtual radio shows and organizations, as we'll probably talk about soon, are using podcasting to enable people throughout the organization to publish their ideas. We've got podcasting, we've got vodcasting, so it goes on and on. But the real principle here, I think that the thing that's so important to us and something that we'll touch on again soon, I'm sure, in this conversation, is that it's transformed the world, so that now we can liberate the knowledge that people have and make that accessible to everyone else and do that very easily.

A: And you know, the blogging is kind of an individual endeavor, most of it is done by individuals. Another technology I think that's quite interesting and we have a number of startup companies in the valley here that are focused on wikis. Wikis is a collaborative writing tool. So you write and someone else goes in and writes and so it becomes a very convenient tool for a lot of different things. In fact Kris mentioned that they are using wikis inside Infosys. And I know that many companies are now starting to use them for a variety of different applications, particularly in project related things where they want to communicate and anyone can go in there and add their thoughts. We even keep our product development, lifecycle, all kinds of things like that on there. It's very, very handy.

A: We had a meeting of the learning on demand program in London at

Reuters three weeks ago and the topic was Web 2.0 and eLearning 2.0. So we had a very vigorous debate about these things and I think it's fair to say that most of the training world has not come around to this yet. They see it coming, some are scared of it because it involves a lot of change but I think it's inevitable. These things will find use in organizations and I think organizations need to think carefully about how can we best deploy these tools and technologies?

A: Well in a transition to a knowledge-based economy, which we're deeply into right now, any organization's most valued asset is what people know, not what they own, but what they know. It's not the hardware, it's not the facilities, it's the value of what people know and the ability to turn what they know into innovative products and services.

A: And sharing knowledge!

A: Exactly, exactly.

A: And if you can get that knowledge, the knowledge that people have in their heads. And let me mention one thing that Kris mentioned that I thought was fascinating. He mentioned something that they're using because they want to make sure that people are contributing and sharing. So they mentioned -- they called it knowledge currency units, as a way to give people credit for what they do and get some recognition.

A: For what they know and --

A: Yeah, for what they do and how other people evaluate [their contributions]. So when you, Ted, refer to what I have contributed or you use it or you even rank it, so they have a ranking system. You know if it is ranked ten on a scale of one to ten you get more currency units. And at Infosys these are monetized, so you can take it to the store and take your family out for a nice dinner. So it's a good way to encourage people to contribute.



A: And in an academic environment people have done that forever in terms of keeping track of citations and publications and things like that as a way to demonstrate your contribution to the literature as it were. But I see that much more going on now within organizations and having companies really value the knowledge that people have, the extent to which they share it and the extent to which other people can leverage that for improved business results.

Q: Now will these technologies simply become new tools to improve how we educate and learn or do you see a major paradigm shift happening?

A: Well, I think that it might be a little premature and even presumptuous to say it's a paradigm change and that term is overused quite a bit. It is my personal view, I think we are definitely seeing a change. I don't think it's a paradigm change yet, but over time let's see what happens. As I referred to earlier, we had a very active debate in London about these things and I think the consensus was that, yeah, these tools are definitely coming, but they're not coming overnight. And a lot of corporate environments are rather conservative, particularly training departments are very conservative. So they don't jump on these tools immediately and a lot of people have questions about them, you know, what do they really mean? And some see them as threatening because they might undermine the power of the training department. Just like the power of the glass house [for mainframe computers] was threatened when we got PCs right? So there's some of that going on, but at the same time clearly these tools are starting to see use and they have to make business sense. It has to be a business imperative for why these things should be used. So I'm optimistic, I think that we are going to see these things being used more and more. And in fact I see that these tools could be used as a way to bridge the kind of old traditional training department to the New World training department or learning department. I wouldn't call it training because training is top down typically. Go and learn this, go and take these courses. Learning is more driven by the employee, by the individual. And I think that these tools could be a bridge to what I see as more informal learning and where people contribute.



A: Well see I think the revolution already has happened and organizations just don't realize it. They don't realize it because it's already going on in their organizations. People don't go to their learning management system to go find out what they need to know to do their job. They don't go take a course to go find out what they need to know to do their job. They're going to Google, they're going to message boards. They're using all kinds of techniques, they're podcasting. They're listening to people, other professionals inside and outside their organization that have information and knowledge that's valuable to them. But my strong sense is that the revolution has already occurred, it's inevitable. And organizations now need to quickly catch up, catch up with how people today are already learning. Now when you magnify that by the fact that now increasingly organizations are going to be populated by a digital native workforce, people who grew up, by the way, with computers. They grew up with downloading music and Podcasts and all these kinds of things and MySpace and all of these ways of communicating and exchanging knowledge. They're already ingrained in that. So I believe that the organizations that recognize that and leverage that are going to do well. And those who are recalcitrant and continue to hang onto the old training techniques, I think are clearly --

A: I think Ted and I have a little different perspective on this.

Q: Good, good.

A: Because I have more of an evolutionary perspective. I agree with what Ted says, they should and ideally these organizations should embrace these. I don't see it happening as fast as Ted would like it to happen. And certainly from the discussion we heard in London people are looking at it, they recognize it, but I don't think it will be a revolution, it will be an evolution.

A: Well, see it was underground for some time, that's the thing, it's underground. So I've been to -- and you've been to these meetings. You go to more conferences, Eiliff, than I do, but every one that I've gone to and the ones that I've spoken at either I ask the question or somebody asks the



question, what is the most ubiquitous eLearning tool today? And everyone, universally, will say Google or some other popular search tool and that's what they're saying is we're using these tools. We're already using these tools to go find out the information. By the way, that Web 2.0 has enabled people to publish, they've been able to publish their own content. The search tools enable us to go find that content and that's what's really --

A: But Google is a little different from podcasting and wikis and so on, I think, than blogging and I fully agree. But I think some take more effort and need a corporate blessing and so on. No one is going to worry about you going and using various search tools.

A: Well if you're saying they're threatened by some of these things I agree with you, absolutely, you know, blogging and things like that. And that's a major barrier, I think, for corporations to overcome, good point.

Q: Where do you plan to go from here with the podcast series and can you tell me, who are some of your upcoming speakers?

A: Yeah, let me say a little something on that. You know Ted and I are good Silicon Valley residents and it makes sense that we have focused quite a bit on Silicon Valley. This is a tremendous area, there's so much interesting stuff going on here in Silicon Valley and we certainly will continue drawing on the resources and the networks that we have here but at the same time we recognize that we live in a flat world. We need to go beyond Silicon Valley. I am from Norway and I spend a lot of time in Europe, so we're certainly going to tap my network in Scandinavia in particular. This podcast is being done at the request of Online Educa Berlin, which is a wonderful organization that I've been involved with for a number of years. They put on the Online Educa Berlin conference every December where thousands of people come from all over the world. It's probably the most international e-learning conference in the world. So we hope that people who listen to this podcast in Europe, who read the transcript from this, will be interested in contributing and suggesting names. Just like my friend Ross Dawson in Australia recommended Kris in

Infosys to us. So I hope we will have more. We, in fact, have already scheduled one interview with Dr. Bullinger, he is the head of the Fraunhofer Foundation, which is behind the Fraunhofer Research Institute, which is a huge -- one of the world's -- maybe the world's largest research and consulting organization all over Germany.

A: Even bigger than SRI?

A: Even bigger than SRI, I have to admit it. We both do good work, but Fraunhofer is huge. In fact MP3 file, the file format, was invented at Fraunhofer. So we're going to have an interesting interview I think with Dr. Bullinger in a little over a week but we hope there will be many more from Europe and from Asia, from elsewhere. We want this to be a global series because the topics that we are addressing are clearly global.

Q: Do you have any words of advice for educators and corporate training executives moving forward and how they can take advantage of the flat world?

A: Well I think the people need to look at it in two ways. On the one hand the flat world does provide certain challenges and how do you cope with those challenges? How do you cope with this kind of global flattened competition, where, as Eilif said, you know unfortunately maybe some of the smartest people in the world aren't working for your company and maybe they'd be working against you if you're not collaborating with them. And so the question, I think, has to do, from a corporate point of view, and maybe Eilif can address the issue of education because he's more familiar with it than I but from a corporate point of view the question is how to we prepare our workforces to be able to compete in this world on the one hand and then on the other hand, I think the flat world provides us tremendous opportunities. So Eilif was talking about some of the resistance that organizations may have right now to some of these technologies. If they move quickly from being resistant to these things to embracing them and utilizing them then they can actually enable people throughout their organization and their



extended organizations to share knowledge, to leverage that knowledge, to create, as John Seeley Brown talks about, new capabilities and to be able to collaborate in ways that we've never been able to do before. So I think there are tremendous opportunities for those organizations and specifically those training organizations, if they can transform themselves from thinking about things in traditional terms and embrace these new technologies, these new capabilities, to provide even better business results.

A: And I think the same really holds for the educational sector. Traditionally the educational sector has been insular, has not looked kindly on competition but now they are recognizing

that they are in a competitive world and they're competing for students, students have more choice now. There are universities that offer good courses, including on the Web that they can take [students] from anywhere. In fact I have a client, a university in Europe, that is part of our program and they are looking forward to, and they're recognizing these issues and thinking about how can they make their university better? How can they collaborate more with others? How can they use technology to improve the services they provide to students? So I think more and more educators, whether they're in K-12 or higher Ed, are recognizing these trends that we're talking about. And many of them, particularly universities of course, as Ted said, [recognize] there are tremendous opportunities here to link up and collaborate with universities elsewhere. Particularly China is attractive to a lot of U. S. and European universities that have started collaborations with Chinese universities. Because China has a tremendous need to educate their students and go beyond the more academic and theoretical knowledge that they currently provide in their schools to more practical knowledge and that's where our universities are so good. And that's why we have the leading universities in the world in the United States, so I see that happening. And when we talked to Kris he also mentioned that although we hear so much about all these numbers of students being graduated in India, engineers, you know hundreds of thousands of engineers coming out of India. He mentioned that outside the top 10 or 20 colleges, the second and third and fourth tier

colleges and universities in India are not in good shape, they have a tremendous job to do to improve quality. And the top five companies in India, the information technology service companies, take 50% of the engineering graduates. And they're growing rapidly, so there is a huge need for high-quality students coming out of these systems, whether it's India, China or the United States or Europe. So that's what the flat world is all about. They've got to do a better job, change is coming more quickly. But it opens opportunities to collaborate with others, to use some of these technologies we've been talking about here. And in fact many universities are starting to do a good job using blogging, using wikis, using podcasting in their course offerings and as a way to transmit information. And then when they get together in the classroom have more active discussion, rather than bringing 200 people in and just listening to a professor filling their heads with information. That's the old traditional way but there is a better way and people are recognizing that, that's what it's all about.

A: That's a good point. You know one last thing I'd like to say along those lines is that I think the challenge is to move from having people learn what we teach them to learning how to learn.

A: Yes.

A: That's the fundamental thing. And it's not clear to me that we're building learning capabilities to the extent that we need to. And it's interesting, Brian and myself do a lot of work at Cisco and it turns out that they had a management meeting there at Cisco recently and they had Tom Friedman as one of their guest speakers. So he has updated his flat world discussion because he's been giving this talk around the world for many months now. So somebody said to him, it was a management guy, and he said, okay Tom, I understand that learning how to learn, that's our challenge. How do we help people to learn how to learn, how do we do that? He says you can't just take a course in how to learn. And he says, well, the advice that I give to students, whether they're in high school or whether they're in college, he says find the teacher that people like the most to learn from, the most popular teacher.



And he says I don't care what the subject is, go take that course. Because what you're going to find is this is a person that really knows how to teach people how to

learn and they enjoy learning from this person. And he says forget what the subject is, I don't care if it's music or if it's math. He says go learn from good teachers because they can develop these skills in people and the enthusiasm for learning and the excitement around learning so that people learn on their own.

A: Jack Wells made a comment one time that I really liked. You know he's of course a well-known executive, he's retired now, but spent many, many years leading GE and he advised people to take advantage of what he called teaching moments and one of the best ways to learn is to teach. I know that myself, I taught for a number of years in college. And preparing for lectures and teaching, that's the way you learn. You know you sit there and you write lecture notes and you reflect on what do I know now? What did I learn that's new that I want to pass onto the students or to your colleagues and so on? So taking advantage of teaching moments and working with people inside of your organization, learn from best practices and so on, there's so much we can do. And I fully agree with Ted, I think that we have a lot of work to do in that area so that people can learn more effectively how to learn. Because that's what it's all about, because change is so rapid and we need to learn very quickly, more and more quickly.

Q: That was a great discussion guys. Thanks a lot for joining me today.

A: Thank you!