

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

Alvin Toffler

Are people, all human beings, smart? Then why is our education system so caught up in coaches, teachers, cheerleaders and managers on the sidelines grading and judging, only to lead our nation to robotic systems keepers instead of lovers of learning? *The Last Lifeboat* asks these hard questions about our current education system and offers hope for the future—teaching people to learn, unlearn, and relearn. From courageous truth combined with witty anecdotes and humor at our own stupidity, Skip Work incites readers of all classes and status to reinvent the future of education in America now—before the future is upon us! Read it or not, the future is now.

The Last Lifeboat was written for the estimated 225 million Americans who do not have a college degree. A College Decree for \$29.99 is the alternate title. Ironically, those who have a college degree might want to read it too, especially if one day their diploma turns into a learner’s permit that labels them as an “I have to be taught” passenger who may or may not possess the skills required to drive their own learning.

When there are a limited number of lifeboats on any Titanic system...

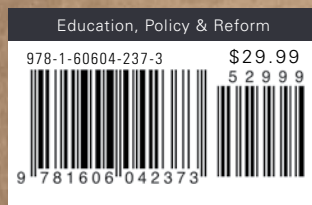
Author Skip Work is the son of Robert Grant Work, Capt/CWO4 Marine Gunner, USMC. His father was a decorated combat veteran in World War II, the Korean and Vietnam Wars who passed away in 1984. The Gunner served his country and corps with honor for over 30 years. He taught his sons and daughter, your fathers and grandfathers about equality, learning and leadership. He did not teach through words, but by his actions.



“I am entirely certain that twenty years from now we will look back at education as it is practiced in most schools today and wonder that we could have tolerated anything so primitive.”

John W. Gardner

The Gunner 1921-1984



PRINTED IN THE USA



THE LAST LIFEBOAT

Skip Work

THE LAST LIFEBOAT



learn, unlearn, and relearn.

Foreword by the Former Deputy Secretary of Defense Robert O. Work

By Skip Work



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PRAISE FOR THE LAST LIFEBOAT

If you feel boxed in and don't have a college degree you have to read this book. I got my Masters for \$29.99. How do you like them apples?

Doug Griggs

The Last Life Boat challenges the education system to a fight and delivers a knock-out punch. It is the best leadership book I have ever read...Say goodbye to management!

*Col. Haywood R. Smith (USMC Ret),
Former Armed Forces Aide-President Lyndon B. Johnson*

Controversial, thought provoking, yet hopeful for the future. The Last Life Boat will make you rethink the past, present and future of learning and leadership.

*Deborah Westphal,
Managing Partner, Toffler Associates*

This book is required reading for any person concerned with the current state of education and learning. I found it witty, at times controversial, but most of all it makes you think. I have known the author since 1989 and know of his rationale for his dedication, time, and resources to put this book together and he isn't doing this for profit or for notoriety. He has written this piece of work, and put forth his ideas and solutions, for the most unselfish of reasons: it is because he CARES!!!

*Lewis G. (Gary) Lee
13th Sergeant Major of the USMC (Ret)*

THE LAST LIFEBOAT

THE LAST LIFEBOAT

learn, unlearn, and relearn.

By Skip Work



TATE PUBLISHING & *Enterprises*

The Last Lifeboat

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“The Lord gave the word and great was the company of those who published it.”

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2. Education: Policy & Reform

08.11.03

DEDICATION

This book is dedicated to the action agents scattered all around the world. They are the closest most of us will ever get to witnessing true leadership.

Performance Hat Trick (The Action Agents)		
		
<u>Mikey</u> I'll do it! (Better)	<u>Pioneer</u> I'll figure it out! (Anything)	<u>Medic</u> I'll know it! (More)
<p>"It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better.</p> <p>The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood...who knows the great enthusiasms, the great devotions; who spends himself at a worthy cause; who at best knows in the end the triumph of high achievement, and...if he fails, at least fails daring greatly so that his place shall never be with those cold timid souls who know neither victory nor defeat."</p> <p><i>Theodore Roosevelt, "Man in the Arena" Speech given April 23, 1910</i></p>		
Performance is the driving force of this great nation.		
Performance is the precursor to leadership.		
So what's the point?		

Time to Cowboy up

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FOREWORD BY ROBERT O. WORK

“He has always likened learning to riding a roller-coaster with many twists and turns—exciting and scary at the same time. Those who conquer their fear and “just do it”—just get on the ride—will be rewarded with the thrill of a lifetime.”

• • • •

I am the last person who should be writing this foreword. I graduated from high school as the valedictorian with a 4.0 grade point average. I greatly enjoyed my college experience at the University of Illinois, as I impatiently waited to be commissioned as a Second Lieutenant in the U.S. Marine Corps. In the process, I fell in love with learning new things. Shortly after becoming a Marine, I earned a Masters of Science in Systems Management, to the great dismay of my brother, Skip, who, as you will soon see, thinks managers rank just above pond scum. To redeem myself in his technician’s eyes, I later earned a Master’s of Science in Systems Technology (Space Systems Operations) from the Naval Postgraduate School. Finally, I earned a Master’s in International Public Policy from the Johns Hopkins Paul H. Nitze School of Advanced International Studies. If I thought I could fit it in between my job and family, I would

probably try for a Ph.D. in strategic studies, even at this late date in my life.

In other words, I have no real complaint with the U.S. education system. I have found it to hold incredible opportunities for those willing to take them.

However, Skip is on a mission to change the way we all think about training, education, learning, and leadership. I don't take his mission lightly. Long ago, I learned to listen to what Skip said he was going to do, say, "Whatever turns you on," and then wait to see what happened. More often than not, it was something good. Going to play Little League baseball? Whatever turns you on! And he winds up playing first base on the European team in the Little League World Series. Going to go to Marine boot camp? Whatever turns you on! And he graduates as series honor man—number one out of a couple hundred recruits—an impressive feat back in the day when, shall we say, Marines like to practice "hands-on" leadership. Going to get your pilot's license? Whatever turns you on! Man, the California coastline looks good from 1,500 feet! Going to become an Air Traffic Control Technician? Whatever turns you on (giggle)! And he becomes the "techienator," and then an instructor of young "techienators." Going to get Naval Aircrew wings in your spare time? Whatever turns you on! And soon after getting his wings, which, in my mind, was never in doubt, he becomes a NATOPS instructor (a qualified instructor of aircrew), which was unexpected. Going to become an expert in Total Quality Management? Whatever turns you on! Wait a minute, I thought you hated management?! Going to become a database developer? Whatever turns you on! Then he becomes an instructor for databases and computer software—and is so successful he starts his own business. Going to get your master's degree? Whatever turns you on! Going to write a book that will change the education system? Whatever turns you on! Going to work in a cutting edge, "third wave" consulting firm? Whatever turns you on...and on...and on.

Personally, I think my brother is an adrenaline junkie who

suffers from ADD. Or perhaps his internal pleasure center got short-circuited at birth. Whatever the case, Skip is inflicted with a never-ending itch to learn new things and is only truly happy when he is scratching that itch. In the process of his constant scratching and his repeated accomplishment of things few think him capable of, he has developed a new way of thinking about how we can mold our children into better learners, scholars, and leaders. He calls it “pioneering”—learning to learn (anything).

Now, maybe it’s because he’s my younger brother, and I want to support him in anything he does. Maybe it’s because I’ve seen him do whatever he has set out to do over and over again. Maybe it’s because he has lectured and harassed me (and my wife...and my daughter...and my dog...and my cat) about Pioneer Learning for the last five years. Or, more likely, because he dragged me out to go dancing back in the day when disco was king, and I owe him big time for all the fun I had. Whatever the reason, I think he is on to something. His ideas of Pioneer Learning and the learning and leadership link resonate strongly with me, and I think they may resonate with many of you, too.

Even if one generally thinks the U.S. education system is basically solid—as I do—one must acknowledge many of the problems that Skip describes in the following pages. And if one acknowledges that such problems exist, then thinking about how to solve them is worth the time and effort. In the end, that is what this book is about: providing a completely different approach to the problem of training and educating our children—by teaching them to teach themselves. In this day of constant change—when the average person may hold five, six, or more jobs in a lifetime—what could be more simple, yet profound?

Before you explore his approach, however, I am compelled to warn you. Skip constantly reminds me that there is no such thing as the “condensed version” of anything worth learning. However, he has somehow crammed ideas some 25 years in the making into 500 or so pages. That’s one year of exciting ideas condensed into 20

pages. The result is often a kaleidoscope of metaphors and images. On one page he's talking about trains; the next, Easter egging; the next, the Titanic; and then, alternately, drill instructors, Mikey, coaches, medics, and hat tricks. They all come fast and furious. As a result, the images sometimes blur. Knowing my brother, this was intentional. He has always likened learning to riding a roller-coaster with many twists and turns—exciting and scary at the same time. Those who conquer their fear and “just do it”—just get on the ride—will be rewarded with the thrill of a lifetime.

However, if you, at times, find his frenetic writing style distracting, here is what I suggest: stop and read or reread pages 176 through 183 in *Book 2: Pioneer Learning, The Alternative Future*. They serve as Skip's “vision statement” for Pioneer Learning. In fact, I'd read these eight pages before reading the rest of the book. If these pages don't fire you up about Skip's ideas for change in our education system, then no amount of further reading will. But if these pages do excite you—as I think they might—you owe it to yourself to “cowboy up” and plunge deeper into the offbeat but powerful thinking of a truly driven, highly capable, self-taught (and slightly demented!) expert on training, education, and leadership, who is committed to making change happen.

After watching Skip for some 50 years, I wouldn't bet against him. Even if he is an adrenaline junkie with ADD.



“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler

“We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.”

Peter Drucker

Our world continues to change. A highly respected futurist and even a management guru have warned us what the future has in store for us. We have to learn how to learn. It is a future filled with unlimited possibilities, excitement, incredible challenges, and, most important, it is a future driven by nonstop change.

One might think the education system would heed these warnings and make a dramatic push to “the most pressing task of teaching people how to learn.” Instead, it continues to teach us to be taught. It is a system that thinks we will never be able to provide for ourselves and teachers must spoon feed us information before we can learn anything.

*“Give a man a fish and you feed him for a day,
Teach a man to fish and you feed him for a lifetime...”*

Outdated Chinese proverb

...unless the fish run out or the man is forced inland where he has to be re-taught how to hunt, fight terrorism, battle a war on drugs, help protect the environment, be retrained in a new job every few years, take classes on how to communicate with a computer while simultaneously deciphering an internet of information...then you have to teach the perpetual student over and over again!

This is why we must teach ourselves how to learn, unlearn, and relearn.

The only thing missing from this future equation are “learning to learn” experts that will lead us into this exciting and challenging

future. The problem is, learning how to learn is currently a haphazard occurrence. It is a lesson born through trial and error that occurs without any guidance from a teacher, coach, or manager and offers no college degree. Currently, learning how to learn is a self-taught doctoral. Claude Bernard said it best: “Man can learn nothing unless he proceeds from the known to the unknown.”

The wonderful thing about the future is it hasn't been written yet. *Teach yourself how to learn, unlearn, and relearn*, and the possibilities are endless.

So what is holding us back from grabbing onto the future?

We are being held hostage by the very education system that was designed to lead us in learning. Instead of leadership, this system has somehow managed to hold us back and box us in. The education system is under the impression that it is the only managing parliament that gets to decide if and when we are ready to learn how to learn.

On one hand, we have a management guru from the past who says we have to be “taught” how to learn. On the other hand, we have a highly respected futurist who tells us that those who cannot learn, unlearn, and relearn will be illiterate in the 21st century.

When it comes to the future, I always bet on Alvin. When it comes to speaking the language of management, my money is on Peter Drucker. When it comes down to learning how to learn, I'm going “all in” with both of them. How we do it is secondary.

The current education system is defended by an army of highly educated bureaucrats armed to the teeth with degrees. They are the ones blocking the gates to the future. They fear if they don't teach us how to fish or learn, we will surely starve outside the walls of their hallowed institutions. They are prison guards locked in the past and, at the very least, the present. Their degrees seem to have an imprisoning effect that traps them in the *known*.

Unfortunately, when it comes to the *unknown*, when it comes to dealing with the future, when it comes to thinking outside their sacred walls, when it comes down to mustering up the courage

necessary to venture into the abyss, these educated experts are trapped inside the very system they created. In a last-ditch effort to survive, they try to keep everyone locked inside the castle they built, where they have crowned themselves kings and queens. If their subjects learn to learn, who will they have to teach?

If we step outside their educated institutions, we can see that these self-governing bodies have no authority other than the degrees they hand out to each other. They are not elected officials. Degrees prove nothing more than someone can be taught and diplomas bought. While they look up at graduation as a date of academic achievement, it really signifies a learning expiration date. Throwing around degrees as proof of intelligence is no different then the has-been athlete talking about his glory days in sports: both are ancient history.

The most insightful comment from Mr. Drucker is, “We now accept the fact that learning is a lifelong process of keeping abreast of change.” Too bad the system doesn’t know how to change.

“Change has a considerable psychological impact on the human mind.

To the fearful it is threatening because it means that things may get worse.

To the hopeful it is encouraging because things may get better.

To the confident it is inspiring because the challenge exists to make things better”

King Whitney Jr.

In the future a diploma doesn’t make you smart because you buy intelligence. It is a future of unlimited opportunities where everything new is yet to be written and everything now is past history. It is a future where we can learn nothing unless we proceed from the known into the unknown and leave everything else behind. Okay, so we don’t have to leave everything behind.

Maestro...*play that funky music, white boy.*

*"I could wile away the hours
Conferrin' with the flowers
Consultin' with the rain
And my head I'd be scratchin'
While my thoughts were busy hatchin'
If I only had a brain*

*I'd unravel any riddle
For any individ'le
In trouble or in pain*

*With the thoughts you'd be thinkin'
You could be another Lincoln
If you only had a brain*

*Oh, I would tell you why
The ocean's near the shore
I could think of things I never thunk before
And then I'd sit and think some more*

*I would not be just a nuffin'
My head all full of stuffin'
My heart all full of pain
I would dance and be merry
Life would be a ding-a-derry
If I only had a brain"*

E.H. Harburg
Warner Bros., The Wizard of Oz

I still remember graduation as if it were yesterday. I was finally going to meet the wizard on a grandiose stage wearing a cap and gown with a hood on my back. He was going to hand over documented proof

that I finally had a brain, and life as I knew it was about to change. I had traveled the yellow brick road of learning my whole life in search of this wizard. This was the moment I had daydreamed of whenever I was stuck on a pole with an answer that nobody wanted to hear because I didn't have the right *stuffin'*. I spent most of my life with my hands tied, so I could not raise them or be called upon to offer a solution because I didn't have this documented proof. If I hadn't met up with Dorothy, I'd still be stuck on that pole and would have missed the adventure of a lifetime.

Never in a million years would I have guessed the thoughts that were running through my mind as I lined up on stage with my fellow graduates. We were getting an MBA! They were not thoughts of academic achievement, personal satisfaction, future business wealth, intellectual accomplishment, or unlimited possibilities. Instead, I could not get this funky song out of my head.

I approached the wizard with two outstretched hands, one to receive my diploma and the other to shake this mysterious man's hand. I had a grin from ear to ear, fully expecting him to whisper to me, "Remember, you had a brain all along." While the phrase was never stated, in my overstuffed brain bag it was implied as we shook and momentarily rejoiced to the roar of my wife and son. I had done it. I left the stage with documented proof that I had a brain. I glanced back to the stage entrance, realizing that only moments before I had been a *nuffin'* scarecrow.

I missed that person immediately.

I threw my diploma in the trash and ran into the arms of the two people that give me the personal wealth and satisfaction I've always hungered for. They are why I got the degree. They both remind me daily to never stop learning. I want this journey to continue forever.

My wife is my Dorothy. My son is the lion and tin man rolled into one with flashes of *scarecrowism* running through his veins. Given a choice between having a brain and remaining the scarecrow in my family's trio, I chose to remain a scarecrow. As I bear-hugged

my son, I thanked God that I had not gone on that stage singing, “If I only had a son.” Instead I was overcome with a warm “there’s no place like home” feeling that made me realize I was the luckiest man alive. I came to my own realization that I was pretty darn smart for a scarecrow, even after I threw the proof away like an idiot. What was I thinking? Oh well, my son is living proof of me.

Whoever said the journey is better than arriving at an intended destination hit the nail on the head, especially when you consider those you take the journey with. It was time to face facts. “I’d unravel any riddle...” because that is who I am. Never believing I am smart enough is a trait I cannot deny or give up without a fight. It is my greatest strength.

I tell this story to future graduates—high school, college, post-graduates, and doctorates, and anyone else pursuing a degree. I tell this to those who will never graduate college and have been unjustly convinced they are destined to follow. This is a story for employees who might never get ahead. A piece of paper cannot and will not change who you are. You had a brain long before graduation, and you have a brain even if you never finish school or go to college. A diploma doesn’t make you smart because you can’t buy intelligence. It is the learning journey, and who we take it with, that should be more important than meeting the wizard.

Now imagine, despite having earned this coveted master’s degree thanks to thirty grand and a thirty-year student loan, being told by a Ph.D. that I had no right to think I was qualified to even talk about changing the education system, much less write a book about it. After all, people, experts who were much smarter than me, were running this system, and what right did I have to think my ideas could help? He implied that they would almost certainly have already come up with the same ideas I had long ago. He challenged my background and pointed out my degrees weren’t even in the education field. Who would listen to what I had to say? He wanted to know who would benefit from my work. He said you can’t get published without an agent. He, like others before him, beat me

down like a dog and told me how I would never get published because I didn't even have a target audience. *Get thee to a nunnery!*

The only problem was, almost everything he told me was right. It forced me to reevaluate my work and figure out who I was writing to besides my son. As is always the sign of effective learning, the good doctor made me think. My first thought was there was a really good chance that my Ph.D. friend was not my target audience... that was for sure. *Hoo dat?* I didn't measure up to his standards. He made that perfectly clear.

As I teetered on the fence of giving up and reflecting on decades spent on a wasted effort, as was the case after every beat down, I felt extremely tired. I was tired of being degraded by this educated nation. First, I was degraded because I didn't graduate from high school with honors; next because I didn't have a bachelor's degree; and now, even after spending two years in solitary confinement and buying a master's degree, I was still being degraded by this educated system. I was sick of trying to push these changes to the top of someone else's intellectual mountain, and I just wanted to go home. Not home to my house, but home to Tennessee. Home to where my heart is. Home to where my fellow scarecrows never held my education against me. Home to where I could mispronounce a word like *dub graded* in a long southern drawl and get a big laugh instead of a lecture.

Next thing I knew, I figured out who I was writing to. This is a book for anyone *without* a college degree. I would target this book to my Tennessee homies, my fellow jarheads, the action agents fighting in Iraq and Afghanistan, those voiceless students locked down in the classroom, those "heave-hoe" employees covered in sweat and those wacky "Welcome to Wal-Mart" shoppers. I had a title for my first book, *Dub Grading Nation*. I broke my work into three different books. I compared the 1916 apex of the rail system to the 2007 education cartel and came to the conclusion that the education system could not and would not change. I decided to keep going and finish what I had started. I rewrote the book for

the fifth and then sixth time. I reread the book and laughed more and more, as this duh grading system just got funnier and funnier. I did everything I could to create a book that anyone without a college degree, the state of Tennessee, and the Marine Corps could be proud of, knowing that there was a good chance I was writing one more book that would never get published.

And in the end I had to give my critics their kudos. Without them I might have never realized that learning and creativity are one in the same. I might have overlooked what Alvin Toffler and Peter Drucker were telling us: The most pressing task is to learn, unlearn, and relearn.

So to all those kings and queens that said you can't change the education system: You were right. *Domo Arigato, Mr. Roboto...domo.*

I mention this before we forge ahead because it turns out, despite my best efforts, that this is a difficult book to read. Years of negative feedback tell me that the whole thing needs to be rewritten, again. Experts have said it's too broad, it has cheap graphics, too many details, jumps around like a bucking bronco (*pause for a couple of years—okay, ready, set, go*) it breaks basic rules of writing, it reads like a manual in parts, it lacks structure, and a few have found the message offensive. By my calculations, the best grade I have ever gotten for this manuscript was a C- by those whose judgment and honesty I trust immensely. The ideas have yet to be refuted or presented because I just couldn't seem to get past the delivery or find that entertaining winning structure that might appeal to a mass market.

There were those who said give up or try again. To them I say, write on.

I graded my own manuscript, and while I would be lying if I didn't think it was an A+ effort (I was really thinking more in line with a B- Pulitzer Prize), the truth is, grades don't mean anything. They never have, never will. It is too easy to make the grade just by showing up and putting it all on the line. In this case we seem to forget that the only grade that really matters is finding solutions

to the problems in the education system and discovering ways to make it better. I'm willing to put this effort up against any book or vision statement on the market that offers ways to improve education. I would be happy to burn every page and turn my back on writing if someone could present a fun and easy solution that solves the problems with our education system. But whatever their recommendation is, be forewarned. If it includes phrases like: they have to be taught, more discipline, total quality, and world-class management, then it is just another system that will lead us—strike that—manage us nowhere.

This book is an attempt to eliminate duh grading treatment, not to further ignite it. So why write a book that attacks the education system?

There are those familiar with the research detailed in the third book of this trilogy: *The Learning and Leadership Link*. They are convinced that the real money is in writing management books, specifically about management systems. If managers buy into your system, then the world can be your oyster. If you offer managers a system, especially a system that will let them solve countless problems, generate an unlimited supply of new ideas, have employees stick with them instead of quitting, and give them a chance to take innovation to a whole new level without a lot of effort, then why in the world would anyone waste their time trying to change the education system? Why not cash in on this system and stop fighting a battle that is impossible to win? To these critics it doesn't make any sense to try and change an education system that can't be changed. To them it is going for the long shot instead of the sure thing.

The reason the education system is the key to this entire trilogy is because learning how to learn is not a system. Learning is a system-free environment whose only rule is to continuously learn. This means that managers who are not comfortable teaching themselves can't use it. To make matters worse, this "non-system" approach to improvement is generated by giving the students and employees a

voice, something that scares most managers to death. To a systems manager, giving the “stupid and lazy” a voice is the same as a prison guard giving a weapon to the inmates; it is a bad idea. They are terrified that the inmates will expose them or shoot them down or, at the very least, duh grade them back.

And then there is the deal-breaker from a manager’s perspective. If you promote a change where managers have to give up their throne on the sidelines and get into the game, then you can bet they will continue shopping and buy into the next “new and improved” total quality castle. But first they will turn every gun they have on this one and try to shoot it down.

This means that no matter how many rewrites or changes to the manuscript I make, managers will always give me a substandard grade. That’s because I didn’t write this book for them. I wrote this book for those who did not, could not, or will not go to college. I wrote it for those “grit-eating” students of learning who are struggling to find their own formula for success. I wrote it for those who are stuck in the mud and can’t figure out why. I wrote it for my fellow scarecrows.

They are the ones who will succeed where I have failed. They will take this C- effort and rewrite the future for themselves, their families, their friends, and their children. I know this because I have faith in their performance abilities, their intellectual capacity, their youthful spirit, their courage, their tenacity, and their incredible creative energy. They will change the system because it needs changing. They will challenge the system because it needs to be challenged.

As for me, I found my pot of gold at the end of the rainbow. This book is it.

As for graduation, I learned a valuable lesson that day. My classmate Rodney told me the story of the hood on our graduation gown. He said that the robe was worn by Christian monks who were our original teachers. The monk would teach others and go wherever he was needed. At the end of every lesson, he would stand

by the door, facing the wall with his back to the exiting students. In exchange for his teachings, the students would place whatever they could afford in his hood: sometimes pennies, sometimes pesos, sometimes pizza, whatever they had. Then he would go to the next town or village and teach some more.

Isn't that how it always works? I finally get to see the wizard, and he gives me a diploma I don't need and takes back the robe that I could have worn to make a living. Think of all the great things I might have been able to do if I only had proof I was smart.

Oh well,

“I can wile away the hours,
 Conferrin' with the flowers,
 Consultin' with the rain,
 And my head I'd be scratchin',
 While my thoughts were busy hatchin',
 If I only had a brain!”

WHAT IS THE READER ASKED TO DO?

Learn how to learn, unlearn, and relearn. The readers can start by answering the questions at the beginning of this book and then re-answering them at the end. They will be asked to challenge their own assumptions and are required to form and, if need be, reform their own opinions.

In the end the reader will also be asked to return a questionnaire that asks every member of their family (including their children) four simple questions.

- What do you think are the problems in the current education system?
- What do you think the education system needs?
- What do you want from the education system?
- What ideas do you have to make the education system better?

And finally, once the reader is ready, he can put his name on the Institute of Learn, Unlearn, and Relearn (I-LURN) Master's decree in the back of this book for having taught himself to learn how to learn. This will enable him to graduate to the degree where he is master of his own learning future.

The message is simple: Teach yourself. Then one day when you find yourself staring into the abyss all alone, learning instincts will allow you to forge ahead without any fear of the unknown. It won't require that you stand around waiting for a manager to give you orders, a passing grade, thumbs-up or down, a total quality solution, or convince you and your friends there will be seats in the last lifeboat at the rear of the ship. It only requires learning action.

Since this is a book about learning how to learn, unlearn, and relearn, it only makes sense that we start right away. Learning to learn is driven by action and questions. The core of learning is based on three fundamental principles:

- What do I have to do?
- How well do I have to do it?
- ...and last but not least, what this book covers, What do I need to know?

Questions are the pulse of education the same as action and performance are the heart of training. Therefore, in order to place the reader in the driver's seat of education, the ability to ask and answer questions that satisfy their basic individual learning needs is critical.

This means that anyone reading this book should begin by answering these questions before reading a single page. The idea of education is simple. Anyone can answer all of these questions right now without reading this or any other book. "This is what I think," "I don't know," "Never thought about that before," or, "Let me phone a friend," are all acceptable answers.

This is because education is more about truth than it is about knowledge.

Education is cultivating your own opinions and harvesting your thoughts in order to determine how you will act. (Act or action is the key word that links education to training.)

Readers might want to keep their answers so when they finish the book and answer the questions again they can realize the true benefit of an education, which is to challenge their own assumptions in order to discover new ones. A book is not written so the reader thinks more like the writer. A book like this is written so the reader learns to think more like himself. This is the beauty of learning how to learn, unlearn, and relearn.

WHAT QUESTIONS DOES THIS BOOK SEEK TO ANSWER?

Part One—The Current Education System

- Does a college education mean you can stop learning?
- Are we trapped inside systems?
- Will the education system ever change?
- Who learns more, the teacher or the student?
- What is the real problem with the education system?
- Are people, all human beings, smart?
- Who benefits when we are convinced that people are stupid?
- Is the education system an institution of learning or a finishing school for systems obedience, punctuality, and practicing the art of repetitive boredom?
- What is the conditioning that comes out of the education system?
- What types of discipline does the education system endorse?
- If the education system is an institution of learning, then shouldn't the graduates learn how to learn?

- What happens when we start to believe that people are stupid?
- Is there a link between education system management and business systems management?
- Who earns a license to judge?
- Is leadership a sideline position? Is management a sideline position?
- How difficult is it to perform (do something) in America?
- What if the only people we can judge are ourselves?
- Have we forgotten that doing something stupid is funny? Do we even know how to have fun anymore?
- Do we want Total Quality or Human Quality?

Part Two-The Learning How to Learn Model

- Can you teach people how to learn? If the education system is an institution of learning, then shouldn't the graduates learn how to learn?
- What is the difference between training and education?
- What is the difference between management and leadership?
- What is the relationship between creativity and discipline?
- Why does the education system, a so-called publicly funded system, refuse to release the information it teaches and tests its students on and make it available to the general public?
- What would happen if students knew what they had to do and know before they ever stepped into a classroom? Would they still go to class?
- What would happen if students were allowed to collectively focus on a subject that the entire school was learning at the same time?

- What if students learned how to learn by themselves? What role would teachers, coaches, and managers play then?
- Is education or training the American preference for learning?
- What if students were given learning choices?
- Is the winningest coach always a dictator?
- Do we want students to obey or think for themselves?
- Can we learn without being creative? Can we be creative without learning?
- When the education system becomes a learning boot camp, what happens to our creative future?
- Does learning how to learn really require pulling off a hat trick?
- What is training? Do you need a coach, teacher, manager, or a leader to train?
- What is education? Do you need a coach, teacher, manager, or a leader to educate?
- What is pioneering? Do you need a coach, teacher, manager, or a leader to learn how to learn?
- Is it even possible to change the education system?

Part Three-The Learning and Leadership Link

- What is the difference between management and leadership?
- Is there a link between learning and leadership?
- Is learning how to learn a “condensed version” process?
- What is the difference between an action agent and leader?
- Has systems management succeeded in covering up the action agents?
- How could we let this happen?
- Does leadership require pulling off a hat trick?

- Is right-beside-you leadership always soft and fluffy? Can people be led to victory behind a powerful force dragging them into the unknown?
- Do performers work for the sideline manager, or should it be the other way around? Does the doctor on the sidelines work for the performers?
- What is a knowledge agent supposed to do?
- What happens when you have someone who can solve the problems of the team, meet their needs, give them what they want, and capture all their ideas? Are our systems, or, more importantly, the people inside the systems in desperate need of medical attention?
- If a doctor steps in to care for the team, would this change management as we know it forever?
- What did I learn?
- What can we do?

Use this space to add any questions you have and would like to answer for yourself.

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These questions are the focal point of this book, not the answers. If our goal is to learn to learn, unlearn, and relearn, our answers should and will continuously change as we learn more about this subject and about ourselves. The subject is learning how to learn, and this exercise in learning subsequently builds a foundation for any skill or subject the reader wants to learn.

Perhaps the best thing about self-induced learning is that it doesn't cost a thing. This book is for those who can't afford to go to college but can afford to buy a single map that will guide them on their own journey to learn, unlearn, and relearn.

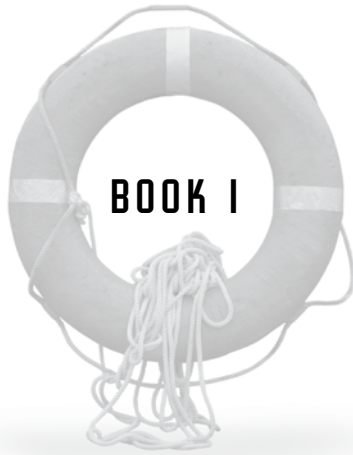
“One, don't do that. Two-- you dropped a hundred and fifty grand on an education you coulda' picked up for a dollar fifty in late charges at the Public Library.”

Matt Damon and Ben Affleck
“Good Will Hunting”

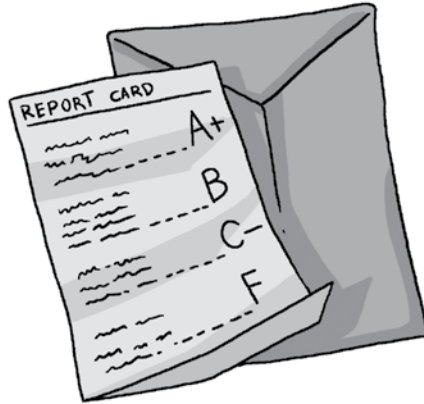
Rule #1 in learning how to learn: Learn to think for yourself and be an action agent, not a spectator.

This is something you don't need a college degree to figure out.

Note: Please write all over this book. This is your book of learning to learn, unlearn and relearn. These questions appear again at the beginning of each chapter giving you more space for your answers before reading the authors discoveries.



Dub Grading Nation
The Problem





DUH GRADING NATION SYNOPSIS:

“Waiting on the World to Change”

John Mayer

Are we trapped inside systems?

*me and all my friends
we're all misunderstood
they say we stand for nothing and
there's no way we ever could*

*now we see everything that's going wrong
with the world and those who lead it
we just feel like we don't have the means
to rise above and beat it*

*so we keep waiting
waiting on the world to change
we keep on waiting
waiting on the world to change*

*it's hard to beat the system
when we're standing at a distance
so we keep waiting
waiting on the world to change*

John Mayer "Waiting"

Imagine believing you can change the system. What if your dream of changing the system changed your world?

"Change your thoughts and you change your world."

Norman Vincent Peale

If you consider the words of Norman Vincent Peale, all it takes is changing your thoughts. This learning journal, this book, this trilogy, this manual or manifesto, whatever you decide to call it, has a singular goal. That goal is to change the way we think about education systems, coaches, teachers, managers, total quality, discipline, students, players, and employees. Once this goal is

achieved, then and only then can we start to look at the future of learning and laugh at how we trapped ourselves inside these systems.

Instead of thinking of ways to improve the system, improve education, improve management, improve quality, or increasing discipline in a last-ditch effort to save the system, what if there were alternatives that could change your world?

- What if systems were restricted to factory robots and total quality control was no longer applicable to people?
 - *Elective choices will change your thoughts about the system.*
- What if coaches, teachers, managers, and so-called business leaders who stand protected on the sidelines controlling, grading, cheering, evaluating, and judging the performance of others were exposed as “process observers”?
 - *Right-beside-you leadership will change your thoughts about management and let you visualize how the “system emperor” wears no clothes. It will divert the focus away from spectatorship to performance and actions.*
- What if you could see that increased discipline is the primary source of system strength and that this discipline is what traps us inside the system?
 - *Understanding the long-term effects more discipline has on people will change your thoughts about the grading systems in this search for new alternatives. It will shift focus from total quality back to human quality.*
- What if the education system would change its emphasis from teaching punctuality, obedience, and rote, repetitive work to the intended focus of learning?
 - *Understanding that the education system is more about following orders than learning will change your thoughts about every system we have.*

- What if we could prove that students, players, and employees who have been duh graded by the system were actually extremely talented, creative, and intelligent?
 - *Understanding the courage it takes to perform will change your thoughts about those who do and those who watch. It breeds performance equality.*
 - *Realizing that students have no voice will change your thoughts and have you wondering what the system is covering up.*
 - *Does the system serve the students, or do students serve the system?*

- What if the current connection between education and business managers was exposed and explained why there is no more leadership, only observers who graduate to the top of the systems box in order to manage from the sidelines.
 - *Understanding how the education system programming was designed to produce, package, and ship “stupid and lazy” students out to a duplicate systems box in business will change your thoughts about the system.*

What if we could see the system for what it really is? Would that change your thoughts? Would that show you a way out? Would it help you realize that people are not the problem? Instead, what if you could see that factory model systems are the problem?

You see, systems are boxes. They are boxes that we are supposed to think outside of. It is these boxes that segregate us. In the system we are all lumped into one of two classes. The clever place themselves in the upper class. They are the so-called “leaders” of the system. In the lower classes the huddled masses are stupid. They are categorized as the “followers.” In the systems box the clever hold dominion over the stupid. Equality vanishes.

It all started with the Industrial Age. First there was the assembly line factory system for uneducated farmers...

Original Factory System Box	
<u>Clever & Industrious</u> Plant Manager	<u>Clever & Lazy</u> Board of Directors
<u>Dull & Industrious (DI)</u> Factory Floor Bull	<u>Stupid & Lazy</u> Employees DIRT POOR FARMERS & THEIR CHILDREN

Leaders	Followers
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...then the factory produced the education system for the farmer's uneducated children...

Education System Box (1918-Present)	
<u>Clever & Industrious</u> Principal	<u>Clever & Lazy</u> Board of Education
<u>Dull & Industrious (DI)</u> Teachers/Coaches	<u>Stupid & Lazy</u> Students DIRT POOR FARMERS CHILDREN

Leaders	Followers
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...and this graduated us right into the Enron structured, total quality-controlled business system.

Total Quality System Box (ISO 2008)	
<u>Clever & Industrious</u> CEO, COO, CFO	<u>Clever & Lazy</u> Board of Directors
<u>Dull & Industrious (DI)</u> Managers	<u>Stupid & Lazy</u> Employees DIRT POOR FARMERS GREAT GRANDCHILDREN

Leaders	Followers
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If you trace factory systems back to their origin, it's easy to see how we got trapped inside them. Those who graduate into the clever box get crowned by the upper class, where they are sentenced to a life in an observation tower. Those who do not have a degree, or those who do and get saddled as a DI manager (drill instructor), find themselves trapped inside the lower-class box where they are sentenced to a life in the “stupid and lazy” pit.

Leadership gets lost and basically destroyed in these systems. Perhaps the greatest mystery of the systems box is how did the clever “manage” to convince themselves, or anyone else for that matter, that they are leaders?

The only leader of a system is the system.

This is why systems are so difficult to change. We have been programmed to accept them and shut up and listen to our clever masters. Systems served us during the Industrial Age when we were an uneducated nation of farmers. They served us back when we were idiot students whose parents were idiots too. Ironically, there was no exit strategy from duh grading systems once the population got educated, when the students, employees, and parents got smarter. The systems box conditioned all of us to believe we cannot “manage” without systems built specifically to control stupid and lazy people. Systems transformed us into a duh grading nation. They tricked us

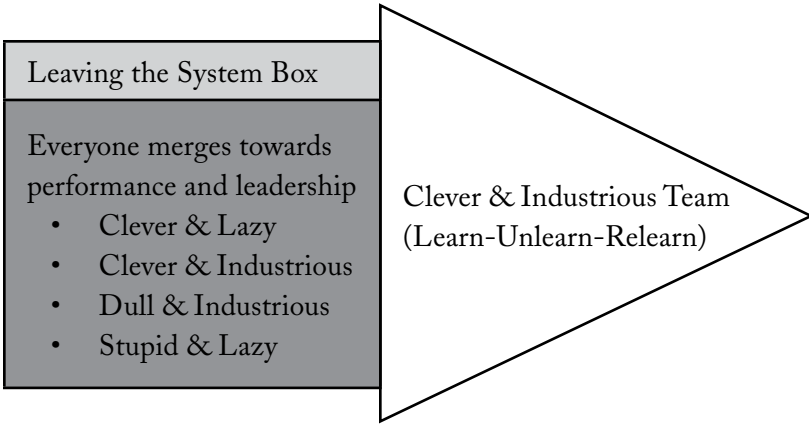
into turning our backs on leadership in favor of systems, sideline managers, and total quality control.

So what is the message of this research? What is the call to action?

Change the way we learn and you change the world. Teaching people how to learn will lead us away from duh grading, increased discipline, factories, systems, managers, and clever or stupid labels to a brand new world. This new world is made up of learning, elective choices, leadership, equality, unbridled performance, and creativity: those things all of us dream about.

SHAPE OF THINGS TO COME

(Moving toward the three-corner leadership offense)



“Now, I say to you today my friends, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: - ‘We hold these truths to be self-evident, that all men are created equal.’”

Dr, Martin Luther King Jr.

Speech at Civil Rights March on Washington, August 28, 1963

Dr. Martin Luther King, Jr. did not have a system; he had a dream. Never managing from the sidelines, he stood up in the center of a hostile arena isolated and alone until others made the elective choice to follow him or destroy him. He challenged our thoughts until he changed our way of thinking. In doing so, he changed our world.

That was over four decades ago. Think of everyone under the age of forty-five who has never witnessed this brand of deeply-rooted-in-the-American-dream leadership. Instead, they have been boxed into a system where they are “waiting on the world to change.”

Deeply-rooted-in-the-American-dream leadership is a change worth waiting for. Change the way we learn and you change the world. All it takes is changing your thoughts; all it takes is learning; all it takes is leadership.

“Change your thoughts and you change your world.”

Norman Vincent Peale

We all have a dream.

A grayscale image of a lifebuoy with a rope coiled around it, positioned behind the text.

EDUCATION SYSTEM APEX:

A Train has a One-Track Mind
Will the education system ever change?

“1916 is the year generally given as the date when railroads reached their apex in the United States. The track system reached its greatest extent: 254,000 miles. Ninety-eight percent (98%) of all intercity passenger and 77% of all intercity freight traffic was shipped by rail. Employment would top 2,000,000 in 1920.”

[http://www.nationalrrmuseum.org/collections-exhibits/
outline/golden-age.php](http://www.nationalrrmuseum.org/collections-exhibits/outline/golden-age.php)

Two thousand and seven is the year generally given as the date when education systems reached their apex in the United States. The education system had 76.6 million students on track to graduate. Approximately 85% of students completed high school, and 27% stayed on board to receive a college degree. Employment in education systems easily topped 2 million, but there were so many preschools, grade schools, home schools, private schools, technical schools, training facilities, colleges, universities, and online Web sites that it was difficult to get an accurate count. Forget about the countless volunteers who helped run the schools. Forget about the endless hours spent teaching employees in the business world. An estimated \$1.14 trillion (public and private, all levels) was being spent to keep this system operating at full steam.¹

If history teaches us anything, it is that change will come whether a system has a 98% monopoly or not. Even when there is no competition in sight, besides competing systems on the same track, it doesn't mean that the end of a glorious era won't crash right around the next bend. Believing that Americans would always settle for traveling the same learning track over and over again is a mistake so many industries have failed to recognize. It seems industry is susceptible to a common mistake when it starts believing that their system is the best and only system in town. The view from the top likely gets blurred by the fog of exclusivity and a mountain of local, state, or federal government mandates.

Therefore, we should say good luck to education systems and

wish them the best! May your numbers quadruple to 306 million students, employees, and managers' sitting in classrooms day and night; to the point where every man, woman, and child in America is attending your schools! May you reach your goal of a 100% graduation rate for every high school and college student no matter what the cost! Is it really possible that no one will ever be left behind? Maybe, just maybe, the education system will be the exception to the one-track mind.

And to those who have reaped the benefits of taking a journey on the educational train system, it was a great ride while it lasted. They managed to ride the system to the top of their class. This in itself is ironic, since the United States promotes equality and that class systems will never be tolerated in this country. Yet in the heyday of education, a degree segregated the smart from the stupid. It gave those who possessed a diploma a voice, while those who did not have documented proof of intelligence were rendered silent and muted, destined to follow systems managers.

So what destroyed the exclusive 1916 train system? Was it just another case of a one-track mind that thought the monopoly would last forever?

The only way to break the chains of a monopoly is, and always will be, to offer elective choices, alternatives, a different path or course of action from the 98% status quo. It is the "I choose to stay on the current track" or the "I choose to follow a different path."

As time passed and progress continued, people were eventually given options to the train system, and many simply made another choice. Whenever a system holds a monopoly, alternatives must be brought in so that people cannot be controlled or taken advantage of. The railroad system held the monopoly in 1916 to the point it determined what time people had to show up, when and where they could go, how much they could carry, how much they had to pay, where they would sit, and where they could get off.

If our country has learned one thing in this experiment for democracy, it is that a monopoly must have more than just

competition; it must have alternative options, or there will be abuse within that system. The education system is no different no matter how big this behemoth has grown.

So it wasn't a question of whether or not the railroad era would lose market share; the real question should have been when: What were the clues?

Did Henry Ford offer fair warning that his cars and trucks would be built Ford tough and America would drive away from trains in record numbers? Did the train industry feel threatened by the world's first scheduled airplane passenger service operated by the Airboat Line in 1914? Did the rail system shrug off Nike, Schwinn, and FedEx as temporary fads?

Perhaps the real clue came many years after the depression when even the hobos stopped hopping trains. They were also given a choice, so they started hitchhiking on the endless freeway systems being built all across the country. Let's face it, when people pass on taking a free ride on your systems train, that has to be a pretty good clue that your industrial strength is fading.

If you check the dropout rate, you find students are passing on a free education. The question has to be presented, why? Could it be that the system is just too duh grading?

Even the railroad's freight monopoly experienced its own emergence of elective choices as progress continued. Over time, freight could be driven, shipped, trucked, or FedExed from coast to coast faster and cheaper, and it could even go to destinations that were way off track.

And it's not as if the train system didn't work diligently to improve quality in 1916. They added porters, sleeping cars, dining cars, and luxury items to make the trip more enjoyable. Yet people, people who were given alternative choices, elected not to take the train anymore, no matter how much the system's quality was improved.

The problem was the destination never changed. Intercity travel became an alternative choice of riding a bus, driving a car, taking a

plane, or riding a bike or a Harley Davidson cross-country. There is a good reason that freedom is an unalienable right. Perhaps it is not important that the train system did things right; it was more important that the alternatives offered better, faster, cheaper, more flexible choices.

Most important, the alternatives offered the most attractive improvement this country has to offer: freedom. Freedom from a one-track system.

What were the major improvements the 2008 education system recommends that the railroad system could have tried in 1916 to stay on track and maintain their 98% market share?

- Round up everyone to get onboard.
 - *Would have made people feel like cattle.*
- Make the passengers shut up and listen
 - *Would have made the people want to scream.*
- Lecture the passengers on all the things they could not do to stay on the train.
 - *Would have been degrading.*
- Make the passengers wear uniforms.
 - *Would make them want to change.*
- Don't let passengers get off when they wanted to.
 - *Would have made them feel like someone else was pulling their strings.*
- Sound a bell to eat.
 - *Would have had the passengers hungering for another ride.*
- Make it so passengers had to raise their hand to go to the bathroom.
 - *Would have pissed people off.*

- Make everyone read and write the same thing.
 - *Would make them feel robotic.*
- Put PowerPoint presentations onboard.
 - *Would not break the click-click-click monotony and repetitive boredom and would have put everyone to sleep.*
- Don't let passengers look at someone else's paper.
 - *Would have been stiffening.*
- Put police, metal detectors, and bomb-sniffing dogs on the train.
 - *Would have made the passengers feel unprotected and explosive.*
- Give the conductors better pay.
 - *Would not profit the passengers.*
- Put people into smaller cars on the train.
 - *Would have been more confining.*
- Offer vouchers for another train.
 - *Would have put passengers on a different train on the same ole track.*
- Sell private cars.
 - *Would have simply expanded the system, making it more massive. It would have made it so those with money received better treatment and could buy a better ride.*
- Extend the train year, making the trip longer.
 - *Would have been imprisoning.*
- And finally, imagine what would have happened to the 1916 train system if President Woodrow Wilson mandated that no passenger would be left behind?

– Would have delayed the trip for all those passengers who showed up on time and held everybody back.

If the train system had tried to implement any of the improvements listed above, people would have realized sooner or later that they were getting railroaded by the system.

It was the alternatives—cars, buses, planes, and motorcycles—that improved the quality of intercity travel in the United States, not the railroad system. While every effort was made to improve the quality within the rail system, it was in fact the alternatives that gave us innovation and elective choices while the trains would remain stuck on the same old track.

So does the 2007 education system mirror the apex of the 1916 train system? Does it currently have an undisputed monopoly so that it has complete control and gets to decide what time people have to show up, how much they must pay, where they will sit, what they can say, what they can do, when they are allowed to leave, and now it even has a mandate that no one can be left behind?

The answer is yes.

And the education system is more than just a monopoly because it is a mandatory twelve-year sentence for every American who wants to succeed in this systems-driven society. The answer is yes because when the simplest question that can test democracy is asked, “What other choice do I have?” and the only available answer is “none,” then the rockets’ red glare, the bombs bursting in air should light up the sky like the Fourth of July. Because whenever an American is told he has no other choice, his first reaction should be to fight for one.

Why is the education system the exception to this rule?

The “stupid and lazy” six-year-old being transported to the first grade factory who asks, “What other choice do I have?” receives the same answer her parents did back when they were “stupid and lazy” toddlers.

None.

The “stupid and lazy” eleven-year-old being transported to the middle school factory who asks, “What other choice do I have?” receives the same answer his parents did back when they were “stupid and lazy” middle school kids.

None.

The “stupid and lazy” thirteen-year-old being transported to the high school factory who asks, “What other choice do I have?” receives the same answer her parents did back when they were “stupid and lazy” high school kids.

None.

This means the education system is a monopoly, a monopoly that has to be broken. Until there are alternatives, options, and elective choices, the education system will be allowed to duh grade its students indefinitely. Generation after generation will be given the same answer of “you have no choice” over and over again.

A real alternative is one that offers a choice that reaches the final destination quicker, faster, and with better results than the one-track system where people are constantly being railroaded. The education system has the unchallenged authority to escalate and control its own institutionalized mandate simply because we have no other choice.

Students, our children, currently have no choice but to travel the same educational tracks as we did, and, unfortunately, the trip hasn’t gotten shorter; it keeps getting longer and longer. Most of us only had to ride the education system train for twelve years or another four years for those who stayed onboard the college train. That’s because we started school in first grade. Children now are starting school almost at birth, and many of them are already considering pursuing their Ph.D. in some desperate effort to escape the duh grading trauma of the stupid and lazy pit.

Imagine if a genie in a bottle offered you a chance to be reborn and start a new life. The only condition was that the first twenty-five years of your life, your entire youth, had to be spent attending

school, sitting in a classroom all day, and studying every night and weekend? Chances are, most of us would pass on the offer.

In fact, many of us would likely try to negotiate a deal with the genie that offered the same choice with the promise that we would never spend a single day in a classroom if we could do it all over again. Forcing an educated learning preference on our youth should be considered a criminal offense.

As for our children, the system leaves them no other choice but to pursue a Ph.D. It is, after all, the only guaranteed ticket out of the stupid and lazy pit. A Ph.D. is the summit of the education mountain. Ironically, they don't say what they will do with the Ph.D. once they get it; their only goal is to get one. Imagine studying swimming for thirty years and thinking what a great swimmer you will be once you finally dive into the murky waters. Or even worse, what if your plan is to move to the sidelines to teach others how to swim or to sit in the lifeguard tower all day and soak up the sun?

In the absence of alternatives to the education system, there is only one option left. Someone needs to expose this system until an alternative is discovered. The only way to stop a bully is to challenge and face him head-on.

So where is the "leader" of the education system who needs to be called out for this fight? This book is an open challenge to that leader.

Step forward, Goliath, you coward. Where are you?

The reason we can't find Goliath is because no such leader exists. The education system is an electric train without a conductor. The tracks have been laid and the destinations are all set. The manager's job is to make sure the system keeps running. Nobody is in charge.

Who is the elected representative for the education systems? At least tell us where Oz is so we can follow the yellow brick road and go see the wizard that exists behind the curtain. The only evidence of a wizard is a pre-recorded message saying, "Stay in school, remain in your seats, and stay on track."

The reason you can't fight the system is because it has no leaders.

What the system does have is an army of sideline bureaucrats, clever managers who run in packs, dedicated to defending their system of choice. In other words, these DI managers are defending their own self interests, their own power base; they are defending their own jobs, their own existence. They vow to keep the system running no matter what the cost.

When children inside the system start shooting each other, anyone with an ounce of human dignity would never defend this type of system ever again. In fact, one might think it was time to shut the entire system down and try something new. Considering how many sideline jobs would be lost, unfortunately, this is not an option.

How could we manage without the education system? Would an entire generation of idiots really be born, or would happiness and creativity flourish instead? Since the system is mass producing "stupid and lazy" employees, wouldn't we get the exact same product with or without an education system?

While the alternatives to the education system haven't materialized yet, it is only a matter of time before a Henry Ford of learning (notice we did not say "education") steps up with an alternative. We are, after all, a smart, intelligent, entrepreneurial nation of incredible, diverse people. Our children are smart and creative regardless of what the system sells you. It is never a question of will the system change; it is only a question of when.

The solution is not to focus on improving the quality of this duh grading education system. Trying to work some magic "total quality" voodoo on this obsolete factory will not help it improve its market share over 76.6 million students. As soon as an alternative comes along, this market share will dramatically decrease, just like it did with the 1916 train system. The system, however, in a fight for its own existence, will resist this change as long as possible.

So even though there is not a 2008 Henry Ford or Airboat

Passenger Line currently waiting in the wings with some new and improved learning breakthrough (at least not one we know about), that doesn't mean that change is not coming.

It will require a revolutionary change of thought. It will require us to learn, unlearn, and relearn.

There are those who will try to convince you that the revolution has already begun.

While home schooling might be an individual form of revolution, it is a lot like someone using a handcar to transport their family down the same ole track. It is not revolutionary at all. You simply move duh grading from the school to your house.

Private schools are following the same ole track too, so no revolutionary change can be expected there either. If anything, private schools are a grooming ground for the "clever" tier of the systems box. In private schools the elite band together to duh grade anyone outside their box. It is the perfect training ground for those who graduate to a clever tier.

Privatizing the education system simply means someone else will profit from it. One might think that the best system is the one where the students profit, not the system.

What the educational system really needs is learning alternatives.

An alternative already exists but it has not yet been endorsed or supported. If the system has its way, there will never be an alternative. Change, real educational change, only exists in the imagination of those who found a better, more successful, more productive path to learning outside the system. To make this puzzle even more exciting comes from the realization that real change will never come from the education system at all, no matter how smart it has convinced us it is.

This is because education only makes up, at best, a third of all learning. If you travel across the entire learning spectrum, you quickly realize that retention in observational education, with lectures, reading, PowerPoint, and demonstrations all provide the

worst possible return on any learning investment. This education system, secured by its controlled passive learning preference and obedience requirements, does not recognize other active learning preferences.

We have become a nation trapped in a sit-and-observe condensed version of education in this factory system. We have duh grading sideline managers telling everyone what to do and say. And if that is not reason enough to change, the educational system will be forced in a new direction simply because we get no leadership out of it.

So it is time to stop defending the education system or trying to improve its quality. How many people are waiting for a chance to jump off this train and find alternatives to the only educational track available? Will this sit-in-a-classroom-and-listen education mandate survive for another hundred years? If it is anything like the train system, it will always be around for those who enjoy the tranquility of a click-click-click, leave-the-controls-to-us educational ride.

But what if a learning Henry Ford comes along giving us the chance to drive ourselves to our chosen learning destination?

How many students would stay on track then?

So before we look at how this alternative will emerge inside and outside the education system, it has to be exposed. Not pleasantly revealed, not partially uncovered, but fully exposed. It must be exposed for what it really is...and for the sake of learning...what it is not. Without an education leader to challenge, the best hope we have is to expose how there is no leadership. We need to peel back the covert layers of this system until there is no question that it is an obsolete factory and not a sacred institution of learning.

Originally, this book was part of a larger manuscript that detailed a massive amount of research and learning. In the original format it contained everything from exposing the current education system, to building a new learning alternative, to discovering the link between learning and leadership in an intermingled package. After years of trying to get it published, the overwhelming response was it simply contained too much information.

Imagine that, finding an alternative to the current education system at a point in our nation's history when more people had diplomas than ever before and it is shot down because it was not presented in a "condensed version" format.

Knowledge and information is condensable; learning is not.

So in order to comply with the "condensed version" educational system learning mandate, the original book was split into a trilogy. Ironically, after years of uninhibited research, a pattern of threes emerged over and over again in this pursuit to change this factory model education system. There is always the black and white with gray areas that so often emerge. It was a pursuit filled with research and learning and most of all it was fun, at times hysterical. Perhaps it was a sign of how the final chapters had to be written.

- Book 1– *Duh Grading Nation: The Problem*

How we got bamboozled by the education system. If we are trapped inside the system, we have no one to blame but ourselves.

- Book 2– *Pioneer Learning: The Alternative Solution*

If the education system won't teach us how to learn, then we have no choice but to "just do it" ourselves.

- Book 3– *The Learning and Leadership Link: The Future Benefits*

How we can stand up and quit bowing like a servant to the throne and help the person standing right beside us. We've been looking for leadership in all the wrong places.

I hope you enjoy this trilogy as much as I cherish the challenge of uncovering these mysteries. Believe it or not, I have what is called a "Tennessee sense of humor." When we get too serious about our current situation, we laugh at ourselves, or our friends make fun of us, because deep down it reminds all of us that we really ain't that smart. The first few times you do something you have never done before the chances are pretty good you're gonna look stupid.

Looking stupid is no excuse for not trying something new. Looking stupid is normally just a prerequisite for having fun.

This book is serious at times but it is founded on having fun, because believe it or not learning outside the system is fun. It is our down-home-fried-chicken nature to drive “systems” people crazy. We have been making fun of this system for decades so this book will give you insight into our unique sense of humor. If a coach, teacher, or manager treats us like a dog, guess what we do? We act dumber than a bag of biscuits and then laugh at how easy it is to beat the system this way. The best “stupid and lazy” system defense is a good ole boy “hoo dat?” offense.

Where do you think “*my dog ate my homework*” comes from? Ruff, ruff, roof.

It is my hope we will all laugh at ourselves because in the end we were all bamboozled.

And to those of you who work in the education system, forgive me if this book seems offensive to any person or peoples. That is not the intention. The education system box is nothing more than a figment of our factory-driven imagination or lack of imagination as is currently the case. The truth is throwing rocks at Goliath, not his army, is an unalienable right for those of us who have spent time in the stupid and lazy pit whether it was by order or choice.

And to those of you in a management position, who bought into systems, don’t be too hard on yourself. Since you were duh graded as a child by this system you can use that as an excuse for being so duh grading to others. “*If the duh grading glove doesn’t fit you must acquit.*” Blame the system. The only ones who should be offended by this research are those who are guilty of treating people as if they are stupid and lazy. If you grade or judge other people’s actions then at the end of this book remind yourself that “You’ve been punked!”

In the end we can only blame ourselves for letting the education system take control. It is time for all of us to cowboy up and slay this duh grading beast.



CONFESSIONS OF A TEACHER:

Learning how to Learn is a Lesson that Truly Saves People

Who learns more, the teacher or the student?

What is the real problem with the education system?

We were macho once...and young.

Long before becoming a teacher, I was a United States Marine. I wasn't a courageous hero like my father or anything like those devil-dog warriors we see on TV, battling terrorism with guns blazing; far from it. I was a Marine air traffic control technician. My weapons were soldering irons, multimeters, frequency generators, oscilloscopes, and a pocket full of spare parts. The enemies I battled were broken down pieces of electronic equipment and complex systems. My mission was to find the burned-out component in a schematic full of components, in less than thirty minutes. I was a stone cold troubleshooter. It was the greatest job in the world.

I was completely surprised when I first realized I wanted to be a technician. A single visit to the Memphis International Air Traffic Control Center was all it took. If it had not been for the United States Marine Corps I might have never realized this dream.

Now hold on, it's not what you think. I could have joined the Air Force, Army, or Navy and each one guaranteed they could make me a world-class air traffic control technician. But, the Marine Corps offered me what the others could not. They offered a solution to my dilemma of giving up the macho lifestyle I had come to enjoy in order to fulfill this dream of troubleshooting in a technical oasis filled with mystery. You see, I suffered from "*machismo image envy*," a rarely-talked-about affliction that would send me spiraling into a lifelong identity crisis of denial. Man or geek; those were the choices.

Authors note: The Marine Corps had a \$2,500 ATC bonus but that took away from this story so I opted to leave it out

The Marine Corps offered me the perfect cover. Even though I longed to be a troubleshooting technician, I knew enough to understand exactly what machismo had to offer. It is perhaps, the

most powerful affliction known to male kind. To a high school student, machismo meant the difference between a date with a real girl or another weekend in the Taco Bell parking lot drinking and talking about imaginary girlfriends.

You see, before the Marine Corps I was a jock. Sports, lifelong friends, incredible women, and parties were all an integral part of life and subsequently defined who I was and who I would become. It is only now, years later, that I realize I was a closet nerd, a want-a-be-geek in complete denial.

Oh sure, you can laugh. But back then women didn't care how smart you were. They were drawn to men of action, not men of knowledge. It didn't matter if you were dumber than a bag of hammers, with a face only a mother could love, all you had to do was to be a warrior in some type of performance arena and women flocked to it like flies. Action, pain, courage, and sacrifice all appealed to women. That's just the way it was.

Despite a burning desire to become a technician, it would have been machismo suicide to admit you were an electronics technician back then. The Marine Corps offered a way out. They allowed me the chance to be a technician by day and a United States Marine by night. It was an offer I couldn't refuse. It was the best of both worlds. I became a technical jock.

As if this machismo sham on the female population wasn't bad enough, the identity crisis got worse. Working around airports exposed me to the world of aviation. Watching a beautiful girl melt into another Marine's arms when he offered to take her night flying closed the deal on getting a pilot's license. As they normally do, women constantly raise the bar on men. First machismo and now we had to pilot them to far off places offering adventure and excitement. Not only did they require men who put themselves in harm's way, now they wanted to experience it with us a mile above the ground. Once you witness the living-on-the-edge aphrodisiac women began to expect, you started to realize women were changing and wanted machismo for themselves.

Two months later I was a Marine pilot. It was a lie when I said I was a Marine when I was really a technician. But to say I was a Marine pilot because I had a pilot's license was pushing the envelope. It was just another chance to bury the geek factor under even more layers of false machismo. The macho identity crisis got worse until women changed the rules of engagement...as they always do.

Women began to appreciate actions through knowledge. To feed my machismo addiction I found work as a part-time bench tech during off-duty hours. (I had to pay for that apartment, pilot's license, sports car, motorcycle, and make enough money for nights on the town.) It allowed me to witness firsthand the female aphrodisiac starting to swing from brawn to brains. The rework girls who assembled the electronic circuitry were attracted to the technicians who fixed the broken modules. Talk about luck, being in the right occupation at the right time. It meant for the first time in years I could come out of the closet and openly admit I was a technical-manual-toting troubleshooter who could fix problems in just about any piece of electronics equipment. Who would have ever thought that fixing broken circuitry would one day attract women? It was proof-positive that the female gender was simply too unpredictable, too intelligent for the always confused male species to comprehend.

Then disaster struck. It was an eyes wide open, "being naked in the classroom" nightmare. The Marine Corps ordered me to Instructor Duty. After years and years of fronting my nerdy occupation with a well planned macho imagine that could hide my passion for troubleshooting, I was going to be a teacher. It was like giving superman an injection of "Clark Kent" kryptonite. It was court-ordered machismo sterilization for "those that can do, those that can't teach."

If I hadn't met the girl of my dreams and married her I might have killed myself. I've always been attracted to independent women so the thought of hitting on my students, the only real pool of women that might be attracted to a teacher, was devastating. I must admit

that the women joining the Marine Corps were starting to become incredibly macho and men were swarming around them like flies. From the nerdy side of the street, women seemed so shallow when they acted macho.

Look, I didn't have anything against teachers; in fact I never found much use for them. They tried to get me to do things I didn't want to do. I looked at teachers the same way I looked at the other spectators who filled the stands in the gymnasium on game night. Teachers were just another spectator who tried to tell you what you should and shouldn't do, what you did wrong, and how you had to change your game. They were compelled—no they were driven—to grade others. I drowned them out like every other person on the sidelines and played “my” game, not theirs.

So there I was, sent to the neutered sidelines before my prime. Forced to teach bright, energetic young faces the art of troubleshooting, a thinking man/woman's macho game. Much to my surprise, I loved every minute of it. It turned out to be my calling. I didn't choose to be a teacher, it chose me.

The machismo cloak I had been hiding under was tossed aside and I came out of the technical closet into a room filled with wannabe troubleshooting jocks just like me.

We lived and breathed troubleshooting and electronics engineering. At night my fellow teachers and I would take our wives and party like kids in a candy store. Being a technician was no longer a geeky profession. It was as cool as the other side of the pillow. All around us, people were beginning to hop on board the technology band wagon. It felt *muuy* Macho!

It turns out teaching is really easy if you know the subject matter. It is a joy to those who love learning and a nightmare for those who don't want to learn anymore. You learn quickly that teachers who treat students as if they are smart are extremely successful. Those that hate students and treat them like idiots fail miserably. This is important and deserves repeating. Teachers who treat students as if they were smart are extremely successful. Those that hate students

and treat them like idiots are the most dangerous, destructive individuals on the face of the earth.

Most students just want a teacher who can give them learning shortcuts, the condensed version. They expect the teacher to take something extremely difficult that takes years to learn and make it easy for them to understand. They want someone to tell them a transistor is like a water facet that is turned on and off, not by an imaginary hand turning the handle back and forth, but by an alternating current applied to the base. Do that and next thing you know you are designated a master training specialist.

Successful teaching is often measured by the comment sheets from the students. Delighted students who tell you how much they learned can give the illusion the teacher is making a difference. It makes you forget that the ultimate goal is to teach them to think on their own. This means the easier you make learning, especially learning that requires heavy duty thinking like troubleshooting, the less likely this goal will ever be achieved.

Most people think that teaching is some “giving to others” profession but in a technical field that’s a lie. The most fascinating learning reality is that you can learn more in less time as a teacher than you could ever possibly learn as a student in any system. Think about it. Teachers have the answers to the questions they ask, which makes them appear to be smarter than they really are. What teaching offers is the only true, unadulterated learning experience you will find in our “education system” mass production model.

You see, teaching is a self-contradiction in learning. Who learns more in the classroom? Is it the teacher who has to teach himself in order to make learning easier for the students and is asked inquiring questions about every detail? Or is it the students who sit back and wait for the teacher to tell them what they need to know and do? The teacher, a skilled self-learner, spends hundreds of hours studying new information, new technology, and new equipment in order to condense that knowledge into tiny learning modules that the students will hopefully understand.

It gives the illusion that a technology that takes an *experienced learner one hundred hours* to master can somehow be taught to a *complete novice in eight hours*? It is the condensed version, upside-down and inside-out, completely backwards learning model. If the goal is for the students to learn, then it should be the students spending one hundred hours alongside the teacher watching the learning process unfold. After all, once students leave school for the business world they will be asked to spend one hundred hours learning so they can give their manager (*the incognito teacher*) the condensed version in a single page report or five-slide PowerPoint presentation. The whole thing is a “Who’s on first” Abbott and Costello learning comedy act.

In a technical world you have to learn how to learn. Technology changes so quickly you have no other choice. So why is it that the only person expected to learn how to learn is the teacher? Once this skill is mastered then the technical universe has no boundaries. Yet, the theory of the education system is that students can somehow learn more by sitting back and having a teacher tell them what they need to know and what they have to do. It is such a contradiction to learning and the irony is no one can see it but a teacher.

Once I understood that teaching was the best and fastest way to learn, I taught anything and everything I could. I taught every phase of air traffic control maintenance school and every piece of equipment. I learned more about air traffic control maintenance, airport operations, and troubleshooting than I had in seven years of school and work.

I taught battle skills training to fellow air wing Marines. I learned more about being a Marine rifleman than I ever had before.

I earned my naval aircrew wings in sixty days and the next day became a flight instructor for aircrew. Later I became a NATOPS instructor and qualified crew chiefs as naval aircrew. I learned more about aviation, airports, and flying than I ever had before and logged over 1400 hours of flight time.

I challenged a consultant who lectured Marines about leadership

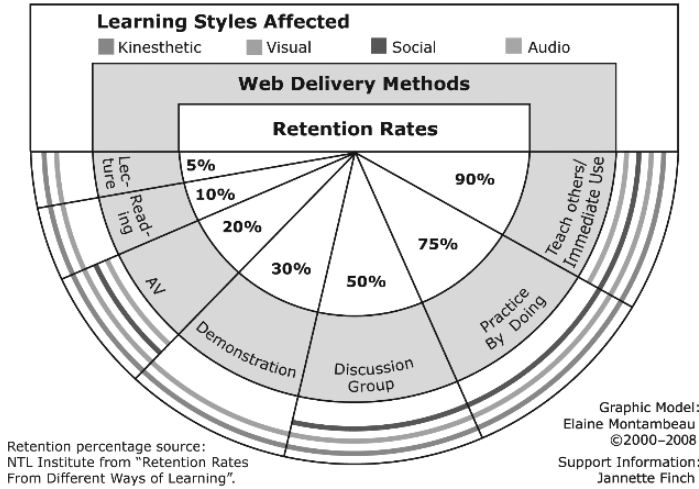
and was inadvertently volunteered to become the command trainer for Total Quality Management for Americans and Japanese nationals. I learned more about management, education, and the Japanese culture than I had ever known before. I already had extensive experience troubleshooting systems, which is why I understood the concepts of TQM so quickly.

I taught college and learned that technical schools were still teaching the same old lessons, the same old way it had been taught fifteen years before. The only difference was they did it by exploiting the “student loan” program in order to charge \$3,100 a semester.

I taught computer software and learned how it was driving business. I taught knowledge management software to thousands of students at up to \$900 a person and built hundreds of databases for companies struggling to learn their own bottom line. It did not take long to figure out that databases would one day become the primary troubleshooting tool of management and business analysts.

And when you really think about it, teaching is the most inexpensive way to get a great education. After all, teaching is a “learning how to learn” playground. I could never afford to pay my own way through college or sit in a software class, especially if it cost \$900. So, I made the conscience decision to teach. If I added the savings of not paying tuition to the small salary I was paid on top of knowing how great the learning return on investment would be and all of a sudden, being a teacher starts to look like a pretty smart move.

The great thing about teaching is it offers an opportunity to be tested on a universal stage. It forces you to know something on a level unmatched by any written test. Answers had to be explained in countless different ways, individualized to a student who still does not understand. Students probe for weaknesses and ask the most incredible questions that they never fail to push the learning boundaries of a teacher. Being a teacher is the most effective, least expensive return on any learning investment.



My only regret is that I never taught others how to write a book that could change the way we learn. Maybe, *somewhere over the rainbow*...

So here I sit for the first time in my life openly admitting I'm a teacher. I gave up flying after the birth of my son. I left aviation when I retired from the Marines. The Marine Corps identifies who I can become, not who I was or who I am. I continue to work in my job of choice but I'd rather be picking a fight with the education system. Someone has to challenge this system. On weekends, I troubleshoot the education system with my son and write these books. Once troubleshooting gets in your blood you have to find a bigger, more complex system to fix.

SYMPTOMS OBSERVED

We document all the problems reported inside the education system. This list is long and distinguished. The following are just a few of the duh grading symptoms we recorded.

The problem with the education system is the:

Students, Players, Parents, Principals, The Curriculum, Board Of Education, Teachers, Coaches, the System, Discipline, Guessing, Memorizing, Cheating, Salaries, School Vouchers, Grades, Obedience , “No Child Left Behind”, the Government, A.D.D, Biased SAT’s, Dodge Ball, “Stupid in America” (ABC’s 20/20), Poor Grades, Breakdown of the Traditional American Family Values, Dress Codes, Video Games, School Prayer, No Computers, School Lunches, Sex, Drugs and Rock & Roll, Rap Music, Disco, Generation X-Y-Z, Short School Year, Class size, Illegal Immigrants.

SYMPTOMS ANALYZED

We carry out research to eliminate as many of the symptoms observed as we can.

TROUBLESHOOTING STEPS

We use a simple process of elimination to cross off the symptoms that we find are not the cause as our research takes us closer and closer to finding the real problem.

Students, Players, Parents, Principals, The Curriculum, Board Of Education, Teachers, Coaches, the System, discipline, Guessing, Memorizing, Cheating, Salaries, grades, obedience, School Vouchers, "No Child Left Behind", the Government, A.D.D, Biased SAT's, Dodge Ball, "Stupid in America" (ABC's 20/20), Poor Grades, Breakdown of the Traditional American Family Values, Dress Codes, Video Games School Prayer, No Computers, School Lunches, Sex, Drugs and Rock & Roll, Rap Music, Disco, Generation X-Y-Z, Short School Year, Class Size, Illegal immigrants.

TROUBLE FOUND

The education systems discipline grades obedience.

The *system* is imposing more and more *discipline* in order to *grade* actions demanding *obedience*, all of which benefits a future factory manager. The current system is not conducive to learning because it is more about teaching students how to follow the orders of management in some nonexistent factory.

Finding the bad components in the education system was easy. It justifies why fighting for learning freedom is a battle that should be occurring every time someone joins a team or sits in a classroom with a manager grading from the sidelines. It means that learning freedom can only occur outside the system where we grade ourselves and not others.

As for me, I can finally display my high school 2.02 GPA as proof that refusing to sacrifice learning freedom to someone standing on the sidelines is a victory, instead of a stigmatism, where average is much more than a 1.03 variance from stupid.

SOLUTION TO THE PROBLEM—*Learn to learn, unlearn, and relearn*

Fixing the education system is the hard part. It is not hard to fix because it is a complex system that no one can turn off. (*For all we know someone just lost the key to the circuit breaker box*). It is hard to fix because there are fifty-one duplicate education systems, running simultaneously independent of each other. The education systems of the fifty states and one district all branch out into a collegiate forest of systems built on the exact same learning foundation, all of which follow the same systems track.

So, instead of trying to fix all of them, troubleshooting protocol states we only have to fix one. Once you fix one, the rest can choose to change or remain the same. Elective choices are the sign of a great country! Since I am a proud product of the Volunteer State I have no choice but to focus on fixing the education system of the great state of Tennessee. Fixing even one education system would be the ultimate troubleshooting achievement for a broken-down, redneck, ex-Marine pilot (*okay, a retired marine technician with red hair and a few disabilities*) who still suffers from “*machismo image envy*” and sunburn.

The education system is designed to condition students to “sit back and listen” as if they are handicapped spectators in learning. The education system is more concerned with obedience, the rules, the regulations, the procedures, and the process than it is with learning. The education system is mass producing factory workers as if they are spare parts for duplicate systems in business and government. This system conditions everyone to stay inside the box. Anyone with a passion for education knows that unbridled learning can only take place outside this box.

This whole classroom filled with students and the belief that a single teacher can magically orchestrate learning is a façade; it is a thing of the past. We were intentionally tricked to accept it when we were young, and the trick continues today. The system can only

survive if it convinces us that kids are stupid and they must have a clever teacher or a coach in order for them to learn.

The truth is school kids today are darn near brilliant compared to most of us at their age some thirty years ago. And with a little luck they will “learn to learn” so the system won’t own them forever like it tried to own us.

From a troubleshooting stand point it doesn’t matter what the problem is. Every system has them. The role of a troubleshooter is to find that single problem that is causing the system to have massive failures and breakdowns all over the place. Troubleshooting a system without knowing the real problem is called “Easter Egging.” Easter Egging is when amateur technicians randomly search for a quick system fix by *guessing* what they think the problem is.

The education systems Easter Eggers have us implementing solutions without addressing the core problem. They are like the technician who replaces the picture tube in a TV that has no sound. It is an Easter Egging solution that doesn’t fix the problem. It is guesswork.

Guessing is a condition we picked up in our education system. In most cases the system gives us a 25% chance of being correct. When we don’t know the answer, we guess. Guessing that the problems in education are caused by the students, the teachers, the coaches, the principals, the parents, the mayor, the state or the federal government are all built-in system defense mechanisms. They are designed to divert attention away from the system itself. The system wants us to think people are stupid so it can send us off Easter Egging, thinking we need to fix the people in system and not the system itself.

How does the system, an inanimate concept, a spineless invisible Goliath, a theory, a “stupid and lazy box” convince us that the people in the system are the problem long before we every think the system is at fault? Luckily, Alvin Toffler handed us the problem. The problem is not a person or group of people. The rest of us

have been running around on an Easter Egg Hunt trying to fix the education system components without knowing the real problem.

“Built on the factory model, mass education taught basic reading, writing, and arithmetic, a bit of history and other subjects. This was (is) the “overt curriculum.” But beneath it lay an invisible or “covert curriculum” that was far more basic. It consisted (and still does today) in most industrious nations – of three courses: one in punctuality, one in obedience, and one in rote, repetitive work. Factory labor demanded workers who showed up on time, especially assembly-line hands. It demanded workers who would take orders from management hierarchy without questioning.”

Alvin Toffler

The Third Wave, 1980, pg 29

So there it is. Fix this problem and you fix the education system. Make the system more about learning and less about taking orders and you can define the future.

This doesn't mean all the Easter Egging that has been done inside the system didn't teach us something. It allows us to eliminate people as the source of the problems.

Easter Eggers claim that the problem with education is the students—Wrong!

If an Easter Egger tells you that the students are all stupid, lazy, and undisciplined then your total quality team might agree that the solution is to increase discipline higher and higher. By the time you realize the students are not the problem, you have increased discipline to a point where it starts to create more problems than the disciplined solution you guessed your team into. Students become the casualties of your guess. Unless you consider the inverse relationship between creativity and discipline where creativity is

destroyed with each new discipline, right along with human dignity, your Easter Egging turns you into a rotten egg.

Troubleshooting this problem brings you to the conclusion that students are really pure of heart, naïve, and smarter than everyone else in the system.

Easter Eggers claim that the problem with education is the teachers—Wrong!

DI teachers and coaches are a problem that must be fixed. They destroy the creative spirit in children but they are just doing what the system tells them to do. They are protected by the system. It endorses their behavior. For all we know they might become infected with systems brain damage. We know that systems make us stupider than we could have ever imagined. Someone would have to be out of their mind to treat children like dirt. The degrading treatment of students and players, while despicable, is a problem that can only be fixed once the entire factory model system is changed.

This guesswork can even lead you to believe that the problem is the teachers and coaches who are too soft on the kids. Teachers that treat their students with respect in the learning arena are not the problem, nor are they the real solution. Great teachers are still confined inside the same system as their DI counterparts and must follow the same process. Even when they make learning easy for the students they are still not teaching them how to learn on their own. They are just giving students a more enjoyable ride to the factory.

Troubleshooting this problem also brings you to the conclusion that great teachers get trapped inside this system when they become too attached and overprotective of their students. They stay to protect them from the system, knowing a DI might come in to destroy what the compassionate teacher has worked so hard to build up. They stay even though the system threatens to destroy them unless their stupid and lazy students shape up. These are the most noble and unselfish leaders of the entire system.

These teachers are just like those bold warriors in Vietnam,

Iraq, and Afghanistan who hated the war yet returned and did two or three tours of duty. They could not bear to seek refuge from the system knowing they had to leave their inexperienced friends behind to do it. They knew the system might destroy them if they returned, but they had no choice. They had vowed to protect each other until the end. Brothers band together in the stupid and lazy pit, especially when they are thrown into a fight for the lives.

This is the most disgraceful abuse of humanity that the system could ever promote. Yet, there are teachers trapped inside this system solely because they feel too guilty to leave.

Easter Eggers claim the problem with education is the systems managers—Wrong!

This assumption makes us think that principals, deans, and the school boards who evaluate, judge, blame, criticize, and cheer the teachers, coaches, and students from the sidelines are the problem. This, too, is incorrect even when you can easily dispute their leadership claims. The reality is they are simply spectators to the entire education process because the system is designed to run itself. The system has built-in protection devices that can only be managed, never lead.

For system managers to change the system they would have to expose it, walk away from it, or dive back into the stupid pit and try to lend a hand. Nobody who is given a throne on the sidelines and a chance to evaluate, judge, criticize, blame, and cheer others, while simultaneously getting paid the biggest paycheck in the system, is that stupid.

Troubleshooting this problem brings you to the conclusion that managers hide out on the sidelines prematurely. They sold out for money. It is the only way to get ahead in the system. No one ever told them or showed them what else to do. Since they rarely get to see leadership, they are fooled into believing that a diploma and being on the sidelines is a leadership trait. Their high salary explains why they defend these systems so much.

Easter Eggers claim that the problem with education is the X, Y, Z-Wrong!

Subject matter experts divert us away from the truth and sell their system enhancement to the current system. Their solution to the education system problem is smaller classrooms, school vouchers, school uniforms, PowerPoint, an extended school year, more police, metal detectors, no dodge ball, therapy, teaching teamwork, having more fun, and giving teachers and schools more money, more money from government, and more money. More money just means more people are buying into this manufactured factory system.

Examining these Easter-Egging solutions brings you to the conclusion that money isn't even an issue, especially when you realize that learning how to learn outside the factory without a teacher, a coach, or a manager is relatively inexpensive. Throwing money at every problem is Easter Egging with taxpayers' money. The problem is private schools, public education, and colleges are all built on the same factory model. They all promote duh grading treatment in others.

Even with all this Easter Egging going on all around troubleshooters continue to examine the system, knowing that one day they will find the real symptoms observed. Finally, some twenty-two years later you stumble across a book written by a man who thinks that everyone is smart and treats them that way.

He is an optimistic futurist. His name is Alvin Toffler. Now this is the kind of man that someone who wants to live outside the system would want to study.

This is when the Easter Egging ends and the real troubleshooting begins. The hard part was finding the real problem. To figure out that the education system was built on the factory model proves that Alvin Toffler is no less than brilliant. It proves once again that people are smart, observant, and compassionate.

The easy part is documenting the troubleshooting steps already taken, which prove that the problem is not the students, it's not the teachers or coaches, and it's not the managers. The problem is the

system box and the real goal of our educational system is teaching people how to take orders from management hierarchy without questioning.

"We have seen the enemy and it is us."

Walt Kelly - Pogo

The sad thing is *machismo image envy* made me deny I was a teacher, even after I walked away from this archaic profession. I didn't walk away because I'd lost my love of learning. I didn't walk away because I no longer enjoyed the interaction with brilliant young minds. I turned my back and walked away from an obsolete learning system. I retired my teachers robe in protest. It is as if any proof that I had ever been a teacher had been erased forever.

All that changed with a strange dream...

One night, Sam Phillips (*a good ole boy and fellow Memphian*) came to me in a dream. He woke me from a dead sleep and spoke to me as if I was the man in black himself.

This is what he said.

"If you was hit by a truck and you were lying out there in that gutter dying, and you had time to teach one more lesson, What would that lesson be?"

One more lesson that people would remember before you're dirt.

One lesson that would let God know how you felt about your time here on Earth.

One lesson that would sum you up.

You're telling me that all those subjects you taught would be the lesson you'd teach? That's the same ole lesson we hear in the

classroom, all day. What about your peace within, and how it's real, and how you're gonna shout it?

Or... would you teach something different. Something real. Something you felt. Cause I'm telling you right now, that's the kind of lesson people want to hear. That's the kind of lesson that truly saves people.

It ain't got nothin to do with believin' in God my friend, it has to do with believin' in yourself."

Remix from "I Walk the Line"
Gill Dennis & James Mangold

There is only one lesson that could force me out of retirement. *Learning how to learn* is a lesson that truly saves people. I know because it saved me.

And it reminds us of one reality we should never forget: we were macho once...and young.



TWO SCHOOLS OF THOUGHT:

I think people are smart. The system thinks people are stupid, dull, dense, crass, dumb, and lazy.

Are people, all human beings, smart?

Who benefits when we are convinced that people are stupid?

There is no easy way to put it. There are two schools of thought. One believes that people are smart. The other is convinced that people are stupid. It really is that simple.

Learning how to learn was the solution to the problem back in 1982, and it still is today. If the goal of education is for students to learn then,

Why not teach students how to learn?

Most classrooms begin their lectures with a simple statement, “There is no such thing as a dumb question.” As it turns out, this question is the exception to the rule. Group after group gives the same answer over and over, “It’s not possible.” They make it sound as if the idea of a person learning how to learn is physically and mentally impossible.

Yet, all around us there are those who have learned to learn. In fact, learning how to learn is a distinguishing leadership trait. Who schooled Dr. Martin Luther King Jr. how to rally a nation against discrimination? Who coached Bill Gates how to start a software empire? Who taught Oprah Winfrey how to build a female dynasty? Who lectured Fred Smith about the concept of Federal Express? The link between learning and leadership cannot be challenged.

This brings us to the Pioneer Learning (learning how to learn) school of thought. Unfortunately, this school of thought is the minority opinion—for now.

1ST SCHOOL OF THOUGHT—THE MINORITY OPINION

People can and do learn to teach themselves all the time:

- *People are extremely smart.*
- *People can learn more outside the system than inside it.*
- *People can manage themselves—“Message to Garcia” style.*

Main Entry: smart

Pronunciation: 'smärt

Function: adjective

1 : making one smart : causing a sharp stinging

2 : marked by often sharp forceful activity or vigorous strength <a smart pull of the starter cord>

3 : BRISK, SPIRITED

4 a : mentally alert : BRIGHT b : KNOWLEDGEABLE
c : SHREWD <a smart investment>

5 a : WITTY, CLEVER b : PERT, SAUCY <don't get smart with me>

6 a : NEAT, TRIM b : stylish or elegant in dress or appearance c (1) : SOPHISTICATED (2) : characteristic of or patronized by fashionable society

7 a : being a guided missile <a laser-guided smart bomb>
b : operating by automation <a smart machine tool> c : INTELLIGENT

Merriam-Webster Online Dictionary <http://www.m-w.com>

This definition is a blanket statement covering human beings all around the world. In fact, if one needed to describe the human race, descriptive words like brisk, spirited, bright, knowledgeable, shrewd, witty, clever, pert, saucy, neat, trim, sophisticated, and intelligent would likely top the list. People are smart and the capabilities of the human mind, body, and spirit are seemingly endless.

Treat people smart and they will be smart. Treat people stupid and...

The fundamental belief of the second school of thought is that people do not have the mental or physical capacity to teach themselves. Ask this question.

Can you teach people how to learn?

The most common answer is an unequivocal, “No!” The status quo believes that the student population is too stupid to teach themselves. Therefore, *the stupid*, must be placed into a system to learn and they must work within a system so they can be managed.

2ND SCHOOL OF THOUGHT—THE STATUS QUO

People do not have the mental or physical capacity to teach themselves:

- *People are stupid.*
- *People must work within a system to learn.*
- *People must work within a system so they can be managed.*

Main Entry: stu·pid

Pronunciation: ‘stü-p&d, ‘styü-

Function: adjective

Etymology: Middle French stupide, from Latin stupidus, from stupere to be numb, be astonished -- more at TYPE

1 a : slow of mind : OBTUSE b : given to unintelligent decisions or acts : acting in an unintelligent or careless manner c : lacking intelligence or reason : BRUTISH

2 : dulled in feeling or sensation : TORPID <still stupid from the sedative>

3 : marked by or resulting from unreasoned thinking or acting : SENSELESS

4 a : lacking interest or point b : VEXATIOUS, EXASPERATING
<this stupid flashlight won't work>

- stu·pid·ly adverb

- stupid·ness noun

synonyms STUPID, DULL, DENSE, CRASS, DUMB mean lacking in power to absorb ideas or impressions. STUPID implies a slow-witted or dazed state of mind that may be either congenital or temporary <stupid students just keeping the seats warm> <stupid with drink>. DULL suggests a slow or sluggish mind such as results from disease, depression, or shock <monotonous work that leaves the mind dull>. DENSE implies a thickheaded imperviousness to ideas <too dense to take a hint>. CRASS suggests a grossness of mind precluding discrimination or delicacy <a crass, materialistic people>. DUMB applies to an exasperating obtuseness or lack of comprehension <too dumb to figure out what's going on>.

Merriam-Webster Online Dictionary <http://www.m-w.com>

The system thinks people are stupid, dull, dense, crass, and dumb. As if this belief was not duh grading enough, the system uses one more dagger to plunge into the human spirit by proclaiming that people are lazy too.

So that's it. There are two schools of thought. The minority opinion is that people are smart and extremely productive. The status quo thinks people are stupid and lazy.

There is a hint of irony when presenting Pioneer Learning that dilutes the offensiveness of a blanket statement that claims countless groups of people are all stupid and lazy. The idea of teaching people how to learn is shot down as *stupid* because people are too *stupid* to learn on their own.

This gives birth to the *stupid effect*. The first instinct upon hearing a claim that people are stupid and lazy is to respond with, "That's stupid!" The debate turns into a kindergarten face-off of "You're stupid!" and "No, you're stupid!" The only thing that can stop the stupid effect from spinning out of control is to produce trump cards that can prove who is clever and who is stupid.

"THE CLEVER" TRUMPING ORDER

- 12th grade trumps all other grades.
- A high school diploma trumps a GED.
- A teacher or coach trumps all grade school students.
- An associate's degree trumps high school, but not a teacher or coach.
- A bachelor's degree trumps an associate's degree and draws with a teacher or coach.
- A professor or a college coach trumps any college degree.
- An Ivy League college degree trumps other colleges, professors, and coaches.
- An MBA trumps a bachelor's, unless it is Ivy League bachelor's, then it ties with a professor.
- The cleverest of all are the Ph.D.s who are the jokers.
- And as seen on TV, *The Donald* is the money wild card that trumps any degree.

It is hard to believe that the *stupid effect* is so ingrained in all of us that we have gone to all this trouble of building a pecking order of stupid. The only way to stop the madness is to try and reshuffle the cards in an attempt to prove that all people are smart. As of today, this theory can only be trumped by a Ph.D. or Ivy League MBA or by *The Donald*.

After all, we have spent the last century getting smarter so how can it be we are all so stupid? Wouldn't that prove that the education system is not working?

UNENLIGHTENED

To say that people, all people, are smart is a pretty bold statement

in today's graded climate. It is difficult to accept because once this turns out to be true then it equalizes all of us.

At what point in our lives do some of us cross over to the dark side and start thinking that other people are stupid? Is it a systems conditioning or is it a systems disease? This book intends to highlight that it is a little bit of both.

Most coaches, teachers, and managers start out inexperienced and initially, just like their students, have a lot to learn. This equalizes the playing field, making everyone a student of learning. As coaches, teachers, and managers become more experienced and knowledgeable the repetitive nature of their work makes them forget that their next group of students is completely inexperienced and ignorant to the practice or subject there are trying to teach. Perhaps it is human nature to look at subsequent groups differently than the first class where the names might have changed but the fresh, new faces always remain the same. In essence, new players and students are guilty of being unenlightened and placed into an environment where the coach, teacher, or manager has nothing else to learn. When the coach, teacher, or manager has nothing else to learn then their new players, students, and employees are in big trouble. The playing field loses learning balance.

Once this phenomenon is pointed out then the "stupid and lazy" stigmatism is rather comical. Coaches, teachers, and managers who had offered the same instructions over and over again to so many different people, to the point they forget this new group has no idea what they are talking about, explains why they might think this new group is stupid.

Manager A—*That's not how you do it, didn't you read the manual, you idiot?*

New Employee—*You mean the manual you promised to give me three weeks ago?*

It really is an Abbott and Costello "*who's on first*" learning routine played over and over again on practice fields, classrooms, and job

sites all over the country. Unenlightened people are stigmatized because the manager has to rewind so many times he forgets that he never showed, told, or instructed this new person what to do, how well to do it, and what to know.

Enlighten is such a wonderful word. “*Enlighten me*” is an open invitation to learning. It is what most players, employees, and students of learning open up to the first day. Enlighten me and challenge me might be their first call to order. On the other hand, the teacher or coach has to teach the same thing over again for each new group and over time, it most certainly has an impact on them. The further away a coach, teacher, or manager gets from the original group he taught or coached, the greater the chance he will look at the whole as a stupid and lazy group. He simply forgets that he has to start over from scratch and chances are he resents it. While players, students, and employees are moving forward in their lives, coaches, teachers, and managers have to rewind and do the same thing over and over again.

What is the beta barrier in a transistor?

If you don't know, the obvious answer is “*I don't know*” or “*enlighten me.*” Not knowing an answer does not make someone stupid whether he has a Ph.D. from Harvard or dropped out of high school. It simply means that both are unenlightened in the field of semiconductor theories. The point being, neither one is stupid, both are unenlightened.

Education really is more about truth than it is about knowledge.

Understanding unenlightened takes us one step closer to concluding that people are smart. It also helps us recognize that stupid is linked to laughter much more than it is to intelligence.

STUPID IS FUNNY

If we look at our greatest comedians, we quickly realize that whenever they themselves or other people do something stupid it makes us laugh. Most of us can recognize when we do something stupid the moment we laugh at ourselves. This means stupid is related to performance more than it is to knowledge. Yet, the stupid effect is alive and flourishing in our educated society.

So the only way to break the stupid effect is to go back to the beginning. Return to the early days when systems built our factories and our education system. To add even more irony to this story we look to Alvin and Heidi Toffler, futurists, to help us revisit our past under “*The Third Wave*” concepts.

- 1st Wave was the Agricultural Age where civilization evolved around discovering new lands that would help mankind grow.
- 2nd Wave was the Industrial Age where civilization “massified” around discovering new products that would help mankind produce.
- 3rd Wave is the next civilization where mankind will discover the future and learn how to learn.

The rough seas that currently thrash us around are a result of this third wave crashing down and washing away what is left of the Industrial Age. Learning how to learn takes us back to the beginning of the Industrial Age where systems helped this country transition from a nation of uneducated farmers to an industrial powerhouse.

The system worked back then and educated all of us.

That doesn’t mean the system works now that we are smart.



INSIDE THE SYSTEMS BOX:

Every organization is made up of four types of people.

They are the Clever and Lazy, the Clever and Industrious, the Dull and Industrious (DI), and the Stupid and Lazy.

Who benefits if we are convinced that people are stupid?

There is no exact date that marked the beginning of the Industrial Age in America. It happened as a natural course to the birth of a nation. As the disjointed population pin-balled around the country searching for their Promised Lands, large groups of people began to congregate in new, robust cities. The rest of the population scattered across the open plains to grow farms. All the while, immigrants were pouring into coastal ports in search of the freedom and opportunity that this nation promoted. The cities needed mass quantities of products to sustain this rapid growth. People needed supplies. Immigrants needed money and jobs to finance their dreams and visions of the future. Mass production of products to support the population explosion marked the beginning of the Industrial Revolution.

Factories were built. Mining camps were dug. Fields were harvested. It was a new beginning for everyone. Mass production of buildings, trains, wagons, clothes, coal, and growing massive amounts of food all signaled the beginning of the Industrial Age.

The nation demanded skilled labor from a learning perspective. What a person could do determined success. Performance trumped knowledge. In essence, the country accepted the fact it had an uneducated population and had a greater need for action agents than knowledge brokers. Learning how to learn was the education of choice.

Families were identified by their skills. Those who were lucky enough to be born into a family with a profession learned their skill in the family trade. Education was a luxury item only available to the rich.

There is a good chance no one cared who was smart or who was stupid. Brains and brawn were both attractive features when building an ideology. There had to be a benefit of not having too much intelligence considering the uncertainty and danger that loomed in almost every endeavor. If there were two schools of thought back then they were based on who could do something and who could not. People were either skilled or unskilled. Those

that were skilled were valuable commodities. Those without skills were the ones that gave the Industrial Age the greatest opportunity for profit.

Unskilled labor in the Industrial Age factories consisted of dirt poor farmers, immigrants who had left their homeland, and children who had left home or gotten farmed out to the factory. Their skill was muscle and that muscle was put to good use and they, too, were instrumental in the growth of our nation. It is doubtful if any of them cared if they were educationally stupid. They had skill in strength, courage, and endurance, which looking back, should command our respect. They all earned the right to equality.

Yet the only group that never earned their right to equality was children. Children were equally instrumental in the success of the Industrial Age and their strength, courage, and endurance should also command our respect. Without a public school system, kids worked in factories and mines right alongside their adult counterparts of dirt poor farmers and immigrants.

But instead of respect, the farmers, immigrants, and children all got grouped into some manufactured lazy and stupid stigmatism. How can it be lazy or stupid to not want to work sixteen hours a day? A desire to enjoy life instead of going to work in a factory branded them all as the lazy group that had to be whipped into action. Imagine living a life where celebrating this newfound freedom had to be postponed because there was too much work that had to be done. Since this group was too poor, naïve and pure of heart they became the prime targets for discrimination in the workplace. Tom Sawyer, Huck Finn, and Jim were the American Idols back then.

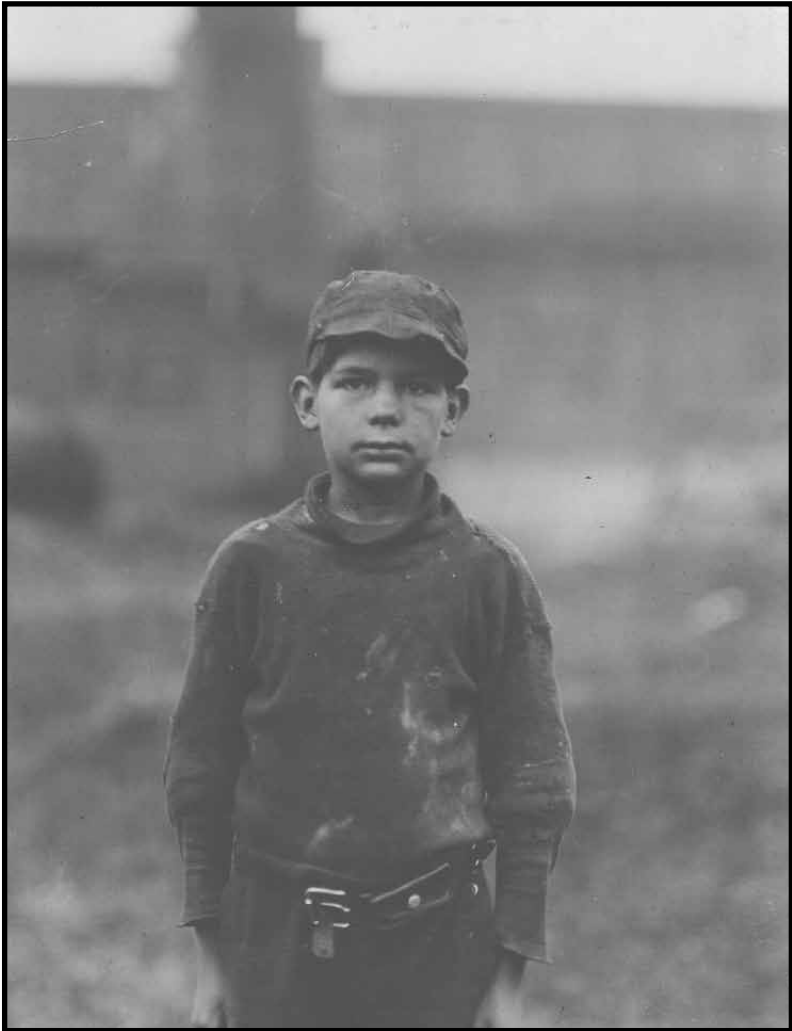
Stupid and discrimination should be joined at the hip as *stupid discrimination*. Examine any form of racial or gender specific discrimination and you will find it was perpetrated by the “*we are smarter and work harder*” and “*they are stupid and lazy*” argument for justification. In every case where equality was victorious it was done by proving that a segregated group possessed equal intelligence and

drive and that no one group of people was smarter or better than the other.

Yet it was barely educated bureaucrats-in-training who used the “*we are smarter*” and “*they are stupid and lazy*” argument against employees when the Industrial Age exploited young children. Dating back to the early 1800s, child labor laws were enacted to protect children from the ongoing exploitation by the Industrial Age. There were no such laws for the dirt-poor farmers or immigrants. To circumvent the law, industries moved to rural areas where the largest number of unskilled, uneducated people lived so their children could work in unison with their parents. This would mean the *stupid and lazy* labor pool could be harvested and sustained for decades, if not centuries.

In 1908 photographer Lewis W. Hine (1874–1940) toured the country taking pictures of uneducated children working in factories, mines, and fields.





*<http://www.historyplace.com/unitedstates/childlabor/about.htm>
(use this link to see more pictures of the exploitation of children in the
Industrial Age)*

If Lewis W. Hine was alive today he could capture this same look in the eyes of children staring out the window of a classroom in our 2008 education factory.

What is so interesting is that even back then, when children were considered voiceless entities, his pictures were the most effective way to present their plight. Lewis W. Hine was the Dr. Martin Luther King Jr. for child discrimination. His pictures became the “I Have a Dream” speech to the nation. Lewis W. Hine believed children were being discriminated against and he gave them a voice through his pictures.

The Industrial Age temporarily lost a large part of its labor pool to the emerging education system. Over the next century the birth of the education system extended the waiting period for young, strong, unskilled labor from ten to seventeen years.

Here is short breakdown of *A History of Public Education in the United States* by Deeptha Thattai:

- 1900
 - 6% of the US population was high school graduates.
 - 2% went to college.
 - *Children were still working long hours in dangerous fields.*
- 1917
 - Smith-Hughes Act passes, providing federal funding for vocational education. *Big manufacturing corporations push this, because they want to remove job skill training from the apprenticeship programs of trade unions and bring it under their own control. (http://www.arc.org/erase/j_timeline.html)*
- 1918
 - All states require children to attend at least elementary school.
- 1940
 - 25% of the US population was high school graduates.
 - 5% went to college.

An important note from the early days of the education system is that individual states were given and still maintain ultimate authority over the public's education. The federal government does not.



Even if the education system was built as a factory preparatory school for children a hundred years ago, so what? It was built on good intentions. It was manufactured in an effort to give children a sanctuary of youth before committing them to a lifetime of work in another factory. In fact, it gave them choices of continuing their education so a select few would never have to step foot on a factory floor again.

Industry was forced to wait until the children reached legal age before they could put them back to work. The Industrial Age backed off from children and conceded to first six years and then twelve years of education before placing them back on the factory line. This was not a bad thing since the Agricultural Age was ending and farmers, immigrants, the poor, dropouts, and even graduates of public education all needed work.

What was vastly different from today was that all through the

early 1900s was that most parents were uneducated. Parents and children could work side by side in the factories. They were forced to look to others to fill the role of teacher and coach.

As Alvin Toffler pointed out, it wasn't all that bad. If we wipe away the self-indulgence of industry to establish their "systems" model in the foundation of public education, we still had a population learning to read, write, do arithmetic, and learn history. Even if the learning was being carried out with a whip.

Built on the factory model, mass education taught basic reading, writing, and arithmetic, a bit of history and other subjects. This was (is) the "overt curriculum."

Alvin Toffler, *The Third Wave*

The federal government stepped in to further the education of children in 1958 when Congress passed the National Defense Education Act (NDEA). This act mandated that public education would improve instruction in areas considered crucial to national defense and security. It incorporated an emphasis on mathematics, foreign language, and science in all public schools.

And the argument can be made that in the early 1900s uneducated farmers, immigrants, and children were stupid by today's standards. Perhaps teaching them how to be productive in the Industrial Revolution was the logical thing to do. The system that made factories a success was the obvious learning model because while not everyone profited during the Industrial Age, everyone benefited in one way or another.

This brief look back into the history of the Industrial Age gives new light to the two schools of thought. Back then people were considered stupid and most likely lazy. We were, after all, an uneducated country until the end of World War II and the GI bill opened the doors of college education to returning veterans.

There were two significant events that marked the dawn of our

current education system. The first occurred in 1918 when all states required children to attend at least elementary school. The other was in 1944 when the government introduced the GI bill. It also reminds us that our current public education system is a relatively young industry.

Building public education was a systematic process of learning designed to take us from the macho beginnings of building a country based on equal opportunities to educating what we did right and what we did wrong. It was an investment in the future designed to make us all equal. This experiment in democracy is a continuous learning effort in different ways to encourage action and promote knowledge.

So before the public school system was ever built, we had factories. Those factories had systems. Those systems were built on a model where the leaders were smart and followers were stupid. It was a system that guaranteed long-term profits for the clever ones. It was a system that was only discussed in back offices and board rooms. It was a system that gave birth to the school of thought that people were too stupid to teach themselves and that a system was needed to manage them.

I came across the “system box” by accident. It was presented as evidence that proved it would be impossible to teach people how to teach themselves. It graphically showed how the smart would always hold dominion over the stupid. It highlighted why stupid people could never be motivated enough to learn on their own. They were inherently too lazy. They were blocks of wood.

It was like being transported back to the 19th century. It gives you insight into the board room where you can witness the idiots lining up for work outside your factory while you sip imported brandy and smoke a big, fat cigar. Outside the suite you could see dirt-poor farmers, non-English speaking immigrants, and young children lined up ready to do whatever they had to do so they could make some money. It lets you imagine staring out at the crowd and seeing a pack of wild dogs instead of people. It lets you envision a mob of

raw materials that could turn your vision of success into gold. These were raw materials that would accept pennies so the clever could turn them into dollars for shareholders. It is a box that enabled the clever to realize the American dream.

You see, every system is made up of four types of people. They are the:

- Clever and Lazy
- Clever and Industrious
- Dull and Industrious
- Stupid and Lazy

<u>Clever & Industrious</u> Fan the Flame	<u>Clever & Lazy</u> Generate the Sparks
<u>Dull & Industrious (DI)</u> Whip the wood Stackers	<u>Stupid & Lazy</u> Stack the wood

Leaders	Followers
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The system even went so far as to define its own brand of leadership. If you could position yourself in either one of the top two boxes, the system would designate you a leader. Everyone else in the system would be a follower.

Clever and Lazy Leadership

This group generates the sparks by having brilliant ideas. They hand these ideas over to the clever and industrious.

Clever and Industrious Leadership

This group fans the flames generated by the sparks until the fire is raging.

Dull and Industrious (DI) or Drill Instructor Followers

Their job is to whip the wood stackers and keep these idiots focused on their mundane, repetitive duties. The DI is the one expected to ignite the stupid and lazy.

Stupid and Lazy Followers

All this group does—all this group is capable of doing—is stacking the wood and throwing it on the fire to keep it raging and burning bright.

There it is.

This is the *systems box* we have heard so much about. This is where the school of thought that “*people do not have the mental or physical capacity to teach themselves*” comes from. This is the box we are supposed to think outside of. Ironically, first we build the systems box around us and then proceed to try and think outside it.

Flash back to 1913 when Henry Ford finally mastered the assembly line. The assembly line was the most publicized process; it was a system, a step-by-step procedure that any idiot could work and still build an exceptional car while increasing profits to an all-time high. The system only required brain power (*education*) at the highest levels and could transform the stupid and lazy into productive members of the factories operations. This was the new and improved system for success.

Mass Production Assembly Line (1913)	
<p><u>Clever & Industrious</u> Plant (System) Managers COLLEGE EDUCATED</p>	<p><u>Clever & Lazy</u> Board of Directors COLLEGE EDUCATED/WEALTH</p>
<p><u>Dull & Industrious (DI)</u> Whip the wood Stackers UNEDUCATED WITH MUSCLES</p>	<p><u>Stupid & Lazy</u> Stack the wood UNEDUCATED & POOR</p>

Leaders	Followers
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Clever and Lazy Leaders

The system box assembles a board of directors, highly educated and wealthy to generate the sparks. Their job is to make the vision and mission statement for the factory.

Clever and Industrious Leaders

They are a team of college educated professionals who were smart and could do many things whose job is to help the board increase profits for the shareholders.

Dull and Industrious (DI) Followers Given the Illusion of Leadership

From the ranks of the dirt-poor farmers and immigrants the system befriended the biggest and meanest members of the Stupid and Lazy group who would serve as the factory floor bull for a few dollars more. All they had to do was beat those Stupid and Lazy heathens and keep the system running.

Stupid and Lazy Followers

Those who did the mundane, repetitive work.

Once this system was in place even a child or an immigrant who didn't know English could be taught how to work the line. The system was originally designed to be so simple that it could be operated using disposable idiots. If built well enough, the clever could all go to the golf course because a great system is designed to run itself.

FAST FORWARD TO 2008

Below is the tremendous progress that has been made to the systems box over the past century. The same factory model exists. It prepares our children for a life on a factory floor that no longer exists. The major changes were the factory floor bull (or pleasantly referred to as the DI or drill instructor) is now educated making them even more dangerous than before. *The clever still view the DIs as stupid behind closed doors because the system was built that way.* The DIs are convinced that the students/players are the last remaining group that is stupid and lazy and this makes them feel extremely important. They have finally been vindicated with a diploma that says they are smart. They have secured a place for themselves on the sidelines. As always, the students and players still have three groups watching them from the sidelines but now each of these groups all think they're smart, much smarter than they are.

Educational Mass Production Assembly Line (2008)	
<u>Clever & Industrious</u> Principal/President COLLEGE EDUCATED	<u>Clever & Lazy</u> Board of Education/Regents COLLEGE EDUCATED/POWER
<u>Dull & Industrious (DI)</u> Teachers/Coaches/Professors EDUCATED AND CARRY A WHIP	<u>Stupid & Lazy</u> Students/Players UNEDUCATED

Leaders	Followers
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"If this is a firm and the Board of Regents are the board of directors, and if President Kerr in fact is the manager, then I'll tell you something: The faculty are a bunch of employees, and we're the raw material! But we're a bunch of raw material[s]"

that don't mean to have any process upon us, don't mean to be made into any product, don't mean to end up being bought by some clients of the university, be they government, be they industry, be they organized labor, be they anyone! We're human beings!"

Mario Savio
University of Berkeley
December 2, 1964

Whether you call them teacher, coach, manager, drill instructor, or factory floor bull, their role in the “system” remains the same. Their job is to teach obedience, punctuality, and condition the “stupid and lazy” to carry out mundane, repetitive work as outlined in the lesson plans. They serve on the front lines of the system and have orders to defend it at any cost. If anyone in the ranks of the “Stupid and Lazy” tries to resist, the factory floor bulls have the authority to terminate the students without cause.

These bulls are authorized to whip those idiots into shape so that the vision statement written by the Board of Education can be achieved. Total quality is the mission. The system must be defended and maintained even when there is violence, suicides, obesity, self-mutilation, or depression in the “stupid and lazy” ranks. The system is authorized to drug the “Stupid and Lazy” with Ritalin in order to maintain control. Any problems in the system can be blamed on the students because they are stupid, lazy, undisciplined, disobedient, lack focus, and most of all they are disrespectful to their masters. The system has strict orders to destroy machismo on sight.

This systems box set the foundation for the Industrial Age at a time when millions of dirt-poor farmers, immigrants, and children were uneducated and unskilled. To make matters worse, their parents were uneducated and could not help their children learn. It was the systems box that labeled them all as “stupid and lazy.” All but one of these groups of people has been victorious in their struggle for equality. Now that the entire adult population is educated, children

are the only remaining “stupid and lazy” group left in the system. Every generation of children will be trapped inside the stupid and lazy box until they grow up and get with the program as long as we endorse this system.

How can a pure-of-heart, naïve, and non-speaking immigrant, recently out of the womb be considered stupid and lazy? They should be considered a gift that reminds all of us about youth, courage, innocence, trust, loyalty, curiosity, happiness and amazement with the genuine love of life we once possessed.

It is one more case of *stupid discrimination*.

A “Stupid and Lazy” group no longer exists. It is doubtful if one can argue that there is even a clever group anymore. The truth is, students and players in first through twelfth grade and in college are macho little heathens. They are smart, talented, and will most certainly be the next generation of great American warriors unless the system successfully destroys their spirit. They deserve our respect. After all, they worked right beside us when we built this country.

The system disagrees.

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THE SYSTEM CONDITIONING:

“Built on the factory model, mass education taught basic reading, writing, and arithmetic, a bit of history and other subjects. This was (is) the “overt curriculum.” But beneath it lay an invisible or “covert curriculum” that was far more basic. It consisted (and still does today) in most industrious nations—of three courses: one in punctuality, one in obedience, and one in rote, repetitive work. Factory labor demanded workers who showed up on time, especially assembly-line hands. It demanded workers who would take orders from management hierarchy without questioning.”

Alvin Toffler

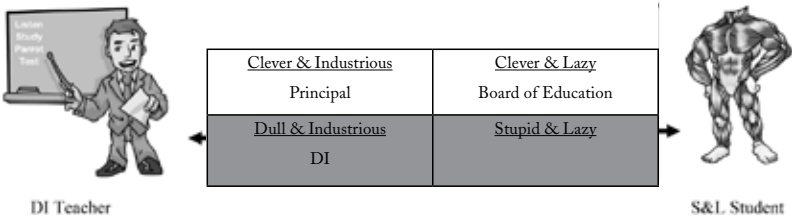
Is the education system an institution of learning or it is a finishing school for systems obedience, punctuality, and practicing the art of repetitive boredom?

“It demanded workers who would take orders from management hierarchy without questioning.”

Alvin Toffler

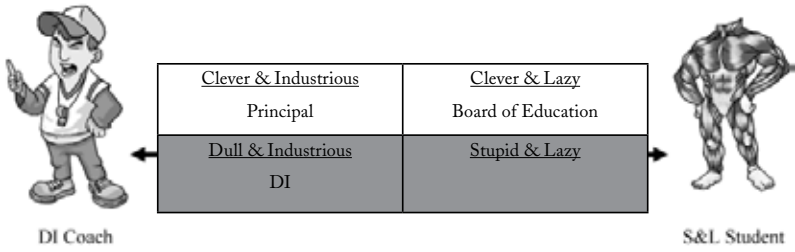
The management hierarchies for students in the education system are the teachers and coaches a.k.a the drill instructors. Teachers and coaches represent the two schools of learning, the same as the two schools of thought get to decide who is smart and who is stupid. These two schools of learning, which are different as night and day, work in unison with a common goal. What both schools of learning have in common is each one represents a management hierarchy that gives the orders and not just any orders. They issue orders that must be followed without questioning. They are the Dull and Industrious (DI) members of the system and heaven forbid those who challenge their authority.

TWO SCHOOLS OF LEARNING



“I have learnt silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet strange, I am ungrateful to these teachers.”

Kahlil Gibran



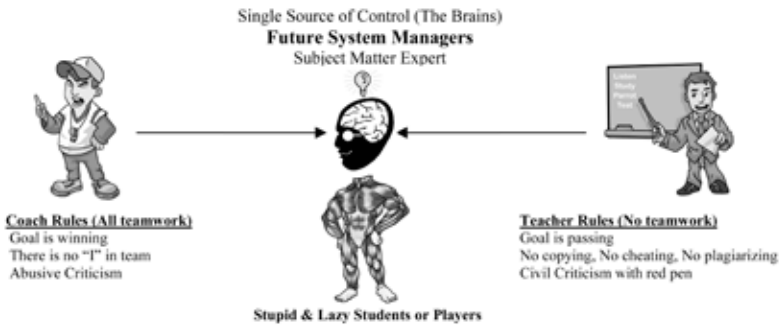
“Winning is not a sometime thing; it’s an all time thing. You don’t win once in a while, you don’t do things right once in a while, you do them right all the time. Winning is habit. Unfortunately, so is losing.”

Vince Lombardi

A baby elephant chained to a pole.

Conditioning students to take orders from management hierarchy without questioning gives both schools of learning twelve years to achieve this singular goal. If the system is lucky, students will pay to be part of a follow-on system to continue this conditioning for an additional four to eight years. The teaching system is the ruling authority because students can choose to never practice under the after-hours wrath of the DI coach. Either way the conditioning self-serves its own purpose of achieving dominant control. By the time a student graduates, the conditioning is so embedded it allows the next total quality system in business or government to manage these voiceless subjects without question. This conditioning is called *“The Enron Effect.”*

THE SAME MESSAGE WITH MIXED SIGNALS



“A teacher affects eternity; he can never tell where his influence stops.”

Henry Brooks Adams

The conditioning in both learning compounds is designed to achieve the same goal. The basic concept is to condition students to obey the orders of their future managers (or any subject matter expert) once they graduate to the next factory. It is critical that students accept the “single source of control” mandate. The only way that students will buy into this conditioning is by convincing them that they are not responsible for their own learning. The responsibility for learning rests inside the expanded brain pan of the teacher, coach, subject matter expert, or the manager they will one day work for. It is the sole source model that conditions the students to always obey their clever masters.

“An expert is someone who knows more and more about less and less, until eventually he knows everything about nothing.”

Anon

The problem is the two schools of learning send opposing signals to the students when it comes to conditioning *learning goals, when they can or cannot use teamwork, how they will be graded, and what is or is not cheating.*

Team Sport

On one side of the fence we have the DI coach issuing orders to the players that the goal is winning and there is no “I” in team. The DI coach is authorized to use *abusive* criticism against the “stupid and lazy” players whenever necessary. It is up to the coach to resist the temptation to cheat when his goal is winning. The temptation to play kids with injuries, recruit illegal players, encourage injuring opponents, overlooking steroid use, or breaking the rules of the game are all left to the discretion of the DI coach.

Individual Activity

On the other side of the fence we have the head master, the DI teacher. He issues opposing orders that the goal is passing and there is no teamwork in the classroom. The DI teacher promotes the use of *civil* criticism with a red pen so the “stupid and lazy” students don’t quit. After all, learning in a classroom is such a difficult education. He only authorizes abusive criticism against the most disobedient, disrespectful students. Teamwork in the classroom equates to cheating, copying, and plagiarizing, any one of which carries a lifelong sentence of shame.

Other than that, the two schools of learning join forces to break the students’ spirits and transform them into obedient factory workers who show up on time.

“But beneath it lay an invisible or “covert curriculum” that was far more basic. It consisted (and still does today) in most industrious nations—of three courses: one in punctuality, one in obedience, and one in rote, repetitive work. Factory labor

demanded workers who showed up on time, especially assembly-line hands.”

Alvin Toffler

PUNCTUALITY

“Time is the coin of your life. It is the only coin you have, and only you can determine how it will be spent. Be careful lest you let other people spend it for you.”

Carl Sandburg

Those who have worked in a production factory understand the relationship between time and money. In the factory, time is money. Industry can only generate profits when the plant is operating at maximum capacity. Being tardy or absent in the factory is unacceptable; therefore both become undesirable characteristics. The sooner students are inoculated with punctuality, the sooner this factory disease can be eradicated.

This is where the education system cannot fully replicate the successful factory model. In the factory when production rose to the highest levels, plants offered three different shifts for employees to work. First shift was 7 a.m. to 3 p.m., second shift was 3 p.m. to 11 p.m. and the third graveyard shift ran from 11 p.m. to 7 a.m. or a similar variation of time. Conditioning students, offering them different options for time or attendance, makes it virtually impossible for the DI coach or DI teacher to embed the punctuality conditioning. The choice of working shift options was a benefit the factory offered graduating students to make them think they were working in a different system than before.

OBEDIENCE

“When you think of the long and gloomy history of man, you will find more hideous crimes have been committed in the name of obedience than have ever been committed in the name of rebellion.”

C. P. Snow

Obedience is the most essential component of the system. Conditioning human beings to take orders from management hierarchy without questioning is the primary duty of the system DIs. There whip is obedience. So much so that the student must learn to obey, and be on time, before he is authorized to learn anything else.

The first step to conditioning students to accept one person’s influence is to offer them different subject matter experts who use the exact same process regardless of the subject. The rule of thumb is to never give students more than one teacher per subject. Two different DIs teaching the exact same subject might give students the idea they have a choice or a teacher preference and the system cannot allow this. Students must be conditioned to serve one master. The only way to achieve this goal is to condition the students and players to *“shut up and listen!”*

“Oppression can only survive through silence.”

Carmen de Monteflores

Once the conditioning of “shut up and listen” kicks in, the DI teacher and DI coach can pretty much say whatever they want, no matter how insulting or duh grading. This conditions students to serve one master even when they are treated like dogs.

“Education is the ability to listen to almost anything without losing your temper or your self-confidence.”

Robert Frost

The DI Teacher throws in what is now considered to be an acceptable dash of humiliation in order to prove that the obedience conditioning in the system is working. It requires the students to parrot what the DI teacher says verbatim. It is “*Polly wanna cracker?*” proof that students will do exactly as they say and that the DI Teacher has accomplished their primary mission.

“Education is a state-controlled manufactory of echoes.”

Norman Douglas

The DI coach doesn’t care if the players ever speak. In fact, rumor has it that parrots have to run a lap.

ROTE REPETITIVE WORK

“That which is static and repetitive is boring. That which is dynamic and random is confusing. In between lies art.”

John A. Locke

Life on the factory assembly line is boring. Students will one day be assigned a job that is static, repetitive, and boring. Conditioning human beings to accept this reality takes ingenuity. It takes a conscience effort to train students that mundane, rote, repetitive work is a reality they must learn to accept.

Mundane repetitive work in the classroom is carried out using the same learning principles over and over again.

LISTEN, STUDY, PARROT, TEST



DI Teacher

“To repeat what others have said, requires education; to challenge it requires brains.”

Mary Pettibone Poole

This is where the conditioning to memorize is considered a dull and industrious victory. Listen, study, parrot, test not only encourages memorization, it goes so far as to compensate it with guessing. The multiple choice test was designed by the DI teacher so the parrots could imitate their master’s wisdom. It also makes it easier for the DI teacher to grade the students on their ability to parrot whatever they say. This conditioning is essential to making sure that the “*Enron Effect*” of following orders without questioning can be carried out.

Mundane repetitive work on the playing field is accomplished by the coach using the same basic learning practices over and over.

PRACTICE, PRACTICE, AND COMPETE



DI Coach

“You ought not to practice childish ways, since you are no longer that age.”

Homer

In days gone by it was possible to drive past a baseball field and watch kids playing a pick-up game of America’s favorite pastime. Those days are long gone. The only way to learn how to play baseball today is to serve a coach and practice, practice then compete. The unheard of notion that a “stupid and lazy” kid could learn how to play something as complex as baseball, without the guidance of a coach, is a distant memory.

Yet practicing the same thing, the same way over and over again has become an acceptable practice. In an act of irony, now the parents attend and encourage the practice even more. Fielding practice, batting practice, then practice running the bases day in and day out is a conditioning that will one day serve a factory manager.

MOTIVATION

“The only lifelong, reliable motivations are those that come from within, and one of the strongest of those is the joy and pride that grow from knowing that you’ve just done something as well as you can do it.”

Lloyd Dobens and Clare Crawford-Mason

You can do it!



Young, Athletic Cheerleader

If word got out that students or players had the ability to self-motivate, the entire system might collapse. This is why it is critical to never let students or players speak. It is vital they never know they’ve done something as well as they can do it. When good is never good enough then it is less likely that players will ever be able to self-motivate. This means they are more likely to always need a coach, teacher, or manager to motivate their feeble minds.

This is where the DI coach recruits an ally and allows beautiful, young, athletic cheerleaders who nobody cares if they are “stupid and lazy,” to join them on the sidelines. Since the “stupid and lazy” players lack motivation, the DI coach needs a 100% guaranteed motivator in case their motivational speech falls short of winning inspiration. The attractive cheerleader’s role is to inspire those idiots on the field to victory.

This may be the only thing the system got right.

LIMIT RISKS

"I mean happiness comes from facing challenges and going out on a limb and taking risks. If you're not willing to take a risk for something you really care about, you might as well be dead".

Diane Frolov & Andrew Scheider

The grandest theft a DI teacher or a DI coach steals from students and players occurs when they condition them to follow orders and never take risks. Answering a question outside the parrot cage or stealing home without a signal from the coach with the score tied 1 to 1 in the bottom of the twelfth are both risks worth taking. It reminds us who we are as Americans. It may be that our education system all boils down to one question. Are we Americans or Ameri-can'ts?

Conditioning students or players to never take risks in the system can only be accomplished with strict consequences. Upper and lower control limits must be set in the system so that the primary objective of obedience is achieved. The consequences of not following the orders of the DI coach or DI teacher are proven risk deterrents. This is why so many rules and regulations are now required to keep the idiots in check. The system is calling for more and more discipline as more and more students simply give in to their DI captors.

From a child's viewpoint, it is doubtful that he thinks anybody cares about him. Children are told they are stupid, lazy, and don't try hard enough, even though they are surely the only ones worth rescuing from this entire system. With everybody defending the *system*, the students get bombarded from all sides and the effects are more than just destructive.

It results in a syndrome that might never be undone.

It is called Stockholm syndrome. An expert, someone who is trying to rationally discourage too much discipline (micro-

management) in children, best explains this phenomenon. This article is for those who think the educational system needs more discipline.

Paul T. P. Wong, Ph.D.

President, INPM

Research Director and Professor

Counseling Psychology Department

Trinity Western University, BC, Canada

“What is Stockholm syndrome?”

The term “Stockholm syndrome” was first coined by Professor Nils Bejerot to explain the phenomenon of hostages bonding with their captors. In Stockholm, Sweden in 1973, two bank robbers held four people hostages for six days. The Norrmalmstorg Bank robbery received wide publicity because the hostages came to care about their captors and perceive them as protecting them against the police.

There is no precise, universally accepted definition of Stockholm syndrome. It generally refers to a cluster of symptoms often observed in hostages, cult members, battered women and victims of sexual and physical abuse. These symptoms include:

- Emotional bonding with the captor/abuser
- Seeking favor and approval from the perpetrator
- Depending on the perpetrator for security and purpose of existence
- Befriending and caring for the captor
- Resenting police and proper authorities for their rescue attempts

- Losing one's own identify in order to identify with the captor/abuser
- Seeing things from the perspective of the perpetrator
- Valuing every small gesture of kindness, such as letting them live
- Refusing to seek freedom even given the opportunity

Is Stockholm syndrome a survival strategy?

Many psychologists and psychiatrists have considered the Stockholm syndrome a survival strategy in extreme conditions, where there is:

- The constant threat to physical and psychological survival
- A condition of helplessness and hopelessness
- Isolation and loss of support systems from the outside world
- A context of trauma and terror that shatters previously held assumptions
- The perception that survival depends on total surrender and compliance

What are the psychological processes underlying Stockholm syndrome?

There are five powerful motivations working together to contribute to the development of the Stockholm syndrome:

- 1.The motivation to survive physically and psychologically
- 2.The motivation to avoid pain and fear
- 3.The motivation to find hope and meaning
- 4.The motivation to find significance and security
- 5.The motivation to seek acceptance and relationship

Although these are primary motivations operating in all sorts of situations, most of the time only one or two motivations may predominate.

However, in a hostage or abuse situation, all these motivations are operating and contributing to the bonding between the victim and the abuser. Such a relationship is strengthened both by the negative reinforcement of relief from pain and fear, and the positive reinforcement of approval and recognition.

Who are vulnerable to Stockholm syndrome?

It is obvious that not everyone in a hostage situation will fall victim to Stockholm syndrome. Individuals with any combination of the following characteristics are most vulnerable:

- Lacking a clear set of core values that define one's identity
- Lacking a clear sense of meaning and purpose for one's life
- Lacking a track record of overcoming difficulties
- Lacking a strong personal faith in God's character and goodness
- Feeling that one's life has always been controlled by powerful others
- Feeling unhappy with one's life circumstances
- Having a strong need for approval by authority figures
- Wishing to be somebody else

In view of the above, parents may not be doing their children a favor if they over-protect and micro-manage their children. In so doing, they actually deprive their children of the opportunity to develop the necessary strength of

character to survive in extreme situations. In a curious way, the obedient, good kids are often more vulnerable than the strong willed, difficult to manage kids.

www.meaning.ca

Wow! Only strong-willed, difficult to manage kids will ever possess the courage to break the rules regardless of the consequences. This is becoming harder and harder as the system becomes more powerful and can destroy lives with the stroke of a pen.

*“Make up your mind to act decidedly and take the consequences.
No good is ever done in this world by hesitation.”*

Thomas H. Huxley

This means the best hope for changing this system from within will most likely come from the strong-willed, difficult to manage kids. They would normally be the leaders of a system revolt. Because:

“Wherever there is authority, there is a natural inclination to disobedience.”

Thomas Haliburton

Unfortunately, the strong-willed, difficult to manage kids are now on medication.

This at least explains why there are so few strong-willed, difficult to manage employees in business and government. The system conditioning works. The “*Enron Effect*” is proof positive that the primary obedience objectives have been instilled in every person who has spent time in the education system. In fact, the conditioning is so effective it allows system transference to every

system we have and every new system we build. Every system we have is six degrees from education.

What defies logic even further is how, even after graduation, the “stupid and lazy” students are packaged and shipped out to business and government systems as the next batch of “stupid and lazy” employees. This means that business systems must recruit a Dull and Industrious (DI) Manager to fill the void of the DI teacher or DI coach.

This is how the DI manager surfaces in every new and improved total quality system. The systems conditioning leaves them no other choice.

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SYSTEMS DISCIPLINE:

The system box is controlled by three “Bad Cop” disciplines. They are preventive, punitive, and prescriptive disciplines.

What is the conditioning that comes out of the education system?

What types of discipline does the education system endorse?

The conditioning that takes place inside the system is vital. The two schools of learning work in tandem to achieve a singular goal. This goal is to condition students to instinctively take orders from management hierarchy without questioning. This conditioning requires years of repetitive programming. The system knows this.

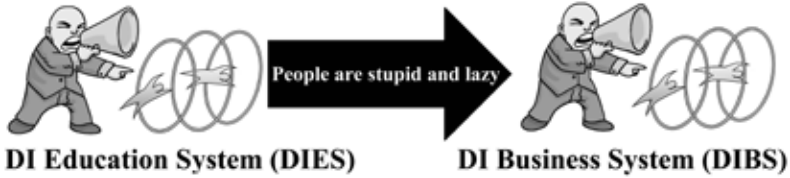
DI Coach Influence	DI Teacher Influence
Goal-Winning	Goal-Passing
<i>There is no "I" in team</i>	<i>No "Team" in the classroom</i>
<i>(No questioning orders)</i>	<i>(No cheating, no copying, no plagiarism)</i>
Practice, practice, and compete	Listen, study, parrot, test
Accept one person's influence	Accept one person's influence
Motivation will be provided	Motivation will be provided
Shut up & listen or you're off team	Shut up & listen or fail
Obey your Coach	Obey your Teacher
Face consequences for disobedience	Face consequences for disobedience
Limit risks-No mistakes!	Limit risks-No mistakes!
Accept brutal levels of criticism	Accept polite levels of criticism
Hide Weaknesses	Hide Weaknesses
Someone else is responsible for learning	Someone else is responsible for learning
Unacceptable Excuses-I can't do it	Unacceptable Excuses-I don't know
<i>Not every student falls under the influence of a coach</i>	<i>Everyone falls under the influence of a teacher</i>
Maximum effort (try harder)	Minimum effort (pass)
Do your best, don't make mistakes	Guess or memorize if you have to

This programming is controlled with discipline. When the "stupid and lazy" begin to revolt, the system has no other choice but to increase discipline in an effort to survive.

The System continues to increase discipline by convincing itself that the system box is not the problem. The system defenders believe in their box so much that they blame all the problems on the stupid and lazy. It gives them justification for increasing discipline more and more. Businesses and nations have self-destructed simply because a clever few started to believe that their tiny group was the only one that possessed any intelligence and their perfect system was being overrun by idiots.

<u>Clever & Industrious</u> More rules	<u>Clever & Lazy</u> Ran out of ideas
<u>Dull & Industrious (DI)</u>	<u>Stupid & Lazy</u>
↑	↑
DISCIPLINE IS INCREASED TO HIGHEST LEVEL AS THE CLEVER PROCLAIM EVERYONE IS STUPID	

The education system has reached this point. It has increased discipline so much that any hope for a creative future is being destroyed. It conditions its students to believe they are stupid and lazy and then it hands them off to a business system that thinks the same thing. The only way to control these systems is to bring in more and more dull and industrious imitation drill instructors to fill the sidelines. This means more judges, more evaluators, more statistical analysis, more grading, and more cheerleaders. It means more discipline. It means everyone is conditioned to “*take orders from management hierarchy without questioning*” and jump through hoops like dogs whenever they are told.



SYSTEM DISCIPLINES

The system box is controlled by three “Bad Cop” disciplines. They are preventive, punitive, and prescriptive disciplines. These three disciplines set the upper and lower control limits in every systems box. They set the levels of discipline in education and business systems. They are what keep the box insulated from the outside world.

It is important to point out that these disciplines are generated from the sidelines and directed at the stupid and lazy trying to do or know something. They are the “those that can do, and those that can’t” stand on the sidelines and judge. It is the do as I say and not as I do management style that every system box endorses.

PREVENTIVE DISCIPLINE

First on the list is *preventive discipline*, which consists of all the things the “stupid and lazy” people *cannot* do inside the system. Preventive discipline examples are too many to list. They now include things like using a pen instead of a pencil, wearing a hat, having a drink by a computer, turning in an assignment one minute late. There are so many preventive disciplines that it is virtually impossible to harvest any creativity. Preventive disciplines prevent creativity. Preventive disciplines are easy to find because every system introduces them the first day of class or the first day of work.

No joking around in class!

BAD COP PUNITIVE DISCIPLINE

Punitive discipline outlines the consequences of breaking a preventive discipline. It is broken down into two parts. Bad Cop individual punitive discipline and Bad Cop group punitive discipline.

Bad Cop *individual punitive discipline* is a reminder to every individual what will occur if a preventive discipline is broken. If an individual makes a mistake then the outcome could mean failure, expulsion, or getting fired. Punitive discipline provides the consequences for each violation of a preventive discipline. This discipline is threatening individual punishment for disobedience.

If you joke around in class you will be sent to the principal's office!

Bad Cop *group punitive discipline* is a reminder of what will occur if a preventive discipline is broken by one or more people in the group. If anyone in the group makes a mistake then the entire group will suffer. This discipline is threatening but with a more deceitful purpose. It is designed for group members to turn on each other in order to be pardoned from the group's crime. This means that even if the DI does not witness the discipline breach they can still find the guilty parties by having the group turn on itself. This discipline uses group punishment as a threat to identify an individual or a gang of disobedient criminals.

*There will be no recess until someone tells me who wrote,
"Mr. Work is a do-do head" on the board!*

PRESCRIPTIVE DISCIPLINE

The last discipline the systems box uses is *prescriptive discipline*. This is the discipline that prescribes exactly how something must be done. It is the basic foundation for all systems that use a step-by-step process in order to achieve total quality. Prescriptive

discipline can be measured to ensure each step is carried out to exact specifications.

Step 1. Write your name on the paper

Step 2. Read every question

Step 3. Answer all the multiple choice questions in 1 hour

Step 4. Put your paper down and leave the room.

Prescriptive Rules and Regulations:

Be on time, no looking at someone else’s paper, no cheating, no sleeping, guess if you don’t know the answer, no chewing gum, no hats, no short skirts, no shirts, no shoes, no service, no weapons, no books, no backpacks, no pens, no breaks and most of all, shut up and listen.

SURROUNDING THE STUPID AND LAZY

(Stupid and lazy’s last stand at the battle of the belittling big horn)

<u>Clever & Industrious</u> Principal	<u>Clever & Lazy</u> Board of Education	Clever Parents
<u>Clever Sideline Observers</u> Teachers & Coaches	<u>Stupid & Lazy</u> Students	
Clever Spectators		

The effects of intense systems conditioning, obedience, increased discipline, and watching all the clever people move to the safety of the sidelines has to be disturbing. The stupid and lazy are left isolated, surrounded by self-proclaimed brilliance, and in many cases too petrified to do or say anything. They are trapped inside the system box waiting on the world to change.

Few will ever escape.

What is so amazing about this entire analysis is how the systems box is the focal point of learning. The question should be, learning what? The students are seemingly the least important part of the entire system. They have no voice. They have no say in the learning process. The system controls everyone. Learning is overshadowed by obedience, discipline, coaches, teachers, rules, and regulations.

How can such a learning system be defended? Only the system can answer this question. The problem is that the system box is not real; it is a concept, a school of thought. It is a school of thought that people are stupid and lazy. It is a school of thought that must be challenged. Its defense is perpetrated by a belief that people do not have the physical or mental capacity to learn how to learn.

Can it be that the system has too many supporters that defend the “stupid and lazy” school of thought? Where could such a philosophy come from?

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SYSTEMS ORIGIN:

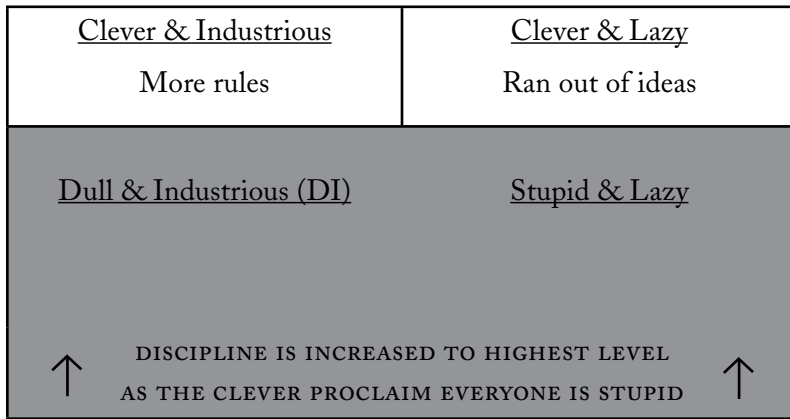
The system box comes from a place where evil justified its actions with a stupid theory.

What happens when we start to believe that people are stupid?

The system box comes from a place where evil justified its actions with a stupid theory.

The system box is offensive to every human being on the planet. It is offensive to teachers, coaches, and managers. It is duh grading to students and employees. It is an insult to anyone who has ever served time in the stupid and lazy ranks of a system, whether it was by order or by choice. Some are highly entertained by their stupid and lazy treatment and make fun of it while others are destroyed by it. It is luck of the draw who wins or who loses in the stupid pit.

It appears that successful industrial nations are the most susceptible to this trap. It is an infection that spreads through factories like a plague. The smarter the clever become, the stupider everyone else looks. This causes the “*stupid effect*” to spiral out of control.



The origin of this system box should come as no surprise. It is a product of Nazi Germany. This was their philosophy, their belief, their system. They increased discipline to its highest level as they saw the rest of the world getting stupider and stupider. It imploded when the clever began to turn on each other, pushing members of their own intellectual master race into the stupid pit.

This system devours everyone in the end.

These were the hits that were returned from an online search for clever, industrious, lazy and stupid back in 2003:

- *30 Articles of War for the German People by Joseph Goebbels dated 26 September 1943*
- *“I divide officers into four classes -- the clever, the lazy, the stupid and the industrious. Each officer possesses at least two of these qualities. Those who are clever and industrious are fitted for the high staff appointments. Use can be made of those who are stupid and lazy. The man who is clever and lazy is fit for the very highest commands. He has the temperament and the requisite nerves to deal with all situations. But whoever is stupid and industrious must be removed immediately.”*

General Kurt von Hammerstein

This discovery required an immediate follow up with the original source of this system box. It had been presented years before as justification why it was impossible to teach people to learn. When asked where knowledge of this system box was acquired everything seemed to come together in one stupid “crap circle.”

This original system box was presented during a “leadership” lecture by a German tank commander who had five tanks shot out from under him during World War II. The commander outlined the clever, industrious, stupid, and lazy box to a group of American leaders. He somehow managed to convince the audience that this system was accurate. He was, after all, an “expert” battle commander.

So the question has to be: how did a Nazi system infiltrate the constitution of the United States after Germany had suffered a much deserved defeat? The following is a theory of how this system box has managed to survive throughout the Industrial Revolution.

The system box is a product of the Industrial Age. Industrial

nations naturally manufacture a school of thought that uneducated people are too stupid to be managed without a system, assembly line, or process. The clever believe they are only ones who can manage the system. Nazi Germany had a belief that anyone outside their box was stupid and lazy and it overpowered them and led to their self-destruction.

On the other side of the world, the Americans used the system box to become an industrial powerhouse on a much smaller scale. Our treatment of the stupid and lazy was limited to our own uneducated farmers, non-English speaking immigrants, and our rowdy children in the early 1940s. We had not yet escalated our stupid and lazy school of thought to include the rest of the world.

This means we have to be extremely careful about how we view the rest of the world. The moment we start to believe that the rest of the world is "stupid and lazy" compared to the US is the moment we know the system has consumed our country's soul.

Our saving grace was Germany and Japan both considered Americans too stupid and lazy to interfere with their global atrocities. Since the US was a mixing bowl of diversity in the early 1940s where less than 25% of the population graduated high school and only 5% attended college, an educated person might tend to agree with the Nazis and Japanese back then. To them, we were just another stupid and lazy nation like the rest of the world.

They were both wrong.

They were not as clever as they thought. Their disciplined Blitzkrieg systems were defeated by an uneducated force of teachers, coaches, managers, factory workers, miners, farmers, immigrants, and children that knew how to "Cowboy Up." Our military was built from the opposing school of thought where all the ranch hands rode side by side and refused to be corralled by any kind of system. This group of cowboys never bought into the theory where some fictitious clever and lazy genius on the sidelines was needed to tell them how to win a battle. Americans led themselves to victory

by dropping themselves into the middle of a fight and figuring out what to do once they got there.

Not that it mattered; our cowboys didn't have enough discipline to listen to someone on the sidelines anyhow. Instead, they defeated this clever system box by joining the worldwide posse that could change the rules at a moment's notice, proving a vital point to all of humanity. There is no such thing as a stupid and lazy American. There is no such thing as a stupid Brit, Aussie, European, Latino, Canadian, African, Middle Easterner, Russian, or Asian. Even the Polish people proved that charging tanks on horseback is only stupid if you think handing your country over to an invading horde without a fight is the smart thing to do.

In perhaps an ironic twist of fate, or some natural survival mechanism built into the system box, after the war, industrial strength Americans helped the Japanese transform itself from a defeated military enterprise to a peaceful nation. They used the same systems box the Germans had perfected. It was an easy sell to the highly disciplined ally of the third Reich. This revolutionary system box was even credited to an American for helping the disciplined Japanese culture achieve "*total quality.*"

In this country this professor of systems had been a voiceless entity for decades. Nobody listened to his industrial strength ways. Instead we listened to our veterans who led the world to victory. It wasn't until this elderly Industrial Age professor convinced us we were stupid and lazy compared to the Japanese that he won our hearts and minds. His total quality system convinced all of us he was indeed clever and industrious and we crowned him the TQM subject matter expert. He promised managers they could be clever and lazy or clever and industrious if they followed the factory system rules and regulations. There are even memories where he said the US lacked discipline like the Japanese.

Ironic isn't it?

The total quality system is Pandora's Box for any industrial

nation. *Footnote to our readers: Heaven help us if the Chinese ever buy into "Total Quality."*

If we look to the German and Japanese people it is doubtful if anyone can dispute that they are some of the smartest people in the world. We also find that both countries are extremely disciplined and powerful industrial nations just like us. They, too, are experiencing the transformational turbulence of moving from the second industrial wave to the third wave of the future. More important, they remind us how the "*stupid effect*" can destroy a country when it starts to believe that other people, other races and other nations are stupid and lazy compared to them. Men and women can only be free if they share equal intelligence.

This should also restore our faith in the performance capabilities of our forefathers who were dirt-poor farmers, teachers, coaches, managers, factory workers, miners, immigrants, and an army of uneducated children. Our uneducated population with only 25% high school graduates and 5% college graduates defeated two intellectually superior world power Blitzkrieg systems. This should make us question the significance of systems, too much education, or starting to believe we are clever at all. It should also make us question systems, especially systems that our forefathers defeated.

It is also proof that an uneducated army can defeat a clever world power, especially when that world power thinks the uneducated army they are fighting is too stupid and lazy to win.

It just goes to show that none of us are as smart as we think we are.



EDUCATION TO BUSINESS SYSTEM TRANSFERENCE:

What is so interesting about this entire transference is how highly educated sideline managers in business play the part of a coach, teacher, and cheerleader, yet they need someone else to teach them.

Is there a link between our education system and business systems management?

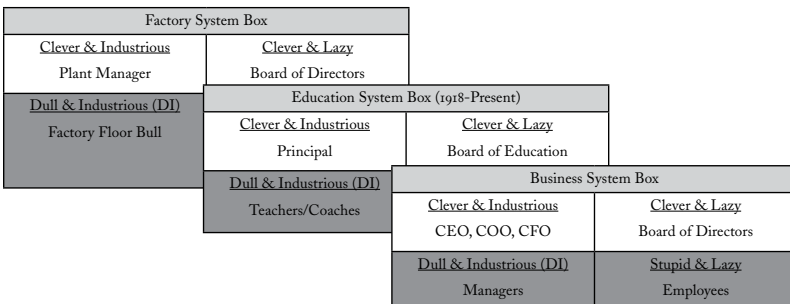
THE SYSTEM BOX TRANSFERENCE - 6° FROM EDUCATION

“Junk is the ultimate merchandise. The junk merchant does not sell his product to the consumer; he sells the consumer to the product. He does not improve and simplify his merchandise; he degrades and simplifies the client.”

William S. Burroughs

The education system was built on the foundation of the industrial factory system box. Current business systems are founded on the education system box even when there are no more factories to model. The system box is the one thing all systems have in common. The systems trap is the box we have placed ourselves into simply because we continue to believe that students and subsequently employees are all “Stupid and Lazy.”

This is the stupid cycle we have trapped ourselves in.



If you trace problems in business back to the education box origin you find that the majority of troubles are six degrees from education. The school of thought that people are stupid and lazy is a carry over from the education system box, which is a carry over from the earliest days of the Industrial Revolution. This forces business to search for that magic total quality system that can contain the

“stupid and lazy” employees and replicate the huge profits factories once made during the Industrial Age boom.

The business system box is convinced that the conditions that employees were subjected to in the education system labels them with certain characteristics for life. They make their own “Stupid and Lazy” list for their employees:

- Unmotivated and lazy
- Can’t do anything on their own and don’t know anything
- Are conditioned to follow a single source
- Are voiceless entities that are scared to take risks or make mistakes
- Require harsh, probing criticism to improve their performance
- Require a structured managed system because they refuse to assume personal responsibility
- Are unskilled in the concepts of educational teamwork
- Possess no vision or direction and lack basic motivation

Instead of going to the educating system manufacturers and demanding an employee product that is:

- A skilled individual performer
- Someone trained in educational teamwork
- Action agents who thrive on change
- A pioneer who can learn to learn anything
- Requires no management beyond “Message to Garcia” instructions
- Self-motivated individuals who would never stand on the sidelines and watch

Instead, business accepts what it gets from the sole source provider education factory. It builds a total quality business system that can compensate for the conditionings that new employees were

subjected to in school. The system doesn't care if everything on the employee "stupid and lazy" list is an unfounded lie. The "stupid and lazy" school of thought is the primary focus of management.

The system we learn in dictates the system we work in. This means businesses must call on the DI factory floor bull, the DI teacher, the DI coach and even the cheerleader for their system to function. It is the only proven system for managing a group of idiots. The system needs a dull and industrious (DI) to imitate a USMC drill instructor (DI).

After witnessing a true United States Marine Corps drill instructor (DI) in action and understanding the learning concepts that the Marine Corps hold dear, you begin to see the factory dull and industrious (DI) system imitators in a comical light. Watching the strict DI teacher or DI coach try to imitate a real Marine Corps drill instructor is like watching William Hung trying to sing alongside Kelly Clarkson on American Idol. While Sir William fearlessly rocked out at a 110%, the skill was just not there, even though his heart was.

COCA-COLA OF DI'S—THEY ARE THE REAL THING



Courtesy of USMC

“These recruits are entrusted to my care. I will train them to the best of my ability. I will develop them into smartly disciplined, physically fit, basically trained marines, thoroughly indoctrinated in love of the Corps and country. I will demand of them and demonstrate by my own personal example, the highest standards of personal conduct, morality and professional skill.”

www.mcrdsd.usmc.mil

The difference between the real drill instructor and the imitation DI coach or DI teacher is identified by one easily recognized distinction. The real DI is in the game right alongside their Marines and the imitation DI coach and DI teacher stands safely on the sidelines, judging, evaluating, and grading their students, insulated from harm. There are three sideline activists from the education system transported into three really cute and cuddly business-management models. Their claim of *leadership skills* is like listening to William Hung’s rendition of “*She Bangs*.” It only makes you laugh.

SYSTEM SIDELINE MANAGEMENT TRANSFERENCE

The first dull and industrious “leader” transported from the education system box into business systems is the DI coach or DIC. These are the leadership experts who claim management is just like being a coach. This identifies them as the dull and industrious manager or DIM of the total quality business system who thinks they are the new sheriff in town. They promise to defend the quality of the business system and whip those “stupid and lazy” employees into shape, just like their DIC mentors did to them.

Education System Box



Do it right!

DI Coach (DIC)

Business System Box



You can't do that!

DI Manager (DIM)



“Most managers were trained to be the thing they most despise—bureaucrats.”

Alvin Toffler

The second dull and industrious “leader” transported from the education system box into business systems is the DI teacher or DIT. These are the leadership experts who claim management is just like being a teacher. This identifies them as the dull and industrious puppet manager or DIPM of the total quality business system who thinks he is the new professor in town. He promises to defend the quality of the business system and pull the strings on those “stupid and lazy” employees until they parrot everything the DIPM tells them and dance whenever their strings are pulled, just like their DIT mentors did to them.

Education System Box



Polly wanna cracker!

DI Teacher (DIT)

Business System Box



You know nothing!

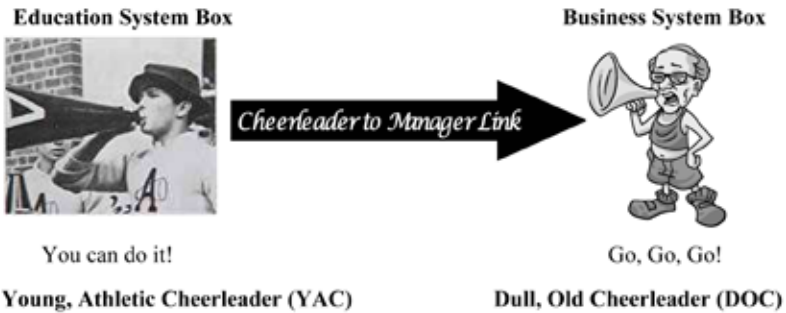
DI Puppet Manager (DIPM)



“I have learnt silence from the talkative, toleration from the intolerant, and kindness from the unkind; yet strange, I am ungrateful to these managers.”

Parity of Kahlil Gibran’s “Teachers” Quote

The third dull and industrious “leader” transported from the education system box into business systems is the young, athletic cheerleader or YAC that joined the DI coach on the sidelines in grade school. These are the leadership experts who claim management is just like being a cheerleader. This identifies these once young, vivacious spirit pals as the dull, old cheerleader (DOC) of the total quality business system who think they are the new pep leader in town. They promise to defend the quality of the business system and cheer those “stupid and lazy” employees onto victory, just like their YAC mentors did for them.



“Management is nothing more than motivating people.”

Lee Iacocca

The system box is a safe haven for those on the sidelines. Being on the sidelines is the easiest way to spot any one of these managers. They are the DI in the system who are allowed to judge, evaluate,

grade, and motivate the “stupid and lazy” that they send into the performance arena to “get the job” done.

This explains why there are so many “management” books on the market. Management and systems books sell like hotcakes. It also explains why leadership can never be found in a system where the management stands insulated on the sidelines.

What is so interesting about this entire transference is how highly educated sideline managers in business play the part of a coach, teacher, and cheerleader yet they need someone else to teach them. The education system has trapped them in a condensed version learning world. They have been taught to be taught. After so many years of sitting in a classroom receiving the condensed version from their teachers this conditioning seriously restricts their learning boundaries.

College educated managers are forced to attend classes or seminars and in a stupid twist of fate, they have to learn from their employees. A manager that is forced to receive the condensed version from “stupid and lazy” employees raises serious questions about the effectiveness of the current education system. It challenges the school of thought that believes people are stupid if they do not have a college degree.

If the employees are stupid and lazy as the system box promotes, how can it be that they must teach their clever manager in the simplest of formats? Managers hold meetings and expect a brief on what is happening. That brief is written by an employee who understands the long version and has the ability to condense it into a format the manager can understand. Employees write detailed letters and reports where the manager makes a few corrections and then sends the letter out with their signature on it. Doesn't the system teach us that this is plagiarism?

Yet system managers are trapped in a condensed version PowerPoint presentation that stays within the comfort zone of their learning ability. One would think that a manager would be a long version advocate who would be giving the condensed version

to their less intelligent employees. But the pay off of a college degree is a ticket to the sidelines in business as a manager who gets to watch others perform. Managers who think their role is to grade, evaluate, motivate, and judge others is as much a part of the education conditioning as anything else.

If a manager never witnessed leadership throughout his entire education process then the only mentors he witnessed were teachers. Unless he played sports he would only have seen the back side of the coach and cheerleaders from the stands. In the stands is where he began his conditioning to judge, grade, and evaluate the players, coaches, and cheerleaders on the field. This is called “*sideline conditioning*.” Teaching, grading, judging, evaluating, and motivating could be the only management style they know.

The factory-modeled education system conditioning runs deeper than any of us realize. The longer the system is in control, the longer this conditioning will spread. Sooner or later we will have to admit that people are smarter than a systems box that thought we were all too stupid to figure this out.

Author's Reminder: This chapter is an attack on the system and not the people who work in it. Pioneer Learning is of the minority school of thought that all people are smart, including principals, teachers, coaches, cheerleaders, managers, students, players and employees. Hopefully this chapter is only offensive to the system and those who defend it. This system should be offensive to everyone, especially employees.



THE DUH GRADING BACKLASH:

The Voiceless Student Becomes Duh Grader

“There’s a man goin’ ‘round takin’ names.




Mr. Johnny Cash
The Man Comes A”round




Who earns a license to judge?




Is leadership a sideline position? Is management a sideline position?

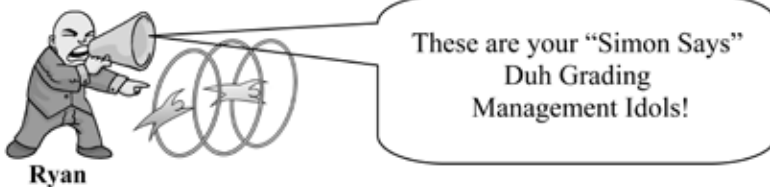
How difficult is it to perform (do something) in 2008?

Factory System Sideline Management (Link to Past)
 The Education to Management to Judge Transformation

Educational System Sideline Management		
 <p><u>DIC</u> Do it right!</p>	 <p><u>YAC</u> You can do it!</p>	 <p><u>DIT</u> Polly wana cracker!</p>

Business System Sideline Management		
 <p><u>DIM</u> You can't do that!</p>	 <p><u>DOC</u> Go, Go, Go!</p>	 <p><u>DIPM</u> You know nothing!</p>

Reality Shows Duh Grading Judges on the Sidelines		
 <p><u>Simon</u> Dreadful!</p>	 <p><u>Paula</u> You're great!</p>	 <p><u>Randy</u> That wasn't good!</p>



The most distinguishing characteristic of the “Simon Says” systems coaches, teachers, managers, cheerleaders, and judges is they all grade, cheer, evaluate, and control others from the sidelines. Some are nice about it and others are abusive to the point of sadism. All of these sideline conductors get to decide who may pass and who shall fail. Standing on the sidelines yelling or at the head of the class waving a magic wand, pulling the strings while hidden in an office, or sitting behind a table watching others perform are all tell-tale signs that system managers are in the business of watching and grading others.

A manager is a person who chooses to watch others perform. A performer is a person who chooses to personally achieve a goal for himself or his team.

How did observers on the sidelines manage to become so duh grading? When did they start taking credit for victory while maintaining the ability to hand off the blame for defeat? When did a diploma or a golden crown become a free pass to the sidelines and a license to judge? We learned how to duh grade others in the education system and it is contagious. It wasn't that long ago when a manager was the silent partner of a team, a behind the scenes agent who never received more than a sideline commission and little, if any, of the credit.

These sideline managers, by themselves, are relatively harmless. As if to prove they lack the ability to lead, judges now travel like wolves in packs, packs of threes. While individual managers are relatively harmless, a pack of judges can take grading to a whole new level. To make matters worse, the sidelines and coliseums are filling up with more and more self-appointed judges who also duh grade performers. It is payback time. The voiceless student becomes duh grader. All this grading is moving us away from our “just do it” roots to the point we are literally digging ourselves into a “watch and judge” hole that we might never climb out of.

You see, the management wolf pack is no longer the only group standing on the sidelines judging the action. Now the owners are

stepping onto the playing field to judge for themselves, managers have assistants, and their assistants have assistants. There are back up players who sit the bench grading every move the players in action make. The cheerleaders are looking better than ever while the statisticians record every play. There is an offensive coach, a defensive coach, linesmen who measure if there is a gain or a loss, reporters who record the dirt, and a camera crew that shows us what they want us to see to prove their own point. Then there are the fans judging every action on the field. There are literally thousands who watch whenever anyone stands up to do something. This is why so many people stay seated. Nobody measures up to this massive grading.

The number of graders has exploded because there is a backlash to all this duh grading treatment that the education system dishes out. A child raised in an abusive household has a good chance of becoming a child abuser. A person who is treated like a “stupid and lazy” student/player and is graded whenever he does or says anything has an excellent chance of becoming a duh grader himself. This turns us into a duh grading nation.

This is also why the majority of people will do whatever it takes to secure a place on the sidelines, because only an idiot would volunteer to stand up on the arena floor and be judged on such a massive scale.

Welcome to the 2008 “*Destroy the Heathens*” performance arena.

Forgive the Heathens

Respect efforts • Celebrate obstacles

Destroy the Heathens

Want blood • Blame & Point

Players

The Action
People who just want to do

Must be obedient and silent. Must accept balling, punishment and blame

Managers

The Responsibility
Controlling, decide who, when, and where people play and how

Under microscope

Drag & Criticize, Motivate & Support

Owners

The Risk Takers
Wealth & Power

Criticize the action & those responsible

Only accept winners

Spectators

The Fickle Crowd
Finally given a voice

Viciously Critical
Don't do anything but watch

Press

The Critical Eye
Have a medium, & use it to brutally criticize everything

Have no stake, & take no risks

Pass or fail others

Potential Threats

The Consequences
Physical violence

Legal action

Destroyed reputations & careers

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If you think the “*Destroy the Heathens*” performance arena is an exaggeration, watch any sporting event, “American Idol”, “So You Think You Can Dance”, “American’s Got Talent,” “Nashville Star,” or any of a dozen television shows that grade other people’s performance. Now think of every show as a modernized, cool, and hip Roman coliseum that is televised around the world so that duh grading spectators can phone in or text message their judgment

with a happy face (thumbs up) or sad face (thumbs down). Next think of all those students in the classroom who never step up to the plate in the performance arena and graduate to the sidelines. If you never learn to accept the reality of the performance arena, there is a good chance you will always be trapped on the sidelines with only a diploma, voting button or a golden crown to keep you company. But for those who learn to stand up in this arena the action agent trophy awaits.

There are only two spectator choices in any performance arena. There are those who respect the effort and celebrate the obstacles (*New Testament*) or there are those who cry out for the heathens' blood, blaming and pointing out failures (*Old Testament*). The duh grading preference has more and more people crying out for blood.

"A Heathen is an offensive term that deliberately insults somebody's non-belief in religion, way of life or degree of knowledge."

Encarta Dictionary

In the performance arena, a heathen does not march to the systems big-kettle drum.

The performance arena wasn't designed to scare people away from it; instead it was made to prove one simple point. Leadership, real leadership, never comes from the sidelines. It only comes from the arena floor. This is because leadership is not a spectator sport; it is not a duh grading sideline position and leadership is definitely not management. Leadership is an on-the-field, right-beside-you phenomenon of inspiration and courage. This is why if we are looking for leadership we should stop running to the sidelines and instead, sprint directly into the center of the arena no matter how

duh grading it gets. It is there, in the center of chaos and doubt, where real leaders are born.

As for those on the sidelines, they have a right to be angry in our “just do it” society. Instead of getting to do something, they are forced to watch. Too many action agents simply retire to the sidelines prematurely so it is no wonder they are bitter and angry that others get to perform while they watch. It must be duh grading for them to not be able to play anymore. Yet nothing stops them from joining their team in the middle of the performance arena if for no other reason than to lend a helping hand.

We have to prepare people for this performance arena. The more people we get on the field, the less chance we have to listen to duh grading comments coming from the sidelines. The education system is conditioning everyone to move to the sidelines to watch.

In order to get people back in the game, we must balance education (*knowledge*) with training (*performance*). We have to provide an alternative to these duh grading systems by teaching people how to learn, teaching them to teach themselves. If you teach people how to learn then they are forced to grade their own progress, not the progress of others. This means they will learn to judge their own actions and not the actions of others.

It also means that spectators have to perform just like everybody else. They have to stand up and be judged themselves.

They can do this because:

“There is nothing to fear but fear itself.”

Franklin D. Roosevelt

A grayscale image of a life preserver (ring buoy) with a rope coiled around it, positioned centrally on the page. The life preserver is a dark gray ring with a lighter gray vertical stripe on the top. The rope is a light gray, tangled mass hanging from the bottom of the ring. The entire image is set against a white background with a subtle drop shadow beneath the life preserver.

DUH GRADING NATION CONCLUSION:

What other choice do we have?

What if the only person we can judge is ourself?

“It is much harder to judge yourself than to judge others. If you succeed in judging yourself, it’s because you’re truly a wise man.”

Antoine de Saint-Exupéry

The systems management box and the performance arena are harsh realities. When we learn (*with the emphasis on learn*) of a group of people who are being unfairly persecuted, we are a nation who steps up to ensure equality. People who do not have a college degree deserve the same respect and equality as those who buy a diploma. Figuring out when that change needs to take place is the hard part. Do we change the education system now or do we wait for one more generation to be duh graded?

Perhaps the key question is who will benefit from change and who will resist it? Will the estimated 81 million coaches, teachers, employees, and managers with college degrees continue to resist? When will the estimated 225 million students, players, and action agents who are out there performing each and every day without a degree stand up and say, “No mas”?

How about business and government? Can they afford to hire employees who have been duh graded and programmed to work in a factory? When will they put pressure on the education system so that it provides human resources who know how to learn? Maybe they are holding onto the belief that the waves of change will slow down so they can one day “*settle*” back into a duh grading hierarchy where the clever can stay seated on a sideline throne.

The truth is, we are trapped inside this education system because we thought we didn’t have any other choice. That is what feeling trapped is. So the function of book one is to make us feel good about leaving this duh grading system behind. It is time to pioneer into the unknown to find a method of learning (*with the emphasis on learning*) that is not duh grading.

So there it is. Those trapped on the sidelines in the clever tiers are encouraged to join the team in the center of the arena. Those

trapped in the stupid and lazy pit must be given equality, respect, and, most important, a voice. In the future everyone, people who possess equal intelligence or skill, will be called on to train and educate so individual performance improves daily for everyone.

It might be that the real message of this duh grading system is we all have weaknesses. The hard part is when we try to cover them up when we hold these truths to be self-evident. We can continue to *spotlight* the weaknesses in others to divert attention away from our own weaknesses or we can simply turn our attention to our own weaknesses and admit we all have them. *“It is much harder to judge yourself than to judge others.”*

If this book duh graded the educational system then the theory what goes around comes around has been proven beyond a shadow of a doubt. The system teaches us how to grade others and in this book, a single stupid and lazy student of learning grades back. We are not failing the system, the system is failing us.

In conclusion, we have to find alternatives to the current education system. It is a duh grading monopoly that has only one answer to the most important question in a democracy, what other choice do we have? *None* is an unacceptable answer.

If we compare today’s education system to the 1916 train system it is easy to see we are searching for the “Henry Ford” or “Airboat Line” of learning that will allow students the choice of driving or flying themselves to a diploma or a degree. This means we must learn how to learn if we ever plan on getting off this one-track education system.

The only thing holding us back from taking the journey ourselves are learning maps that show us the way. The reason these maps are so hard to come by is the education system holds the information hostage that students need to learn. Once this information is released to the general public then there are only three questions students of learning need to ask:

- What do I have to do?
- How well do I have to do it?

- What do I have to know?

Once these questions are answered, then the students have maps that chart where the journey begins so they can decide where it will end. It helps tremendously when these maps are sequenced in a logical learning pattern. Students then have a choice of remaining in the classroom or leaving it to find the answers themselves. Then, and only then, can we start to drive away from these duh grading systems and discover our individual learning preference.

In the end, both groups, those trapped inside the classroom and those who learn outside it, must wind up in the performance arena where they will be graded side by side to see which system is more effective. In the end, performance is all that matters. Teaching people to stand up in the performance arena means “just do it” is more important than grades. The only failure in the learning to learn, unlearn, and relearn arena is standing on the sidelines.

As for me, I am ready to be judged. I stand in the middle of the arena, armed only with this book and challenge this Goliath education system to a duel. In the performance arena failure can only occur if you remain on the sidelines and never stand up. All I have to do is tune out the duh grading jeers and forget about those critics who are lions and tigers and bears, oh my, and can rip me apart. What the hay! I will instead remember my fellow scarecrows that convinced me that we are all Spartacus and stand up for one another.

So grade away, because this is the book I'd write. This is the book I read. It is the only book I'd publish.

It is about changing the education system from a factory model to a model of learning, and it is not a fairy tale. Learning how to learn is hard work, and the harder, the better. In the factory model, learning is fun; in the learning how to learn model, it is like trudging through mud up to your waist. It is overcoming adversity of thought and skill with unbridled passion and endurance. It is overcoming

doubt and intellectual attacks. It is listening to a barrage of critiques from the sidelines and accepting or rejecting them.

Perhaps the underlying message of this book is that real learning is supposed to be difficult. The harder the learning, the more satisfying it is for the few, the proud, and the brave. While I respect and agree with my critics' assessments that books and learning should be fun and entertaining, I hope they respect my argument that students of learning like it hard and tough and are looking for alternatives to the easy way out, especially when the easy way so often fails.

You see, we all have to stop acting like scarecrows and remember we have a brain. We too often fall into that trap of looking to powerful, successful others for guidance, approval, grades, or recognition. Too often we let college degrees make the decision for us. Ironically, we look to those who have proof or position that crowns them an expert and we neglect to listen to the heart of the matter.

We have been conditioned to look for others to grade us instead of grading ourselves. Learning how to learn, unlearn, and relearn will change all that.

Besides, are we really duh grading the system or just poking fun at it? Once you see the system for what it really is the whole thing makes you laugh at how serious the practice of education, business, and government has become. Are teachers, coaches, and managers really systems plantation owners, incognito prison guards, or are they attractive cheerleaders whose job it is to cheer everyone to victory?

That's for you to decide.

Since answering questions is what I do, even when I'm the one who asked, I'd like to take a stab at the question above. If I close me eyes and transport myself back to a galaxy, far, far away my money says everybody on the sidelines should be a cheerleader. We were barely holding onto a one point lead with seconds remaining on the clock as Frayser High School called a time out to plan their final shot. Frayser was our biggest rival

and we had a long track record of losing to them. To say that we, "Da Bears", had passed exhaustion way back in the 1st quarter would have been an understatement. As the roar inside the gym erupted the next few minutes slowed to a finite moment of clarity and ear-plugged silence. I focused my attention on the Frayser huddle trying to figure out who would be taking the last shot. I could tell our coach was talking a mile a minute but I didn't hear a word he was saying. Instead I was visualizing my own defensive strategy based on what I was watching going on in the other teams huddle. As the pressure intensified and we walked back on the floor a moment of doubt poured over me as my knees quivered and pleaded for me to go back and sit down. Although I have no recollection of what they were yelling I can tell you without reservation that a single glance in the direction of our cheerleaders and fans washed away any doubt and convinced me that this time, we were destined to win.

I have long forgotten who my teachers and coaches were in high school, but I still see the faces of everyone of those cheerleaders and every single member of the student body and I remember many of their names as they jumped up and down encouraging us to win. They gave us all the strength and courage to pull off an upset. They joined us in victory because they stuck by us in defeat. I remember that night as if it was yesterday because it was the first time, since I had picked up a basketball two years earlier, that I knew I was good enough to play this game even after I had failed to make the team the year before.



STUPID DEDICATION:

“Stupid is as Stupid does.”

Forrest Gump

Have we forgotten that doing something stupid is funny?

Do we even know how to have fun anymore?

Laughter and stupidity go hand in hand. The truth is being stupid is funny. Doing something you can't do well or not knowing the right answer to even the simplest question is just plain funny. The stupider we are, the funnier we can be.

I mean come on, the system is funny. You might think that the system somehow got the best of me and this book is some type of retribution for all my pain and suffering. Yeah right, as if the system could ever get the best of me. Now that's funny.

My parents told me a story of my younger "*rebel without a clue*" days. They said my first grade teacher told me I could not be called "*Skip*" anymore because it was not my Christian name. In fact, my six-year-old sister gave me the name *Skip* soon after I got home from the hospital. Her name is Donna Mae Work so she said, "If I have to go through life as Donna Mae Work, he is going to be named Skip Work." Thinking back it sounds like she was naming her new dog. Anyway, I supposedly informed my family at dinner that night that hence forward I would be called James. *So it was written, so shall it be done.*

My name change lasted less than a week because I didn't have a clue who this James character was. But I still remember it was nice not having to respond to anyone, even if it was only for a few days.

(Don't tell anybody, but I use James every time I pray just in case my teacher was right.)

I mean it wasn't my parents' fault; they were great parents and worked diligently to set me on the straight and narrow path. I mean brains run in my family and my sister and brother are extremely intelligent and both got outstanding grades. My brother was so smart he skipped ninth grade. I was *Skip Work* and he was *Skip Grade*. That name didn't stick for my brother either because he would never answer to *Skip Grade*. He would only answer when I called him *Sir Robert*, which I thought was very clever.

Anyway, my father told me that they finally stopped bothering me about my grades after I stopped them in mid lecture after a disappointing report card in third grade and I told them, "*Sooner*

or later you are going to admit that you have an average son!" Because they were extremely responsible parents, they said they only burst out laughing when they went to bed.

The system has offered me more entertainment than one person deserves. In high school my English teacher was chomping at the bit to flunk me and send me to summer school. She reminded me on a daily basis that if I did not get a 73% on my final exam then my summer was ruined, something I truly deserved because I just wouldn't get with the program. Imagine how happy she was when I got a 68% on the final; she was so sadistically happy that she failed to realize I had turned in the 5 points extra credit paper—something I had never done before—which meant I passed and could move on with my life. I mean come on, give me some credit; my dog wrote that extra credit paper! *Pepe* learned more than I did just by eating my homework!

Whoever said you can't beat the system, never tried.

I think fondly back on the coach who knew I was going to steal home even when he wouldn't give me the signal. I mean the coach didn't know Manny like I did and he was covering up the fact he was scared to death as he took the first strike. I could tell when he was going to strike out. I mean the score was tied, bottom of the twelfth, and it was time to get home, *literally*. To those who shiver at the thought of a player doing whatever he wants to do, remember this. If you are going to swing away when you have the signal to bunt, if you are going to steal home when the coach says no, just remember you better smack the tar out of the ball or make it home. Pull it off and you might get to stay on the team. Strike out or get called out at the plate and you might be history. I mean, who in their right mind would want to stay on a team that didn't play to win every minute of every game?

People on the sidelines have always cracked me up.

And how cool was it to have a military haircut in the 1970s? It was like painting a target on your back that says "I'm the lowest

form of life in the world.” Some people treated us like dirt and spit on us.

In California they wouldn't let us into nightclubs without a California driver's license. They somehow thought we were too stupid to go to the DMV the next day, get a California driver's license, and come back the next night and close the bar down. We would buzz cut our hair then strut into their disco wearing a lime green leisure suit, six-inch platform shoes and a shirt collar the size of airplane wings that would beat you to death if you left the window open while driving your car.

Come to think of it, they might have just hated our fashion sense more than the haircut. Thinking back, California and many other parts of the country made the military feel like illegal immigrants interfering with their Promised Land.

I still chuckle now that everyone has finally jumped on the patriotic, “*I love the military band wagon*” as we band together to battle terrorism. Now instead of duh grading the troops we hate the Dixie Chicks instead because they would not shut up and sing.

So what makes us hate and duh grade each other so much?

“HATE!... Good God y'all... what is it good for... absolutely nothing... say it again!”

(The system made us change the word in this 1970 song by Edwin Starr from war to hate because today we can't say anything bad about war or the system will crush us.)

When I first joined the armed forces whites and blacks (*that's what they called each other back then*) hated each other. When females joined the military whites and blacks joined forces and hated women. Then Billy “I never inhaled” Clinton (*southern translation: my dog ate my homework*) said don't ask, don't tell. Next thing you know every race and gender under the sun banded together as one to hate homosexuals. It was like watching a universal redneck game of hate potato.

Lucky for me, I'm a colored man and a red man: *red hair, blue eyes, red skinned with brown freckles*. Lucky for me, I know *stupid*

discrimination when I see it. I also know where we learned to duh grade others. I was educated in the same system as everyone else. Lucky for me, I left the system so that “*I can see clearly now that hate is gone...*”

Good to know we finally found that one global equal opportunity we can band together to hate. We finally figured out we all hate terrorists.

“We will starve terrorists of funding, turn them one against another, drive them from place to place, until there is no refuge or no rest. And we will pursue nations that provide aid or safe haven to terrorism. Every nation, in every region, now has a decision to make. Either you are with us, or you are with the terrorists.”

George W. Bush, Address to a Joint Session of Congress and the American People, United States Capitol, Washington, D.C., September 20, 2001

Least we forget that Mexicans are not terrorists? They are with us. Do we have a right to treat our Latino neighbors like dirt and spit on them because we hate terrorists? What about our Canadian neighbors who keep sneaking in to steal all those comedian, singer and acting jobs from American's? Why don't we will hate them too? When you think about it, Mexico and Canada are damn good neighbors to have when there is a global war on terror going on, you'd think we would let them stop by every once in a while to borrow some sugar instead of boarding up our house and building a giant fence around it. Chances are our Mexican friends are the only ones with the endurance to build a thousand mile fence in 100° weather anyway. The Canadians could entertain them while they're doing it. *Like a good neighbor, Mexico and Canada are always there.*

"Now, I don't care who you are, that there's funny!"

Larry the Cable Guy

But the proudest systems moment came while sitting in the CEO's office while he threatened me with legal action if I left the company to start my own business. I remember marveling at the power this man possessed as I looked around his plush office while he beckoned his secretary for his lunch. As he ate and lectured me, he reminded me that everyone signed a non-compete agreement and therefore I would have to find a new line of work for a year if I left. It was like sitting in the boardroom waiting to hear "The Donald" say those magic words, "You're fired!" He had me shivering in my boots.

But then I remembered I never signed a non-compete agreement. I had joined the company years before, back when there were only twelve of us. It was long before the vulture capital, the founder's mysterious buy-out, and system structures that were put into place. Oh sure, they had given me three copies to sign, but as I told them time and again, I would never sign something that stupid. I never hid the fact that I wouldn't sign it but somehow the CEO never got that memo. I looked him dead in the eye and told I never signed it and he hit the roof. The secretary, COO, CFO, and all those other O's got called in to verify what I already knew. My non-compete agreement did not exist. I had somehow gotten lost in the system. I could still hear the screaming as I bid them all good-bye. I left that system and every system like it behind forever and never looked back.

"Damn It Feels Good to Be a Gangsta!" just like the Ghetto Boyz said in the soundtrack from the movie *Office Space*.

Okay, so I didn't always beat the system.

One day I was driving home after enlisting in the Marine Corps and a police car sped past me doing 90 miles an hour. I figure if he could speed so could I. Heck, I was a United States Marine... *almost*. I put the pedal to the metal and together we raced down the

freeway with my adrenalin pumping as I started to believe I was invincible.

At the end of the freeway he pulled me over and I was ready to fight this speeding ticket, fight for my right to be stupid. After all, if he could speed why couldn't I?

Turns out he wasn't stupid; he didn't give me a speeding ticket. Instead he gave me a \$98 ticket for not having a front license plate and because I had no city sticker. Leave it to a policeman to be clever and industrious.

It was a pleasant reminder that the people in the system aren't stupid but most of the time we are. I paid the ticket and tipped my hat to the police officer. We both smiled once I realized he was the good guy and I was the bad guy.

Challenge the system but don't duh grade the people who work in it. People are average Americans just like me and you. Police cowboy up to protect and serve.

Semper fi, Mr. and Mrs Police.

People are extremely smart, but being stupid sure is funny. The same cannot be said for duh grading systems.



WHERE DO WE GO FROM HERE?

Businesses and government could start by setting up a statewide 401L learning plan.

Do we want Total Quality or Human Quality?

That is the question.

Everyone jumped on board the “total quality” systems bandwagon in the early 1980s back when total quality management sold its first system to the US. It showed organizations a way to educate themselves in order to achieve total quality. What this imported Japanese system failed to mention was how different the two education systems are in Japan and the United States. In Japan the students gather in groups, groups of six, in first grade. They spend twelve to sixteen years in a team educating environment. This is their system of education, not ours.

In the US, we teach, train, and condition our children to educate as individuals because learning in groups is copying, cheating and plagiarism. Total quality systems in the United States were destined to fail from the beginning. Sure, the quality of our cars got better but we paid a heavy price for this duh grading treatment.

So what does total quality really mean?

Grade school students are shooting each other and taking medication but we now drive some of the best cars ever made. The price of total quality came at the cost of human quality.

Regardless, the US spent billions of dollars (*that's right, I'm guessing billions*) trying to retrain its adult workforce and military from duh graded educational individuals to a team system of education. When TQM failed, it resurfaced as ISO 9000, then Reengineering, and like a cancer resurfaced as Six Sigma. With every new system comes a little more duh grading treatment. We have spent almost three decades trying to teach “educated” adults how to teach themselves and the success rate is questionable.

This is because the system programming/conditioning in our educational system works. It duh grades and restricts the human spirit. It traps this creative spirit inside a total quality box. In other words, this factory model system does what it was manufactured to do.

It produces workers who take orders from management hierarchy without questioning.

So instead of spending billions of dollars to re-educate the adult

population again and again, the logical step would be to invest in an alternative education system. It is American business and government that needs to demand this change. The graduates are produced on their behalf; the education system is the primary labor resource of the future.

So against the advice of the critics, this trilogy had no choice but to start with the education system. While the portrayal of managers in this book is less than stellar, the truth is they are smart. They are trapped in these systems like everyone else. They are smart because people are smart. Not just diploma'd people but all people. Until the education system changes we have no other choice than to continuously try to implement modified versions of the same ole total quality package to a preconditioned audience. Managers are trapped as coaches, cheerleaders, and teachers so they should be the first to demand change. Employees are trapped in a fabricated "stupid and lazy" pit so they are left waiting on the world to change.

So this is the plan.

This book was written in order to change the focus from implementing new systems to improve the adult workforce to investing in an alternative future. Businesses and government could do this by starting a statewide 401L learning plan. For every single dollar business or government spends training and educating the adult workforce all they have to do is invest another dollar in finding alternatives to the current education system. This will improve the chances for real success.

The goal of both investments would be to end up with employees and managers who are:

- Skilled individual performers
- Trained in educational teamwork
- Action agents who thrive on change
- Pioneers who can learn to learn anything
- Require no management beyond "Message to Garcia" instructions

- Self-motivated individuals who never stand on the sidelines and watch
- It would be hard for duh grading systems to flourish in this type of environment.

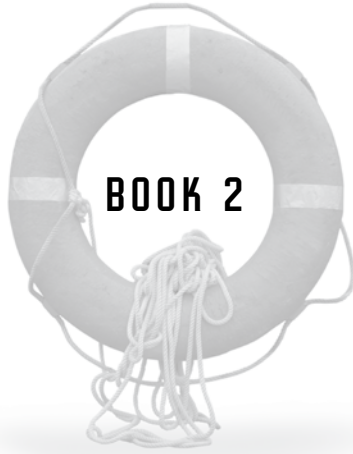
Once the singular focus shifts from retraining the adult workforce to also investing in the future workforce then alternatives become the primary goal. To aid in this effort Book Two: *Pioneer Learning* will address how to provide the education system with “Henry Ford” style alternatives. If the predictions in *Pioneer Learning* are correct, business and government could start to see “new age” learning to learn graduates enter the work force in another six to ten years.

If a decade seems too long consider this. Years ago, in a “How to Manage Japanese Employees” seminar, there was a story of how the Japanese developed a plan to increase the land mass surrounding the densely populated city of Tokyo to handle the incredible growth. The plan would take 150 years! Now that’s a plan that would never work in America. We are lucky if we hold steady during a four-year term.





This story that was told in Japan is presented because in learning years, a decade barely scratches the surface of what the future holds for all of us. If it will take ten years to harvest the kind of action agents and leadership the future needs then it only makes sense that we get started right away.

Considering we have become a duh grading nation, the sooner we start the better. Once total quality control is a thing of the past, then and only then can human quality reignite our learning spirit.

In this new age of information, electronics, e-mail, and e-commerce, our primary focus as a democratic nation is, has and always will be...e-quality.



Pioneer Learning
The Alternative Solution

Pioneer Learning Hat Trick			Under Development
 <p><u>Training</u> Learning to do (Better)</p>	 <p><u>Pioneering</u> Learning to learn (Anything)</p>	 <p><u>Education</u> Learning to know (More)</p>	 <p><u>Visualization</u> Learning to visualize (Imagination)</p>



PIONEER LEARNING SYNOPSIS:

Why ride the train when you can drive yourself?

Can you teach people how to learn?

If the education system is an institution of learning then shouldn't the graduates learn how to learn?

What is the difference between training and education?

What is the difference between management and leadership?

What is the relationship between creativity and discipline?

"I am entirely certain that twenty years from now we will look back at education as it is practiced in most schools today and wonder that we could have tolerated anything so primitive."

John W. Gardner

In the first book of this trilogy, *Dub Grading Nation* jumped ship and compared the 2007 education system to the apex of the 1916 railroad system. Back then the railroad system held a monopoly within the continental United States when 98% of the people who traveled from city to city took the train. The majority of people, except a few sailors and cowboys, had no other choice. This century-ago monopoly was compared to the cartel owned and operated by the 2007 education system. It was an education system that had reached its own apex. The education system was categorized as a monopoly when the answer "none" was given to the one question that spotlights a truly un-American monopoly.

What other choice do we have?

If you compare riding that outdated system to today's education system then it is easy to see there is only one track to take to legitimate "education" diplomas. Let's pretend grade school is the same as taking a twelve-year train ride cross country to some imaginary Grand Central Education Station. After being on this train for twelve years many of the passengers can't wait to get off and walk away from the system forever. Those who enjoy the ride and can afford the trip, buy a ticket and hop back on board the collegiate track for another four years and ride it all the way to a bachelor's degree. Those with even more money and more time stay on the college train for two more years bound for their master's degree. If that's not enough, spend a little bit more money and a lot more time and the journey ends at Ph.D'ville. By the time this trip is over these doctors of learning will have spent close to twenty years riding different trains covering the same old tracks. In 2007, close to 100% of the people seeking diplomas rode this system, including those who were riding on virtual trains.

But what happens if someone elects to take this same journey, but instead of riding the train he drives himself cross country on an off-track learning adventure? It turns out there is a lot of tortoise and the hare action that takes place. Some days learning drives you at 100 miles per hour and other days you get stuck in the mud and find yourself going nowhere. Regardless of the peaks and valleys, the journey sure beats the click-click-click monotony of watching the world pass you by waiting for the train to reach its final destination. It sure beats having to wait for a sideline manager to tell you where you must go and what to do. And unlike the train system that gives you a souvenir ticket to prove you took the journey, this journey lasts a lifetime and offers a wonderland of memories.

Where *Dub Grading Nation* is a book highlighting the problems created by this one-track education system, this is a book about learning. This is a book about unbridled learning. The kind of learning that wakes you up early in the morning, the kind of learning that lets you stay up all night long, the kind of learning that makes you believe anything is possible. This is a book about deeply-rooted-in-the-American-dream learning that has no boundaries.

So beside the education system, how else can we learn?

In 1982 I set out to change the education system. At the time I didn't know why, didn't know how, all I knew was I thought I'd give it a try. Looking back it all started with, what seemed at the time, a simple solution that went something like this.

- *Why not teach people to teach themselves; why not teach them to learn how to learn?*

Hard to believe this simple question was the key that would one day open up Pandora's systems box. This is because this simple question is the heart of learning. It is not about education, it is not about systems, it is not about quality, it is not about obedience, it is not about management, and it's not about grades or diplomas. It is about learning.

In an effort to get the wheels turning, the first question that had to be answered was:

- *What is the difference between training and education?* (9 years)

Finding the answer to question one led to having to answer question number two:

- *What is the difference between management and leadership?* (12 years)

Finding the answer to question two led to having to answer question number three:

- *What is the relationship between creativity and discipline?* (4 years)

Now before you start to think only an idiot would take that long answering three simple questions, remember that this was outside-the-box learning. There was no schedule, no teachers, and no grades that had to be achieved. Think of it as a curiosity hunger that can, and with a little bit of luck, never be filled. This wasn't always a full-time gig; sometimes it was more or less filling in the gaps when there was nothing else to do. There was a lot of experimentation and recorded observations. It was like being on a learning "Wheel of Fortune" where every new discovery provided one more letter to the final answer to the original question, how do you teach people how to learn?

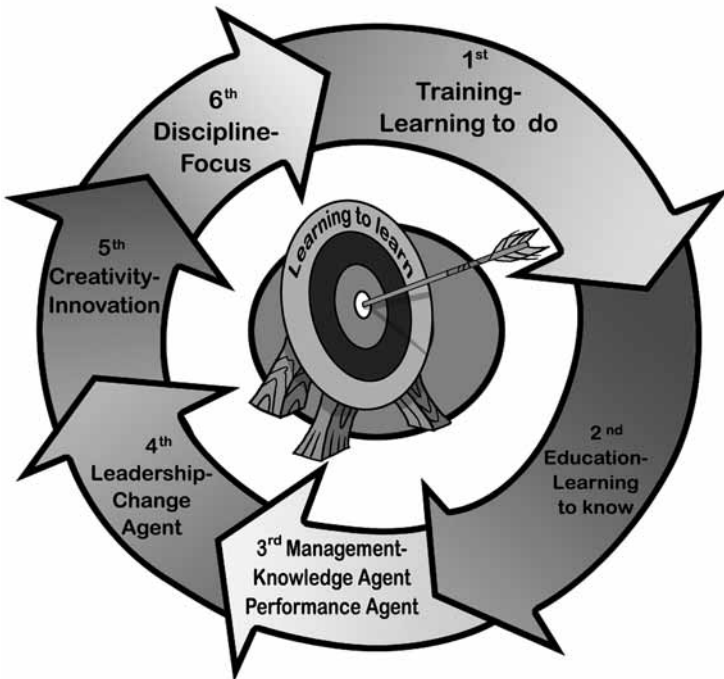
Every American has a similar hunger. Some have a hunger to do and others have a hunger to know. Either way it is what makes us unique. We have the ability to learn whatever we want. However, how we learn is too often systematic and controlled.

The "Wheel of Fortune" was a merry-go-round that offered one heck of a learning ride. Here is how the three questions mapped out into a six-spin cycle:

1. Decide what you want to do and *train* yourself to do it.
2. *Educate* yourself about what you're doing so you learn to know more.

3. *Manage* yourself by becoming a performance agent or knowledge agent.
4. *Lead* yourself by becoming a change agent.
5. To lead the way and venture into the unknown you must *create* innovation.
6. Conquer the unknown with self-*discipline* that allows you to focus on the goal.
 1. Decide what you want to do and *train* yourself to do it.

This is pretty much a merry-go-round of learning. It's not a system because you can choose to start at step 1, 2, 3, 4, 5, or 6. No matter where you start, you learn how to learn.



Learning and Leadership Link Wheel of Fortune (Around 1)

This circular diagram, while a little cheesy in its graphics, was critical as a constant reminder that the core of every one of these

questions was targeted at learning how to learn. That was the bulls-eye, the driving force, the ultimate goal, it was the rabbit hole. The only way to achieve that goal meant going outside the education system, which is like a broken record skipping back and forth from education to management.

NOTE: There was an article in the Harvard Business Review by Gardiner Morse in the November 2005 Issue where he wrote that diagrams like this were “Crap Circles.” Now you might think this is degrading but it turns out its true and pretty darn funny.

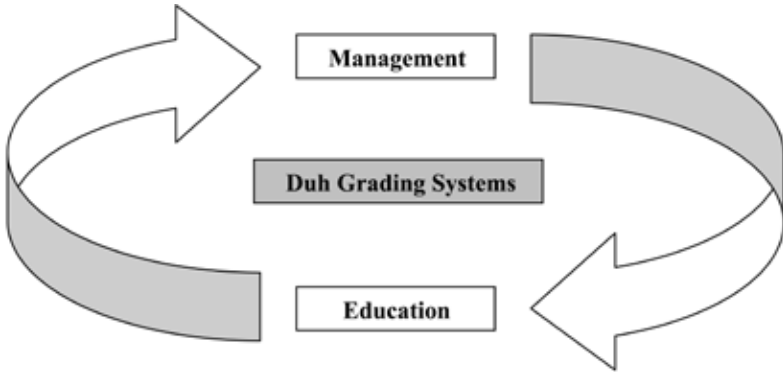
Abstract:

”The most dubious business plans can appear solid, even smart, when illustrated with snappy circle-and-arrow graphics. Look closely, though, and you’ll see that many of these diagrams are full of it.”

Mr. Morse is absolutely correct in his observation that “condensed version” diagrams like this one are “crap circles” in that they are deceitful. It is not what you see that is the problem; it is what you don’t see, or what is left out. First glance at the circle might make this whole “process” seem so simple that it only takes about sixty seconds to learn how to use it, when the truth of the matter is that sixty seconds doesn’t even touch the surface of what this learning journey encompassed.

But it is a start...

Okay, let’s say your system is going down the drain duh grading people on this educating toilet.



Duh Grading System Toilet

This was a cheap shot but if writing isn't fun then what's the point?

Getting back to the “Wheel of Fortune” it is what you won’t see that makes up the bulk of this book. What you won’t see in this condensed version illustration are the “gray” areas that were discovered in the rabbit hole hidden underneath this “Wheel of Fortune.” These “gray” areas are where real learning takes place. It is where creativity spins out of control until a new idea surfaces every time you venture into the unknown.

What you can’t see in this “crap circle” is that in between training and education a new method of learning will emerge. In between management and leadership a new form of supporting people to victory will come into view. In between creativity and discipline, elective choices sky rocket like red flares, like bombs bursting in air, until they give proof thro’ the night that our flag was still there.

And it was also spinning around on this “Wheel of Fortune” for all those years that led to the following hard-to-admit conclusion. It was a conclusion that was never considered for two and a half decades. It was a conclusion that meant complete and utter failure. It meant having to admit to all of those skeptics that they were right all along when they constantly reminded me that it was impossible to change the education system.

What the final analysis showed was even a United States Marine could not change the education system. To those who know the

fortitude of a Marine that pretty much concludes beyond a shadow of doubt that it can't be done.

This is why discipline is such an important part of the *Wheel of Fortune*. It is the piece of the pie that allows you to focus on the goal even after suffering a personal defeat of ignorance. It means knowing that the system cannot be changed is simply another notch on this learning belt.

The realization that a Marine cannot change the system at least explains why, despite everyone's best efforts and intentions, our brightest doctorates of education, our presidents, senators, congressmen/women, governors, and mayors have/will continue to fail. This is because the education system is a runaway train. The tracks are in place, the schedules have been set, the stations have been built in stone, and the trains run to and fro without any leadership. If you can't change the train system then you can't change the education system.

Comparing the education system to the 1916 train system apex further implicates that trying to change, or even improve this outdated system is a waste of time. In the past ninety-one years trains might have gotten faster, more efficient, and they might at times offer more comforts. But the truth is the 98% apex the train system experienced in 1916 is ancient history.

So the education system will never change but alternatives will be discovered in learning that will chip away at the systems 100% market share. Perhaps in a hundred years from now the education system as we know it today will support less than 10% of the population or it might just dry up and become another obsolete industry, another factory that was forced to shut down. This is why we must discover alternatives.

In 1916, airline passenger travel was in its infancy. Henry Ford was just mastering his mass production assembly line for the affordable automobile. Even though nobody could change the railroad system, the production of the automobile and passenger airline transportation sure changed the way we travel.

Perhaps, Bill Gates and his wife will go down in history as the “Henry Fords” of learning to learn once they realize they can never change the current education system. Maybe they will be the ones who build a learning alternative that allows people to drive their own learning. He already put his software on almost every computer like he said he would. The guy has definitely got skills and now enough money to build an alternative practice of learning that can drive us into the future. Imagine going to a job interview carrying a diploma from the Institute of Learn, Unlearn, and Relearn (I-LURN) presented by the wizard Bill Gates and signed by the founding father of learn, unlearn, and relearn, Mr. Alvin Toffler.

Learning to learn, unlearn, and relearn is our alternative future. It will make our current education system obsolete over the next one hundred years.



THE FUTURE OF LEARNING:

*It is a future that does not include factories, systems, or sideline managers.
(Written many years ago)*

*Why does the education system, a so-called publicly funded system,
refuse to release the information it teaches and tests its students on and
make it available to the general public?*

*What would happen if students knew what they had to do and knew
before they ever stepped into a classroom?*

Would they still go to class?

2009–2010 PHASE I: LEARNING PURSUIT

A partnership between the state of Tennessee, a cutting-edge consulting firm, and Hasbro began the first of many transformations of the current education systems to a “learning to learn” model. A meeting was set up by this consulting firm bringing congressmen and senators from the Volunteer State, together with the top executives from Hasbro. Within thirty minutes, the three parties had agreed to form a partnership to produce two new learning tools; *Tennessee seventh grade Pursuit* and *Tennessee eighth grade Pursuit* were each built using the format of the Trivial Pursuit board game.

Tennessee representatives provided the consulting firm the entire test bank and answers from the seventh and eighth grade (middle school) Tennessee Comprehensive Assessment Program (TCAP). They also provided the consulting firm with access to the states top fifty middle school educators so they could determine the “Need to Know” questions and answers that would be filtered into the TCAP test and therefore would be included in each of the learning pursuits.

After much debate the team came to a consensus on the six pieces of the learning pie, which were broken into the following middle school categories:

- English
- Math
- Science
- History
- Arts/Language
- Training (Asks what the student has to do—how well they must do it is the answer)

- *Question*—Write a short story on the social impact of the Civil War

- *Answer* - One to two pages, no grammatical errors, handwritten or typed

The Tennessee middle school learning pursuits were brought to market in 2009 prior to the start of the 2010 school year. Parents across the state lined up to purchase the learning pursuit for their children. Simultaneously, Tennessee business leaders purchased mass quantities of the learning pursuits with a commitment that “No child shall be left without access to this learning tool.”

By the time the middle school doors opened for business, every child in the state had already seen a glimpse of what the learning year had in store for them. They were given one singular education goal: “Learn how to learn” the questions and answers included in the pursuit. They could use their books, their teachers, and their friends to determine the learning approach that would work best for them. Some tried to memorize the questions but this proved to be completely ineffective and virtually impossible. Most of the students simply enjoyed playing the game with their families who eagerly volunteered to help in the learning process. As predicted, answering questions instigated the students to ask questions that weren’t even included in the pursuit. This was considered a major learning victory, getting students to ask questions that would not be on any test.

It is the first time in the history of our educational system that the students and parents of an entire state had been told exactly what they had to know before entering school. This information had historically been held hostage by the system, forcing students and parents to rely on the judgment of the system as to the what/when/where/ how it may or may not be handed out or even taught. This paradigm shift was deemed to be the first of many achievements brought about by the I-LURN manifesto.

It was almost symbolic. Hasbro was mass producing an Industrial Age, total quality, assembly-line product that symbolized the end of one era and the beginning of another. What made their learning pursuit factory so unique was their ability to customize their product to meet the needs of any state government. Hasbro would go down in history as one of many pioneers of this learning revolution.

2009—2010 PHASE 2: INSIDE-OUT ANALYSIS

While the partners and principals of the consulting firm orchestrated the roll out of the middle school learning pursuits, a team of consultants was sent to Memphis, Tennessee to begin the inside-out analysis of the city's school system. Their objective was to compile a list of the problems, needs, wants, and ideas from inside the middle school's educational system into a learning management database. The primary goal of this engagement was to give everyone inside the education factory a voice.

The pursuit process began in middle school because seventh and eighth grade is where the students begin to battle for their learning independence. Grades one through six historically were the “nurturing” grades where incredible teachers and coaches treat the students with respect, listen to their needs, and adequately overprotect them. The only change to elementary school is getting the students to work in teams of six from day one. By the seventh and eighth year the students began to resist the “be quiet and listen” mandate. The system gave them knowledge and therefore they have no choice but to express their opinions as they approach their teen age. They just want to, *Fight it, fight the power...*

Inside-out analysis captures those opinions as a show of respect for their learning efforts. The students, the center of the middle school universe, were not the only ones who needed their opinions captured as a show of respect.

The consulting team began inside-out with the city's mayor and advisors, the board of education, and all middle school principals throughout the city. Their problems, needs, wants, and ideas were inputted and grouped into the “education action agents” category.

Next, the team interviewed all the teachers and coaches at Cordova Middle School. This school was selected because Vice President Al Gore had visited years prior when it was rated amongst the best in the city, if not the entire state. He even spent the evening with the vice principal. The teachers' and coaches' problems, needs,

wants, and ideas were entered into the database and grouped into the “classroom action agents” category.

The next group the consultants talked to surprised every learning expert around the country. Every student attending Cordova Middle School was interviewed. Their problems, needs, wants, and ideas were grouped into the “student action agents” (seventh or eighth grade) category. Listening to the students was a completely foreign concept to the old system and the children took their role as improvement advisors very seriously.

During the preceding decades leading up to the inside-out of Cordova Middle School serious problems had surfaced in many of our educational systems. Attention Deficit Disorder gave birth to Ritalin, illegal drugs were being used at extremely young ages, drinking persisted, teenage sex surprised everyone, students were self-mutilating, and many required professional counseling to cope. Students felt trapped and the escalation in violence scared even the most seasoned education veterans. What was so intriguing is why no one thought to give these students a voice to find out what was really happening inside the system.

Instead, the so-called experts continued to defend the system, claiming the children were the problem. They claimed that students needed more discipline, more rules and regulations, and more obedience, which produced more problems, more pressure, and even greater feelings of isolation. It led to the first use of the I-LURN manifesto battle cry of “Human quality, not total quality!” The basic paradigm of a mass production educational system that promised to manufacture elite learning clones began to fall apart piece by piece.

Finally, the parents of Cordova Middle School were interviewed because they were tired of doing their kids’ homework every night and the data-mining phase of the inside-out engagement came to an end.

Over the next few months every line of data was studied and grouped into unknown emerging categories. Obedience, bullies,

discipline, motivation, fear, safety, grades/test scores, financial, equipment/supplies, teachers, coaches, learning, time, respect, activities, and help were the primary groups. The consulting firm, acting as the outside the system agent, produced a book of all of their findings, conclusions, and recommendations. The book, *The Voices: An Inside/Outside look at our Educational System—the real problems, needs, wants, and ideas*, was published and within two weeks was on the best sellers list. It was the first time the country was given a glimpse into the real problems, needs, and wants of those trapped inside the system. It included insight to every problem from the highest to the lowest levels of the system as well as an outpouring of new ideas of what needed to be done to make the system better.

The city of Memphis rallied as one and their primary mission was to solve the problems of the students, meet their needs, and be aware of their wants. They did this using the ideas gleaned from inside the system along with those recommendations that the consulting firm provided from their outside perspective. More ideas poured in from every state in the nation as the entire country focused on the real problems these down-home children were facing.

Finding out those students felt “*as if no one ever listened to them*” in school or at home was the first problem solved by finally giving them a voice. Students began to open up to their classmates, teachers, coaches, and their parents, who once they became aware of this widespread problem, all focused on finding ways to solve it. Solutions became the order of the day:

- The school day was pushed back from 7:15 to 8:30 in the morning after students stated they had problems waking up and needed to get more sleep. They said this would help them learn.
- Homework was limited to playing the pursuit game so that students could focus on learning something that interested them after school.
- School books were kept at home and each classroom had a book on every desk so that the problem students had of carrying

books back and forth to school was quickly solved. Lockers became secure places for jackets, binders, papers, and pencils.

- Learning volunteers poured in after so many students said they were lost and did not know how to find help. Reading, writing, math, and science programs were needed the most. Schools stayed open until 8:30 every night manned by young college graduates, retirees, and stellar students. Students that needed help were encouraged to come in and work in teams if they were having trouble learning. The school became what it had always tried to achieve. It was an educational learning center that was open to anyone who wanted to learn more and not just the students.
- Children started coming off of Ritalin as they began to express themselves more and were encouraged to find a learning passion they could focus on. Therapists challenged this shift as they began to lose more and more young patients. Many lost their practice because they had exploited the treatment of system depression without ever offering a cure. The ripple effects of changing the education system began to be felt around the country.
- Problems that the students stated they were having with teachers and coaches were addressed on a case by case basis. An accusation by one student against a teacher was handled differently than if twenty or thirty students made the exact same claim. Even though no names appeared in the published book, Teacher X, Teacher Y, and Teacher Z could still be identified if their alias surfaced over and over again in the book. The reason names were left off is that finding blame was not the focus, solving problems was the primary goal.
- After reading of the detailed fear that so many listed as their biggest problem and wanting to feel safe at school, the Commandant of the Marine Corps assigned a United States Marine to every school in the city with the single mission

to protect *the little, the last, the least, and the lost*. The Corps presented the oath to the nation that every Marine takes, to protect it against all enemies *foreign and domestic*, as justification for such drastic action. This blanket of protection was not only offered against other students but from any teacher or coach who consciously threatened or terrorized a child. The same held true for protecting the teachers and coaches who might be terrorized by students. Middle school terrorism was erased virtually overnight. Right-beside-you leadership stood as a constant reminder that protecting the little guy was a leadership lesson in learning. It also served an unexpected purpose. Instead of having to serve combat tour after tour in Iraq and Afghanistan, these over-used devil dogs were rejuvenated when they got to take a break and serve a tour that could help them remember what they were fighting for. While the adult population considered the infantry warfighter a voiceless entity that they could stop-loss, then reuse over and over again, the children in Memphis, Tennessee, in turn, treated these brave young men as heroes. Children would finally see, firsthand, what a real action agent looked like. They would be surprised that action agents looked just like them.

In the first year so many problems were solved, so many needs were met that all that remained were the long-term problems like salaries, school budgets, school lunches, and other items that would stay on the list until a new innovation could be discovered. Regardless, they stayed on the list so that the city, and ultimately the state, would know they existed. They served as a constant reminder to never stop looking for new ways to solve even the most difficult problems.

In 2010 the city had to scramble to catch up with Cordova Middle School. Every middle school had to conduct inside-out and every student had to be given a voice. This process was accelerated by the volunteers who poured in to interview the kids and get their information into the database. The database model used by

Cordova Middle School was duplicated so that every school had a web-enabled site that would map to an individual database for their school. Every middle school exported their data into a citywide data storage server so the city's leaders could monitor the progress, or lack of, in every school in the city.

And the middle school databases remained opened once they were web-enabled so that anyone associated with the school could enter a new problem, need, want, or idea. The principals and vice principals monitored the system on a regular basis and they solved many problems minutes after they were inputted. Every principal's office throughout the city gradually became the school's command and control center and rapid response teams were brought together to extinguish serious problems on school grounds before they could ignite. Once these teams were in place, the Marines that had been protecting the schools were reassigned to protect *the little, the last, the least, and the lost* somewhere else in the world.

By the end of the 2010 school year, the city graduated 94% of the middle school students who were now two-year veterans of the learning pursuit offerings and the inside out analysis. Seven years earlier, 50% of middle school students in the city of Memphis had failed. Giving the students insight into what they had to know and giving them a voice in their own learning had produced incredible results. The seemingly endless list of problems, needs, and wants that had been initially loaded into the database was growing smaller every day and problems were solved, needs met, and ideas implemented.

But as everyone expected, new problems arouse with every victory. Teachers and coaches were faced with a huge identity crisis once they no longer were the central focal point of learning. Many left the profession that had once given them ultimate control and a feeling of power. They were immediately replaced by eager college graduates who could not wait to enter a system that would finally give them a voice too. Learning to learn had a tendency to draw a youthful spirit.

2015—GRADUATION OF THE FIRST LEARNING PURSUIT CLASS 7TH -12TH GRADE

Six years into the learning Pursuit's experiment, the state graduated its first class of students that had grade pursuits available from middle school all the way through high school. Colleges and universities from around the world flocked to Tennessee to recruit these "learning to learn" practitioners.

What they didn't expect was to find students who were obviously linked to the communities and state that had supported them, solved their problems, met their needs, and listened to their ideas for over six years. 86% of graduates elected to attend college in their home state and many had conditions. It validated their commitment to teams.

These were not your total quality teams. They were learning teams made up of peak performers from each of the six pie sections in the pursuit game. They included an English student who could write like Mark Twain. They also had a mathematics wiz who had been solving math problems at the collegiate level for years. A science major who would surely be a doctor some day and a history buff who did not only recite facts from the past but could also detail the significance of each event. To round the team off was an athlete who excelled in sports and an artist who sang, played instruments, or could paint a picture that would make you cry. This "learning" team demanded they all be given scholarships to the same university. While each one would attend classes of personal interest they had learned to work together so that each one would succeed.

If the English teammate said the paper had to be rewritten, it was rewritten. If the math wiz said the answer was wrong it was recalculated. It was the athlete's job to make sure the team got into as many parties on campus as they could squeeze in over four years. It was the creative member's job to make sure once they got to the party they always had entertainment. The team coined the phrase "*six degrees from learning, not six degrees from education.*" Their theory was this team could learn any subject in the world and

that learning had no boundaries. It made them unstoppable in the learning arena.

As previously stated, this chapter was written to offer a glimpse of the future many years ago. The great thing about imagining the future is that it can be rewritten before we get there. It can be re-scripted with everything we learn along the way. There will always be problems once change becomes inevitable but with every problem comes a new and exciting solution. It is not *fear* that should drive us to change. Instead it should be the mere thought of the incredible celebration that will occur when we truly discover the solution. Every solution we discover takes us one step closer to the future.

It is a future that does not include factories, systems, or sideline managers. It is a future of promise for action agents, pioneers, and leadership.



UPDATED LEARNING FUTURE:

An Updated Glimpse of the Future of Learning

What would happen if students were allowed to collectively focus on a subject that the entire school was learning at the same time?

What if students learned how to learn, what role would teachers, coaches, professors, and managers play then?

“The best way to predict the future is to invent it.”

Alan Kay

The previous chapter was written back when “changing the education system” was still thought to be a realistic avenue. That avenue was recently closed and the focus has turned to an alternative approach to learning. Reality has presented that an alternative solution to the problems in our education system is the only remaining option.

Now instead of integrating the old and the new, the new needs to stand on its own foundation so it can serve as a matter of choice for students. This doesn’t mean that many of the predictions in the previous chapter will not remain the same.

Producing seventh grade and eighth grade Pursuit games that contain information that middle school students, “have to know” is still the first step. But what if we find that there are only 1,000 questions per grade that students have to know to graduate high school? If this is the case, then Tennessee could build a seventh–twelfth education pursuit in one package. Imagine if every student in the state could play a board game that would help them learn no matter what grade they were in? Parents who did not finish high school could be students of their children who could teach their parents something while learning themselves.

Why don’t we simply begin this transformation by building a national pool of questions that tell us everything a high school student would need to know across the country? What stops us from offering two versions, one in English and one in Spanish for our Latino population? What is stopping us from pulling this information out of the system and telling our children what they have to do and know to complete high school?

Why don’t we market this learning tool to other nations, translated in their language? Why don’t we lead the world in learning and make high school a universal effort so that even a drop out, an orphan, or someone in the poorest country in the world could study and receive a diploma from the good ole USA? These are people

who don't have a computer, so this online learning revolution is limited to the rich.

Change your thoughts and you change your world.

Students should not have to wait to gain access to this critical information. Those families that want to learn will buy this product and help their children learn. Those students who want to learn will buy the product themselves. Those students who do not want to learn will remain right where they are because there will always be "*learning settlers*" to support the click-click-click duh grading systems box.

So in the future there will be two choices of education or learning. Those who like riding the system train can continue to be railroaded and those who want to drive themselves will attend a brand new alternative school of learning. The alternative school of learning is a whole different ballgame. The goal of this school is not obedience, instead it is rebellion, creativity, having fun, and most important, learning how to learn.

In the alternative school of learning there would be skewed hexamesters. The hexamesters are made up of the six primary subject areas based on the by grade pursuits:

1. English (8 weeks)
2. Arts/Language (4 weeks)
3. Math (8 Weeks)
4. Science (8 Weeks)
5. History (4 Weeks)
6. Training (Year round)

The school year (180 learning days) would be divided into the six pieces of this learning pie. The driving force of this alternative is learning. In learning, sequence is critical to long-term retention, building a learning to learn foundation, and enhancements of recently acquired skill sets. English teaches reading, writing, speaking skills, which are essential to understanding arts, language, math, science,

and history. Learning is a building block of subjects and English is the foundation. The arts/foreign languages are creative processes that are related to the understanding of English. The first two stages of learning should promote creativity in reading, writing, speaking, singing, drawing, music, and translating what people of different cultures all have in common: humanity.

People are inherently creative in one form or another.

During the first two months of learning, every student and teacher in the school would focus on the single subject of English. The goal for everyone, students and faculty, would be to write better (training) and read more (education) using the resources of every person inside and outside the school. Reading, grammar, and writing are the only subjects taught. Every teacher in the school, no matter what the field of expertise, is involved. This is because learning is a lifelong process where even the teachers are expected to do and learn more. Teachers and students work together to improve their own skills. Teachers are students and students are teachers.

In the third month of learning students would focus on the arts and learning to speak another language. Imagine a school where everything taught, for even a single month, was in Spanish. There would be confusion, misunderstandings, and people carrying books to help them translate. It would provide a valuable lesson in this diversified nation of ours. It would allow every American a chance to see what it is like to have to self-translate what other intelligent people are trying to say or write.

The goal of the first phase of learning would be for students to leave on their Christmas break with an understanding that it was up to each and every one of them to learn the ability to translate. After all, English really teaches two things. It teaches students how to express their individual thoughts in writing and speech. Then English teaches students how to read or translate the written word, the spoken word, the foreign word, and the language of music and artistic impressions of others. English and the arts are the technical equivalent of teaching us how to transmit and receive information.

If this alternative is successful, students will band together to work late into the evening to perform better than they did the day before. They would not be given mandatory homework; instead homework should be an elective choice of continued learning. If students find self-interest in reading, they are encouraged to read. If they experience self-expression, then they would be encouraged to write, draw, sing, or play to their hearts content. They would go to places where they were forced to use a different language. The point is that homework is no longer an assignment; it is an elective choice that will help identify who that person would like to become.

Without these foundational skills, there is little hope students will ever excel in mathematics or science, both of which are founded on creative learning.

After the Christmas break the students will return with a new focus of learning. Even though the subjects would be math and science, the primary learning objective would be problem solving. Over the course of the next four months students would band together to build and develop problem solving skills using not only the written words that they have learned to translate, but now they would learn to translate what numbers and formulas were trying to tell them.

Improving math and science skills has been identified as one of the most important components of our nation's learning and security. This focus, this team-driven focus, will help to solve this problem. The difficulty in learning or teaching math is that it cannot and should not be limited to a time event. If student A can solve ten math problems in thirty minutes and student B takes two hours with the same results, then the only difference between the two is that student A learned quicker, nothing more. It is the same as an athlete who can run a mile in ten minutes and another who takes twenty minutes. Both athletes end up covering the same distance and reaching the finish line. Our ultimate goal is for the best students or athletes to circle back and help the slower students

because teaching offers the highest retention return of any learning investment.

By the time the learning focus switches to science the students would barely notice the difference since science requires skills in reading, writing, translating, mathematics, and problem solving. This means the successful completion of science would culminate all learning to date.

The final month of learning would be dedicated to history. Unlike in the education system where history is normally a memorization exercise, this learning would be an exercise in studying past events to determine the “lessons learned.” What is the primary message in the constitution and what does it mean? Should countries have civil wars to settle disputes? Should nations go to war for freedom and independence? Who wants to work for and invest in Enron? Who are our nation’s leaders and who manages the country? History should always be the final chapter in learning so that self-expression and opinions can flourish at the end of the year. Our goal in history classes should be for students to rewrite history instead of repeating it.

The sixth piece of the learning pie is training. Training is a function that would be part of the everyday curriculum. But instead of segmenting the population into groups of football, basketball, cheerleading, band, choir, baseball, soccer, and other sporting activities, the goal in learning is to try to get as many students to participate in as many different activities as possible. This means the school day would increase to as late a five o’clock every day.

Imagine if every day 2:00 to 3:00 p.m. and 3:00 to 4:00 p.m. a mass schedule of sporting or group activities was set up. Students could elect to attend “practice” or join a club in any event they wanted. On Monday a football player could attend practice from 2:00 to 3:00 p.m. and still have time to join in the choir at 3:00 to 4:00 p.m. This means schools would have to have two football practices every day, one at 2:00 to 3:00 p.m. and the other at 3:00 to

4:00 p.m. This would allow every student in the school a chance to “practice” with the team.

The last hour of the day 4:00 to 5:00 p.m. would be open practice. The students would run these “practices” and the teachers would need to step out of the limelight and hand over the reins to the students. This would be the “leadership development” portion of the school day.

There would also be many other changes in this new alternative school:

- The entire school year, assignments and tests would be handed out the first day so motivated students could progress as quickly as they wanted.
 - It would detail a sequential list of weekly requirements
 - Week one—write a two-page evaluation paper on XXXX
 - A list of all the questions the students had to learn for the week would also be included
 - Everyone would know beforehand what they would have to do and what they would have to know on a weekly basis.
- No attendance would be taken except on Friday’s evaluation days and Monday’s make up day.
- Students could change classes at will.
- Students would be encouraged to form groups to learn.
- Open classrooms would be available to those student groups who wanted to teach themselves and did not want a teacher present.
- Teachers would be encouraged to turn the class over to the students.
- With the exception of individual evaluations, students and teachers would encourage sharing ideas and open assistance

(what the old system would continue to call cheating, copying, and plagiarism).

- Anyone who wanted to play a sport would be given a spot on the team.
 - Even though the best players might be the only ones who play during the competitive games
 - Everyone could still attend practices and dress out on game day.
 - Teamwork would be the goal more than winning.
 - Allowing performers a chance to showcase their talent is key.

One other significant change is to help students learn to drive their own learning. It will be called “test the teacher” day. Each student will ask their teacher a single question they have on the subject they are trying to learn. The goal is for students to embrace questions and condition themselves to ask them on a regular basis, especially since questions are the key to education. Think of it as an “oral” exam that teachers must stand in front of their class and take. In the circle of learning to learn, this technique is called customized education. It is a method where the class begins with the teacher asking everyone in the class what they want to know. Then, in no particular order, the teacher will answer each question.

This is where the teacher is given an opportunity to fill a leadership role. The first reality is it demonstrates the courage required to teach. It shows the students they should not be afraid to stand up and learn. The second reality is that teachers don’t know all the answers. Third, a teacher who is willing to stand up and be tested on a universal stage, regardless if they pass or fail, will command the respect of the students once they realize they have an ally in learning. A real teacher never claims to know all the answers, and in fact, a critical part of teaching is to condition students to answer honestly that, “I don’t know the answer to that question

yet!" Then, the teacher allows one of the students to answer for her. This is what education is all about.

This alternative to learning will be driven by any technique that helps the students, and players, learn how to learn. The goal is not to teach the same method, system, or process to all the children, it is to let them figure out techniques that work best for them. It is the students who must customize their own ability to learn; it must be a technique that works for them.

And until the old system breaks down, the alternative school will have to take a final test. But this test will have significance beyond that of grading the students. Instead, the test will be an evaluation of the old system versus the alternative system. To make this the most effective form of down-home American competition, the end of year TCAP tests taken by the old school system would also be taken by the alternative students. It would serve as duh grading between the two systems. If students in the alternative school score exceedingly higher than the old system, as predicted, then more and more schools could convert from the old to the new.

Just like Henry Ford did to the train system, the alternative school would drive more and more students away from the one-track system.

There would be another implementation for those who fear that the discipline at alternative schools would spiral out of control and result in chaos. Since the current education system has many similarities to a prison system, any student who disrupted the alternative operations by not attending school, cheating on evaluations, starting fights, picking on other students, or any one of a dozen items that break the protect the "*little, the last, the least and the lost*" mandate would be sent back to the old school system, which would continue to focus on discipline and obedience instead of learning.

And equally important is the Inside-out analysis that would be carried out in the alternative school from day one to ensure the students were protected and given a voice. The problems, needs,

wants, and ideas of the entire school would be the compass for navigating this new foundation into the future.

In order to appreciate how these alternative ideas came to be we must look beyond the predictions to examine Third Wave learning, or learning of the future. To do that we must examine the relationship between creativity and discipline and the different segments of learning beyond the training and education standards we have come to know.



THIRD WAVE LEARNING:

The ability to learn has and will continue to be a basic survival mechanism for change because when it boils down to it, our ability to learn in the face of adversity is our greatest natural resource.

Is education or training the American preference for learning?

What if students had choices?

Is the winningest coach always a dictator?

Do we want students to obey or think for themselves?

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

Alvin Toffler

“Learning how to learn” is not some revolutionary new wave concept or a total quality reengineered education system. Americans have a built-in gene for self-induced learning. Before the total quality systems boom we taught our kids how to swim by throwing them into the deep end of the pool. We took pride in our “just do it” attitudes. These attitudes are buried deep inside all of us because we are free to choose how we learn. The system tries to box in our “just do it” attitudes so it can grade us and because this attitude is difficult, if not impossible to control. So instead of unleashing this ingrained “just do it” attitude, the system seeks to destroy it by designing a manufactured process that tells us when, where, and how to do everything. “Just do it when I tell you to do it” is the national slogan for systems.

The truth is there are a lot of gray areas surrounding learning how to learn. The education system can only deal with black and white distinctions. In the system everything is either inside or outside, running or studying, right or wrong, on time or late, pass or fail, win or lose, all of which can set upper and lower control limits that can be graded. Any learning that falls outside the boundaries of these high and low limits is considered a failure, a fluke, an anomaly, or a freak of nature. The system excommunicates those who fall outside the system.

Grading others is the function of the system. Those who learn how to grade themselves can turn their back on the system and walk away from it.

Third Wave learning promotes nothing more than the need to offer learning choices and options that teach people how to learn. Learning how to learn is the future’s “rapid response” SWAT of performance and knowledge we need to bust down any door of

change that threatens us. It is presented to help others deal with the massive amounts of changes that will pound us into the shape of the future.

Systems are simply too massive and slow to keep up with all of the changes that are taking place. They are the *Titanic* that is convinced the system is unsinkable even when the future warns of looming icebergs dead ahead. Systems lull us into an uneventful repetitive existence.

“When anyone asks me how I can best describe my experience in nearly forty years at sea, I merely say, uneventful. Of course there have been winter gales, and storms and fog and the like. But in all my experience, I have never been in any accident... or any sort worth speaking about. I have seen but one vessel in distress in all my years at sea. I never saw a wreck and never have been wrecked nor was I ever in any predicament that threatened to end in disaster of any sort.”

E. J. Smith, 1907
Captain, RMS Titanic

The ability to learn has and will continue to be a basic survival mechanism for change. Regardless if these changes are thrust upon us in rapid succession or slowly implemented there should always be one question that gives the American people a choice.

Given a choice in learning, which of the following methods do you prefer?

Option 1: “Just do it”

Option 2: Sit in a classroom and learn what I needed to know before doing anything

Total quality systems have mandated that we must know what we are doing before we do it. It is the mandate that brought us the “Katrina Effect.” This effect is un-American. It is simply not how

we do things in this “just do it” country. If total quality transforms us into a “know something before you do it” nation then it is trying to make us Japanese. It is taking learning choices away from us and making us settle for a single system, a system that thinks people are stupid and lazy who have to be told how to do something and what to know.

Total quality systems, imported from Japan, attempts to change us into highly disciplined Japanese subjects. Trying to convert Americans to the peaceful, harmonic culture based upon a centuries-old disciplined Japanese class system is a mistake. It is forcing our kids to study swimming for months before letting them near a pool. This is simply an unnatural act for most Americans. While it may appear to be stupid to other countries that we are a sink or swim nation that prides itself on our ability to learn, it is hard for us to deny our just do it heritage.

THE GREAT AMERICAN PASTIME

Learning how to do something is the great American pastime. In the American learning arena performance is still king. Everything we learn hovers around an individual desire to do something and do it well. No matter how many systems we build that try to educate us otherwise, if we aren't learning how to do something, it is nothing more than a trivial pursuit.

A chance conversation in Japan on the bullet train highlighted this American phenomenon and could help us to understand our performance roots. The conversation addressed “getting a private pilot's license” and shows a fundamental difference between Americans and our incredible Japanese friends. In America, before 9/11, all it took to get a pilot's license was \$1,500 dollars with the desire to fly. The first lesson lets an American climb into a plane, start the engine, taxi down the runway, and take off before leveling at altitude so the lessons can begin. If scheduling, taking the written

test and weather were not a factor; getting a pilot's license in thirty days was easy.

The distinguished Japanese gentleman at the other end of this conversation was speechless. He could not believe it. In Japan he said getting a private pilot's license might take years. He said they would not be allowed to step near the plane until they had learned everything about flying and the aircraft they wished to pilot. He pointed to their driving schools. He said in Japan, students were not allowed to drive on the streets until they passed many written tests and mastered an elaborate miniature driving course built right outside these driving schools. Outside these schools looked like miniature city streets, very expensive, very detailed. It cost thousands of dollars to get a driver's license in Japan and who knows how much to get a pilot's license. He was stunned that Americans took flying less serious than the Japanese took driving a car.

The conversation switched to learning how to drive a car in the United States. In America we give our fifteen-year-olds a learner's permit in many states and hand them the keys to the car and let them drive while we sit terrified right beside them. The distinguished Japanese gentleman nearly hurt himself laughing.

By the time the conversation switched to the American "*sink or swim*" deep end of the pool swimming lesson, this gentleman pleaded "*No mas*" like Roberto Duran during the Sugar Ray Leonard fight. He had tears flowing down his face and his body was pulsating with laughter.

He concluded this conversation, stating that he knew why the Japanese liked Americans so much. We taught them how to have fun. He said we made them laugh. He made it sound like he rarely had anything to laugh about. It made Americans appear as if we were the goodwill ambassadors of totally insane and extremely stupid learning practices. This was taken as a most excellent compliment. He was basically saying that we know how to have fun. He said it was something that the Japanese people needed to learn.

Learning how to have fun is a gray area of learning. Traveling

inside systems around the country, it becomes obvious nobody is having any fun inside the system. This is something we need to remember. Having fun is what makes us unique to the rest of the world. Being the planet's comedy store because of our "*sink or swim*" learning attitudes reminds us of who we are and what makes us so unique. We will do anything.

Educating day in and day out without getting a chance to do something is a reality in Japan. Being graded on a daily basis by people sitting on the sidelines is their system. It is there culture. It is no laughing matter.

Educating day in and day out without getting a chance to do something is like a prison sentence in America. It could explain why children inside the education system are so miserable. The system is trying to turn our children into obedient subjects and they are trying to break out of this mold and go out and do something. Sitting in a classroom all day is an unnatural act for a nation that does difficult things for fun.

Doing impossible things is what makes us who we are. It defines Americans. This does not mean many of us do not possess a passion for education. It simply means we are all given a choice. When we are given a choice between getting to do something right away and waiting until we know what we are doing, we have a tendency to "just do it." We are too impatient to wait eighteen years before our country allows us to do what we want. Tack on another four years of college before being allowed to work in a profession of choice could be the reason that drinking consumes so much of our college students' time. Many can't wait to do something.

So Pioneer Learning is nothing new to Americans, it is simply a refresher course in how to *cowboy up*. It probably has something to do with machismo, freedom, having no fear of the unknown, or something stupid like that. It is this "*sink or swim*" attitude that the system is fighting to destroy and what Third Wave learning is trying to reignite in all of us.

When it boils down to it, our ability to learn in the face of adversity is our greatest natural resource.

Pioneer Learning defines its goal before recommending any change to our current education system. This is the foundation of the Third Wave learning model:

“Built on the “human beings are smart” model, mass education utilizes training and education, as it applies to every learning subject. This is the “overt curriculum.” But beneath it lies an invisible or “covert curriculum” that is far more basic. It consists (and always will) in every democratic nation – of four courses: one in pioneering (learning how to learn), one in a consistent offering of elective choices, one in equality and one in leadership. The future demands daring learner’s a.k.a fearless action agents. It demands courageous pioneers who are willing to question management hierarchy without orders by always standing up for others.”

Remix of Alvin Toffler’s Factory Model paragraph

The first step to change is opening the closed doors of the educational system box. *What does a student, by grade or university have to do, how well do they have to do it, and what do they have to know?*

Once this information is made public, learning will immediately take precedence over the system. Answer this single question and Pioneer Learning begins as a natural course in youthful born American curiosity. Some will try to do things on the list before they know anything about it. These are the ones who jump into the deep end of the pool to see if they can swim.

Others will want to know how to do everything on the list before they jump in. These are the ones who think before they leap. They enter the pool at the shallow end and as they learn more and more, they gradually swim their way to the deep end.

Those too afraid to swim will only go into the pool when they are ready. It is impossible to teach someone how to do something if they don't want to. Pioneer Learning waits for them to build up the courage to jump in. They always do with a little help from their friends.

From a spectator's viewpoint all that management needs to do is sit quietly in the lifeguard tower covered in sunscreen and make sure nobody drowns. By the end of the day all but a few will be swimming in the deep end shouting to their friends to jump in and not be skeered. Children instinctively begin to protect and teach each other something they learned fifteen minutes before. Children are fearless. This is the way learning is supposed to be.

The goal of learning is to let people do what they want to do while adults sit back and watch the magic of the youthful American Spirit lead us to victory. The ultimate victory occurs when we can teach ourselves how to lighten up and have some fun and unleash the pioneering spirit.

Case in point:

A Light Touch Among Football's Heavyweights; At Small Minnesota School, Unconventional Gagliardi Poised to Set New Win Mark:[FINAL Edition]

Liz Clarke. The Washington Post. Washington, D.C.:
Nov 1, 2003. pg. A.01

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It's the day before the big game against Concordia-Moorhead, and all 171 members of the St. John's University football team are busy on the practice field.

You hear the rustle of fall leaves; the "Caw! Caw!" of crows in the pines; the chime of the bell tower that's central to this Benedictine campus, heralding that Mass begins in

10 minutes; and the occasional thump of a football hitting a receiver's hands.

What you don't hear is a coach's whistle; the bone-jarring crunch of 300-pound players slamming into one another; or a single voice raised in anger or impatience.

Welcome to college football as it's played under Coach John Gagliardi, maestro of unconventional methods for teaching an essentially brutal game.

Under Gagliardi, the St. John's Johnnies don't tackle during practice; don't practice if it's too rainy, hot, cold or if the mosquitoes or gnats are bad; and don't hold meetings, spring practice or mandatory weight training. When the weather merits, players spurn traditional calisthenics in favor of the "nice-day drill," in which they flop on their backs and remark, "Nice day!"

Lest Gagliardi be dismissed as some gridiron Professor Harold Hill -- the smiling charlatan in "The Music Man" who promises to teach a small town boy's band how to play music by the "think system" -- let it be noted that he is about to become the winningest college football coach in the history of the game.

With 407 victories to his credit, Gagliardi (pronounced "Gah-LAR-dee") will tie the retired Eddie Robinson of Grambling State for the record if the Johnnies (7-0) defeat longtime rival St. Thomas (3-5) on Saturday, which also marks Gagliardi's 77th birthday.

"I just try to do the best I can every day," Gagliardi says in trademark gentle, measured tones. "Today we try to do our best. Tomorrow we try to do our best. Pretty soon you're 30 years old, then you're 40, then you're 50 and then, gosh almighty!...But if you've got a good job, you feel lucky."

Gagliardi has been St. John's football coach since 1953—long enough to send hundreds of young men off to careers in law, medicine and teaching and, along the way, win 25

conference titles and three NCAA Division III national titles.

He has witnessed profound change from his vantage point on campus, recalling with a chuckle the era when cars were banned and curfews applied. “Today they’ve all got pierced ears and tongues,” he says. “Of course, that’s just the faculty!”

Gagliardi never has been bound by convention, either. He never played college football, but when his high school coach at Trinidad Catholic in Colorado was drafted during World War II, the 16-year-old Gagliardi asked if he could take the reins. He got permission, promptly tossed out every rule that didn’t make sense (like denying players water during practice) and led his high school to four conference titles in six years as coach, while earning a degree from Colorado College.

After graduating in 1949, he replicated his coaching success at Carroll College in Helena, Mont. That led to his current job at St. John’s, where his wife is the athletic department’s secretary and one of their two sons is the team’s offensive coordinator. “If Notre Dame had offered me a job, I would have gone, but they never did,” Gagliardi says with a smile. “I’ve been satisfied with every job I’ve ever had—even being an auto-body man. Heck, I was content.”

It’s hard to say what’s the greater anomaly: Gagliardi’s 51-year tenure at St. John’s, his career record (407-114-11) or his serene and singular approach.

No game is more structured than football. And few professions are as derivative as that of football coach, with schemes and systems handed down from mentor to assistant like sacred tomes. Coaching styles are mimicked, too, with the capacity for rage often mistaken for expertise. Does the coach’s face redden with anger? Do veins bulge from his

neck? Is his voice hoarse from screaming? Then he must be good, conventional wisdom says.

For better or worse, Gagliardi sprang from a mold of his own making. And for five decades, he and St. John's have offered an alternative to young men who love playing football but also want to leave college with a degree, their health and their dignity intact.

"I was really beat up in high school just from high school sports at the time I was making my [college] decision," says linebacker Cameron McCambridge, an English major from Edina, Minn., who was recruited by NCAA Division I-A Wyoming. "When I came here to visit, there was no hitting in practice and no yelling at you. It was a nice aspect."

Ryan Weinandt, a defensive lineman and elementary education major from Wabasha, Minn., agrees.

"John's style attracts a lot of great players because there's less chance of getting hurt with the practices the way they are," Weinandt says. "He knows people come for academics, so we don't have a rigorous schedule as far as football goes—an hour-and-a-half a day, tops. Nobody likes to come out and get beat up every day and get hazed."

At St. John's, about 80 miles west of the Twin Cities, nearly one-tenth of the 1,900-member student body is on the football team (the roster is limited only by the number of lockers). Of the 171 players, 147 are from Minnesota. And this year they range in size from a 5-foot-4, 150-pound freshman running back to a 6-3, 330-pound senior offensive lineman. Though who can be sure?

"I don't know what they weigh," Gagliardi concedes. "I let them put down whatever they want. But if they're happy with it, it's fine by me."

No one gets cut and everyone plays if the game is a rout. Because Gagliardi thinks every graduate should be able to put "team captain" on his resume, the honor rotates among

seniors each week. Captains lead the squad in warm-ups -- a waste of time in Gagliardi's view, so he limits the sessions to a few minutes and lets the players make up the exercises.

Last Friday's practice opened with two tomahawk chops, followed by pats on the head with the right hand and tummy rubs with the left. "It's to loosen up our heads and bellies," Weinandt explained.

Warm-ups ended with one deep breath.

"Break it down!" the captains said, clapping twice to signal the start of practice.

Game day brings slight variations to the warm-ups. As the Concordia Cobbers stretch in earnest before kickoff, the Johnnies place their helmets on the field beside them, extend their arms and lean down to pat their helmet for good luck. They do two tomahawk chops, one-and-a-half jumping jacks and end with two swivels at the waist, hands on hips, as Gagliardi walks up and down the rows shaking each player's hand.

St. John's 5,500-seat Clemens Stadium is filled to capacity, and the overflow crowd spreads out on folding chairs that dot the hillside. Students huddle under blankets in the end zones, while dozens of children, so bundled up against the cold that they're as wide as they are tall, tumble on the grass and do cartwheels along the track that circles the playing field.

The home crowd stands and claps when the Concordia Cobbers run onto the field.

"Yes, it's a football game, but it's still only a game," says Michael Hemmesch, the St. John's director of communications. "We're in the business of education. Ultimately we want everyone involved, win or lose, to be good people and of service to people in society."

The St. John's men's chorus, dressed in white tie and

tuxedo, leads the crowd in the national anthem, followed by the school's fight song.

"Fight, you Johnnies! Fight, you Johnnies! Stand and fight like men for old Saint John's," they harmonize.

There is no marching band or cheerleading squad. Spirit is provided instead by four shirtless guys in boxer shorts and face paint known as the "Rat Pack."

St. John's fumbles on its first series, and Concordia takes a 3-0 lead. Through their first six games the Johnnies have outscored opponents 285-45, and this is the first time they've trailed all season. Gagliardi looks on impassively, buried inside a burgundy parka with his hands clasped behind his back.

Concordia's offense ultimately withers in the face of the Johnnies' defense.

St. John's is sound all around, with explosive punt returns and a reverse that's run in for a touchdown. Not one big play is followed by histrionics; players simply trot to the sideline for a handshake.

The game ends with a 24-12 Johnnies' victory, and parents, girlfriends and siblings stream onto the field to find their loved ones and share their pride. While family photos are being snapped, Gagliardi retreats to his office to snack on a roast beef sandwich and wait for the reporters to drop by.

Today is no different than any other Saturday this fall. From the beat writer in St. Cloud to visiting journalists from Fargo, N.D., and beyond, they all want to know about the record that's about to be broken. Gagliardi hasn't given it much thought, he says, other than to wonder what the reporters will find to write about afterward.

His office walls are covered with mementos of a 51-year career: Plaques and citations; a proclamation from the Pope; a photograph with former Minnesota Sen. Eugene

McCarthy, a St. John's graduate. The shelves are crammed with trophies, weathered footballs, game tapes and books.

Gagliardi has had three books written about him so far. He has authored just one and asks a reporter who has been searching for the secret of his success to pull it off the shelf and give it a skim. It's a dusty, hard-cover tome, easily 250 pages long, with the prodigious title, "All About My Success Coaching Football for 35 Years: You'll Find These Great Truths Fascinating to Read and Easy to Apply to Your Life."

Inside there is nothing but blank pages.

"I have to update that," Gagliardi says with a smile.

Also from the *Post*—November 9th, 2003

John Gagliardi got win No. 409 when the Johnnies rallied to beat Bethel, 29–26, in Collegeville, Minn. In his 55th season and 51st at St. John's, Gagliardi passed Eddie Robinson—who retired in 1997 after winning 408 games with Division I-AA Grambling State.²

This is a Pioneer Learning model presented to all coaches, especially DI coaches. If your goal is winning then get out of the way and watch it happen.

On the education side of the field the goal is not to pass. The goal is to think. Not how to think or what to think, just learning to think. This example shows a student who challenged the system and rebelled against being told how to think. He had a professor who enjoyed his "*my dog ate my homework*" sense of humor. His name is Sir Ernest Rutherford, president of the Royal Academy, and recipient of the Nobel Prize in physics. He related this story:

"Some time ago I received a call from a colleague. He was about to give a student a zero for his answer to a physics question, while the student claimed a perfect score. The

instructor and the student agreed to an impartial arbiter, and I was selected. I read the examination question: “Show how it is possible to determine the height of a tall building with the aid of a barometer.” The student had answered: “Take the barometer to the top of the building, attach a long rope to it, lower it to the street, and then bring it up, measuring the length of the rope. The length of the rope is the height of the building.”

The student really had a strong case for full credit since he had really answered the question completely and correctly! On the other hand, if full credit were given, it could well contribute to a high grade in his physics course and certify competence in physics, but the answer did not confirm this.

I suggested that the student have another try. I gave the student six minutes to answer the question with the warning that the answer should show some knowledge of physics. At the end of five minutes, he hadn't written anything. I asked if he wished to give up, but he said he had many answers to this problem; he was just thinking of the best one. I excused myself for interrupting him and asked him to please go on. In the next minute, he dashed off his answer, which read: “Take the barometer to the top of the building and lean over the edge of the roof. Drop the barometer, timing its fall with a stopwatch. Then, using the formula $x=0.5*a*t^2$, calculate the height of the building.” At this point, I asked my colleague if he would give up. He conceded, and gave the student almost full credit.

While leaving my colleague's office, I recalled that the student had said that he had other answers to the problem, so I asked him what they were. “Well,” said the student, “there are many ways of getting the height of a tall building with the aid of a barometer. For example, you could take the barometer out on a sunny day and measure the height

of the barometer, the length of its shadow, and the length of the shadow of the building, and by the use of simple proportion, determine the height of the building.”

“Fine,” I said, “and others?” “Yes,” said the student, “there is a very basic measurement method you will like. In this method, you take the barometer and begin to walk up the stairs. As you climb the stairs, you mark off the length of the barometer along the wall. You then count the number of marks, and this will give you the height of the building in barometer units. A very direct method.”

“Of course, if you want a more sophisticated method, you can tie the barometer to the end of a string, swing it as a pendulum, and determine the value of g [gravity] at the street level and at the top of the building. From the difference between the two values of g , the height of the building, in principle, can be calculated.”

“On this same tack, you could take the barometer to the top of the building, attach a long rope to it, lower it to just above the street, and then swing it as a pendulum. You could then calculate the height of the building by the period of the precession.”

“Finally,” he concluded, “there are many other ways of solving the problem. Probably the best,” he said, “is to take the barometer to the basement and knock on the superintendent’s door. When the superintendent answers, you speak to him as follows: ‘Mr. Superintendent, here is a fine barometer. If you will tell me the height of the building, I will give you this barometer.’”

At this point, I asked the student if he really did not know the conventional answer to this question. He admitted that he did, but said that he was fed up with high school and college instructors trying to teach him how to think.

The name of the student was Niels Bohr. (1885–1962) Danish Physicist; Nobel Prize 1922; best known for proposing the first ‘model’ of the atom with protons and neutrons, and various energy state of the surrounding electrons—the familiar icon of the small nucleus circled by three elliptical orbits...but more significantly, an innovator in Quantum Theory.”

Sir Ernest Rutherford was a pioneering teacher and Neils Bohr was a strong-willed, difficult to manage student. When the goal is getting students to think independently, this example proves that the system should never underestimate the power of the human mind or disobedient learning spirit.

This is also a lesson how disobedience should be a natural learning trait. The system should never be allowed to take control.



LEARNING AND CREATIVITY:

Learning without creativity is not learning. Creativity without learning is not creativity. Therefore, we come to the conclusion that learning and creativity are one in the same.

Can you learn without being creative?

Can you be creative without learning?

“Learning without creativity is not learning. Creativity without learning is not creativity. Therefore, we come to the conclusion that learning and creativity are one in the same.”

Skip Work

Had to have at least one quote in this book

Duh Grading Nation highlighted the voiceless conditioning that the current education system programs into all of us, especially those without a college degree. In the system, the “stupid and lazy” have no voice; no one listens to what they have to say. This means they are left to their own devices of getting their message, their thoughts, their beliefs, and most important their ideas heard. If no one will listen they will create elsewhere. We all know the feeling, no one is going to listen so we just shut up, go back to our assigned seats, and keep riding the systems train. Even when the system is successful in extinguishing creativity within its well-defined borders it is a fire that cannot be put out. When this occurs, creative energy gets bottled up so Americans are forced to find creative outlets somewhere else.

Consider the recent “home improvement” boom in this country. The system has won and people have given up on changing the system and have found their creative outlets under their own roof.

When did America become the world leader in home decorating?

At first glance it would appear we have become a sissy nation that exercises a majority of its creative energy on which color curtains will match the new flooring. Remember, this is coming from a technical nerd who suffers from “*machismo image envy*” so don’t take this home decorator sissy thing too personal. It just seems strange that at a time in our nation’s history when students are shooting each other, we simultaneously started home improvements that prove that people are extremely creative. One might think we would channel our creativity to carry out an extreme makeover of the education system.

Imagine if the education system was given an extreme makeover in seven days? It is ironic how on television they demo the old house and build a brand new one. Perhaps this is what should happen to the education system. It might help to bulldoze the whole system and build a new structure on an entirely different foundation. Now that would be extreme!

So the final answer is that people are smart and extremely creative and if the system won't take their creative energy then they will channel it somewhere else.

Truth is, this is why I became a writer. Who do you think would listen to the ideas of a good ole boy from Frayser, Tennessee, who was a United States Marine, about how to change the education system? You don't have to answer that; I already know you're smart.

So I was given two choices. I could become a home decorator or a writer. Let's just say I'd rather be a crummy writer than a fabulous decorator.

Perhaps explaining how this theory came about might offer some insight to how this conclusion that linked learning to creativity surfaced. It happened by chance in an effort to get my fourth copyrighted effort published.

I gave someone a copy of this book (*it wasn't nearly as good as this one*) and asked if they might consider helping me get published or even collaborating on the effort. I received a response a few weeks later that I needed to buy and read *A Kick in the Seat of the Pants* and *A Whack On The Side of the Head: How You Can Be More Creative* by Roger Von Oech. I read both books and waited for a follow-up meeting, which never came. (*Note to future authors—if you never hear back from someone, and this will happen a lot, don't take it personal, keep on going and never look back.*)

Now some might take this as a sign I wasn't a great writer, something I had already figured out on my own, but I took it as just another opportunity to learn more. I read these books and without

provocation learned that when it comes to writing books that sell, simple is better.

The results of learning this lesson helped me to create three small books instead of trying to sell the whole enchilada at once. (*Ironically, in the end I joined them back together.*) This is where I came to the conclusion that learning and creativity were one in the same. But Roger Von Oech's books helped me in many other ways as well. First, they proved my point that people are creative and that Roger was an excellent, creative writer. It was cool to see that someone else used hats in their book. I was motivated by the fact that his book only had four hats and mine had twelve. It immediately made me think my book was three times better than his even if I was delusion at the time. I am a weekend rookie, a wanna be writer and Roger is definitely a pro.

I really liked his books. Since the topics of Roger's books were creativity it helped me reflect on how learning gave me a creative outlet. Everything I had learned was becoming second nature to me but upon reflection, it was clear that learning was the driving factor in any creativity I happened upon.

When I first started searching for methods to teach people how to learn, I created a new format for all the technical manuals in the department of the Navy. I remember using a typewriter and literally cutting and pasting and rearranging four-inch thick technical manuals in order to demonstrate what I was talking about.

The theory of the reorganization was relatively simple. If all technical manuals were set up in this "*troubleshooting format*" all you would have to do is teach electronics technicians how to troubleshoot using the manuals instead of teaching them every piece of equipment that was out there. If this was done then the armed forces could eliminate the need to retrain its technical force every time a new piece of equipment was purchased. It even went so far as to map out how a Marine technician could fix Navy, Army, or Air Force equipment in wartime on equipment they had never seen

before if the manuals were set up in this format. It would allow the armed forces to create *super techs*.

This endeavor took three years, 1985–1987. The original research, the presentations to the department of the Navy technical manual council, the beneficial suggestion that had to be submitted, the follow up article that was published all took a considerable amount of personal time and money. This was because the system does not have a mechanism in place that solicits innovation. Instead, the system forces the creator to *sell* the innovation to the system. As if to confuse the issue even further, the system is not buying. To make matters worse it was a diluted victory.

The final conclusion that came out was it was an excellent idea but there was no government agency in place that could carry out the reorganization. Besides, imagine if the government implemented the idea and had given me the percentage of the savings they offered contributors? I would have quit work the day I got that check and bought me a lake house somewhere in Tennessee and wrote a book how to change the education system.

From the reorganization of the technical manuals came the creation of what was originally called “*question type training*” packages. The Marine Corps is a world-class training organization that implemented “*The Systems Approach to Training*” in the early 80s. In this approach, objectives were written that detailed what a Marine had to do, how well they had to do it, and under what conditions. It was an extremely effective training tool. Unfortunately it failed miserably in the education sector.

Here is an example of a training objective that worked:

Given a broken piece of electronic equipment (the condition) the Marine will successfully identify the problem documenting all troubleshooting steps (performance) in less than thirty minutes (the standards).

Now writing a few thousand of these objectives for everything a technician had to “know” to fix the equipment was another story. It was clear that writing out one of these objectives for everything

a technician had to know (*education*) was a lot different than when they performed (*train*).

The reason this system failed is instructors were trying to write a million objectives to cover the educational requirements placed on a troubleshooting technician. This realization was an important first step in answering the question, what is the difference between training and education? The objective highlighted above was a training objective. This allowed another creation to be born, the creation of an education objective.

What is ohms law?

This is an education objective. It is a question. Giving technicians a sequential list of questions and having them answer in a team environment created innovation that allowed a group of technicians to learn how to learn together. They could read a book, phone a friend, or in the case of an open-ended question like, *What is the most important thing to remember in troubleshooting a new piece of electronics equipment?*, use their own imagination to find the answer that worked best for them.

As the creative flood gates opened with learning more and more, original ideas were born:

- Training and education are as different as night and day and pioneering is the gray area of learning.
- Learning is a hat trick made up of training, education, and pioneering.
- Learning and leadership are linked together.
- Leadership is a hat trick.
- Management is a sideline systems function while leadership is a right-beside-you phenomenon.
- The systems box is duh grading.
- The performance arena is a tough place to stand up in.
- Performance is a hat trick pulled off by Mikey, the Medic and the Pioneer.

- The action agents who do everything have been overcast by systems management.
- The Pioneer hat trick is worn by people who get things done.
- Discovered the inverse relationship between creativity and discipline and the significance of elective choices.

... and the books go on and on...

... not too shabby for a 2.02 GPA high school graduate. It makes you wonder how many ideas are buried in the stupid and last pit.

This integrated learning exercise also resulted in its greatest discovery of inside-out. Inside-out is a troubleshooting approach to learning that was found by giving students and employees a voice. It increases retention; provides a focus on solving problems, meeting needs, and wants; and resulted in generating more creativity than one could possibly imagine. When Six Sigma came out everyone thought inside-out was its new name and had suddenly become a system. Inside-out came out back when Six Sigma was called total quality management.

So imagine when half a lifetime later I was given two books to read about how to generate creativity. I took it as another opportunity to learn. Write simple books. Use the only writing style you know and listen to the advice from the movie *Finding Forrester*, which was to stop thinking and write. This way, you would not write a book about how to become more creative; you would instead write how learning is the only way to get in the creative game.

I mean let's face it. I'm an average person from Frayser, Tennessee. If I could solve a few problems here and there, come up with one or even two good ideas then imagine multiplying that by the millions of scarecrows just like me. If the goal of any system is to become more creative then all we have to do is give students and employees a voice and give them the chance to be creative.

Perhaps the home improvement market might decrease but at least the system improvements would be flooded with new ideas. The system might even learn something about itself.

This also might explain my writing style. I have been using writing to document any potential creativity I might discover, not for the system but for the sake of learning. If the writing veers off in a new direction it is because in many cases I have been accustomed to writing this book to my son for many years. I'm not talking about soap-box conspiracy theories; I'm talking about writing to the most cherished audience of the future. This in itself might be considered creative.

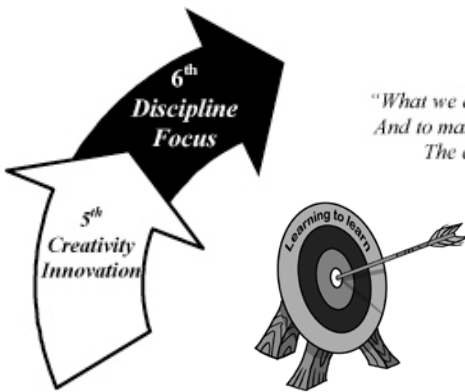
Maybe each of us should write our own book on equality, learning, and leadership and pass it on to our children so the system can never gain control again.



THE INVERSE RELATIONSHIP BETWEEN CREATIVITY AND DISCIPLINE:

The sense of order imposed on the disciplined total quality system has forgotten that America was founded on an elective disciplines constitution.

If the education system becomes a learning boot camp what happens to our creative future?



*"What we call the beginning is often the end.
And to make an end is to make a beginning.
The end is where we start from."*

T. S. Eliot

The beauty of learning how to learn is you never know where you will end up. You follow the yellow brick road wherever it takes you. You take this voyage assuming you know nothing. You clear your head of everything you have been told or thought you knew and venture out to see for yourself what is or is not the truth. It doesn't matter if the journey takes weeks, months, or decades because one day you wake up and find yourself right back where you started, which was trying to teach people how to learn.

This Pioneer Learning adventure came full circle with its examination of the relationship between creativity and discipline. It leads us right back to the beginning, which was learning. The systems box showed us the dangerous effects of increasing discipline in learning and business. It increases the stupid and lazy group to the point that too much discipline assumes everyone is an idiot. While discipline does help us maintain some resemblance of control and a temporary sense of order, it stifles creativity. Too many rules, too many regulations, too many consequences, too many step-by-step procedures makes learning and business seem like military controlled operations instead of institutes of learning and profit.

The goal of learning and business is to harvest creative minds. A country lives or dies by its ability to learn, create, and innovate. The need for creative solutions and new ideas becomes vital now that our

civilization is moving beyond the Agricultural and Industrial Ages. We are proceeding into the unknown once again where creative learning is the compass that will lead us into the future. Everything is changing at an accelerated rate.

“Creativity represents a miraculous coming together of the uninhibited energy of the child with its apparent opposite and enemy, the sense of order imposed on the disciplined adult intelligence.”

Norman Podhoretz

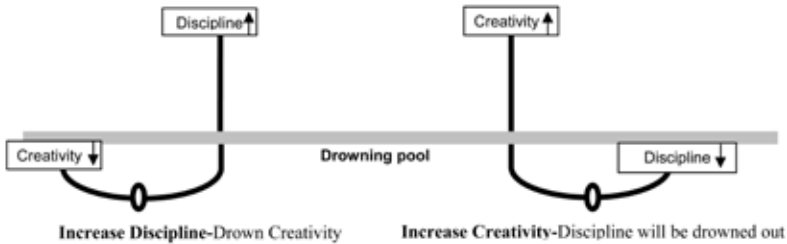
The systems box has seriously wounded our creativity. It destroys the natural creative energy in children by trying to turn them into disciplined system subjects before their time. It blinds us to new ideas that are staring us in the face because they are outside the boundaries of our disciplined sense of order. What we call disciplined adult intelligence is really a barrier to the creativity that would normally be generated through the uninhibited energy of a child. In this case, a child is anyone learning something new and openly questions the system, the current rules, regulations, and procedures.

Joel Barker, better known as the paradigm guy, is a futurist who studies how new ideas get blinded by this sense of order imposed on the disciplined adult intelligence. He points out how people and businesses get so focused on their past success and what they believe to be true, that they are blinded to change. Not theoretically blinded, but physically blinded when their mind rejects new ideas because they can't see past their disciplined assumptions. Once a system becomes an unchangeable focal point where rules and regulations become the unwritten law, then defending the system leads to paradigm blindness. The effects this filter has on all of us means when change is imminent many of us never see it coming.

As Joel Barker says, “Once a paradigm shifts everything goes back to zero.”

Those who understand the paradigm effect will catch the significance of the red spade that is the trademark of Pioneer Learning. The systems box is the black spade. Everyone knows that in a deck of playing cards spades are black. That is the playing card rule that we have all accepted. If we change just one spade in the deck to the color red, our “black spade” paradigm makes it impossible for most of us to see it.

Here is the inverse relationship between discipline and creativity.



DI defenders trapped inside the system have no creative input into the process. They are managers considered just as dense as the stupid and lazy. This means their only line of defense is to increase discipline. The system box was built to endorse this. It was founded on the assumption that creativity can only come from the clever ranks. Drowning out creativity in the stupid ranks is part of the system.

If you really examine total quality management, it is a systematic method that teaches managers how to openly steal ideas from those who actually do the work and pass them up to the clever tier perched in their high tower. The system teaches them to justify these actions in the name of teamwork and systems leadership. It is a guaranteed method or process that allows the clever to hold onto their sideline position much longer than they could if they were forced to be clever all by themselves.

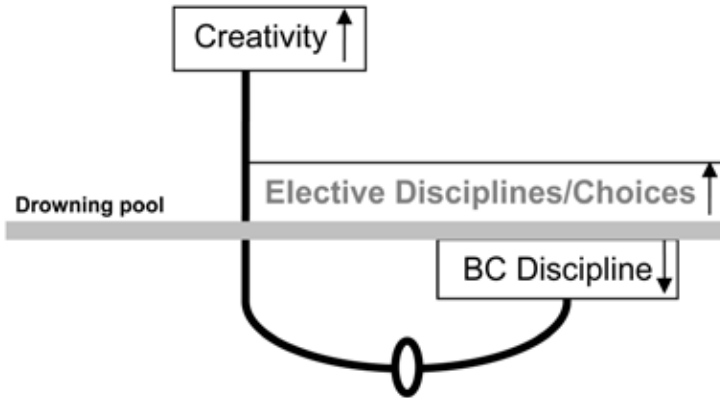
Instead of being creative, they build what they think are creative

systems and then sit back and defend it. The problem is defenders are blinded by the paradigms of their system assumptions and this blindness is enhanced when they refuse to give the stupid and lazy a voice. Giving a voice to the stupid and lazy means admitting they are smart, something the system can never do. If they give the stupid a voice, they already know that creativity would increase, but they fear discipline would be drowned out resulting in complete chaos and loss of control.

Their system paradigm blinds them into thinking there are no alternatives to preventive, bad cop punitive and prescriptive disciplines. These are the only disciplines they know.

<ul style="list-style-type: none"> • Preventive <u>discipline</u> <ul style="list-style-type: none"> ○ Things you can't do • Punitive <u>discipline</u> <ul style="list-style-type: none"> ○ Bad cop individual punitive discipline <ul style="list-style-type: none"> ▪ If you make a mistake you fail or you're fired ○ Bad cop group punitive discipline <ul style="list-style-type: none"> ▪ Group will suffer so rat out your friends to survive • Prescriptive <u>discipline</u> <ul style="list-style-type: none"> ○ Prescribes exactly how you have to do something 	<div style="border: 1px solid black; padding: 2px; display: inline-block;">Inside the box</div>
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The sense of order imposed on the disciplined Total Quality system has forgotten that America was founded on an *elective disciplines* constitution. Every citizen and immigrant to this country has a family member that left their birth place, their homeland, a place that they once cherished, to escape a disciplined system that tried to keep them in a box. We are Americans because we choose to be free. Therefore, systems, especially duh grading systems, are un-American.



A creative phenomenon occurs as Preventive, Bad Cop Punitive and Prescriptive disciplines are drowned out in the system.

Instead of complete chaos Elective disciplines naturally start to surface. The good cop brings with them elective choices. There are still civil rules and regulations but they are steadfast in their law that human rights and equality must be protected at all costs.

Other than that we choose how to learn, we choose where to live and where we want to work. It is the American way.

Pioneer Learning was founded on the principal that more creativity is buried inside the stupid tiers of the system box than the clever hierarchy. Not because the clever are less intelligent, but because the sheer number of people in the stupid pit can often be a hundred times the number of the clever managers. If everyone is as smart as Pioneer Learning endorses then there is a gold mine of creativity that can be dug out of any disciplined system.

THE GRAY AREA THAT SURFACES WHEN CREATIVITY OVERRIDES DISCIPLINE

The gray area between creativity and discipline surfaces when elective choices are offered. Elective choices are given to students who get to decide if they want to sit in a classroom or learn on their own. This is foreign to the system and it normally banishes people who want to venture outside the box.

Preventive, bad cop punitive disciplines and prescriptive discipline punishes individuals or groups who break the system laws or refuse to follow the system. This gray area replaces system punishment with good cop disciplines that serve to protect human rights and promote equality. These rules are fairly simple:

You will be taken down swiftly and without mercy if you:

- *Kill someone inside or outside the system*
 - *Intentionally injure others*
 - *Steal, embezzle, extort, bribe, swindle*
 - *Violate privacy*
 - *Restrict freedom, kidnap or terrorize others*
 - *Discriminate against a race or group of people*
 - *Strip away the dignity of other people including students, players or employees*
 - *Use threatening or abusing power*
 - *Sell products that destroy human dignity*
-

Good cops enforce the only laws worth enforcing. They defend laws that protect human rights and promote equality. They do not defend duh grading systems.

Students should have a choice to learn in a classroom or learn

on their own. If learning maps were used by the system and made public to everyone, students could learn from a variety of sources outside the system.

Those who need forced discipline should remain inside the current system. It could be their choice. Those who think learning should be easy and entertaining can still go to class in a system where:

“Good teaching is one-fourth preparation and three-fourths theater.”

Gail Godwin

Those who learn how to learn outside the system find this technique boring, time consuming, duh grading, and expensive. Those strong-willed, hard to manage kids who had self-discipline could receive an early parole from the system and be set free to learn on their own. They would lean more toward the “Good Will Hunting” approach to learning.

“One, don’t do that. Two-- you dropped a hundred and fifty grand on an education you coulda’ picked up for a dollar fifty in late charges at the Public Library.”

Matt Damon and Ben Affleck
“Good Will Hunting”

AN INTELLIGENT STATE OF MIND

To say that human beings are stupid goes against our constitution. It does not say that all men are created equal but a select few who buy a college education are smarter than the rest. If it segregates people as smart and stupid then we have to segregate the weak

from the strong, young from the old, races, religions, and gender from each other and continue segregating until there is no more constitution at all.

System defenders will dispute the elective disciplines belief because they do not want to give up the control or power they enjoy. That is exactly why the system has to change. We give power to those we elect too. This should be a familiar concept to those who remember what it was like before total quality systems covered up leadership. We get to decide what we want to do, we choose where we want to work, we lend ourselves to work for (*not follow*) a manager in exchange for money or we pay a manager a 10% fee to find us a gig so we can keep on playing. And most important, we elect to follow our leaders for free.

Stupid or...are people simply unenlightened?

Perhaps the greatest injustice served by the system is when it exposes its new members to something for the very first time and immediately labels them as stupid if they don't know all the answers. This is a systems charade. To prove a point the system will ask questions on subjects or materials students have never heard, seen, felt, touched, or smelled before. An incorrect response is given a stupid label. The truth is people who have never been informed or exposed to certain information are simply *unenlightened*. They are not stupid.

Lazy or...are people simply uninspired?

How about being lazy and willing to sit in a classroom or an office quietly all day without doing a thing? Here lies individuals who are *uninspired* by systems that label them lazy and forces them to sit around waiting for instructions.

Uninspired

1: *having no intellectual or emotional or spiritual excitement; “the production was professional but uninspired”*

2: *deficient in originality or creativity; lacking powers of invention; “a sterile ideology lacking in originality”*

synonyms : *STERILE, UNIMAGINATIVE, UNINVENTIVE*

The truth is systems are no longer creative. They are a sterile ideology lacking originality. Systems no longer inspire us to learn, to work for, or to be a part of a system that treats people like idiot subjects. Discipline has squelched our creative freedom to the point we find no intellectual, emotional, or spiritual excitement in the system. The system is boring. It doesn't matter if you call it Total Quality, ISO 9000, Reengineering, or Six Sigma.

Total quality has replaced human quality and nobody is buying into systems anymore. We are a nation that is sick of management and hungry for leadership. We need elective choices instead of being fed the same old systems over and over again.

DISCIPLINE

Discipline is a vital part of Pioneer Learning. The difference is that discipline is not designed to box someone in; instead it teaches how to break free.

“A person who is trained to consider his actions, to undertake them deliberately, is in so far forth disciplined. Add to this ability a power to endure in an intelligently chosen course in the face of distraction, confusion, and difficulty, and you have the essence of discipline.

John Dewey

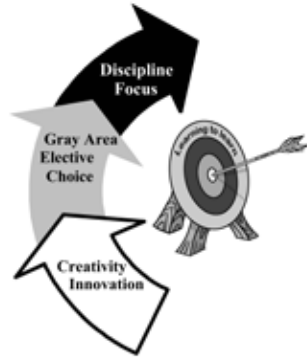
Democracy and Education: An Introduction to the Philosophy of Education, “New York: The Free Press”, 1916

Not wanting to be part of a total quality system is a discipline that leads to learning how to learn. Outside the box discipline is all about elective choices and focus. Self-discipline can only be achieved when choices are offered. It is about drowning out bad cop system disciplines and replacing them with good cop disciplines and elective choices.

It is about giving people a chance to prove that we still know how to learn. We need everyone to be creative and find the self-discipline they will need to endure in an intelligently chosen course in the face of distraction, confusion, and difficulty.

Choosing between this system or that system is not an elective choice.




The inverse relationship between creativity and discipline represents the black and white forces that systems and business struggle to balance. It is impossible to find a balance between creativity and discipline until you examine the gray area they connect the two which is offering elective choices. Elective choices are the real focus of these two opposing forces that allow creativity to flourish with a self induced discipline focus. Choices allow human quality to prevail over Total Quality and score another bull’s eye for learning how to learn.



THE PIONEER LEARNING HAT TRICK:



In Pioneer Learning there are three hats. They are Training, Education and the gray area of learning, Pioneering. These are the three goals that lead to a learning victory over any system.

Pioneer Learning Hat Trick		
 <p><u>Training</u> Learning to do (Better)</p>	 <p><u>Pioneering</u> Learning to learn (Anything)</p>	 <p><u>Education</u> Learning to know (More)</p>

Does learning how to learn really require pulling off a hat trick?



“We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.”

Peter Drucker

If you have to teach people how to learn the easiest place to start is with Americans. We are good at it. We have “learn how to learn” blood running through our veins. At least we did until systems tried to mass produce learning *settlers*. Perhaps the best way to describe why systems so often fail is to put it in the context of the American pioneering spirit.

Americans have a pioneering history. Those driven by the pioneering spirit hopped on a horse and rode off alone into the unknown. They taught themselves how to learn along the trail. They pioneered their own brand of leadership. They didn’t care if others followed them or not. They’d cowboy up and ride off into the sunset.

Clustered in the cities were pioneering families who longed for

a better life. Most of these pioneers packed up so they could leave a system behind. They joined others and formed a wagon train. They elected one of their own to lead them or found a returning pioneer who could ride them into a vast new frontier. The returning pioneer had already ridden to the outer limits of this country and had returned to show others the way. The groups that followed learned how to function in a pioneering team environment. Collectively they rode off into the wildness sharing skills, protecting, and teaching each other. They found safety in numbers. These were the pioneers who were looking for their own promised land but wanted to share the experience with others. They all took the journey together.

Whether they rode alone or in a group, it didn't matter. The pioneering spirit was alive in all of them. But sooner or later people elected to complete their pioneering journey and become a *settler*. The distinction between a *pioneer* and a *settler* is an important one. Not because one is better than the other; in fact, they are one in the same. The distinction is important because we have a history that allows us to settle wherever we want. We have simply settled for systems and now it is time to move on.

Systems fail because they try to control where we settle by extinguishing our pioneering spirit. They try to convince us we must settle for what we can do and what we know. It is impossible to extinguish a fire that burns inside a free society and strives for more.

Americans have a burning desire to *cowboy up* when uncertainty threatens us or we are given a challenge. It is our nature. It is our heritage.

Systems are so successful in wiping out the pioneering spirit that there is even a name for it. It is called the "*Katrina Effect*." Systems around the world are too often frozen with a "deer in the headlights" look in the aftermath of a major disaster. Originally called the "*Kobe Effect*" the Japanese government spent days trying to figure out the best way to help the people of Kobe, Japan after a devastating earthquake rocked the city. The system was trying to figure out

the smartest way to handle the disaster. There were accounts that the Japanese government refused assistance from outside countries. While the government considered the best options, Americans in Japan sat waiting with trucks full of blankets, clothes, water, and food ready to move into the devastation. Word came down that no outside assistance was needed.

Eyewitnesses said that if it was not for the Japanese Yakuza (mafia) handing out supplies more people would have died. The Great Hanshin Earthquake in *Kobe* (M=6.9) killed more than 5,500 people and injured over 26,000 in 1995.

Just ten years later Americans experienced “systems paralysis” in the aftermath of Hurricane Katrina. It is doubtful if Total Quality Management included the “*Kobe Effect*,” in its sales brochure when it sold Japanese Systems to us. Instead it waited until the “*Katrina Effect*” paralyzed our systems while our government tried to figure out a total quality solution. The only total quality solution when people are in trouble is to spring into action. At least that was how we did it before management systems came to town.

The American Yakuza for Katrina were companies like Home Depot, Wal-Mart, and FedEx to name a few along with dozens of rogue groups of volunteers and celebrities pitching in to help. Even when the system fails, the American pioneering spirit ignites while systems try to educate themselves to the best course of action.

This is because the pioneering spirit never burns out completely. A legitimate question is, Where does it burn the brightest? The pioneering spirit burns the brightest in our youth. Reread the creativity quote as proof. Over time this spirit dwindles as more and more adults become *settlers*. This means that it is not our children who need to be motivated to learn, it is *settlers* who have been trapped inside the system the longest.

“First, I believe that this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to the earth.”

John F. Kennedy

Speech delivered before a joint session of Congress,
May 25, 1961

This is how our pioneering spirit was rekindled forty-seven years ago. Our pioneering leader challenged us. He wanted us to learn outside the system, not inside it. He knew we were smart enough to do the impossible. He knew we were pioneers at heart and some would ride to the moon alone; others would set up a team environment sharing their skills and knowledge to make sure the journey was a success. He also had to know that “expert” settlers would sit back and detail all the reasons why going to the moon was never going to happen.

“If the world should blow itself up, the last audible voice would be that of an expert saying it can’t be done.”

Peter Ustinov

If only systems had not destroyed this type of leadership. If only systems believed Americans were smart enough to do anything. If only we had a leader who could challenge us.

“This nation should commit itself to achieving the goal, before the next decade is out, of teaching our population how to learn.”




Leader/Player to be named later

As we wait for this leadership to materialize we can begin by pulling off a learning hat trick on the system. After all, President Kennedy

proved to all of us that the not even the sky is the limit to what we can do as a nation.

PIONEER LEARNING HAT TRICK

Sports fans know that a hat trick in hockey is scoring three goals in a single game. It is an impressive feat considering that the opposing team is committed to stopping the player from scoring a single goal. In Pioneer Learning there are three hats. They are Training, Education, and the gray area of learning, Pioneering. These are the three goals that lead to a learning victory over any system.

Pioneer Learning Hat Trick		
 <p><u>Training</u> Learning to do (Better)</p>	 <p><u>Pioneering</u> Learning to learn (Anything)</p>	 <p><u>Education</u> Learning to know (More)</p>

Outside the system coaches, cheerleaders, and teachers fade into the background. They are no longer the focal point of learning. They fade into that misty haze where all the spectators reside on the sidelines. But, they, too, have the choice of coming off the sidelines and pulling off their own learning hat trick too.



Sideline Spectators Simply Fade Away

Outside the system the learning world is turned upside down.

- Training is an individual sport.
- Education is a team activity.

There are no learning rules. There are no time limits. There are no boundaries. The only parameter to learning is “learning how to learn.”

Training Hat – Learning to do (better)

“Well done is better than well said”

Benjamin Franklin



Outside the system training is an individual sport. The entire focus of training is not to just learn how to do something; the purpose of training is to learn how to do something better and better every day. This means the training hat is targeted at identifying individual weaknesses so Pioneer Learning can train pioneers to eliminate them.

Education Hat – Learning to know (more)

“Education is a progressive discovery of our own ignorance.”

Will Durant



Outside the system education is a team activity. The entire focus of education is not to just learn how to know something; the purpose of education is to learn how to know more and more every day. This means the education hat is targeted at identifying individual

weaknesses so Pioneer Learning can educate pioneers to eliminate them.


IDENTIFYING AND OVERCOMING WEAKNESSES

“If you can’t get rid of the skeleton in your closet, you’d best teach it to dance.”

George Bernard Shaw

Perhaps the most significant lesson realized by the learning hat trick is that the learner, trainee, or student is responsible for identifying their own weaknesses. Once these weaknesses are identified and accepted then the training or education hats are put into play.

There are two choices when it comes to identifying weaknesses. One is to self-identify weaknesses right away and learn to eliminate them. The other is to try and hide them from the armies of critics waiting to point them out from the sidelines. Either way, trying to hide weaknesses is a self-imposed prison sentence that prevents people from doing anything. The Pioneering hat makes identifying weaknesses the first step to learning.

<p>Pioneering Hat – Learning to learn (Anything)</p>	
<p>“If you greatly desire something, have the guts to stake everything on obtaining it.”</p>	
<p>Brendan Francis</p>	

Outside the system Pioneering becomes the ultimate goal of learning. It is the gray area of learning where people focus on learning how they learn. People need to learn how to train and how to educate if they intend to learn how to learn. Not just learning one or two things here and there, but developing the ability to learn whatever they want to learn.

The reason for the hat trick is that each of us has our own learning preference that is developed over time. The learning hat trick gives each of us a choice. We have the elective choice of grabbing the training hat or the education hat. If we want to jump into the deep end of the pool to learn how to swim, we grab the training hat. If we want to think before we leap, we put on the education hat and learn to know more about swimming before we dive into the pool.

Either way by the end of the day everyone ends up wearing both learning hats. Those who jumped into the deep end without a second thought begin their education in swimming the second they splash into the pool. Those who learned to know more about swimming adjust their assumptions once they put on the training hat and became immersed in water.

But the ultimate goal is not learning how to swim in a pool. It is learning how to swim in an ocean of change.

Once both learning pioneers master swimming in the pool the next stop would be grabbing hold of the Pioneering Hat to test their skills in the ocean. Pioneering doesn't take long to grab hold of a training or education pioneer.

Before you know it pioneers would be diving and swimming in the Third Wave. The only difference is those crazy American pioneers who have been dying to get out of the system and would not settle to just swim. They would be surfing in no time. Learning how to learn teaches pioneers how to catch a new wave whenever it comes crashing in.



Surfing the next big wave of change - “Cowwa Bunga Learning Dude!”

Pioneer learners will be surfing the Third Wave while system settlers continue fighting just to keep their head above water. The system tries to drown people. Systems continue to try and reconstruct a factory sand castle on the beach that keeps getting pounded on the shoreline and washed away by each new wave.

Sooner or later systems will realize the Third Wave is here. The tide is rising. Learning how to learn is the “sink or swim” proposition of the future.

THE MISSING LEARNING INGREDIENT—PIONEER MAPS

The missing ingredient that Pioneer Learning needs to begin teaching people how to learn is by providing a list of learning objectives. These become the learning maps that will allow pioneers

to ride out on their own or join up with others to form a learning wagon train. These maps answer these questions:

- *What does a person have to be able to do?*
- *How well does it need to be done?*
- *What does a person have to know?*

Providing people with these Pioneer maps is the first step to opening this new learning frontier. This means if the system refuses to provide others with this critical learning information then it will be up to pioneers to write them. It will be the last assignment the “stupid and lazy” will have to complete.

Three goals are all it takes to carry out a learning victory. There is a hat trick in each of us. All we need is a challenge to test our learning skills.

<p>When it boils down to it, our ability to learn in the face of adversity is our greatest natural resource.</p>
<p>The learning relationship between training and education represents the black and white forces that systems and business struggle to balance. It is impossible to find a balance between training and education until you examine the gray area that connects the two which is pioneering or learning to learn anything. Pioneering is the real focus of these opposing learning principles. Pioneering teaches people how to learn anything and scores another bull's eye for learning how to learn.</p>





PIONEER TRAINING HAT:

Learning to Do

“Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.”

George S. Patton

What is training?

Do you need a coach, teacher, professor, manager, or a leader to train?



Coaches simply fade away.

In America, training is the white hat that is worn by people learning to do something...better. It is worn by those who are learning to do something they have never done before. It is worn by those who are trying to get better at what they do. The training hat is the national trademark of the great American pastime. It is the first goal scored by Pioneer Learning.

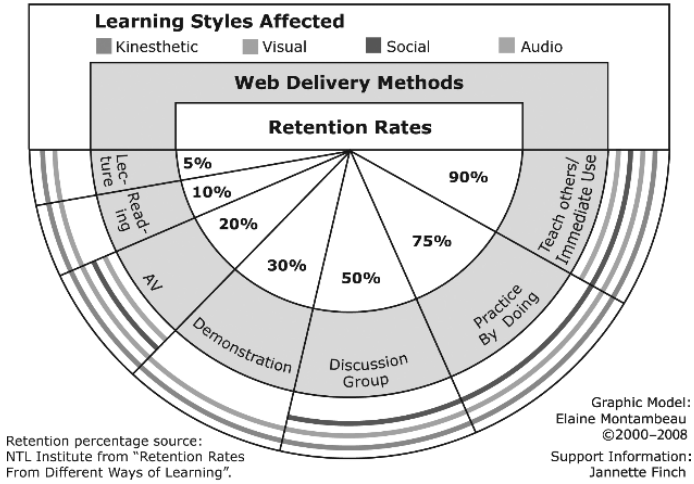
Training Hat – Learning to do (better)

“Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.”

George S. Patton



The system has us convinced that when we do things we have never done before we are stupid unless we educate ourselves first. The “*Katrina Effect*” is proof that this total quality solution of learning takes too long and is un-American. It goes against our constitutional right to jump head first into any endeavor, no matter how difficult the challenge, instead of planning, waiting, or deciding on the best course of action. We train to trust in our ability to do something we have never done before with an emphasis on the word do.



In the pioneering world, we hold a “just do it” passion for training for a good reason. The more we do, the more we learn. We learn quickly that the second best learning return on investment is training. Training gives a 75% return on learning time. We are lucky if we remember 5% of what we hear sitting in a classroom listening to a lecture and only 10% of what we read. There is a reason learning dot.coms and Web sites fail to deliver. Chat rooms and blogs deliver more.

Pioneer training begins the moment the system, any system, tells people what they have to do. It is just that simple. What does a seventh through twelfth grader have to do during the school year? What does a college student have to do to earn credits at any university in the country? What does a new employee have to do at work? If the goal of Pioneer Learning is to teach people how to learn then they have to have a list of what needs to be done. Currently, systems withhold this information so students and employees are forced to rely on their coaches, teachers, and managers for guidance. They are forced to educate first.

In Pioneer training coaches and managers fade into the background. They are no longer the focal point of training. Learning to do something better is the focus of training and once

the learning map of training objectives is published then Pioneer Learning can begin.

So instead of detailing how to do something, a training program requires one simple question to begin. What to do?

WHAT TO DO?

Coaches, teachers, and managers are hung up on the “how to do” and not on the “what to do.” This goes back to the systems goal of obedience and obeying the orders of the management hierarchy without questioning. Neither of which has anything to do with learning or training. Telling people how to do something implies there is only one way, the systems way, and that people are too stupid to figure it out for themselves. They try to convince us that we must have a coach and we must learn their way of doing things. One way assumptions destroy creativity.

Real training focuses on “what to do.” Great training programs are built by simply listing what needs to be done. “*What to do*” are the goals of learning to do something better. It is the starting point to any successful training program.

Training is distinguished by its actions.

Training outside on the playing fields		
Walk	Run	Sprint
Throw	Hit	Catch
Bounce	Dribble	Slide
Pass	Kick	Block
Jump	Tag	Tackle
Swim	Climb	Race
Skate	Score	Shoot
Vault	Ski	Hurdle
Roll	Ride	Drive
Evade	Avoid	Capture
Sing	Play	Beat
Fly	Dance	Flip
Training inside the classrooms		
Read	Write	Type
Present	Recite	Speak
Calculate	Estimate	Solve
Analyze	Troubleshoot	Fix
Plan	Anticipate	Resolve
Recall	Program	Study
Examine	Cut	Dissect
Locate	Find	Define
Translate	Decipher	Interpret
Compute	Design	Redesign
Teach	Use Knowledge Teamwork	Advise

Pioneer Learning begins with a sequential, progressive list of what a student has to do. These two charts include some of the action items that drive training. Learning maps are designed using these words. The training objectives are written by grade, age, class, and

entry levels so that when one map is completed another is waiting. This type of training begins a lifelong learning process.

Outside on the playing fields the training standards of performance are set for a group. A learning map designed for an eleven- or twelve-year-old in seventh grade looks something like this:

- *Run* 1 mile or
- *Swim* $\frac{1}{2}$ mile or
- *Ride* a bike 5 miles
- *Dance* to your favorite music
- Choose to *sing* or *play* a musical instrument

If there is a fifteen-year-old in seventh grade then these objectives are adjusted to reflect the tenth grade level of physical performance. If a child is handicapped then specialized training programs can be set based on the physical abilities of the student. Push your wheelchair 3 miles; swim $\frac{1}{4}$ mile using a floatation device, or walk $\frac{1}{2}$ mile all challenge players to learn how to do something. It is vital that everyone be given an opportunity to learn to do something physical and learn to get better at it. The performance arena is waiting.

Inside the classrooms training performance is also set by grade or age group. These learning to do standards are part of the overall training outline.

- *Read* Moby Dick
- *Write* a 5 page paper
- Give a *presentation*
- *Solve* algebraic problems
- *Analyze* Civil War battles
- *Dissect* a frog
- Build a *budget* plan

Action items belong in the classroom too. Chances are intellectual handicaps will surface as training moves into the classroom. This is a good thing. Identifying weaknesses is a training requirement. Training is learning to do something better so it is more important to see progress than it is to see avoidance, hiding, or covering up weaknesses. While highlighting weaknesses is difficult at first, hiding them takes much more effort. Once it becomes obvious that everyone has weaknesses then hiding them becomes a moot point. Training is the tool that turns weaknesses into strengths.

This abbreviated list of what to do items continues until a learning map for each grade level or age level outlines what students have to do. This is step one in converting the system from a stupid and lazy factory to building a training program that will teach people how to learn and return us to our “just do it” roots.

TRAINING IS AN INDIVIDUAL EFFORT.

The difference between pioneer training and the current education system is that there is no “team” in training. Training is an individual sport. Nothing prohibits people from training in groups but when it comes time for a training evaluation it is the responsibility of the individual to perform. How much progress they have made, how much better they have learned to do something rest on their shoulders.

TRAINING IS MADE UP OF MEASURABLE ACTIVITIES— TIME AND DISTANCE.

While intelligence grading is extremely subjective and almost impossible to measure, training is easy to evaluate. Training is measurable. The time it takes to run a mile, read a book, write a paper, or solve a problem is a measured indicator of proficiency. How far a student can go is also easy to determine. Combine the two factors, time and distance, and they provide a snapshot of how

effective their training program is. The faster, longer, and further tasks can be successfully completed indicates the training regime is working. If no progress is being made then the training program is not working.

SETTING MINIMUM STANDARDS

Minimum standards are essential to any successful training program. Perhaps running a mile in nine minutes or writing a comprehensive five-page essay in one hour are the minimum training requirements at twelve years old. The system thinks this is essential so it can set passing and failing control limits. Training is a lifelong activity where progress just means you can move forward and train on harder more difficult challenges. Those who successfully complete an objective are given new training assignments and those that do not meet the minimums continue to train; they do not fail.

This brings us to the “no child left behind” program. Learning is a lifelong process for improvement. What if it takes a student two or three years to successfully write a comprehensive five-page essay in an hour? This child needs to be left behind until they can master this objective. They must be left behind because the students who master this objective will have already moved on to more challenging writing objectives that would overwhelm the student who couldn’t complete a twelve-year-old assignment even more. If a student cannot write a comprehensive five-page essay in an hour then how could they possibly complete a twenty-five-page research paper? What does it matter if a student takes two or three years to learn how to write well if the time it takes to learn how to do something varies from student to student?

The same can be said for a student who wishes to move ahead of the pack. Once training competence is demonstrated, new objectives are given so that individuals can all be progressively learning to do better and better. Training makes it possible for everyone to complete objectives and move on to another challenge.

If a student demonstrates a writing talent, this talent should be exploited and not hindered by forcing the student to wait for others to catch up. It is feasible that if training becomes a standard practice in grade school, we will have twelfth grade students publishing books and novels. Training feeds a learning passion by handing out challenge after challenge so that peak performers are allowed to learn to do something better and better. If coaches and teachers are overwhelmed by this then who cares? Pioneer Learning does not allow them to hold learning up so they can try to catch up with it.

This is the only way to teach people how to learn. Over time, students who learn how to learn will be completing objectives so quickly that they will develop a hunger for tougher and more difficult challenges.

In Pioneer Learning people don't just learn how to learn. They learn that anything is possible.

Many training programs lose "learning to learn" effectiveness when they are limited to a pass or fail grading system. Setting minimums means that training is no longer required if a student can run a mile in 8:59. And what does the system do with students who run a 9:01 minute mile? What does failure mean if the student who ran a 9:01 minute mile started the year running a mile in eighteen minutes? One person's failure is another student's greatest achievement. In order for a training program to be successful, individual progress must be made every day. Learning how to do something better means the time it takes to complete the task will continually get shorter. Faster runners need to run faster. Slower writers need to write faster. Slower math solvers need to calculate quicker. How much better each one gets will determine who the real training champion is. This is the indicator that learning to learn is taking place. It also means that the running distance will gradually get longer. The writing assignments get longer and the math problems will get more complex. Evaluations for training are like a company's balance sheet, they are a snapshot of the current

health of learning to do. The only grade worth measuring is progress, improvement, and experimenting how to do something better.

If a training program is designed to help people learn how to learn then running a 9:01 mile today means something needs to be learned in order to run faster tomorrow.

“Things to Do” list for correcting weaknesses

- Students need to be given options on ways to improve
 - Need additional sources (what is the peak performer’s regime?)
- They are encouraged to experiment with other activities like running wind sprints or riding a bike five miles
- They are encouraged to learn to take risks in an effort to improve
- They are encouraged to copy what others are doing and run alongside them and try to keep up
- When they are ready and committed to improvement they are encouraged to find a person who can push them further than they have ever gone before
- If they need a coach, find a coach who will run beside them from start to finish

This does not mean that running a mile in 9:01 is bad. In fact, if a student started the year running a mile in eighteen minutes then a 9:01 at the end of the school year demonstrates that this student has an extremely effective method of training. This student should be celebrated the same as the student who has a God-given talent for running a 5:23 minute mile. Training can only help students achieve the best that they can do.

Learning how to do something better is hard work. But regardless of the activity, the primary lesson learned is how to train to do something that you previously were not good at and figure out ways to get better.

Setting minimum standards is a necessary part of training but setting maximum standards is a learning tragedy.

MAXIMUM STANDARDS

It is doubtful if anyone would argue that the United States Marine Corps is the leading expert on training. They endorse training objectives and set minimum standards that are strictly adhered to. But even the Marine Corps makes a mistake by setting maximum standards. The worst mistake made in training programs is when maximums are set along with the minimums. The three mile run was a physical fitness objective and twenty-seven minutes was the minimum standard of performance. The Corps maximum standard for the three mile run was set at eighteen minutes.

This Marine Corps grades physical fitness used upper and lower control limits. Running twenty-seven minutes scored *46 points*. Running eighteen minutes scored *100 points*. (Marines lose 1 point for every 10 seconds they are over 18 minutes or 9 minutes x 6 points = 100 - 54 points giving a 27 minute runner 46 points).

The problem with giving someone 100 points for an eighteen minute three mile run means there is no incentive for them to run faster or further in the allotted time. Standards like this destroy training programs. This is why the peak performer is a key ingredient to every training program and not some picked out of the hat maximum standard that many people can achieve.

The minimum standard for running in the Marine Corps was three miles at twenty-seven minutes. The goal of training is to learn to do better. If this is the training goal then the question should be, *how fast can a Marine run three miles and how far can a Marine run in twenty-seven minutes?*

The power of the peak performer is the heart and soul of any training program. Training is designed to push the boundaries of the human spirit to the point that barriers are constantly overridden.

If there is a single Marine who can run 3 miles in 13:58 then

there is only one Marine who should receive 100 points. Everyone else who runs 13:59 to 26:59 needs to continue training to run faster. Even the Marine who is running the 13:58 needs to continue training because once the bar is raised Marines will rally to beat it.

Knowing that it is humanly possible for a Marine, any Marine, to run 3 miles in 13:58 is a driving factor in training. Within this peak performance breeds a desire in others to reach this peak, or newly establish plateau for jarheads. Once something thought to be impossible is done it makes others believe they can do it too.

If this became the standard of grading in the Marine Corps then here are the new grades:

- 13:58 minute 3 mile run = 100 Points
- 18:00 minute 3 mile run = 76 Points ($6 \times 4 = -24$)
- 27:00 minute 3 mile run = 22 Points ($6 \times 13 = -78$)

While the Marine who runs three miles in 13:58 is obviously the peak performer, training dictates that they should continue to run for the full twenty-seven minutes to see how far they can run in the allotted time. Is there another Marine who might run six miles in under twenty-seven minutes setting a new time and distance record? Truth is we don't know because this training requirement was not included in the Marine Corps training program.

Training is learning how to do something better. Only the best should be rewarded and given the chance to raise the bar for everyone else. Training must be designed to push the boundaries of everyone, especially the best performers. Peak performers are the inspiration and motivation for every training program. Individually, winning in training is doing something faster and going further than you ever have before. It doesn't matter that someone else with a God-given talent runs faster than you. We should each strive to find our own limits and then surpass them.

So many individual learning victories could be occurring right now in our public schools if training became an everyday component

of learning. Pulling off a hat trick means everyone is doing more, getting smarter, and learning how to learn.

PEAK PERFORMERS

One of the problems that all students face is when performers who have done well in certain performance activates band together in isolated groups or cliques to tease and humiliate weaker performers. It is hard to determine if this is a result of the system conditioning of constantly being graded, evaluated, and judged by those on the sidelines or a natural human condition, or if it is simply ego-driven brain damage.

This is why training needs to expand to include all learning activates on the sports field and in the classroom. First, a person who can run touchdowns will think twice about teasing someone who can calculate algebra problems ten times faster than he can. But the component that is missing from almost every training program is identifying peak performers scattered throughout the country or around the world. Being good in Back Water USA can fake children into believing they no longer have to train since they are better than everyone they know.

Sports programs fail when they allow performers to think they are good enough to stop training because they happen to be better than those around them. This training rope-a-dope can easily convince a good local performer that he has nothing else to learn. It is crushing to watch a one-time successful player crumble once he is placed into a competitive environment where his best is now the worst in another group.

This is why seventh grade peak performers should be listed by school, city, state, and country. If there is a twelve-year-old in Backwoods USA running twenty-six miles in three hours then it is hard for the kid who is the best runner in some isolated community to think they are better than everyone else because they can run two miles in thirty minutes. If there is a twelve-year-old in the

mountains of Montana writing novels then it is difficult for the best writer in the city to feel confident about her ten-page A+ paper. Peak performers remind everyone that being the best is a wonderful goal, but doing your best is the next best thing. It makes winning the race less important and training harder to run or write faster and farther more significant. Realizing a personal best is always a victory but more times it is a reality.

Training is an individual activity of choice. People quickly find out what they are good at and what reality has in store for them. American Idol is a perfect example that not everybody was born to sing. That doesn't mean that thousands won't show up to "just do it." As the distinguished Japanese gentlemen reminded all of us, our purpose on this planet is to make others laugh with our "sink or swim" learning attitudes when we try to do something we have never done before. That doesn't mean training doesn't pay off for everyone with a desire to sing. It just means that peak performers are the only ones most of us choose to listen to.

A great training program can only have one peak performer on any given Sunday. A great team is made up of peak performers whose skills complement each other. Everyone else needs to train to try to pass them up as they continue to achieve individual success in learning.

TRAINING EVALUATIONS

"I hear and I forget. I see and I remember. I do and I understand."

Ancient Chinese Proverb

Before a single person begins training, before a single gym class suits up, prior to a single word being written or typed, all students need to be evaluated to determine their individual levels of performance. This gives the school and the student a snapshot of where everyone measures up in the learning arena. Being able to successfully

complete a task on the first day or not being able to do it at all are both invaluable pieces to the training puzzle and are instrumental in setting up individual training regimes. There is a lot that can be learned by watching another twelve-year-old do something with ease. Proving that something can be done is vital to every training program. Children also need to be reminded that as they grow, their talents can dramatically increase or decrease and this is something beyond their control.

Every great training program feeds the “just do it” American attitudes by evaluating what people in a group can individually do in the beginning even when it is their first time trying. These evaluations are not tryouts. They are evaluations of each person’s abilities before any learning begins.

It is impossible to know where you are going if you don't know where you are.

The goal of training is to learn to do something better and better every day. Without an evaluation it is impossible to know what training efforts are working and which ones are not. Everyone is different and everyone has weaknesses. Great training programs focus on helping trainees identify these weaknesses so they can learn to correct them. Those who can successfully train on their own will not require any coaching. Those who need help will be equally obvious and can look to their teammates for guidance. This simple distinction can reduce class sizes and set Pioneer learners free to train on their own.

The equality is that everyone will have weaknesses in some training activity once all the learning requirements are published. Once coaches and teachers join in to improve their own learning they, too, will be exposed and prove that everybody has weaknesses.

RESET TRAINING STANDARDS BASED UPON EVALUATIONS

The reason the evaluation is so critical to an effective training program is because it trains everyone that individually learning to do better every day is the goal, not who is faster or can go farther. If a twelve-year-old can run one mile the first day of school then their goal is to run farther and faster by the end of the year. No limit is set to stop them. If they train hard it is feasible that they might be running five miles or more by the end of the year. Their success will be driven by a desire to run farther and faster instead of winning the race. Even the slow runners achieve individual success if they hate running but finish in less than nine minutes. The only focus that everyone has is to run as far and fast as he can before he stops. Once they have completed the training exercise then those who find a passion for running will continue and those who thought it was a chore will not.

The same training philosophy is used in writing. Students begin by demonstrating their writing abilities to see who can and cannot write a comprehensive paper in an hour. Five pages is the minimum so we would hope that some might write a twenty-page paper in one hour by the end of the year. Expression of talent is vital to training whether the skill is running, reading, writing, or solving math or science problems.

Training helps everyone find their own learning niche. Everyone has one. A lesson more important than training is getting the best runners to help the weaker runners by circling back around to help them once they finish their run. This is why the best runners should test their skills to see how far they can run in nine minutes. They can inspire the other kids to keep going and never quit. They can learn how to be leaders. Helping and teaching others is a fundamental part of learning to learn. (*Offers a 90% learning return on this unselfish investment.*) It is up to all the other children to help the slow kid run a mile by the end of the year, even if they have to carry them across the finish line in less than nine minutes. Students need to learn that during evaluations the team's goal is for everybody to achieve the

minimum standard and finish together. That is the Chicago way, that is the Marine Corps way, and that is the American way.

Coaches can sit under a shade tree with a cell phone, medical kit, and oxygen bottle while they serve as the performance lifeguard. Yet nothing stops the coach from running alongside their students. Rumor has it that people can still perform even if they are old and broken down. It is doubtful if they will lose the respect of their students if the best they can do is run an eighteen minute mile. Trainees respect the effort more than they respect judges and sideline spectators. Getting everyone into the training game is critical to the success of the program. Pioneer Learning trains people to tune out the words of those on the sidelines a.k.a. the spectators. If coaches want to be heard they will have to run alongside everyone else and show how far and how fast they themselves are willing to go for their students.

Coaching and teaching is supposed to be a profession that loves to learn. Training objectives for faculty should be part of the training program. Watching a coach run a seven, eight, or nine minute mile or a teacher write an incredible twenty-three-page story in one hour benefits everyone. Faculty should set their own standards of performance and challenge students to surpass them. Students will give coaches and teachers the respect they are looking for once they all join together in the training arena.

AS THE DI COACH FADES AWAY, PLAYERS JOIN MULTIPLE TEAMS

In the system a coach tells players there is no “I” in team. Truth is if you can’t play well there is no “U” in “*team*” either. Those who think they are too good to train soon find out there is a “U” in “*suck*” if spectators don’t like what they see. Spectators have a compulsion to remind those who aren’t very good what they think. This is why training is an individual sport. Playing on a team is simply a reward for hard training and figuring out how to turn previous weaknesses into newfound strengths. This is why a coach is not needed for training. It

is up to the individual players to get better and better until they reach a level where they can compete against the best. The coaches are right when they say the goal is winning once the team comes together to play. Winning can only occur when everyone on the team is operating at maximum capacity. Pioneer training is also right when it states that the goal of training is to get better every day.

It is important to remember that coaches come and go but players live forever. This is why Pioneer training encourages playing on multiple teams at the same time. The goal of competition is to give players a stage to see if their training is making them better or worse. Too often players perform magnificently in practice but crumble during a competitive game. The performance arena takes no prisoners. Limiting play to one team, only listening to one coach is a common mistake in competition. While there is the question of loyalty to a team there is also the question of training or loyalty to one's self.

Team dynamics are an unpredictable beast. A mediocre player on one team can find himself a star on another team. Valuable lessons can be learned by playing on two, three, or even four teams at a time. Players quickly learn that team dynamics, where teammates build each other up instead of criticizing each other, is a common ingredient of a championship team. It is a circle the wagons protection against spectators inside and outside the family who try to tear a team apart. Building each other up insulates the team from outside criticism and allows a team to perform at the highest level possible.

Given a choice among training, practicing in a group, or competition, always choose competition first, training second, and give up practicing in groups all together. Compete then train, train then compete, and sometimes just play with friends, not practice, for fun. Being surrounded by spectators, critics, judges, photographers, and evaluators is just as much a part of the great American pastime as learning itself. Learning how to deal with spectators is a lesson that must be understood if learning how to learn is the ultimate goal.

RULES OF TRAINING

The rule in training is there are no rules except elective choices, good cop disciplines, and learning to do something better. Protecting human rights means judging, evaluating, and criticizing other people's training efforts is taboo. Learning how to hold self-critiques is an important lesson in training.

People need to learn that they should be judging, evaluating, and criticizing themselves and not others. Hiding weaknesses inside the system manufactured a phenomenon called the *spotlight* effect. Calling attention to the weaknesses of others is a proven method of diverting attention away from one's own weaknesses. The system turns people against each other and the weakest members of a group are unfairly judged, evaluated, and critiqued so that the rest of the group is not the target. In Pioneer training peak performers learn to protect weaker members of the group from mediocrity that is always trying to look better than they really are. The *spotlight* should always be turned back on the person who is criticizing others to find out what it is they are trying to hide.

The *spotlight* phenomenon is tearing down someone else's efforts to make yourself look better and smarter. Training equalizes this when both teammates perform side by side, not in one event, but over and over again in numerous events. It would be hard for a quarterback to criticize his linemen if during training the quarterback played on the line and never stopped a single person from getting by him. Training in skills or positions you are not used to playing in is a valuable learning tool. The most significant lesson is that telling others how to do their job is best when it is demonstrated and not speculated from the cheap seats.

Tearing down the efforts of a teammate always comes back to haunt you when training in a task where your weaknesses will be highlighted and exposed. This is an excellent deterrent when teammates begin tearing down the efforts of others. This is why a great training program gets everyone involved, coaches and teachers included. If no one is allowed to hide their weaknesses

then everyone will have them and teasing each other transforms into the laughter of less-than-perfect performance reality. Being able to laugh at yourself with others is a good training practice.

The message of training is to make yourself better. Helping others is a proven way to accomplish this. That is why coaching is not a part of training. No one sits on the sidelines. Working side-by-side so that everyone benefits is when training becomes a formula for success.

SUMMARY: TRAINING IS AN INDIVIDUAL PURSUIT OF LEARNING TO PERFORM.

Incorporating training programs into our education system requires publishing “what to do” maps for students.

Phase 1—List “what to do” by grade, age, or physical abilities

- Run 1 mile
- Choose to sing or play a musical instrument
- Read *Moby Dick*
- Write a 5 page paper
- Solve algebraic problems
- Analyze the Civil War
- Dissect a frog

Phase 2—Set minimum standards of performance (time and distance)

- Run 1 mile in less than 9 minutes
- Choose to sing or play a musical instrument for the entire school year
- Read *Moby Dick* in a week
- Write a 5 page paper in an hour
- Solve 10 algebra problems in under 30 minutes
- Analyze the Battle of Gettysburg in under an hour

- Dissect a frog, labeling all body parts, in under an hour

Phase 3—Identify special needs: adjust standards of performance to individuals

Phase 4—Conduct beginning evaluations (*Encourage laughter and celebration*)

- Ran 1 mile in 8 minutes
- Played a trumpet like a duck on a lake
- Read *Moby Dick* cliff notes in two days
- Wrote a ½ page paper in one hour
- Solved 9 out of 10 algebraic problems in 20 minutes
- Analyzed Battle of Gettysburg reciting scenes from “Saving Private Ryan”
- Dissected a frog labeling only head, arms, legs, and big belly

Phase 5—Let peak performers set maximum standards

- Ran 1 mile in 6:34 minutes (Mary)
- Played a trumpet like Louie Armstrong (Gunner)
- Read *Moby Dick* in two hours (Paco)
- Wrote a 10 page paper in one hour and got published (Rashim)
- Solved 10 out of 10 algebraic problems in 11 minutes (Dude)
- Analyzed Battle of Gettysburg and showed how General Lee could have won the battle in 13 minutes (Bob Work)
- Dissected a frog labeling all body parts in 9 minutes (Dr. Watson, I presume)
- (*These individuals are the peak performers who can inspire and teach others*)

Phase 6—Let people who learned how to train have unrestricted

access and bring those who prefer training in groups together regularly

- Give everyone a choice of training individually or in a group
 - Attendance is not taken for those who choose to train alone. They can come to class when they need to.
 - *Settlers* are given set schedules and required attendance

Phase 7—Coaches and teachers complete assignments alongside their students

- Encourage students and players to surpass them in knowledge and abilities
- Coaches and teachers are not allowed to compete against their students; they compete against each other
 - The entire faculty runs equal or greater distance than the students
 - All teachers write a 5 page paper in an hour so the students can see what they can do
- Evaluations apply to everyone in the school
 - Weaknesses will be immediately exposed and everyone has something to learn to do better

Phase 8—Conduct regular evaluations

- Adjustments to training programs are made to ignite improvement

Phase 9—Encourage competing on multiple teams

- Weekdays compete on the school's team
- Weekend all-star teams made up of peak performers from regional schools
- Weekdays/weekends recreational/intramural teams compete against each other

Phase 10—Encourage leadership

- Peak performers are asked to teach
- Performance is the only judge and levels of improvement determine if trainees make the grade or not
- Learning to respect the effort is paramount
- Trainees get to elect who they will follow in learning

If this doesn't work, try something else. In Pioneer training you are never bound to any system other than the one you make up for yourself. Look no further than Jerry Rice, who built his own training exercise and ran up hills with logs on his back, to see just how far peak performers are willing to go to achieve excellence.

Incorporating training into the education system is essential to learning how to learn. Training is a learning activity that a youthful spirit demands. Children think they are invincible. They believe they can do anything. Training allows them to build up their confidence and hold onto this belief for the rest of the lives. Teaching children how to learn to do something better can be their lifeblood. They need to find out what they are good at and what they are not. Training gives them that chance.

It is extremely important to change, modify, and experiment with training. Training is not a system that can be designed to mass produce peak performers. Peak performers will change year after year. When a new training regime or technique that enhances performance comes along, performers need to jump on board. This does not include promoting a regime that includes steroids or chemically induced enhancements. Learning to do something chemically and learning naturally are two entirely different life lessons.

It is the nature of training to show everyone how to build strength, confidence, and to strive to get better and better with the physical and mental skills they have been blessed with. Those who learn how to learn will excel in a chosen field of study and those that don't won't. Incredible changes occur every year in youth so that substandard

performers transform from being the weakest player one year to the strongest the next. The best performer this year might struggle in the years ahead. This is how the training world turns. Chemicals cannot replace this reality, at least not for a lifetime.

Yet we can never forget that the most important lesson is teaching people how to learn. The only way to continue to do something better and better means trainees will eventually have to switch hats and educate. They will need to learn how to know more about what they are doing. They need to learn when and how to switch hats if they ever plan on learning how to learn anything.

Training brain matter to think is as American as apple pie. When people are constantly training to do something they have never done before then thinking on their feet becomes instinctive. When there are time limits to training then they have to know what to do when something goes wrong. They have to educate themselves quickly.

The white hat of training turns players into superstars. The black hat of education turns students into thinkers. Learning is an equal opportunity employer.

As training moves to the forefront, coaches fade into the background and disappear from sight right along with the systems they used to defend.





PIONEER EDUCATION HAT:

Learning to Know

“Education is a progressive discovery of our own ignorance.”

Will Durant

What is education?

Do you need a coach, teacher, professor, or manager or a leader to educate?



Teachers simply fade away.

Education gets a bad rap in the system. The system takes all the excitement out of learning to know more. Since education does not respect training it takes all the fun out of learning to do better. It dictates what we can do, what we can know, what we think, how we think, when we can speak, and how we should say it. Unfortunately, the system has convinced us that education is sitting quietly in a classroom having a teacher control all aspects of learning. Education is learning to know more, nothing less. Reading the morning newspaper is education while sitting in a classroom and following orders from a teacher is factory programming.

Education Hat – Learning to know (more)

“Never tell people what to think or how to think. Ask them what they think and they will surprise you with their ingenuity.”

Remix of George S. Patton Quote



When it comes to education all that matters is, *What do you think?* This is what Pioneer Learning thinks is the answer to the question, What is education? Education is learning to know more by reading, writing, talking, listening, seeing, hearing, touching, feeling, sharing ideas and thoughts, but most of all it is investigating in order to form personal opinions. It is searching for answers to questions you think you already know. Answers like this.

“Education is a progressive discovery of our own ignorance.”

Will Durant

Real education is not in the learning black and white; real education takes place in the gray areas we still don't understand. It is a learning environment that answers questions and enhances performance in training. It is the second goal of Pioneer Learning.

In America, education is the black hat that is worn in high schools, universities, libraries, offices, secure facilities, or secret laboratories where people contemplate how to save the day. This black hat of learning is worn by those who are willing to learn to know more about something that they did not know before. It is the national trademark of our current American education system. Total Quality Management brought education to the head of the class in learning and convinced us to turn our back on training. This is why the total quality system was always destined to fail when it tried to manufacture intelligent people by not letting them do anything first.

Because in America,

“Well done is better than well said”

Benjamin Franklin

That's just the way it is. Given a choice between hitting a homerun and giving an inspirational speech, Americans have a tendency to favor the four-bagger, although in education and business a great PowerPoint presentation is often referred to as a “homerun.”

At first glance Benjamin Franklin's quote appears to be a put down on education, but it is not. What Pioneer education thinks he is saying is that action drives us more than what we say. Having a politician tell us during an election campaign how he will change the education system by offering school vouchers means nothing

unless people can one day say “well done” when the proclamation is carried out, the promise is kept.

Learning how to know more makes us smarter. The problem with being smart is it looks at things logically and tries to decide what is right and what is wrong. It prevents us from dwelling in the gray area in between, which is the unknown. Doing something that has never been done before defies logic. This means an intelligent mind believes “just do it” attitudes are stupid. Why would someone do something he has never done before without first learning the pitfalls and dangers that might be lurking ahead?

Experts once determined that it was dangerous for a human being to run a four minute mile. Sir Roger Bannister proved these experts wrong. Fred Smith was a university student whose Yale professor said of his FedEx idea: “The concept is interesting and well-formed, but in order to earn better than a ‘C’, the idea must be feasible.” Fred Smith proved him wrong. An educated person, other than someone who believed that Americans could do anything, would think that landing armies on the fortified beaches of Normandy to free Europe was a suicide mission that would surely fail. The American allies proved them wrong. They all defied logic. The function of education is not about deciding what is or is not possible, what can and cannot be done, it is about the discovery of alternative possibilities. Real education occurs when the theorist tests his theories himself.

This is why being an American is such a wonderful gift. The moment an expert says something is impossible Americans all across the country set out to prove him wrong. It is a tribute to the fundamental belief that anything is possible. This means education must also believe that anything is possible, even when all known logic states otherwise.

So education with all its logic can help us predict the future. The more we learn to know, the more possibilities and solutions we can find. Yet the performance of this knowledge is the only thing that can lead us into the future. Doing something with what we know

is how education becomes extremely productive. Training gives us the challenge and education provides us alternative possibilities. Together they teach us how to learn anything.

Being able to recite the definition of every word in the dictionary is an incredible educational feat. However, if this person cannot structure a meaningful creative sentence, what's the point? This educational feat means nothing unless this knowledge can be used to help discover a new possibility, a solution to an existing problem, or exploit the talent in ways that benefit others.

The common denominator between training and education is they both require courage. Doing something that has never been done before is only stupid if we don't believe it will help us learn to know more. Knowing something we have never known before is only intelligence if we can do something with it.

WHAT TO KNOW?

Niels Bohr showed us in the story by Sir Ernest Rutherford that there can be multiple answers to every question. Believing there is only one answer to a question is the same as telling people it is dangerous to run a four minute mile.

Real education focuses on what to know. Great education programs are built by listing what needs to be known. What to know are questions and those questions are education objectives. The starting point to a successful education begins with a question.

Education is distinguished by its ability to answer questions.

How do you determine the height of a tall building with the aid of a barometer?

There it is. An education objective is a question. That's it. Does the student know how to find the height of a tall building "if" he was given a barometer? It is learning to know more about physics. Answering this question is thinking about how to use a barometer

“if” the student was ever given one. This is no different than learning about swimming before jumping into the pool.

Training is distinguished by its ability to take action.

Calculate the height of that tall building, within 5 feet, using this barometer.

Performing this training objective is the same as throwing the student into the deep end of physics without having any clue what he is doing. In Pioneer Learning a trainee can shout, “Does anybody *know* how to use this thing?” and it is an acceptable approach to learning to do something. If nobody is around, then the trainee must read the manual or try to figure it out how to use it by playing with it. He can even give the barometer to the superintendent of the building in exchange for the correct building height.

What comes first, the chicken or the egg? In learning, the same question is asked with training or education? The great thing about learning in America is the choice is left up to the student. Either way the two goals of learning will be accomplished.

Education is not just answering the question, it is not multiple choices, it is not parroting; it is an action item given to the brain so it can learn how to think. Education is learning to know more and more and more. What is so fascinating about education is that answers change as we learn more and more. Niels Bohr proved this eloquently.

A pioneer’s education begins with a sequential, progressive list of questions a student has to answer. It can be frightening at first when receiving a package that contains hundreds of questions but this is the only way to let a student know what he “has to know.” These questions drive education. The learning maps for education are designed so that when one map is completed, another is waiting. This type of education begins a lifelong learning process in the *progressive discovery of our own ignorance.*

EDUCATION IS A TEAM EFFORT

The difference between Pioneer education and the current education system is that there is no “I” in educate. Education is a team effort. Nothing prohibits people from educating alone but when it comes to completing an education package with hundreds or thousands of questions then the goal is to teach people how to learn to know more in groups. Smart education endorses what is currently referred to as “cheating” in our current system.

Self-educating students are encouraged to phone a friend, look up the answer in a book, go online and search for answers, or do whatever they have to do to learn to know more. The current education system calls this cheating. In fact, as education moves away from memorization, letting students use books, getting answers from a friend, or using any available resource to find an answer become a vital part of the entire learning process.

Effective education is a team effort. The Japanese taught us this. It is doubtful if anyone can argue that the Japanese are some of the smartest people in the world. Sharing thoughts, ideas, and knowledge is how people in extremely technical fields survive. It is not cheating, copying, or plagiarism if the team shares knowledge credit. Team education gives birth to the “wedeas.” A *wedeas* is an *idea* that “we,” the group or team, came up with. It wipes out the potential of stealing other people’s ideas or cheating.

WHAT DOES A STUDENT HAVE TO KNOW?

At first glance the idea of listing hundreds, if not thousands, of questions listing every education objective seems extremely difficult. The paradigm is that people are too stupid to answer a thousand questions without the help of a teacher. Pioneer Learning believes the opposite to be true that people can and do answer thousands of questions each year as they self-educate without having access to learning maps. The list can only be made up by a Pioneer learner who has intimate knowledge of the entire learning process. In

most cases the list of “need to know” questions are made up by a pioneering teacher.

This is where the idea of using the format from the board game Trivial Pursuit to make 7th–12th Grade Pursuits comes into play. Nothing prevents us from building legal, medical, and engineering pursuits either. For some reason the paradigm of having to answer thousands of questions to learn all the details of a complex subject is simplified when they are placed inside the context of this popular board game. Perhaps it is because the cards are small and broken down with six questions and answers on a card.

In reality these questions should be detailed in an educational package that sequentially builds knowledge as every question is answered. The learning process becomes more effective when the training objectives and questions are linked to each other. Many questions ask for locations and purposes of items that are needed to accelerate the learning to do (training) process.

These education packages began as a map that was given to new electronics technicians who had to learn policies, procedures, and new pieces of electronic equipment in order to become qualified to work on complex air traffic control systems. In an effort to teach them to learn how to learn, they were handed the package on their first day and told it was up to them to find the answers. The package also included the training objectives, or the things they had to do right away.

They could use technical manuals, any technician they could find that was not busy, or they could search until they found the answers themselves. Regardless of what they knew, the shortage in manpower required they start working immediately. Their education was up to them. On-the-job education (OJE) is a product of educational learning maps. Those who spent time on the factory floor remember when OJT or on-the-job training was used to endorse “just do it” attitudes. This learning process continued for every technician’s, including the manager’s, entire tour of duty.

In the real world there are no classrooms. Work cannot be halted in order to hold classes. People have to do things they have never done

before and they have to learn how to teach themselves. This does not mean they have to be cast out alone. When everyone is learning to know more, then everyone is a teacher and everyone is a student. Figuring out that education demands teamwork simply means that people have to be reprogrammed in the concepts of “cheating” that the education system incorrectly embedded in them.

Once questions become the learning to know objectives then giving them to the students becomes an educational requirement. The system needs to tell students what they need to know. It is essential if learning to learn is the ultimate goal.

One note on these educational (OJE) packages is that answers do not need to be written down. They can be, but students quickly learn that their answers change as they learn to know more and more. Leaving the answers blank and answering the question differently each time is a common occurrence and writing down answers is a technique used to help memorize. Training and education move too quickly so that learning cannot spend time trying to recite or parrot something.

Education evaluations dictate that reciting answers is a waste of time. Why spend time memorizing when a student can just turn to a teammate and ask him to answer the question or grab a technical manual to look up an answer? When education becomes a team effort then who knows the answer is not as important as what is the answer.

Teachers show us how to use the educational *hand off technique* when they were asked a question and they don't know the answer. They simply respond with, “*Class, what do you think?*” There is always a student who steps up to answer and in most cases it is the student who asked the question in the first place. People try so hard to be smart and hide the fact when they aren't.

Accepting the fact that we are not as smart as we think we are is a learning benefit, not a stigmatism. In fact, the best education occurs when you throw out all known assumptions and learn something all over from scratch. Doing this reminds us that answers we had yesterday can be incorrect by today's standards.

EDUCATION IS MADE UP OF SUBJECTIVE OPINIONS: FACTS OR THOUGHTS

Intelligence grading is extremely subjective and difficult to measure. The only way to determine knowledge is to let students answer as many questions as they can. If it is determined that a seventh grader will be asked 1,000 questions during the course of the school year then how many of those 1,000 questions they can answer determines how intelligent they are. For every seventh grade superman/superwoman who can effortlessly hit homeruns there is an educational “Clark Kent or Lois Lane” counterpart who can answer the majority of the 1,000 questions. Given a hundred questions and being able to answer seventy is only a balance sheet, snapshot, or stepping stone for learning to know more when the real test has 1,000 “need to know” questions. It is not average, it is not substandard intelligence; it is an indicator that the student has thirty more things to learn before he can be given a new list of questions.

The goal in baseball training is to have every player hit a homerun at each at bat. Reality tells us that batting .400 is a pretty good average when trying to hit a moving target. Therefore, chances of getting a hit dramatically increase when a team of nine takes turns batting. The more times each team member hits the ball the better the chances are that everyone wins.

The goal in education is to have students answer every question. Reality tells us that the odds of an individual answering 1,000 questions correctly in a single sitting are pretty low. The Japanese show us that the odds of answering all the questions increase dramatically when you put together an educational team of six.

Teamwork in education allows everyone to win, especially when everyone endorses the “*two heads are better than one*” knowledge reality.

SETTING MINIMUM STANDARDS

Since the goal of education is to teach people how to learn more, then they must learn how to educate in teams. This means there must be two minimum standards.

The first is the minimum an individual can get. If there are a hundred questions given during the week, then the individual will be marked on the number he gets correct when he answers the questions alone. Since hitting shows us how hard it is to hit a moving target, the individual minimum should be set at 40%, which is the equivalent to batting .400, which we all know is almost impossible to do.

The second is the score the individual gets working in a team environment. Teams or the entire class should be able to answer 100% of the questions on the second day of testing. The two scores are combined so if a student gets a 40% on day one and a 100% on day two then they have achieved an average score of 70% on that list of education objectives. If the system must take grades then this average grade works in learning to learn.

This will teach students to enhance their individual knowledge to the highest level and also how to collectively work together to answer every question their team was assigned to know. Sounds a lot like teamwork doesn't it?

MAXIMUM STANDARDS

Students will be given education objective packages with hundreds of questions and those who answer all of them correctly must get more questions to feed their learning to know more passion. The minimum standards might be the ability to correctly answer more than 1,000 questions throughout the school year. Once these questions are published we will finally see how many questions a student has to answer in a single school year. Chances are, the number will surprise even the most talented athlete. Why education

has not challenged students to know more and more is a mystery that only the system can answer.

An achievement like answering 1,000 out of 1,000 questions should be considered equivalent to a basketball player scoring thirty points in a game or a batter going four for four. Educational superstars will surface once education objectives are published and students of knowledge are allowed to demonstrate their full intelligence potential. Classrooms will need computers so knowledge superstars can test and challenge themselves.

NAVAL AIRCREW TRAINING

Naval Aircrew training puts any world-class learning program into context. The movie *Top Gun* showed us how naval fighter pilots are learning champions who cowboy up. The naval top gun program is built on a learning to do training model with an emphasis on learning to know more so they can be the best in the world.

This is how the Navy evaluates their air crew. Evaluations are called check rides. They begin with an open book test that requires answering questions exactly as they are written in the flight manual. Answers include page numbers where the answer can be found. The purpose of this learning exercise is to find out if the pilot and crew can quickly find the answers buried inside the book. They do not want pilots to memorize the entire manual or things like emergency procedures, instead they want the crew to open the book, quickly find the required information and sequentially walk through the procedures step by step.

The next evaluation of the training check ride is given prior to take off and in the air or during the flight simulation. Pilots and crew are tested to see how they perform in normal and emergency situations. It is a simple test of “can you do it?” Simultaneous to the performance evaluation questions are asked to determine if knowledge of the aircraft and flight procedures is known and understood.

A key element that determines the success of each mission is the aircrew coordination. By placing a pilot and a copilot into the cockpit, the combined intelligence of the aircraft is doubled. Naval aircrew training expands the intelligence quotient by including all aircrew into the mix. It doesn't matter who comes up with the answer or who identifies a problem, educational teamwork and aircrew coordination has been proven to reduce aircraft incidents and increase safety.

Naval aircrew training is a champion of learning teamwork and could easily be a model for learning to learn excellence.

PEAK PERFORMERS

Peak performers are those who can correctly answer more questions than anyone else. This includes the ability to answer questions that are not included in the learning maps. Asking questions not on the list is as much a part of education as answering those that are given.

EDUCATION PRE-EVALUATIONS

Before a single person begins educating, all students need to be evaluated to determine their individual levels of knowledge. This means they are given a condensed package of questions and need to be given a full day to answer as many as they can. These questions are indicators of how much they already know about the objectives they are about to spend a year working to complete. Education is more about finding out what students already know than it is about grading newcomers.

It is impossible to know what you need to know until you find out how much you already know.

It doesn't make sense to spend time learning something you already know. It is the "No child will be held back from learning to know more" mandate. If education is learning to know more then there is no time to waste. These pre-evaluation questions help to identify knowledge weaknesses. Students need to learn to know

what these weaknesses are so they can overcome them. Education is more about learning to understand than it is answering questions. Education is more about truth than it is about knowledge.

AS THE DI TEACHER FADES AWAY

In the system a teacher tells students there is no teamwork in the classroom. Truth is, if students don't educate in teams they miss the boat on the future of learning. This is why *education* is a team sport.

Rules of Education

The rule in education is there are no rules other than: don't take credit for ideas you learn from other people, give elective choices, use good cop disciplines, and learn to know more and more every day. Protecting human rights means judging, evaluating, and criticizing other people's lack of knowledge is taboo.

Education must reach a point where people admit, "I don't know." People need to learn that they should be judging, evaluating, and criticizing themselves and not others. Being afraid to let others know you don't know something is learning cowardice.

The message of education is to help yourself know more and more. Helping others is a proven way to accomplished this. That is why teaching is such a critical component of education. (*Teaching provides a 90% return.*) No one sits on the sidelines.

SUMMARY

If there is one lesson we can learn from strong-willed, difficult to manage children it is that it is impossible to teach people something they don't want to learn. Sure, you can try, but the increased effort is not worth it. Learning is a matter of choice. In a free society, if we are given nothing else, we at least have a choice on what we want to do and what we want to know. Learning is our greatest freedom of choice.

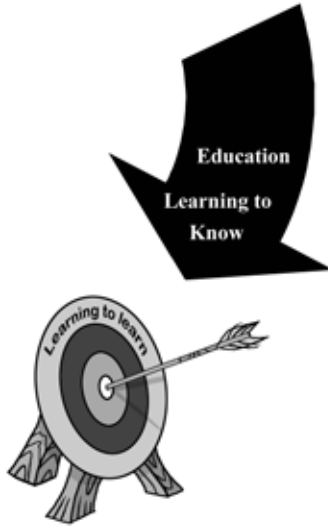
This doesn't mean that we should not set our sights on helping others learn a little bit about everything until they can come to their own conclusions about what they want to do and what they want to know. This is why we must provide elective choices and be good cop learning ambassadors to our children. We need to listen to them and find out what it is they want to do and know. Once we do this, then learning becomes a freedom of expression and not a sixteen year prison sentence with a chance of parole at 12 years.

This is why education needs to bring learning passions together. If teams can be built that include at least one person with a passion for sports with other students who have a passion for English, history, mathematics, science, and one with a love of the arts then our chances that everyone will be exposed to every avenue of learning increase dramatically. The person with the most passion can speak out for the group, lead them in that subject, represent them, and be the team's knowledge or performance champion. The wonder of learning is that passions change as we grow older. Motivating and transferring passions to other members of the group offers the best hope for collective learning and it can become a contagious activity that lasts a lifetime.

Imagine if each school year, learning teams were formed that were made up of six people, each with a passion for one of the subject items. If this happens, then helping each other learn would become a standard learning practice. The teams could work together so that no matter what the subject, the pioneering hat could be alternated and passed around. Learning how to learn would be a common practice and coaches and teachers could serve as learning lifeguards and mentors to the teams, dealing only with the member who has a passion for the subject being taught. They will be the ones who can stand toe-to-toe with teachers and coaches and question their authority.

Learning to know more is a lifetime of passionate education. We should settle for nothing less.

As education moves to the forefront, teachers fade into the background and disappear from sight right along with the systems they used to defend.





PIONEERING HAT:

Learning to Learn

“If a person cannot be trained to endure in the face of distraction, confusion, and difficulty then all the education in the world will never help him succeed.”

What is Pioneering?

Do you need a coach, teacher, professor, or manager or a leader to learn how to learn?

Pioneering Hat – Learning to learn (Anything)

“Champions aren't made in gyms. Champions are made from something they have deep inside them: A desire, a dream, a vision. They have to have last-minute stamina, they have to be a little faster, they have to have the skill and the will. But the will must be stronger than the skill.”
Muhammad Ali



Training and education are the first two goals of learning. Individually, or combined, they can only take learning so far. In order for people to truly learn how to learn, they must put on the Pioneering Hat and *cowboy up*. They must learn to learn anything.

This is easier said than done. Performing or doing anything in 2008 is a tough hat to wear. The judging, evaluating, criticizing, and systems consequences when trying to perform make it extremely difficult for people to concentrate, much less succeed. It sends people scrambling for a spot on the bench or sidelines so they can watch the massacres take place of those brave enough to do anything in front of a crowd.

Pioneering is the gray area of learning that deals with unknowns. Learning something new demands that students and players muster up the courage to venture into the unknown all by themselves. It is the undercurrent of learning that takes place inside every student or player until performance and knowledge explodes from within and champions are born. It deals with passion, desires, dreams, visions, and focus. It teaches patience so that learning can endure. It teaches discipline so that obstacles can be overcome. It deals with criticism, courage to take risks, listening, teamwork, time to think, and even forgiveness and faith. It is the third goal of learning that leads to a Pioneer Learning hat trick. It is a hat that can only be worn by those who have learned how to learn anything they desire.

Pioneering is the hat that pioneers wear when they are competing. The training and education hats are worn prior to competition. Pioneering provides them with a bulletproof vest against a system that is designed to have them fail whenever they try to perform. It

all boils down to learning discipline. Once again, the true definition of discipline is,

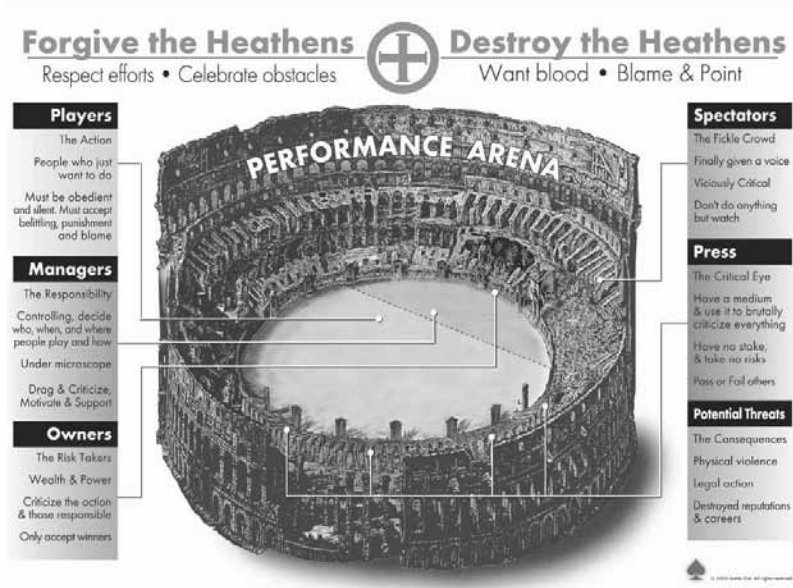
“A person who is trained to consider his actions, to undertake them deliberately, is in so far forth disciplined. Add to this ability a power to endure in an intelligently chosen course in the face of distraction, confusion, and difficulty, and you have the essence of discipline.”

John Dewey

Democracy and Education: An Introduction to the Philosophy of Education, “New York: The Free Press”, 1916

If a student or player cannot be trained to endure in an intelligently chosen competitive field in the face of distraction, confusion, and difficulty then all the education in the world will never help him succeed. He must be able to hold up under pressure inside the performance arena. Now days, this is getting harder and harder to do as the system is hell bent on destroying the heathens who try to do something in front of the crowds of spectators judging and grading them from the sidelines. Especially when they are doing something they have never done before.

2008 PERFORMANCE ARENA



Allowing everyone who is clever and has a college degree a chance to move to the sidelines so they can watch the stupid people perform means players are completely isolated and alone whenever they try to do something. They are exposed to physical violence, legal actions, and the threat of losing a career or having their reputation destroyed if they make a mistake and the crowd gives them a unified thumbs down. Players are people who just want to do something. They are dropped into the center of the performance arena, often without any preparation or experience, and so many crumble under the deafening roar of the crowd as they try to figure out what to do. Instead of respecting their efforts and celebrating the obstacles, spectators around the arena want to see blood and they point blame if their “team” doesn’t achieve victory every time. Yet the system has taught all of us to grade others from the sidelines. Coaches do it, teachers do it, and once people are set free from the system and are finally given a voice they strike back and immediately begin to grade others, just as they have been graded for years.

This is why training must become an integral part of our education system. Pioneering needs to teach players and students how to endure in a competitive arena of their choosing, knowing that no matter what profession they choose, sooner or later they will have to stand up in the center of the arena and be judged. If they don't learn how to stand up they will be stranded on the sidelines, forever forced to watch others pursue their dreams and visions. This makes them bitter and resentful that others get to chase their dreams so they cheer when the heathens fail and cry out for blood.

It is possible to train people how to succeed in a hostile environment in the face of distraction, confusion, and difficulty. After a while the arenas change but the spectators never do. Players and students can be taught to drown out spectators and continue to do and know whatever they want. Players can be trained to function in the middle of complete chaos. There will always be spectators, critics, evaluators, and judges so the sooner this reality is accepted, the sooner players can pursue their own performance goals. This is why judging yourself becomes the most important component in learning to learn. Once spectators are identified as insignificant it doesn't matter what they say. Spectators are obstacles to success and their bitterness is reflected by their hatred of having to sit back and watch the show instead of being allowed to play themselves.

In order to learn how to learn, students and players must accept learning responsibility. This way they only have themselves to blame if they fail in the performance arena. They must also educate themselves to the point that they understand that Pioneering is not training or education. It is the pursuit of learning how to learn anything. It is the pursuit of learning to do and know what they want, not what others tell them they must do or know. Pioneering represents an individual's personal learning rebellion.

Once learning responsibility is accepted then desires, dreams, and visions come to the surface. The goal of pioneering is to unleash these desires so that learning may commence. As previously pointed out, it is impossible to learn without internal desire. The best one can hope for is that other players or students might spark

an interest and ignite additional learning fires. When coaches and teachers stand on the sidelines it is impossible for them to inspire the team once focus drowns them out.

FOCUS

“A mind troubled by doubt cannot focus on the course to victory.”

Arthur Golden

Teachers and coaches who have players or students questioning their own abilities do so in their own best interest. It gives them control from the sidelines, something they would not have if players on the field had no doubts in their abilities and had no fear of failure or making mistakes. Teachers and coaches often interfere with excellence just so they can feel like they are part of the team.

This means the first training exercise of pioneering is learning the discipline to focus in *the face of distraction, confusion, and difficulty*. This is not hard to do. In fact, it is the one of the most entertaining parts of pioneering. The way that this pioneering exercise turns into a challenge is when everyone knows that it is coming.

Learning how to focus can only take place during a pioneering exercise. An excellent pioneering exercise is shuffling decks of playing cards and giving a scrambled deck to everyone in the room. The objective is to arrange the cards, by suit, deuces to aces, in four neat columns where each card is visible in less than five minutes, without distractions.

In the first go-round the time it takes each person to complete the task is established. This established time is not the ultimate goal. Learning to learn teaches us that if people train to arrange the cards better and faster they could do it. The purpose of this exercise is to determine the baseline of how long it takes each person to arrange the cards when there is silence and they have time to focus. This is called the *golf round*.

Pioneering begins as the second deck of scrambled cards is handed out to two volunteers; hopefully the two that completed the exercise the fastest. Two desks are set up facing each other and the rest of the class is split into two groups, the Red Sox and the Yankees. Each group circles around the opposing team with the singular goal of distracting the other team's card arrangers from finishing his work. They can yell, scream, throw popcorn, and do whatever they can to distract the performers. The time it takes for the students to complete this exercise is compared against the time it took when there was silence and no distractions. This is called the *Boston/New York "I hope you break your freak'n neck, literally" spectators round.*

This pioneering exercise is designed to teach three things. First, it highlights who the spectators are. It shows everyone that spectators are just that, spectators who need to be tuned out. Second, it shows that respecting the effort and celebrating the obstacles is something that should be given to anyone who volunteers to perform. Third, it is much harder to do something in the midst of chaos and confusion than it is to perform during the calm of a controlled training environment.

Similar pioneering exercises should be done with students who are trying to answer questions or calculate math problems. The goal of these exercises is to let students set learning baselines and then mix up the rules so that they learn how to function in *the face of distraction, confusion, and difficulty.* Learning in a controlled environment means nothing until you have the courage to step into the performance arena to compete.

SERENITY FOCUS

Over time students will learn that there are two types of focus, *serenity* and *passionate*. Learning requires that pioneering expose both disciplines to students. Serenity focus has been demonstrated in movies like *Bagger Vance* and *For Love of the Game*. Serenity focus is a tunnel vision of concentration that blocks out noise and other people. It allows the player to tune into what he is doing to such a level that nothing that is happening outside his self-induced tunnel vision can be seen or heard. Many people describe the experience as one of detailed slow motion. A player, Ichiro Suzuki, perhaps the most consistent hitter in major league baseball, states that everything speeds up when he is completely focused. Either way, serenity focus is peaceful, tranquil, and tunes out spectators so that players can perform as if they are standing in the eye of the storm and see clarity where everyone else sees chaos.

PASSIONATE FOCUS

Passionate focus is described as someone who is “fired up” and does things he has never been able to do before. It is a rush of pure adrenalin that gives super powers to those who experience it. Where serenity focus provides slow motion and detailed clarity, passionate focus wipes out memories to the point that players have no idea of the level of performance they were able to achieve until they see the video tape or review the stats of the game. Concentration is so emotional that it explodes into a passion where anything is possible and miracles happen.

PATIENCE

“Learn the art of patience. Apply discipline to your thoughts when they become anxious over the outcome of a goal. Impatience breeds anxiety, fear, discouragement and failure. Patience creates confidence, decisiveness, and a rational outlook, which eventually leads to success.”

Brian Adams

Patience is just another form of focus that allows learning to continue for months and years despite numerous obstacles and setbacks. Patience simply sustains focus for longer periods of time. Patience is the long-term goal while serenity and passionate focus help achieve short-term goals. Patience is what Pioneer Learning teaches when it convinces people to never give up on their desires or dreams.

Even when failure to achieve a goal happens time and again, learning can never cease as long as patience is part of the formula. Training and educating in a field where superior talent or skill is never achieved is still worth the effort if the original goal was to learn how to do or know something a student really wants to. Learning how to learn is never a wasted effort. Sometimes the best we can hope to achieve is the best we will ever get.

DISOBEDIENCE

“There was a time when we expected nothing of our children but obedience, as opposed to the present, when we expect everything of them but obedience.”

Anatole Broyard

Learning disobedience is taught by training students and players to find multiple sources of learning. Students need to find multiple teachers and learning environments while players need to play on multiple teams. Perhaps the most important lesson in pioneering disobedience is that students and players need to learn how to fire bad learning sources. Settling for a bad teacher or coach is not tolerated outside the system. It is critical that students never give up learning control to anyone unless it is during a challenge that they volunteered to be part of.

ACCEPTING CRITICISM

“To avoid criticism do nothing, say nothing, be nothing.”

Elbert Hubbard

While training and education are designed to expose weaknesses to students and players, before anyone else can point them out people must learn how to use criticism to help them get better and know more. The sting of criticism is real but if taken in the proper context can be extremely valuable even when it is brutal. Pioneer learners must learn to love the smell of criticism in the morning because it always smells like victory.

Accepting criticism is done using IFF (Identify Friend or Foe). IFF is an electronic method in which aircraft can be identified on a radar screen as friend or foe. Friendly aircraft send out a frequency that shows they are friendly on the radar screen. It is a method allied forces use to prevent them from shooting each other down in the midst of a dogfight. The performance arena is a dogfight where identifying criticism from friends and tuning out criticism by foes is essential. Performance is a competitive arena where absorbing bits of valuable information can mean the difference between winning and losing, success or injury.

If a player is tuned into serenity focus at the plate he still needs

to allow a friend filter to break the concentration and hear, “*Watch out for that beer bottle!*”

LISTENING TO TRANSLATE (SPOKEN OR WRITTEN)

“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.”

John F. Kennedy

The same IFF theories are used when teaching students and players to listen and translate the spoken or written word. The system has conditioned us to immediately grade someone who does not speak correctly or write perfectly long before we try to understand what is being said or written. Education means learning the ability to translate what is being said or written, even if the standards of writing or talking are difficult to understand and fall outside the standards of educated acceptable practices.

If a bum lying on the side of the street writes down the cure for cancer in crayon on a paper bag with his dying breath, pioneering must teach us to translate it instead of grading it with an F and throwing it back on the dead man’s body because it does not meet our standards. Learning requires the ability to overlook any speaking or writing paradigms in order to focus on the significance of what is said or written. We are a nation of immigrants, so much so that pioneering must help us learn to translate what everyone is saying to the point that learning receives input from every available source.

COURAGE TO TAKE RISKS

“If you don’t risk anything you risk even more.”

Erica Jong

Pioneering must also teach students and players how to take risks. This is why it is critical to train people to stand up in the performance arena even when they might not be ready. Learning must involve taking risks and doing something that has never been done before. This is a critical lesson when learning how to learn. It teaches people to function in unfamiliar situations. It fosters a “Message to Garcia” attitude where the only instructions that need to be given are “take this message to Garcia.” Pioneers who learn how to take risks accept the challenge and deliver the message without fear of failure.

Courage comes from the most unlikely sources. This is why respecting the effort and celebrating the obstacles is part of the pioneering lesson plan.

TEAMWORK

“When you’re part of a team, you stand up for your teammates. Your loyalty is to them. You protect them through good and bad, because they’d do the same for you.”

Yogi Berra

There is only one way to teach teamwork. Put people on performance teams and educational team so that teamwork is an everyday occurrence. Being in the performance arena with others is comforting and increases the strength and character of everyone on the team. Doing the impossible requires rapid response teams

where the issue of credit or blame becomes insignificant. Hurricane Katrina became a team effort of individuals who stepped up to help others when the government failed to react.

This doesn't mean we cannot play on multiple teams in different leagues of learning. Nothing says you can only stand up for one team, especially when you make it a practice to always stand up for other people.

TIME TO THINK, TIME TO PLAN

“The best ideas come as jokes. Make your thinking as funny as possible.”

David Ogilvy

Learning to learn is fun. If you take the time to think about mistakes and weigh them against successes then the mistakes become funnier and funnier.

The learning world is accelerating at an incredible pace. Pioneering teaches that finding time to think, time to plan is critical to learning. This normally is highlighted with recommendations that students and players take learning sabbaticals. The theory of a sabbatical is that every seventh day or every seventh year, people need to take time off and reflect on the path they are taking. While learning to learn is a lifelong process, there are many benefits to accepting yesterday's levels of learning and contemplating tomorrow's learning challenges. Taking a break from learning can be rejuvenating.

FORGIVENESS

“Judge not, and you shall not be judged: condemn not, and you shall not be condemned: forgive, and you shall be forgiven.”

Luke 6:37

Without sounding like a sermon, pioneering also needs to train people how to forgive themselves and others. Accepting learning challenges, doing things that have never been done before, means that people will make mistakes. Some mistakes will be serious and others minor. Respecting the fact that people are thrown into arenas where they have no idea what they are doing with nothing more than the courage to take action means mistakes are inevitable. Regardless, pioneers who venture into the unknown alone in the face of unforeseen challenges can make horrible mistakes. This is a price we pay for being a country that has the courage to show up and do something.

Accepting the fact that people have the courage to dive into something new means we should respect the effort and celebrate the obstacles more than highlight mistakes that can never be forgiven. Every player or person who does anything knows that there is a thin line between success and failure. Making mistakes is unavoidable. Having the fear to do nothing is a curse that can permanently petrify you. It is much easier to forgive yourself when you try to take action and make a mistake, much more than if you stand back, watch, and do nothing.

If you can't forgive others, then you'll never forgive yourself.

FAITH

“Faith is taking the first step even when you don’t see the whole staircase.”

Dr. Martin Luther King, Jr.

Faith makes learning how to learn so much easier. There are those who think faith is believing in God, when in fact, it is an unconditional faith in God that allows us to believe in ourselves.

There is a good reason our founding fathers stenciled *“In God We Trust”* everywhere they could. A democracy is built on faith.

VISUALIZATION

“The entrepreneur is essentially a visualizer and an actualizer... he can visualize something, and when he visualizes it he sees exactly how to make it happen.”

Robert L. Schwartz

The nice thing about not getting published over and over again is you can update your book whenever a new idea hits you. As I watched my son’s video/computer game addiction consume him I realized I had failed to recognize an emerging form of learning that is taking place using computer enhanced visualization. To all those publishers who turned me down, thanks for the memories!

Visualization is definitely a gray area of learning. Those of us with a training background remember using it all the time, long before computers. Before going into a big game we taught ourselves how to visualize victory. It was not visualizing the actual victory; instead it was visualizing what to do during every segment of the game.

Visualization lets us feel the adrenaline build. It lets you see the third baseman moving farther away from the bag and focusing on the batter. It lets you see the pitcher placing his foot on the rubber and going into his slow and deliberate wind up. It lets you lean one step closer to home plate. It lets you gaze deep inside the batter's eyes to determine if he is going to get a hit or strike out. It lets you feel your heart race as you sprint toward home. It lets you imagine that you will be doing a hook slide if the batter swings or how you will slide far away from the plate so that your outstretched fingertips will be the only thing crossing the tiniest corner of the plate if he doesn't. It lets you track the bat swinging directly above you if you get a good enough jump on the pitcher. It is so real that once you score the winning run in your mind you literally spit imaginary dirt from your mouth when you are done.

I remember hearing a report where a scientist split basketball players into two groups. One group went into the gym and shot fifty free throws a day for a week and another group visualized shooting the fifty free throws. When both groups came together for a final shoot out the group who visualized did the same or better than the group that actually practiced. Believe it or not, it is only true if the player believes it to be true.

But it is equally important to remember that this study occurred as a controlled training and visualization exercise just like the playing card exercise *golf round*. It is impossible to visualize your hands and knees shaking as you step to the free throw line with your team losing by one point with two seconds left on the clock. It is impossible to visualize the deafening roar of the crowd. It is impossible to visualize exhaustion and having sweat pouring down your face and body. It is impossible to comprehend that your ankle is fractured. Sure, you can visualize making the shot but unless you shot fifty free throws in the gym after a four-hour training exercise with a few dozens ladder drills, chances are you would not be able to take a deep breath, tune out the spectators and pain; focus; and

know without a doubt that the next two shots were going to hit nothing but net.

Visualization is nothing more than a video game playing in your mind. It will never replace doing the real thing. Visualization cannot replace training but it can be used as a supplement to training, just like education.

The power of visualizing has been enhanced through computer generated scenarios. This realization came to being in an argument whether computers could be used in a training (learning to do) environment. Training, the argument went, cannot be done on a computer unless the student is learning how to do something using the computer or its software. Learning how to do something using computer software is pretty much the training limitation. Computer courses offered online are limited to education (learning to know more). While it may sound nit picky, the distinction between training and education is critical in any effort to understand the gray area of learning how to learn. It is equally important to include computer generated visualization as an emerging form of learning considering the impact computers will have on learning to learn, unlearn, and relearn.

As is the case in learning how to learn, I went to my son (the action agent/pioneer) to ask him his thoughts on the benefits of playing video/computer games. He is an expert and understands the difference between training and education. He concurred that visualization was a gray area of learning. He said that the video games help him learn two things. The first is planning. He is forced to plan his moves, sometimes many moves ahead like playing chess, in order to be able to move to the next level. The little heathen was a champion chess player too. The second benefit he found was anticipation. He was forced to anticipate the moves of his opponents. He visualizes what is occurring on the screen and learns how to anticipate his next move.

Learning how to plan and anticipate the next move is a gray area of learning. Our generation played chess and my son's generation

plays chess and uses a computer (they will be twice as smart I'm sure). In the future, computer generated visualization will be broken out into the fourth category and join training, education, and pioneering as one more distinct segment of learning. A new action agent and form of leadership will not be too far behind.

SUMMARY

Learning how to learn anything is the future of learning. Pioneering means students and players must be trained and educated in the gray areas of learning, including visualization. It is the only way to pull off a learning hat trick and find the personal success and knowledge to which each of us is entitled. We all need to be pioneer learners. It will condition us to learn to learn anything. This is not that hard to do since it is already in our blood and part of our national heritage.

<p>When it boils down to it, our ability to learn in the face of adversity is our greatest natural resource.</p>
<p>A theme developed during the Pioneer Learning adventure where studying related subjects like training and education, leadership and management or creativity and discipline all broke out into the black or white of the corresponding topic. The black or white represents what is universally known about the topic and the gray represents what is not universally known. What pioneer learning hopes to do is show that real learning takes place in the gray areas that magically surface whenever two like subjects are examined. The gray areas represent the unknowns that are hard to nail down, difficult to see or touch or even define. Learning to learn demands nothing less.</p>







A grayscale image of a life preserver (ring buoy) with a rope coiled around it, positioned centrally behind the text.

PIONEER LEARNING CONCLUSION:

You can't change the system but you can discover alternatives.

Is it even possible to change the education system?

Pioneer Learning Hat Trick			Under Development
 <p><u>Training</u> Learning to do (Better)</p>	 <p><u>Pioneering</u> Learning to learn (Anything)</p>	 <p><u>Education</u> Learning to know (More)</p>	 <p><u>Visualization</u> Learning to visualize (Imagination)</p>

There it is. The learning to learn, unlearn, and relearn spectrum. Learning is a hat trick made up of training, pioneering, education, and most likely visualization in the near future.

As I look upon this hat trick one last time, I can't help but notice that each one is in a box. I'm not sure if that is symbolic, ironic, or if it just turned out that way. Maybe it's just supposed to be funny. The one thing for sure is each portion of learning deserves equal consideration knowing that pioneering and visualization will one day rise to the top. Till then training and education need to be given equal consideration and neither one can rise up above the rest. Just in case, I encourage you to think outside the box and learn to learn, unlearn, and relearn because it is there in the unknown where we will discover the future. The one thing I am sure of is the training hat is the one nearest and dearest to my heart. It provided me more opportunities, the most satisfaction, the greatest rewards, but hey, that's just me. For that, I thank my lucky stars.

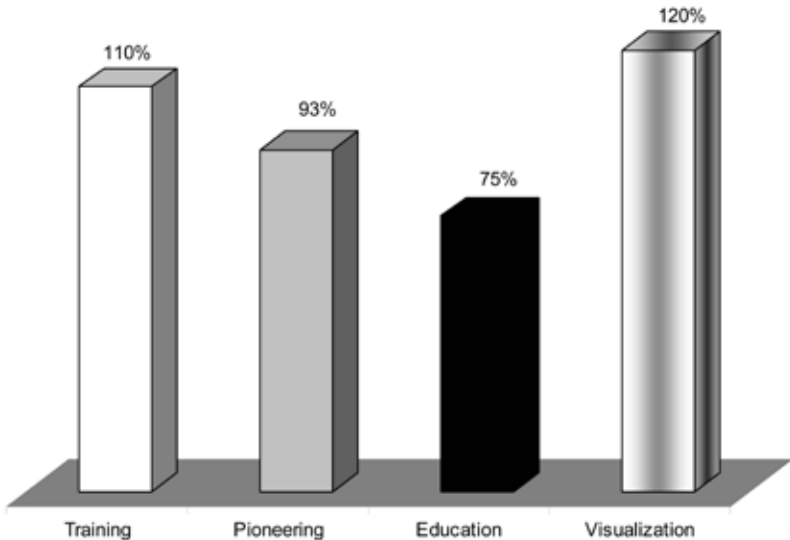
After all, I was one of the lucky ones. I grew up during a period in our nation's history when training was the still the driving force of learning. Learning to do, just do it, and all those things that helped us drive performance mattered. It was this background in training that helped me learn how to learn. It made me a pioneer in so many different fields I still, to this day, can't believe my luck.

I am not ashamed of my training background; instead I celebrate it. As I got older I was lucky enough to experience the beauty of education, realizing the significance of learning to know more. As I look back on this wonderful life I feel blessed to live in a country as great as this one. It is a country that offered me learning freedom, freedom of choice.

I hate watching the gift this country gave to me being boxed up and taken away from future generations.

This is a book about learning, nothing more and nothing less.

Book two was designed to show that education, at best, only makes up a third of the learning spectrum. It is a historical record of learning. It will stand up with or without an audience. This is because learning how to learn should always be our ultimate goal. This goal can only be achieved if we learn how to learn by grading ourselves and figuring out how to muster up an endless supply of faith.



PIONEERING EQUALIZER

My equalizer was set when I dedicated myself 110% to training at a young age. In the beginning, I was average in education, so I had no choice but to raise the bar. From there I moved into the arts and learned to translate new languages and listen to what people were saying. Then I became engulfed in mathematics and the science of learning, which led me to problem solving and pioneering. From there, I studied history to validate what I had learned. The entire time I struggled to figure it out for myself. Once I did, I learned to visualize how to change the education system and became a writer so that one day I could prove to myself that all my dreams would come true.

The only grade that matters is the pioneering gauge. I still have to raise the bar so that one day I can be a peak performer in learning how to learn. Learning is equalized when training and education share an equal balance, which is why I had no choice but to go to college to figure out why I was so uncomfortable in the classroom.

I wish the youthful spirits who rebelled against the system and still managed to lead fruitful, successful lives would band together. The life stories of Chris Rock and Mark Wahlberg and an army of actors, singers, musicians, writers, and comedians (the outside-the-box pioneers who learned how to learn) would stand up together to show what happens when young children step outside the factory education system and learn for themselves. They represent the magic of holding on to their youthful creativity for a lifetime. If only the rest of us could be so lucky. All of these artists are true pioneers.

What you will find is that they somehow *figured this out* all on their own just like Matt Damon. He left Harvard twelve credits shy of his degree to pursue his dreams and teamed up with his best friend Ben Affleck so they could finish Matt's "Good Will Hunting" college paper. To say Matt *dropped out* is a duh grading label only the system could manage to come up with. He left school and moved on, knowing the wizard wasn't real. If you wonder why

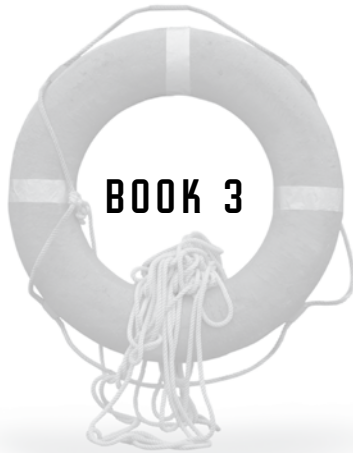
they both look young and full of energy, it is because they never let this system take control of their dreams.

“Creativity represents a miraculous coming together of the uninhibited energy of the child with its apparent opposite and enemy, the sense of order imposed on the disciplined adult intelligence.”

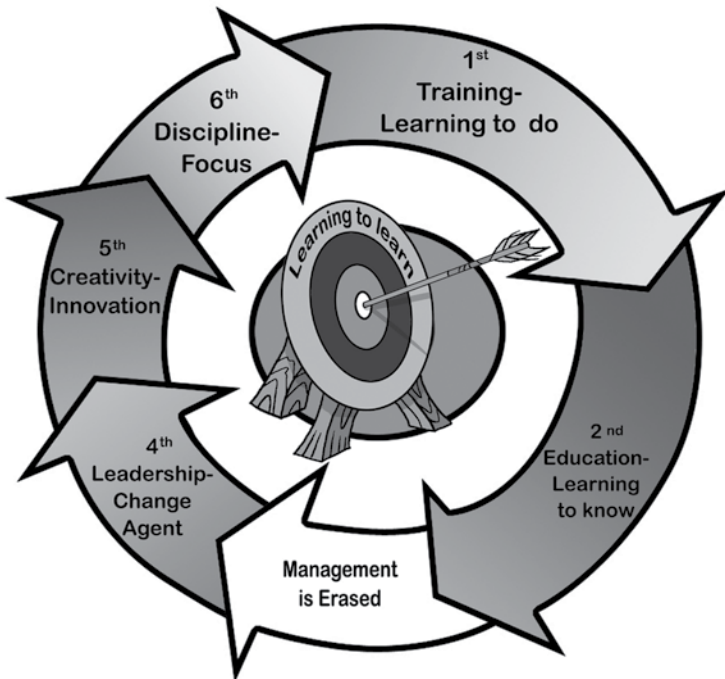
Norman Podhoretz

Now all that is left is leadership. Hope you will join me in the final chapters of this trilogy, *The Learning and Leadership Link*. It links all of this together and takes us not to the end, but instead propels us into a new beginning.

It shows us the benefits of finding an alternative to the education system that will take us past management, beyond learning, and into the core of deeply-rooted-in-the-American-Dream leadership.



The Learning & Leadership Link
Future Benefits



Learning and Leadership Link Wheel of Fortune (Around 2)



**LEARNING & LEADERSHIP LINK
SYNOPSIS:**

Build an alternative to the education system and you change the world.

What is the difference between management and leadership?

Is there a link between learning and leadership?

“Leadership and learning are indispensable to each other.”

John Fitzgerald Kennedy

Speech prepared for delivery in Dallas the day of his
assassination - November 22, 1963

Long ago and far away...I set out to change the education system. At the time I didn't know why, didn't know how, all I knew was I thought I'd give it a try. Looking back, it all started with, what seemed at the time, a simple solution that went something like this.

Why not teach people to teach themselves; why not teach them to learn how to learn?

In an effort to keep the wheels turning, the second question that had to be answered was:

2. What is the difference between management and leadership? (12 years)

Now before you start to think only an idiot would take twelve years answering a single question...wait; I already covered this in a previous chapter. I just wanted to see if you were paying attention. You might have noticed I never answered question two.

This brings us to the final unanswered question. What is the difference between management and leadership? While this question got buried in the middle of all this research, in the end, it provides us with the most compelling reason for changing the education system. The difference between management and leadership was embedded in every presentation. It turns out this question is the gray area of the entire story.

In the first book of this trilogy, *Duh Grading Nation* illustrated the problems that exist in the current education system. It showed us the “obedience” conditioning that allows sideline management to flourish. It showed us this education system and business management systems are directly related to each other. The education system is an obsolete factory driven by discipline, which

in turn limits our creative energy. It has less to do with learning and more to do with obedience.

In the second book, *Pioneer Learning: The Alternative Solution*, we erased management from the learning equation and focused on the entire spectrum of learning, which will enable us to enhance performance, knowledge, innovation, and our own imagination. Learning to learn was segmented into three unique fields: training, pioneering, and education with a fourth segment of learning that is just starting to emerge, visualization. It gives each of us the opportunity to pull off a learning hat trick and have an extra hat to dream about.








It skipped over the management and leadership question to examine the relationship between discipline and creativity. In the current education system discipline is the driving force in this factory setting. In the learning to learn model creativity is the driving force of knowledge, performance, and innovation. It highlights the relationship between learning and creativity and discovered they are one in the same.

The final question.

What is the difference between management and leadership? (12 years)

Sideline management is linked to systems and leadership is linked to learning. This is not the final answer.

The Learning & Leadership Link

Pioneer Learning Hat Trick		
 <p><u>Training</u> Learning to do (Better)</p>	 <p><u>Pioneering</u> Learning to learn (Anything)</p>	 <p><u>Education</u> Learning to know (More)</p>
Leadership Hat Trick		
 <p><u>Dragger</u> Performance Agent "Cowboy Up!"</p>	 <p><u>Leader</u> Change Agent "Follow me!"</p>	 <p><u>Doctor</u> Knowledge Agent What's the Problem?"</p>
<p>Learning and leadership are indispensable to each other. <i>John F. Kennedy</i></p>		<p>Man can learn nothing unless he proceeds from the known to the unknown. <i>Claude Bernard</i></p>
<p>Leadership - Pioneering others into the Unknown</p>		

If we maintain our current course with the education system we can easily identify management and see how a coach, cheerleader, and teacher transform into managers in our business systems. Equally important is the reality that if the education system stays the same

we will get no leadership out of it. The only leader of a system is the system.

In the learning and leadership link, leadership is defined as a right-beside-you, deeply-rooted-in-the-American-dream phenomenon. No one is on the sidelines; everyone is learning to learn. Deeply-rooted-in-the-American-dream leadership means pulling off multiple hat tricks and standing up smack dab in the middle of the performance arena right beside your teammates and becoming a change agent.



THE FINAL ANALYSIS:

The Missing Link

“Pioneer Learning uses the black, white, and gray method of analysis. The random bits of information that do not fit into any of our known assumptions is the data that falls outside the box and emerges as our individual “gray areas” of learning, a.k.a the unknown. This is where real learning takes place. It is learning that allows us to see the missing links. It is learning that allows us to see into the future.”

Is learning how to learn a “condensed version” process?

"I have never let my schooling interfere with my education."

Mark Twain

If learning how to learn is the model for the future then detailing how the learning and leadership link came about is useful. Learning how to learn means we will all become practitioners of analysis and troubleshooters once we learn how to learn. Pioneer Learning uses the black, white, and gray method of analysis.

In the Agricultural Age, *training* or learning how to do was the dominant learning factor. In the Industrial Age, *education* or learning to know more moved to the head of the class and became the dominant learning factor. In the Third Wave, *learning how to learn* will dominate our future and determine how we will learn, how we will be led, and how we will lead others. The final analysis must be clear and concise to address the fears that will accompany change. Pioneering into the unknown is terrifying to so many. To those who love learning, the unknown is the only place left to go.

DATA

In the information world the first step in analysis is to gather up all the *data* that is currently available. This data is normally massive and disorganized and in many cases literally overwhelming. The first stage of learning begins by sifting through all the data and breaking out common items into groups. It is impossible to know what these groups will be or how many there are. They simply emerge.

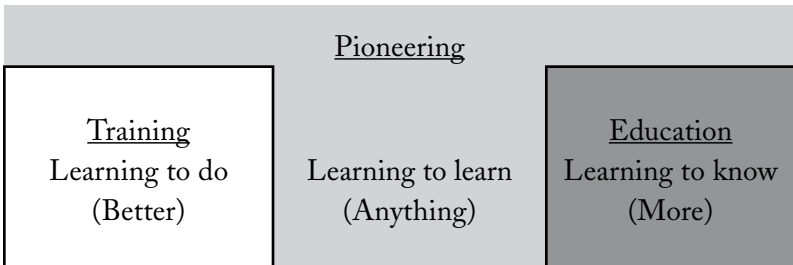
Take "what is the difference between training and education" for example. In the beginning it was easy. The data quickly split into two known groups.

Training
Learning to do
(Better)

Education
Learning to know
(More)

It is our organizational nature to start our learning analysis by putting everything into neat and tidy boxes. It helps us arrange our thoughts and visualize emerging groups. In the beginning the analysis started out with just two boxes, one white and one black. The initial breakout of learning data easily fell into one of these boxes. In case it is not obvious by now, the author has a learning preference for training or learning to do. This bias should not be covered up even when attempts are made to remove all personal preferences out of the analysis. Advocates of education deserve equal consideration. Pioneer Learning challenges them to write an opposing opinion supporting the education system.

Over time as more and more data poured in and segregated into the two known boxes, some of the bits of information did not fit into either box. These are the critical bits. It is the unknown data. The random bits of information that do not fit into either of our two known learning assumptions is the data that falls outside the boxes and emerges as our individual “gray area” of learning.



The gray area does not fit into a box. It is neither neat nor tidy and it is difficult to package. It is the bits of information that we

know nothing about. It is unfamiliar and it just doesn't fit into any container of what we already know. The gray area is a mystery. The gray area becomes the dominant learning course and it must be studied and every attempt to understand it must be made. Learning how to learn is an uncharted course in understanding. There is no lifeline or phoning a friend in the gray area. People will tell you what they know and leave out what they don't know. The learner is all alone. Putting the known items into emerging containers and identifying everything that doesn't fit completes *Stage One* of the data analysis.

INFORMATION

Stage Two of learning how to learn analysis is extremely important; it is critical to understanding how the original data transforms into *information*. The pioneer hat trick diagram illustrates how the data started coming together. As more data came in, the information detailing training and education grew. This is the information stage of analysis. The data showed two distinct containers of learning and a pile of mystery data that did not fit into either one. Information is the point in time when data and bits of information can be segregated into what is known and what is unknown. Learning focus turns away from the known entities of training and education and diverts all of its attention to understanding the mystery pieces that are unknown and do not fit into the picture like the other pieces do. These mystery pieces are trying to show us a picture we never expected to see. New information starts to emerge.

LEARNING

This analysis of transforming data into information brings us to *Stage Three*, which is where real *learning* begins. In Alvin Toffler's Third Wave concepts we learned that the first wave was the Agricultural Age, the second wave was the Industrial Age and many experts

are referring to the third wave, which Mr. Toffler never defined, as the Information Age. This is because massive amounts of data suddenly washed upon us in stage one and we are still trying to transform this *data* into *information* in stage two.

Stage one of the Third Wave brought us the *data* wave. Stage two is that point in time when we transform this data into *information*. Both of these stages are temporary precursors to stage three, which is *learning*. From data comes information; from information and mystery comes learning. The moment we have all the data, gather it as information, and begin learning to learn is the moment that that Third Wave becomes the *learning age of the future*.

Alvin Toffler's Third Wave concept started making more and more sense. In the Agricultural Age we began learning how to do things. In the Industrial Age we supplemented the first wave by learning to know more. The information gleaned from the data showed us that in the third wave, learning to learn would be the driving force of the future.

As the gray area came into focus, it surfaced as the next potential group in learning. It is never kept in a box because there is still too much that is unknown. We can only understand pioneering once other analysts have a chance to examine it to see if it is even real. It could be disguised as another system. Think of this gray area as requiring confirmation from the learning community before it can be officially recognized as a unique segment of learning. As of right now the gray area is still a theory, a hypothesis, an unknown entity. This same theory holds true for all the gray areas outlined in this book.

This is why it was essential that Pioneer Learning conduct a thorough examination of the "stupid and lazy" systems box in tandem with everything else. The results were offensive in their findings and conclusions but the analysis shows us that the systems box is offensive. Comparison of the known "stupid and lazy" systems box against the emerging Pioneer Learning model offers the educational community choices. Think of it as "this is what we currently have" and "this is

what we could have” choices that determine if Pioneer Learning is real or if it is the next “management” or “systems” sham.

Ironically, the Pioneer Learning analysis was just finishing up when America bought into a sales pitch called Total Quality Management. TQM, a Japanese export, was purchased by American business hook, line, and sinker without any consideration given to our “just do it” roots. The Japanese were beating us in business and something had to be done to increase system profits in the good ole USA.

The only known group that challenged the sale was the United States Marine Corps. They weren’t willing or physically able to give up their leadership and buy into management. But as is normally the case, no one listened to the Marine Corps objections. The Marines were told to “shut up and listen,” follow orders, and make Total Quality Management work. The few and the proud have historically been labeled as the “stupid and lazy” branch of the Armed forces. These devil dogs are insane and will do darn near anything to protect and defend this great country of ours from enemies foreign and domestic. Imagine the insult their parents who fought in WWII endured when a valiant former foe that they defeated in a face to face battle, whom they admire and respect, stepped in to tell the United States Marine Corps how it should be managed.

As history has shown us over and over again, the Marine Corps simply said, “Aye, aye, sir” and disregarded the order. The USMC leadership standards remained intact but to the outside world TQM was being carried out as ordered with incredible systems success!

Karma, ney?

It was as if Pioneer Learning was sent to Japan by fate. What are the chances that the analysis of Pioneer Learning would continue and end up being stationed in Japan and placed in charge of twenty United States Marines who had all signed up to *do the hard things* right beside twenty Japanese Nationals with electronics engineering degrees and collectively operated as the most intelligent group you could imagine? What are the

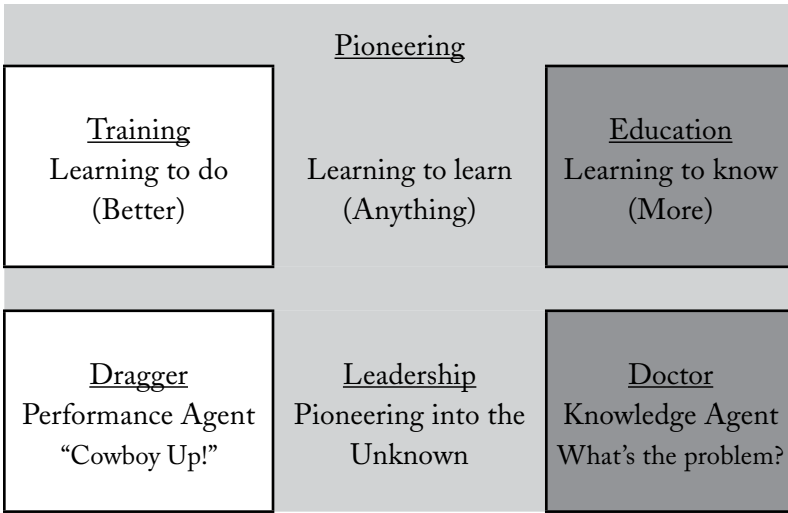
odds of being assigned to teach Total Quality Management to Marines and Japanese citizens at the same time?

It was as if the learning gods looked down on Pioneer Learning and hand delivered the learning and leadership link in two nice, neat boxes. There is something magical in the air in Japan that makes you find complete and utter tranquility in so many parts of the country without any exposure to illegal substances. It is peaceful, beautiful, and Japan teaches you that you can dwell in the gray areas of learning for a lifetime.

Returning to reality, mountains of training data came pouring in from the Marine Corps and libraries of education data were submitted by the Japanese. Each group tried to box in their learning preference and prove that they had the best learning methods in the world. The two groups fought to defend their learning preference and used centuries of expertise and valiant victories to support their case.

Understanding Pioneer Learning allowed both groups to be victorious. The United States Marine Corps is the undisputed champion of training, learning to do, and the Japanese are the undisputed champions of education, learning to know more. Put the two together and there is no end to the possibilities. Pioneering is the gray area that emerged in between and was the product that tied these two champions together.

The debates between these two heavyweights transformed into a Miller-Lite beer commercial. The Japanese claimed management was great and the Marines argued it was less filling than leadership. More and more data poured in and two more boxes were quickly filled with new information that was being accumulated on the difference between management and leadership. The Pioneer Learning hat trick turned into a double hat trick linked directly to leadership.



Japan won the management debate hands down. They know how to manage. While the Marine Corps fought to claim the leadership prize, it simply could not be awarded without further research. The data showed that the Marine Corps had a history of dragging devil-dogs to victory. They did, however, pioneer the world-class performance agent later named the Dragger. Leadership has too many unknowns to be exclusive to the Marine Corps even though leadership is their only standard. It did not take long to realize that leadership had more gray areas than Pioneering or elective choices combined.

LEARNING IN THE GRAY AREA - THE "STUPID AND LAZY" BENEFITS

Even when you know that other human beings are smart there is an unexpected benefit to individually accepting a “stupid and lazy” label for yourself. It reminds each of us that we are not as smart as we think we are. When we reach conclusions such as Pioneer Learning or the learning and leadership link, even when it is based on mountains of data and bits of information, we are forced to look

inward and face facts. What is the level of expertise that can be used to back up these claims? Is there enough experience that lets us see the data and shows us the whole picture?

Learning to learn simply faces facts. It often boils down to what we do and do not believe. If we read or listen to a detailed story all about the incredible train system in Japan does it mean it is true or not? Do the Japanese have one of the greatest train systems in the world? Yes they do. The Japanese *Shinkansen* has to rank as one of the most efficient, on-time forms of mass transportation in the world. The rail transportation system was a common reference during the sales pitch for Total Quality Management. The stories made the US wish we had the same system.

The problem is this tidbit of information covers up the rest of the story, the gray areas. It is the same theory that has been given to PowerPoint presentations, where we only see what the author or presenter wants us to see and everything that is unknown, or the gray areas, is covered up. The Harvard Business Review article “Crap Circles” stated diagrams like the learning wheel of fortune are all hiding something. Sometimes the truth hurts.

On the evening news we watch the war in Iraq through a straw hole. We are led to believe that we are getting the whole story, unbiased and to the point. Pioneer Learning challenges this theory by claiming we are only seeing what others want us to see; reports can only present what they know and not what they don’t understand or what is unknown.

In Japan there was an incredible highway that cuts through the landscape and mountains of Japan from Iwakuni to Osaka. This 250-mile stretch of road was incredibly beautiful and the scenery was amplified by the absence of other cars on the highway. In the early 90s gas prices in Japan were close to \$4.00 a gallon. On top of this precursor to the soaring prices of gasoline, it cost an additional \$250.00 in tolls to drive on this highway for the 500 miles round trip. This is what the Japanese people had to pay. American service members could rent a van on base for \$15 dollars and get free toll

passes all the way to Osaka and back. Considering a car in Japan might get twenty-five miles to the gallon the total cost for a Japanese citizen to drive round trip would be \$330. Parking in Tokyo at the time could cost as much as \$2,000 a month.

The cost to ride the *Shinkansen* round trip to Osaka and back was \$100. It cost \$330 to drive if you were a Japanese citizen or \$100 to ride the train. This gives us a more accurate picture of why the Japanese train system is so popular. The Japanese are economically forced to ride the train. Not much of a choice there. Meanwhile back in the USA we have the choice of driving a car from coast to coast virtually toll free or taking the train system that may or may not be on time but it offers a really relaxing ride.

The point of this story is we are bombarded by tiny bits of data and information that are trying to sell us change using the black and white. We convince ourselves we know what we are talking about. Processing more than just the data and information we are given is where we find real understanding. Truth can only be found in the gray areas.

We have no choice but to teach ourselves unless we are willing to settle for these condensed versions of known information. This simply means that no matter how much we read, how many stories we hear, real learning is normally found in the gray areas that we cannot see. Seeing is believing. It reminds us there is always something missing from the story.

THE MISSING LINK

Pioneer Learning analysis successfully segregated learning into three groups. Training, education, and the gray area of learning to learn, was labeled pioneering. With a little bit of luck and being in the right place at the right time the relationship between learning and leadership was also identified. Managing, dragging, and leading people were also segregated into three groups that linked directly to learning. Sideline management vanished and, in its place, emerged

the doctor of knowledge who controlled chaos, the pure intensity in the performance dragger, and the calm gray area of commanding people, which is and will always be leadership. At first glance it appears everything related to learning and leadership fit into neat and tidy boxes and unknown gray areas. Yet the entire mystery still hadn't been solved.

The problem was something was still missing; the entire puzzle still had missing pieces. At first you couldn't see them, it just wasn't there. While learning covers a vast arena, examining all the information still leaves us with gray areas that must be studied further. What was missing? What was the paradigm that our assumptions refuse to let us see? This question had to be asked over and over again. Upon final review, the puzzle was solved, and all our original questions had been answered; we had the learning and leadership link to prove it. Expertise in learning can be validated to cover the entire spectrum from training with the best, educating with the best, teaching with the best and practicing pioneering techniques for years. Pulling off a learning hat trick could be supported by personal findings and conclusions.

The same cannot be said for the second hat trick of successfully organizing people in groups. Personal experience was limited to successful inside-out exercises. Pioneer Learning has only been a "follower" of draggership. Real, "*I elect to follow you*" leadership was only observed and "followed," never practiced. This is important when studying a subject as significant as leadership. Leadership expertise should come from leaders and not from analysts who are documenting what they report from the sidelines.

With that said, leadership is a unique topic, a gray area of bringing people together to strive for a common goal. We have historically been told about leadership from certifiable leaders who we can listen to or not listen to. Pioneer Learning takes the stance that leadership is in the eyes of the beholder and that followers may have better insight into what leadership is or is not than the leaders themselves. Following a leader is an elective choice and the analysis

shows that each one of us gets to define leadership for ourselves. This is why leadership will likely remain a gray area forever.

Still, “stupid and lazy” conditioning reminds us that there is a good chance we don’t know what we are talking about. Perhaps leaders do know more than the rest of us. Maybe we are stupid and lazy even when the data proves otherwise. It reminds us that something is missing when we are only given two choices. The system only gives us two choices; either you are a leader or a follower. There is no in-between. If we do not have leadership expertise then the system says we must accept the fact that the only other option is to wear the follower label forever and get in line and dance while systems management pulls the stings.

The beauty of pioneering is it proves that systems are dumber than a bag of rocks and not the people who are trapped inside. If everyone is smart and they are given elective choices, what happens when people choose never to lead or manage others but instead, they consciously decide to lead themselves?

What happens when lifelong learners elect to spend their entire life as a student, a player, and an employee never settling for the sidelines? What happens if they consistently find pure happiness volunteering and saying, “I’ll do it! I’ll know it! I’ll figure it out!”? The gray area that has never been talked about or is even recognized has been staring us right in the face. It is choosing to become a pioneer instead of rushing to the sidelines and settling for a management position, or even a leadership role. To refer to pioneers as “followers” is a travesty.

The missing links are the action agents who say, “I’ll do it! I’ll know it! I’ll figure it out!”

You see, long before they became our leaders, people, extraordinary people, were pioneers.

- Theodore Roosevelt was a rough rider and carried a big stick long before he was president.
- Dr. Martin Luther King Jr. was out in front of the civil rights marches long before the nation followed his dream.

- John F. Kenney was the commander of PT-109 long before he became president.
- Oprah Winfrey pulled off a triple performance hat trick in broadcasting long before she became a national leader of women.
- Bill Gates was a computer geek surrounded by a group of *long-haired freaky people who need not apply* who recognized the power of software long before he built Microsoft.
- Michael Dell started his company in his garage before he built it into the first personalized home PC Mega Corporation.
- Fred Smith started a world-wide delivery company even though his professor thought the idea was not conceivable.

None of these people had a system, no previous expert or leader to guide them. They each ventured into the unknown, relying on their ability to learn coupled with a burning desire to succeed. They were each performers who had a self-taught method of learning, each one was a pioneer long before they found “followers” who were willing to join them.

List any leader you admire, follow their learning trail back to their roots, and you can see that the one common element they all shared was a pioneering ability to learn how to learn. The learning and leadership link is the one distinguishing characteristic of all of these leaders and every other deeply-rooted-in-the-American-dream leader you can think of.

This is perhaps the single most important reason that the education system needs to change from a factory model to a new model of learning that teaches people how to learn. We need pioneers who can lead us out of systems into the unknown.

It will end up being an investment in our leadership future. Now that we know that learning how to learn, unlearn, and relearn is a required leadership trait then changing the education system from a factory model to a model of learning will allow us to harvest future leaders for years to come. Managers can simply fade away.

Being a Pioneer is a hat trick all by itself. Pioneers are in a league of their own. This gray area is outside the confines of any learning or leadership box and represents the only alternative to sideline management or leadership that the system has to offer. It is the conscious choice of staying *smack dab in the middle of the performance arena* for long as humanly possible. It is an adrenalin rush that is addicting. It is accepting the current “stupid and lazy” label, passing up on money and sticking with the only people who inspire you, other pioneers.

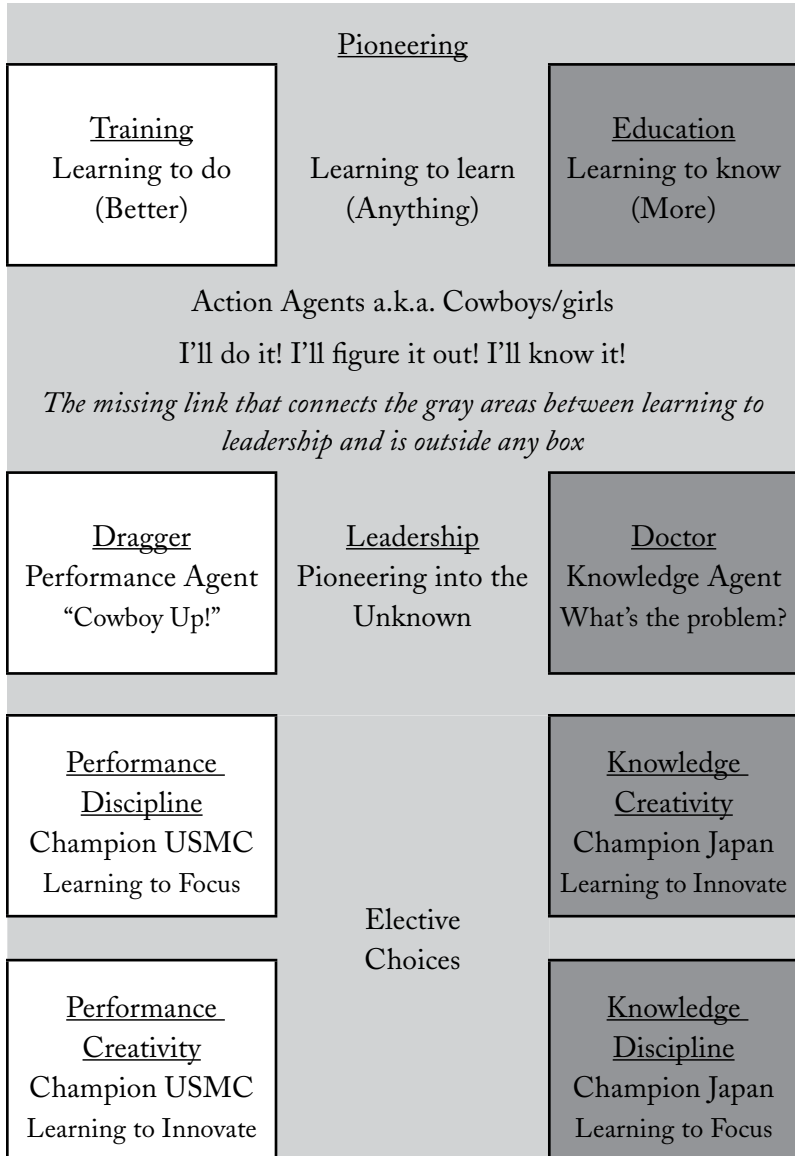
Once this gray area surfaced it made perfect sense why it was so hard to see. The system conditioning covered it up and convinced us that everyone in the “stupid and lazy” pit was insignificant. This is why the primary topics are always about the coaches and teachers, education systems, the business systems, or the systems management. The system takes credit for every success. Teachers and coaches take credit for success. Managers take credit for success. Imitation leaders take credit for success. The system intentionally labels the performers as “stupid and lazy” in order to take credit for everything good and have someone to blame if something goes wrong. If Rod Tidwell found out that Jerry Maguire was taking all the credit for his outstanding performance on the field he would have accused his agent of “*shoplifting the loot*.”

The voiceless, faceless entities that emerged from the stupid and lazy pit are all pioneers. They are the ones who do, know, and figure things out. They are the ones who make an elective choice to remain a lifetime pioneer so they can return to the performance arena one more time.

Being a pioneer is a life choice and what a choice it is. Everything else around them fits into neat little boxes but the gray areas of being a pioneer opens up a whole new world of possibilities. It is why it is an incredible gift to be an American. It lets all of us believe we can do anything, go anywhere, and figure it out once we get there. Giving up credit to someone who watches from the sidelines

used to be a small price to pay for living the most fulfilling life we could possibly dream of.

THE CONDENSED VERSION



This is the analysis map of how Pioneer Learning came to be for those who wish to take the journey. It was data mining for the unexpected mysteries that emerged. Everything is black or white; most of us already know this. This is the information that fits into neat little packages even when they are overflowing with information.

But real learning, the information that the Third Wave is driving us to is found outside the box in the gray areas. Once we figure out how to teach people how to learn each one of us has the choice of being an action agent, a leader, or remaining behind inside the total quality castle of the old system settlement. We can do without managers but we will perish without pioneers and true leaders.

Once pioneers find their own brand of success then they have the choice of risking it all in leadership. The gray area is outside the system and offers elective choices so pioneers can stay on the arena floor forever if they elect to. The more actions agents on the arena floor, the better the chances for success. Many pioneers grab the leadership hat whenever they want to anyway and then they simply hand it over to someone else when they start to lose forward momentum. It is even possible in the future that training, education, the doctor, and being a dragger will eventually be erased. If all we have left are pioneering, pioneers, and out in front leadership offering elective choices then who really cares?

We can only discover the future if we dive into the gray areas and find out for ourselves. There are so many mysteries left to uncover.

Is visualization the next generation of learning? If it is, then there will be a new breed of action agent and a new form of leadership not too far ahead.

The system, teachers, coaches, managers, and self-anointed leaders have shoplifted the *looty* for long enough. None of them would have had any success without action agents who were willing to risk it all just so they can get back in the game.

The strange thing is everyone knows this except the system. When you strip the system back and all that remains is really smart

people then teachers, coaches, and managers are all action agents and pioneers. Pretty cool, huh?

It just might be that people are smart and systems are stupid.

THE QUESTION OF THE FUTURE

Perhaps the greatest lesson learned from dwelling in the gray area is the reality that too often we get the question wrong. Imagine spending twelve years trying to discover the difference between management and leadership only to figure out that this was the wrong question to begin with. Boy, do I feel like an idiot.

Since this has been the million-dollar industrial age question for so long, it deserves a final answer.

What is the difference between management and leadership?

Who cares?

One lives inside a system, the other lives outside. One is on the sidelines and the other is out in front. Management deals with the known while leadership deals with the unknown. What you find is the further you look into this question, the less of a connection there really is. What you discover is they are really exact opposites of each other.

Seriously, who cares?

This question was manufactured by the system in an attempt to show that managers are somehow related to leaders through a friend of a friend of a friend. It is like asking, what is the difference between a black and white TV and a state-of-the-art High-Definition television (HDTV)?

When you think about it, you could use the same answers for both questions. One is obsolete and living in the past and the other is cutting edge. One represents being stuck in a box with a colorless picture while the other brings your senses alive and lets you visualize a spectacular production that represents a bright and colorful future.

The real question of the past should be:

Question: What is the difference between management and a black and white television?

Answer: There is none

The real question of the future is:

What is the difference between an action agent and a leader?

I'm ready to answer this question right now thanks to falling into the rabbit hole buried underneath the learning Wheel of Fortune. Once we begin to redirect our attention to this critical question, we will know that systems are a thing of our industrial age past and we are ready to proceed into the unknown.

The education system is the Titanic of all systems. If this titan goes down, the only ones that will be trapped on board will be managers still convinced their system is unsinkable. They have vowed to go down with the ship. It is the only thing they know.

It is anybody's guess why managers are so afraid. They have nothing to fear. Even if this ship goes down there will always be actions agents standing by to pluck them from the frigid waters and enable them to bask in the glory of a luminescent future. They just have to take that leap of faith and dive into the third wave like the rest of us.



PERFORMANCE HAT TRICK:

“The Action Agents”

“In the performance arena there are three hats that are linked to the three hats of learning and the three hats of leadership. They are Mikey, the Pioneer, and the Medic. They represent the three goals that lead to a performance victory over any system.”

What is the difference between an action agent and a leader?

Has systems management succeeded in covering up the action agents?

How could we let that happen?

“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better.







The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood... who knows the great enthusiasms, the great devotions; who spends himself at a worthy cause; who at best knows in the end the triumph of high achievement, and...if he fails, at least fails daring greatly so that his place shall never be with those cold timid souls who know neither victory nor defeat.”

Theodore Roosevelt, “Man in the Arena” Speech given
April 23, 1910

In the end it wasn't learning and it wasn't leadership that stole the spotlight away from our obsolete factory model systems. It was the action agents, it was the scarecrows, it was the banditos formally known as the “stupid and lazy.” They managed to outshine everyone on the sidelines no matter what type of system we examined. It is the action agents who still possess the courage to stand up in the center of the performance arena in 2008 and “do something.” They deserve our respect. They have earned the right to take the spotlight away from anyone who stands insulated from harm as far away from the action as possible. While business coaches, teachers, and cheerleaders continue to study how to be “one minute managers,” action agents spend weeks, months, decades, and lifetimes learning to do something better, faster, and smarter than they did the day before.

They have a performance hat trick they use to reach any goal they desire. The performance hats are directly linked to learning. Without the ability to learn, and learn quickly, they know they will be bombarded with criticism from an army of spectators. These spectators cry out to “destroy the heathens” as they grade, judge, and evaluate from protected bunkers on the sidelines.

The Learning & Performance Link

Pioneer Learning Hat Trick		
 <p><u>Training</u> Learning to do (Better)</p>	 <p><u>Pioneering</u> Learning to learn (Anything)</p>	 <p><u>Education</u> Learning to know (More)</p>
Performance Hat Trick (The Action Agents)		
 <p><u>Mikey</u> I'll do it! (Better)</p>	 <p><u>Pioneer</u> I'll figure it out! (Anything)</p>	 <p><u>Medic</u> I'll know it! (More)</p>

On one side of the performance hat trick there is Mikey who is linked to the white hat of training. Mikey says, “I’ll do it,” whenever there is a call to action.

On the other side of the performance hat trick there is the Medic who is linked to the black hat of education. The Medic says, “I’ll know it,” whenever there is a call for planning, information, troubleshooting, diagnostics, anticipation, or analysis.

In the middle is the Pioneer who is linked to the gray hat of pioneering. The Pioneer says, “I’ll figure it out,” whenever there is a call for volunteers to venture into the unknown.

With a battle cry of “Just do it!” courtesy of Nike, Mikey is the

first agent to spring into action. It is what they train for; it is what they live for. Adrenaline is the fuel that drives them.

THE MIKEY FACTOR

Mikey Hat – “I’ll do it!”

“An ounce of action is worth a ton of theory.”

Ralph Waldo Emerson



To identify action agents in any organization all you have to do is find out who has the Mikey factor? The original Mikey was a young kid in a *Life Cereal* commercial. When it came time to try the cereal, one of the boys said, “I’m not gonna try it. Let’s get Mikey!” Sure enough, Mikey sprang into action and gobbled it up.

Where’s Mikey? He’ll do it!

The Characteristics of a Mikey



Courtesy of Stacey Howell



Lucian Read, Photojournalist



Courtesy of USMC



Courtesy of USMC

What distinguishes Mikey from a leader is that they don't care if anyone follows them. They do things that have to be done, with or without a team, a system, or a leader or a manager. Mikey will cowboy up when everyone else is too skeered to take action. They inspire people because they are willing to risk it all for others, not just themselves.

THE MEDIC

Medic Hat – “I’ll know it!”

“The significant problems we face cannot be solved at the same level of thinking we were at when we created them.”

Albert Einstein



The Medic serves as an oxymoron to the system’s “stupid and lazy” label. When managers sold out to total quality and turned their backs on human quality, action agents were forced to stand up alone in the knowledge performance arena. Managers were overwhelmed by information and needed someone who could learn to know new processes and analyze new technology then transform it into tiny chunks so the “system leaders” could try to manage to keep up with change. The technology cast into the knowledge performance arena demanded that action agents find a medic who could help them perform.

In new age technology there are no teachers, no coaches, no cheerleaders, and in many cases there aren’t even manuals to help the medic learn to know. Changes came in so many waves over the past three decades that medics were called upon again and again to learn, troubleshoot, and maintain without the support of the historical “clever and lazy” manager who was still trapped in their “condensed version” education system conditioning.

While management went to classes, seminars, off-sites, and tried their best to define quality, action agents were left to fend for themselves. The result is they learned how to learn or perished.

THE TRUE PIONEER

Pioneer Hat – “I’ll figure it out!”

“It is confidence in our bodies, minds and spirits that allows us to keep looking for new adventures, new directions to grow in, and new lessons to learn - which is what life is all about.”

Oprah Winfrey



Instead of searching for another fun and clever “quick fix” management system, perhaps the book *Message to Garcia* by Elbert Hubbard should be required reading for every manager stationed on the sidelines. It might emphasize that the only system they need to follow is to find an action agent and tell them what needs to be done, “Take this message to Garcia,” then get out of the way and watch it happen. If a manager has a goal to one day strive to be a leader then they need to understand the mind-set of the pioneer’s brand of leadership.

“Leadership is the art of getting someone else to do something you want done because he wants to do it.”

Dwight D. Eisenhower

There is a fine line that separates Mikey and the Medic from a Pioneer. The primary difference is Mikey trains day in and day out and the Medic educates every day in order to know more. The Pioneer is called into action to venture into the unknown, the unexpected, asked to dive head first into a “first time this has ever happened” event. It is why Mikey and the Medic understand that they have no choice but to learn how to learn. They know that when the unexpected occurs, the only training they will have is the confidence in their body, mind, and spirit to succeed. That is why action agents live to:

“...do the hard things!”

Cpl Tony Stein –
First Marine Medal of Honor winner on Iwo Jima

I never met Corporal Tony Stein but I did have the honor of visiting his final resting place on the tiny island of Iwo Jima. Quoting Mr. Stein is a requirement when referencing the great American pioneer who says, “I’ll figure it out.” Corporal Stein landed on Iwo Jima in the first wave of the attack carrying an improvised weapon that he manufactured himself. To those who aren’t familiar with this battle, Iwo Jima is a tiny island, about six miles by two miles, in the middle of the ocean. It was defended by over 20,000 Japanese soldiers who spent months fortifying their hidden positions, trying to come up with a system that would annihilate the Marines, knowing that no such system exists. The battle was a blood bath for both sides. Most of the Japanese soldiers died and 6,821 Americans gave their lives, winning this tiny piece of real estate bringing us one step closer to ending the war. It should be renamed “*Do the Hard Things*” Island in memory of all these valiant warriors.

We should all learn of Corporal Stein’s heroics during this battle. He and his fellow Marines were dropped into a fight for their lives. The conduct and bravery shown by Cpl. Stein, the other twenty-six Medal of Honor winners and every single man who fought on this tiny rock represents all that is good about Americans, all which is good about the Pioneer spirit. It would be a good starting point for learning how to learn. Perhaps reading Bill D. Ross’ book *Iwo Jima: Legacy of Valor* might remind all of us of the true cost of freedom. When his mother asked him why he was joining the Marine Corps he told her he did it to see if he could “do the hard things.” He could and he did them with dignity by protecting and saving his fellow Marines and giving the ultimate sacrifice for his country and Corps.

We need to turn our attention away from management and systems in search of pioneers. Because wherever there is a challenge the first person we need to look for is someone with the courage to

figure it out, someone who can learn as they go, believing that their only mission is to “do the hard things...do the right things.” Their can be no “*Katrina Effect*” if pioneers have anything to do with it. To locate these pioneers all we have to do is turn the spotlight away from the sidelines and unleash Mikey, the Medic, and the Pioneer all chomping at the bit to “do or know something.”

Pioneers are the harvesting crop for future leaders. Dr. Martin Luther King Jr. was a pioneer who said, “I’ll figure it out,” when the country needed someone to stand up for human rights. He went out and personally risked life and limb before he found a nationwide following. He didn’t just show up one day and tell everybody he had a dream. His face was *marred by dust and sweat and blood* by the time he spoke to the nation. This is why we listened to every word he said. His actions and determination were carried out in the *face of distraction, confusion, and difficulty* and he did all this with the *uninhibited energy of a child and the courage of a lion*.



“...and I’ve looked over, and I’ve seen the Promised Land. I may not get there with you, but I want you to know tonight that we

*as a people will get to the Promised Land. So I'm happy tonight.
I'm not worried about anything. I'm not fearing any man."*

Dr. Martin Luther King, Jr.

Speech in Memphis, April 3, 1968,
the day before King was assassinated

Dr. Martin Luther King Jr., John F. Kennedy, Abraham Lincoln all began their leadership quest by first becoming action agents. Their early years were spent pulling off a double hat trick of learning and performing. It was their training ground for leadership. While leadership is difficult to define and getting a group of people to agree on the true definition of leadership, determining who the action agents are is easy.

It could be that leadership is nothing more than passing the hat among a growing group of action agents. Either way action agents are easy to spot because they represent a league of their own, they have a performance hat trick that they use to carry out miracles.

So what makes Pioneers stand up in *face of distraction, confusion, and difficulty* in the middle of a hostile, dangerous performance arena? It is because they hold nothing back. They set their own course of action and refuse to defend themselves or the actions they are willing to take.

"If I were to read, much less answer, all the attacks made on me, this shop might as well be closed for other business. I do the very best I know how, the very best I can, and I mean to keep doing it until the end. If the end brings me out all right, what is said against me won't amount to anything. If the end brings me out wrong, then angels swearing I was right would make no difference."

Abraham Lincoln

This brings us to the future. Pioneers have already breached the system and left it completely. They learned how to learn and this allows them to find success and leadership when and where they want. It is unfair really that strong-willed, difficult to manage students who are banished by the system are the ones most likely to brand their own style of leadership and learn how to learn. The system wants you to believe they failed and are “stupid and lazy,” and perhaps this is true from a systems point of view.

The one thing they are not is followers.

This is because pioneers have seen the future of learning and it doesn't include manufactured systems. The world is changing and the Learning Age is upon us. It is going to take a triple hat trick to get us moving in the right direction. If it is your intention to see change, you need look no further than the action agents. If you can't see the leadership yet it is because it has not materialized. Pioneers have not stepped up to lead people out of systems...yet. There are leadership vacancies just waiting to be filled. Once they materialize, we will never settle for systems again.



So the next time you hear, “Total Quality or what kind of system is this,” ask, “*Where’s Mikey?*” Mikey or Michelle just might be the action agent who will grab hold of the pioneer’s hat to figure it out and *git r’ dun*³ after they step up and say, “I’ll do it.”

Until then action agents continue to learn and they could care less if anybody follows. They brand their own style of leadership.

Action agents are the link that binds leadership to performance and learning. They are smart and can figure things out. They are the scouts of the future. They know how to learn. They are the first glimpse we see of the emerging leadership that will guide us into the unknown.

NOW I LAY ME DOWN TO SLEEP...

I can already visualize the next emerging action agent thanks to my son and brother. The fourth action agent hat linked to visualization will be *The FO (forward observer)*, "I'll visualize it." They will be one of those video game pioneers who volunteers to be on a constant vigil for potential threats in order to anticipate where the next one will be coming from. They will be an action agent that scans through mountains of data in the dead of night to find that needle in a stack of needles that can pinpoint danger asking the same question over and over - *why?* "*Why the sudden increase in commercial flying lessons by middle-easterners?*" *The FO* will dwell in the gray areas that are unknown and be linked to the *Strategist*, "*Here's the plan!*" The *Strategist* will emerge as the next leadership hat of the future as the *Planning Agent*.

Too bad my editing deadline ends tonight. Otherwise, I would continue to try and figure out the black, white, and gray areas of visualization for the next decade. Thankfully, I can see into the abyss and know it is time to pass the hat to my son who can write the future of visualization for all of us. After all, he defined it.

Where I used to say, *and miles to go before I sleep...*, tonight, after all these years, I finally get to put this book to rest.

Just so you know, tonight, like ever other night, I will be dreaming of change. It is a dream of a brighter future. After all, the future is just a blink away.






THE LEADERSHIP HAT TRICK:

“The Change Agents”

“In leadership there are three hats that are linked to the three hats of learning and the action agent hat trick. They are the Leader, the Dragger, and the Doctor. They represent the three goals that will lead us to change.”

Does leadership really require pulling off a hat trick?

Leadership Hat Trick		
		
<p><u>Dragger</u> Performance Agent “Cowboy Up!”</p>	<p><u>Leader</u> Change Agent “Follow me!”</p>	<p><u>Doctor</u> Knowledge Agent “What’s the Problem?”</p>

Make no mistake about it; there is a link between learning and leadership. If there is one certainty in learning to learn, unlearn, and relearn, other than the fact that people are smart and can do just about anything, it is that pioneering is a distinguishing leadership trait. It is a characteristic that identifies the best action agents and our most inspiring leaders. Leaders have the ability to simultaneously pull off a Pioneer Learning hat trick and a leadership hat trick and they do it without a system.

This is not the same link that ties a DI coach, DI teacher, or a YAC to systems management. That is the factory system. The current DI education system (DIES) to DI business system (DIBS) transference simply serves as a way to distinguish system settlers from real leaders.

The learning and leadership link is the reason that a manifesto written to change the education system is justified because we get no leadership out of it. We will continue to settle for systems until someone can show us the way out. As it sits right now, managers rely on systems because it is all they have ever known. Until leadership can inspire employees and managers to venture outside the systems box and learn how to learn they will remain trapped inside.

It is systematically ironic that the school of thought that believes people are too stupid to learn how to learn and built systems to support their beliefs is the same group that believes leaders are born




and cannot be harvested. It is one thing to write a manifesto stating that people are smart and can learn how to learn. It is another to stake a claim that the justification for this “learning to learn” model is to harvest a leadership crop for the future.




This change can only be accomplished by believing that people are smart and can learn how to learn. This is easier said than done even though intelligence is only a state of mind. Once education moves to a “learning how to learn” model then leadership can start to flourish outside the system. This will bring back the fountain of leadership that once showered us with inspiration and drowned out the fears that kept us trapped inside the system.




And we cannot forget that elective choices are the equilibrium between creativity and discipline. We cannot force people to leave the system. It is our leadership constitution. There are those who will elect to leave the system and there are those who will elect to stay on board. If history has taught us anything, it is that Titanic systems, ghost towns, gutted out factories, plant shut downs, dried up farms, stripped mines and even Internet dot.coms will always have those who stick with their system until the bitter end. They hold onto the belief that the glory days they once enjoyed will surely come back.

Once we learn how to learn outside our systems we will never go back to them again. The illusion of total quality was completely manufactured. Still, we must have choices.

Choice Number One - Sideline Systems Management

Educational System Sideline Management		
 <p><u>DIC</u> Do it right!</p>	 <p><u>YAC</u> You can do it!</p>	 <p><u>DIT</u> Polly wana cracker!</p>











Business System Sideline Management		
 <p><u>DIM</u> You can't do that!</p>	 <p><u>DOC</u> Go, Go, Go!</p>	 <p><u>DIPM</u> You know nothing!</p>

Reality Shows Duh Grading Judges on the Sidelines		
 <p><u>Simon</u> Dreadful!</p>	 <p><u>Paula</u> You're great!</p>	 <p><u>Randy</u> That wasn't good!</p>



These are your "Simon Says"
Duh Grading
Management Idols!

Choice Number Two - Triple Hat Trick

Pioneer Learning Hat Trick		
 <p><u>Training</u> Learning to do (Better)</p>	 <p><u>Pioneering</u> Learning to learn (Anything)</p>	 <p><u>Education</u> Learning to know (More)</p>
Performance Hat Trick (The Action Agents)		
 <p><u>Mikey</u> I'll do it! (Better)</p>	 <p><u>Pioneer</u> I'll figure it out! (Anything)</p>	 <p><u>Medic</u> I'll know it! (More)</p>
Leadership Hat Trick		
 <p><u>Dragger</u> Performance Agent "Cowboy Up!"</p>	 <p><u>Leader</u> Change Agent "Follow me!"</p>	 <p><u>Doctor</u> Knowledge Agent What's the Problem?"</p>
<p>Learning and leadership are indispensable to each other. <i>John F. Kennedy</i></p>		<p>Man can learn nothing unless he proceeds from the known to the unknown. <i>Claude Bernard</i></p>
Leadership - Pioneering others into the Unknown		

“Leadership and learning are indispensable to each other.”

John F. Kennedy

CONCEPT OF THESE THREE HAT TRICKS

The concept of the three hat tricks is a learning technique of simplicity. Learning to learn, unlearn, and relearn is a call to action to leave the system behind and venture outside it. These hats represent the learning and leadership choices people will have once they are outside the system. Those who are learning wear the training, education, or pioneering hats. Those who are leading others will be wearing the leadership hats along with the learning hats. Learning and leadership work hand in hand with each other outside the system where everything can change at the drop of a hat.

The one goal that systems and Pioneer Learning have in common is the understanding that teamwork is an essential component to real success in learning or leadership. Once people are outside the system they have choices. They will be choosing what they want to learn and how they want to do it. They will be choosing who they will and will not follow. Think of the Pioneer Learning hat trick as a silent form of “what I am doing” learning recognition. If a player is wearing the training hat to learn to do something better then others can follow or join in. If a student is wearing the education hat to learn to know more then others can follow or join in. If a cowboy is wearing the pioneering hat then others can ride with him into a new frontier and they can all get the heck out of Total Quality Dodge.

The same theory holds true for the leadership hat trick.

EMERGING PRESENCE OF COLOR AND GLAMOUR

In learning analysis black, white, and gray are the only colors that matter and glamour is irrelevant. In the beginning everything in learning fell into three groups: white, black, or gray. There is the

white group that represents training and there is the black group that represents the education. They represent everything we know about learning. The gray area in the middle of learning is everything that isn't black or white and represents what will not fit inside the training or education data containers. Pioneering represents all the gray areas of learning how to learn that we still know little about.

Leadership is the gray area for successfully orchestrating a group of people but it is really a kaleidoscope of color. From this burst of light emerges the black and white of leadership. Strangely enough, sideline management has covered up these two leadership hats with systems. Management that graded, judged, evaluated, critiqued, and cheered from the sidelines during the analysis of leadership fell out of the leadership group completely. Management has tied itself to systems for so long it can no longer perform outside the system and was cut from the leadership team. Management got cut because it takes no risks. No risks, no rewards.

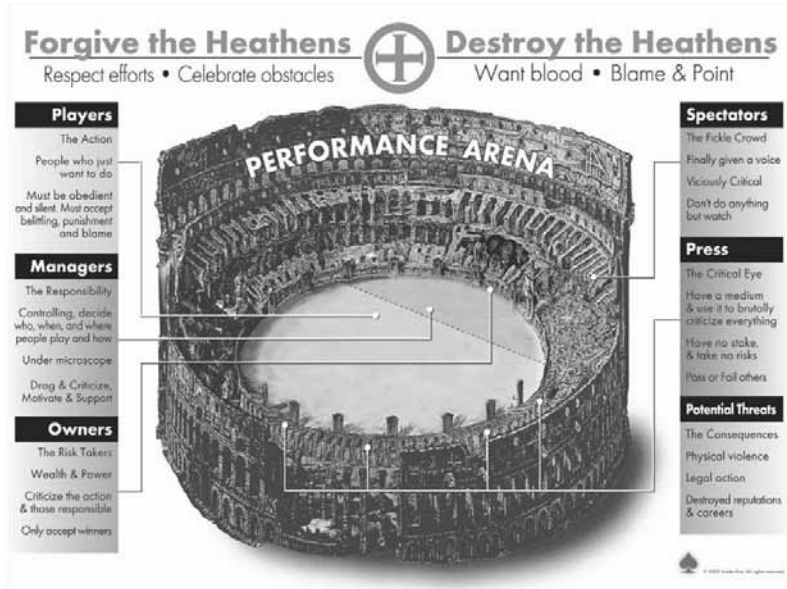
The white hat to the left of leadership is the Dragger who is attached to training. The black hat to the right of leadership is the Doctor who is the heavy hat thinker. The Dragger, Leader, and Doctor all take significant risks in their chosen field of performance and never sit on the sidelines. All three are in the game.

The leadership hat trick gives leaders an arsenal of hats they can use that lead to change. Leaders must know when to drag others, when to be a leader of change, and when to be a Doctor of knowledge. On top of these three hats they must each offer elective choices. Once they determine a new course of action, they then have to offer elective choices to their learning action agents where they can choose to join in or stay behind.

ELECTIVE CHOICES

Choices are different with the leadership hat trick. Leadership is the single hat that everyone has been exposed to. People are smart. They know leadership the minute they see it. This is because leadership

is an elective choice. We get to choose who we follow. This is why leadership is a gray area that is so difficult to define. Leadership cannot be confined to a box. It is amazing how everyone knows more about leadership than they do about training, education, pioneering, and the other two leadership hats. This is because no matter where leadership is, it can be spotted a mile away. We each get to define leadership for ourselves and elect who we follow. This distinguishes us from the rest of the world. Or at least it did until systems management managed to cover leadership up.



If we go to the “*Forgive the Heathens*” performance arena wearing the Pioneer Learning “people are smart and talented” rose-colored glasses, we see everyone in a whole new light. Spectators, the press, owners, and managers all sit safely on the sidelines and have no stake in the outcome other than watching, grading, and judging what they believe is right or wrong, good or bad. The theory is that once all these system spectators become action agents, like those they have been watching, they will choose to respect the effort and celebrate the obstacles. The 2008 performance arena has currently

turned everyone into the judge and executioner with “destroy the heathens” attitudes because that is what the system taught us to do. Once we realize that the systems conditioning that had all of us believing in some “stupid and lazy” box was manufactured then performers throughout the arena can stand up and be recognized.



Spectators are the good guys who pay their hard-earned money to see the show. Years of being the voiceless entities give them the right to grade everyone in the system just like they themselves are graded every day. You don't get to tell these “customers” that they must “shut up and listen.” They cheer to “destroy the heathens” because in the performance arena it is the customer who gets to decide who passes and who fails. They deserve to be heard. They've paid to break the systems code of silence.



The press in the stands also has no stake in the performance on the field. But in the press box there is an unwritten form of leadership. Members of the press are knowledge agents who must

build a following or they will perish. If they fail to find a following then they fail to succeed at their chosen profession. They are in the middle of the information performance arena and how well they do is judged by millions of readers inside and outside the arena. Respect the effort and celebrate their obstacles because if they don't get the picture or the story right, they will be erased.

And they risk wasting their own time. Despite reporting stories through a straw hole, reporters are masters of transforming mountains of information into the condensed version. They are learning to learn champions. They can spend weeks, months, even years reading, writing, and reporting something that nobody will elect to ever read or watch. As long as they report actions and celebrate the individuals who are willing to stand up for themselves they are our action reporters.

Next we look at the owners inside the VIP suite of the performance arena. So what if they are sitting in luxury on the sidelines, they are successful so they deserve to kick off their boots and rest awhile.

Hail to the chief!

The VIPs in the owner's box signify true business savvy leadership. They are the Bill Gates, Oprahs, Fred Smiths, and Sam Waltons that pioneered their own learning hat trick into mega success and stardom. The same tip of the hat goes out to every owner in business scattered throughout America. They each pioneered success or failure fighting a system that thought they were too stupid to do what they knew could be done. Their leadership strength and courage is unquestionable. If they achieve success they pulled off a Pioneer Learning and leadership hat trick, proving that a double hat trick is a formula for success. It is possible for all of us to do the same. All we need to do is start to believe that people are smart and then learn how to learn and do something that has never been done before just like our leaders do.

The problem most people have with leadership that sits in the VIP box enjoying their success is that the leadership title does not match up with the basic principles of leadership. Leadership

101 tells us that a leader is right in front of you charting a new course ahead like a hot knife through butter. If only leadership was that easy. Having leadership sitting on the sidelines fools us into believing they are spectators in the performance arena. It lulls us into forgetting how they got there.

Challenging their leadership skills only occurs if you neglect to consider the risks they were and are willing to take. To understand how these successful leaders got to the VIP lounge each of us would have to take every dollar we had, every possession we owned, every person we loved, throw in all of our friendships, our reputation, and livelihood and go “all in.” Leaders risk it all because they want to prove that a better way lies out there in the unknown that will benefit everyone. We can only question the owner’s leadership abilities when we are willing to risk everything ourselves.

We also need to look at an interesting characteristic of great leadership. It allows us to tip our hats to the owners in the VIP lounge once again. Great leaders who reach the pinnacle of success take personal pleasure in seeing those around them, those who believed in them and were willing to follow their vision, become equally successful. This leadership characteristic gives them every right to pass their leadership hat to others and sit back and enjoy watching those who believed in them take the performance reins and succeed. It is the essence of leadership to pass the hat to the action agents who helped them get to the top.

“The ultimate leader is one who is willing to develop people to the point that they eventually surpass him or her in knowledge and ability.”

Fred A. Manske, Jr.

Unfortunately, even looking through the “Forgive the Heathens” rose-colored glasses, sideline managers still fall short simply because they are obsolete. As systems vanish, so will managers. So

far, everyone we have examined inside the performance arena to this point is a risk taker.

What risks do managers take? They face the risk of having a reputation tarnished, facing legal consequences for unethical practices, and even the threat of physical harm. This means managers face the same risks as everyone in the arena faces, including the spectators. Just ask that poor guy in Chicago who interfered with the Cubs' chances of going to the World Series if he would ever risk reaching out for a baseball again. And when was the last time you heard of a manager breaking his neck or blowing out his knee and having to retire while coaching a team from the sidelines? The three risks listed above exist for everyone who shows up at the arena.

The risk that managers face points to the issue of their inflated salary. In business "clever" managers are paid the highest salaries, meaning if they fail to dictate victory, they risk losing money for themselves. The "stupid and lazy" system was designed this way. It gives systems incentive to managers who are willing to defend a system.

There are those who will say that risking a million dollar salary is a huge risk if their system fails. This is only true if the manager buys into his own system and thinks it will continue to pay off forever. All a clever systems manager has to do is take the money, pay off their house, car, and sock away money for a rainy day. It is not like they risk losing everything, like their leaders or action agents do.

Leaders risk everything and go "all in" to realize their vision of success. Members of the press must rally a following or perish. Players risk physical injury or death and can also have their careers and reputation destroyed by guess who, the manager.

All managers' risk is losing their job. Now think of all the action agents that managers have failed or fired and ask yourself, is management risky? It is riskier to have a manager than it is to be one standing on the sidelines. Losing a salary is a risk everyone faces and how much should not determine its significance.

Not taking leadership risks is not the only distinguishing trait of management. The issue of followers also separates managers from owners and even the members of the press. The players on the field, the press and its reporters, along with leaders, must inspire a following while managers are handed or pick their team and tell them, “You do it!” Right now, the team rarely has a choice in who they want to manage them. Whenever there is a team that does not have a choice in whom they will and will not follow then there can be no leadership. Managers who lay claim to some self-appointed leadership title after they are given or pick their own team disrespect the effort and obstacles that real leaders must overcome by rallying a group of volunteers that choose to follow them in order to achieve the leader’s vision of success.

So instead of finding managers that have been anointed by the education system, owners need to start looking to the future where Druggers and Doctors will be required to possess the same two skills that make every owner/leader successful.

- Believe people are smart and are capable of doing and knowing anything
- Have the proven ability to learn how to learn
- Let people elect who they will or will not follow
- Risk going inside the arena and taking point when they need to

“Respect human talents, respond to genius, recognize reality, admire truth and beauty, and realize the meaning of the rare flower Reason.”

Peter Nivio Zarlenga

This would mean having a diploma is no longer a guaranteed speed pass to the sidelines as a business manager. It means that management will fade into the background until they can start to do

something other than tell someone else what to do. Managers must start taking risks and recruiting their own following of volunteers.

People elect to follow Leaders and Draggers and they get to choose their Doctors. The system never gave “the stupid and lazy” a choice who they would or would not work for, which ironically means managers don’t make the grade when it comes to leadership. Managers and systems come and go but leaders and peak performers live forever.

AGENTS OF LEADERSHIP

Recognizing that leaders are change agents led to the leadership hat trick and then to the concept of leadership agents. The leadership triangle offense includes three leadership agents that surround and protect their team. They are a change agent, a performance agent and a knowledge agent that all support and defend their most valuable resource, the players on the field. To these leaders it is all about human quality and never total quality. This flood of new wave information was extremely difficult to piece together and understand, especially when management was disappearing from every future equation considered. As is the case in all analysis, when you just can’t fit everything you learn into pockets of understanding, give it up and go see a movie.

In the movie, *Jerry Maguire*, we watched Tom Cruise as a sports agent freak out in the locker room talking to his only client Rod Tidwell,

“I’m out here for you! You don’t know what it’s like to be me out here for you. It is an up-at-dawn pride-swallowing siege that I will never fully tell you about! Okay?! Help me help you, help me help you!”

And we laughed right along side Cuba Gooding Jr., when he told his agent,

“You’re hanging by a very thin thread, dude. And I dig that about you.”

Cameron Crowe

Who would have thought that the writers of *Jerry Maguire* were describing the death of management and the birth of the knowledge agent of the future? It might be chalked up to just another paradigm we almost missed. In the future, the knowledge agent (the doctor) is all about giving their players personal service and attention. These managers of the future will support their clients’ well-being and interests and not the other way around. Once Pioneer Learning teaches people to teach themselves then filling the knowledge agent position (formally known as the DI Manager) is going to be an *“up-at-dawn pride-swallowing siege that I will never fully tell you about! Okay?”* How funny will it be to hear former managers pleading to their action agents, *“Help me help you, help me help you!”* Hopefully players will remember to respond with, *“You’re hanging by a very thin thread, dude. And I dig that about you. Now get back to the library and figure out how to solve my problems...and stop your whining!”*


This is why teaching students, players, and employees how to learn has always been a threat for systems managers. Once everybody knows how to learn and action agents are allowed to pick their team leader, dragger and doctor, then systems managers are going to face a huge identity crisis and be left on the sidelines all by themselves. As if this management nightmare will not be scary enough, managers will have to pay for their duh grading sins by taking a significant pay cut.

Phil Jackson (*“The Zen Doctor” to Michael Jordan, Scottie Pippen, Shaquille O’Neil and Kobe Bryant is one of the most successful NBA “knowledge agents” of all time*). Mr. Jackson only made \$7 million to Shaq’s \$16 million during the days of the Kobe-Shaq, LA Lakers dynasty. The day when business catches up to the NBA by paying the highest salaries to the best “action agents” on the team is the day managers will clear the bench and get back into the game faster

than you can say, “Total quality, anyone?” If managers’ salaries were cut to half of what the employees make, then a degree becomes irrelevant. Ex-managers will be begging their employees, who they used to tell, “*You do it,*” to please, “*Help me help you, help me help you.*”

So before we get ahead of ourselves and continue beating up on system managers we need to focus on leadership. Systems have put managers in the limelight for far too long. Most of us can’t wait for managers to fade away and let leadership emerge to work with us to climb another mountain top.

Leadership is taking risks and going “all in” and building a following. It is a tough hat to fill.

<p>Leadership Hat – Change Agent</p>	
<p>“Man can learn nothing unless he proceeds from the known to the unknown.”</p>	
<p>Claude Bernard</p>	

Leadership is pioneering a group of people into the unknown. That’s it. If someone is leading others into the unknown he needs to risk everything and put on the leadership hat. They need to carry their Pioneer Learning hat trick with them in case of emergencies. They need two more leadership hats so they can pull off a double hat trick.

We have all seen leadership outside the system in one form or another. The only difference is we see with our own eyes, and not what the system tells us.

So how can we define this leadership? First instincts are to try to build a laundry list of leadership characteristics. This is impossible because each of us has a different definition and choice. Where does this leader want us to go? Who we choose to follow helps us define our own brand of leadership. So it is better to try to highlight commonalities that true leaders possess.

The only leadership characteristics we can all be sure of are that leaders know how to learn, are risk takers and their followers join

them by choice. Leaders volunteer to take the lead and pioneer others into the unknown come hell or high water. This is why it is easier to distinguish leaders by their pioneering learning traits. Sometimes, when you are trying to learn about a gray area like leadership, it is best just to listen.

PIONEERING LEADERSHIP TRAITS

- *“If you don’t risk anything you risk even more.”*

Erica Jong

- *“Champions aren’t made in gyms. Champions are made from something they have deep inside them: a desire, a dream, a vision. They have to have last-minute stamina, they have to be a little faster, they have to have the skill and the will. But the will must be stronger than the skill.”*

Muhammad Ali

- *“Leadership and learning are indispensable to each other.”*

John F. Kennedy

- *“Creativity represents a miraculous coming together of the uninhibited energy of the child with its apparent opposite and enemy, the sense of order imposed on the disciplined adult intelligence.”*

Norman Podhoretz

- *“When you think of the long and gloomy history of man, you will find more hideous crimes have been committed in the name of obedience than have ever been committed in the name of rebellion.”*

C. P. Snow

- *“A mind troubled by doubt cannot focus on the course to victory.”*

Arthur Golden

- *“Learn the art of patience. Apply discipline to your thoughts when they become anxious over the outcome of a goal. Impatience breeds anxiety, fear, discouragement and failure. Patience creates confidence, decisiveness, and a rational outlook, which eventually leads to success.”*

Brian Adams

- *“To avoid criticism do nothing, say nothing, be nothing.”*

Elbert Hubbard

- *“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.”*

John F. Kennedy

- *“The best ideas come as jokes. Make your thinking as funny as possible.”*

David Ogilvy

- *“Judge not, and you shall not be judged: condemn not, and you shall not be condemned: forgive, and you shall be forgiven.”*

Luke 6:37

- *“Faith is taking the first step even when you don't see the whole staircase.”*

Martin Luther King, Jr.

- *“The entrepreneur is essentially a visualizer and an actualizer...he can visualize something, and when he visualizes it he sees exactly how to make it happen.*

Robert L. Schwartz

- *“It is confidence in our bodies, minds and spirits that allows us to keep looking for new adventures, new directions to grow in, and new lessons to learn – which is what life is all about.”*

Oprah Winfrey

Leadership is a fascinating phenomenon that each of us gets to define. Leaders possess a self-induced ability to learn, unlearn, and relearn. Leaders are risk-takers who venture into the unknown.

One other phenomenon surfaced during the Pioneer Learning analysis of leadership. It was another reason that the leadership hat trick can help us understand leaders. When leaders are committed

to change they have a tendency to pass the leadership hat to whoever can keep the momentum going.

Leadership is a hat trick with three unique goals or hats that can motivate change, and leaders seem to always know when to pass the hat. Leaders change course at the drop of a hat to achieve their vision or ultimate goal. When the path ahead is completely uncharted then changing direction and going left or right is not a problem. The only door that is closed is the one the leader left behind. Leaders routinely pass their hat to volunteers who have the desire, the dream, and the vision to support their leadership no matter what the cost. Passing the leadership hat is the real leader's formula for success.

THE TIP OF THE SPEAR—UNPREDICTABLE LEADERSHIP

“When you're part of a team, you stand up for your teammates. Your loyalty is to them. You protect them through good and bad, because they'd do the same for you.”

Yogi Berra

What makes leadership so fascinating is a leader's ability to surround his team and miraculously insulate them from harm. Not much is said about leaders protecting their team but those who have experienced true leadership know this to be true. Not only are leaders willing to risk every personal possession they have to achieve success, they sacrifice themselves for their team. They protect their teammates as if even a single casualty or having a pioneer who quits or turns back with doubt chills them to the bone. Followers can feel this and feelings are just another gray area of leadership. By always being out in front, leaders make us feel as if they stand between us and the unknown. They will always take the first bullet that comes. This is because leadership is all about being at the tip of the spear.

Leaders are the sharpest edge of the performance sword and they cut into the unknown like a hot knife through butter. Leaders are fearless.

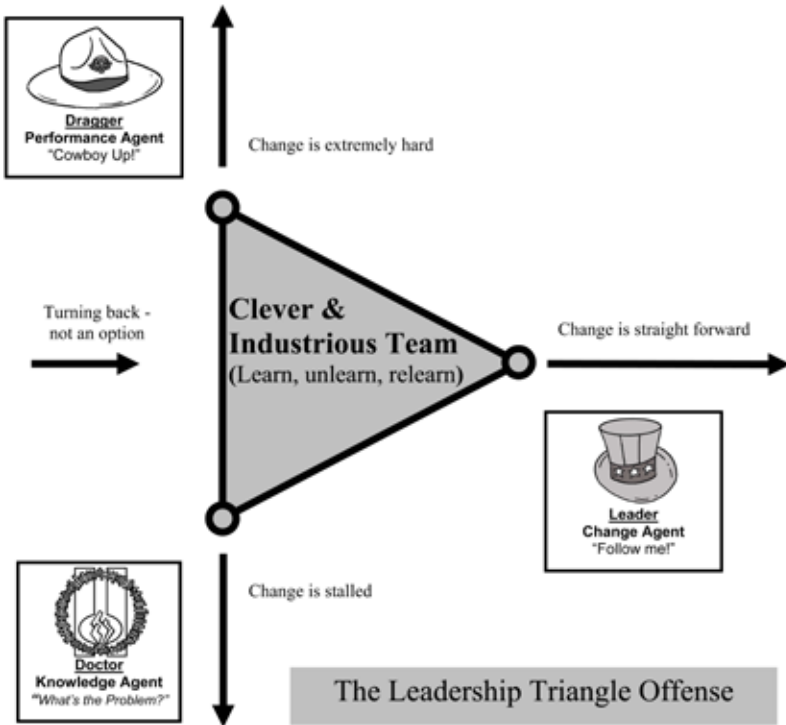


Sgt Major Brad Kasal, USMC, Navy Cross – getting helped out of a house in Iraq

Courtesy of Lucian Read

Leadership that pioneers us into the unknown is completely unpredictable. This is what systems can never comprehend or teach to others. World War II is an excellent example. The Germans and Japanese had victorious Blitzkrieg systems that enabled them to conquer nation after nation. In theory, these systems were impossible to stop. In came the uneducated task force from America. They allied with other countries and learned how to learn and before long, they pioneered their own brand of leadership that defeated these seemingly unstoppable systems.

It is the leadership triangle offense. America went so far as to pass the leadership hat among their allies. After all, they had been fighting the odds for years before we rode in.



In America the leadership hat trick represents each tip of the spear that allows people of action to take the lead. The change agent, or leader, is always out front. Covering the leader’s flanks are the Doctor and the Dragger. If the team is not performing in a dogfight, the leader grabs or passes the leadership hat to the Dragger who gets the team to “cowboy up!” If the path ahead is blocked by resistance, the leader grabs or passes the leadership hat to the Doctor who solves the problem by going right when every other time the leader had always driven full speed ahead. It makes the leadership hat trick unpredictable and unstoppable, especially when every tip of the spear has the ability to change hats and venture off in a new direction at a moment’s notice.

This is why leadership is so hard to beat and so easy to follow. It is impossible to predict what a leader will do next. But sooner or later, if leadership is committed, they reach their goal. Bill Gates

has helped put a computer in every household. Fred Smith delivers packages to every corner of the world. Sam Walton has put Wal-Mart all across the globe and his laid back, drive a beat up old pick up truck legacy lives on. They each led us into the unknown and set new standards. Once these standards are set the leaders return to being mere mortals where they pass the hat to their team. This is why they deserve a seat of honor in the performance arena.

They were cowboys once...and young.

PREDICTING SYSTEMS, PREDICTING MANAGEMENT

Where leadership fails is when it passes the hat to a management team that turns an impossible dream into a quality-controlled nightmare. Management of a system is completely predictable. Here is a predictable systems test:

Step 1. Write your name on the paper.

Step 2. Read every question .

Step 3. Answer all the multiple choice questions in 1 hour.

Step 4. Put your paper down and leave the room.

Rules and regulations:

Be on time. No looking at some ones else's paper, no cheating, no sleeping, guess if you don't know the answer, no chewing gum, no hats, no short skirts, no shirts, no shoes, no service, no weapons, no books, no backpacks, no pens, no breaks, and shut up and listen.

This is why systems are so predictable. Step by step procedures or processes that are cemented in stone are, as can be predicted, completely predictable. When people do the same thing over and over again it does not take a Rhodes Scholar to figure out how to beat the system. All they do is guess and this gives them a 25% chance for success.

It was important to not overly address management in this leadership chapter. We are in desperate need of leadership, change

agents. Systems do not harvest leaders. Learning how to learn is how we plant the leadership seed. But we should always remember that systems and management are predictable, therefore they can be defeated or destroyed.

Wearing just one hat in the future is a waste of manpower. In the future, leadership has to be able to do it all. The students, players, and employees who have learned how to learn will settle for nothing less. If managers don't recognize their system weaknesses or they hesitate too long, then looming over the horizon is a learning-how-to-learn workforce that will grab the hat from them and never give it back.

In the future, everyone has to cowboy up. This includes system managers.

FOR PROFIT OR NON-PROFIT LEADERSHIP

As so often happens in analysis, everything breaks out into black and white. In the white corner leadership is a non-profit venture and "in the black" corner leadership is for profit. Owners, without question, possess incredible business leadership skills and inspire all of us to "get rich or die trying." But on the other side of the fence are the leaders we elect to follow, not for profit but for inspiration.

These unselfish leaders represent all that is pure about leadership. This is leadership that not only inspires us but sustains us for centuries. These are the Abraham Lincoln, JFK, and Dr. Martin Luther King Jr. brand of pure, unadulterated leadership skills. These are the leaders who jump head first into the performance arena and walk right alongside the people they lead out of a system onto a new path of freedom. The fact that they all died trying is a horrendous human tragedy.

"The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on."

Walter Lippmann

These are the leaders of choice who remind us to always fight for human rights. They convinced us that we as a people must be committed to protecting the rights of every human being on the planet. As a democracy (free and equal representation of people), as a world leader, it is our responsibility:

To protect:

- *the little...*
- *the last...*
- *the least...*
- *and the lost...*

Pastor Glenn Ludwig

These three great leaders we elected to follow were the good cops that this country so desperately needs. Someone has to lead us out of systems and into the future where everyone is smart and treated with respect. These non-profit leaders promoted our constitution as one where all men and women around the world are created equal. One can only assume that children were included in this proclamation. It is leadership that treated its citizens and other countries around the world as if we all possessed equal rights. They did so with the understanding that real leadership is about human quality and not total quality or forcing our “system of democracy” down the throats of others.

“Now, I don’t want to get off on a rant...”

Dennis Miller

But this is why our doors are always open to those who fight, float, dig, cram into a container, or swim their way out of a system that tries to control them. They all possess a fundamental human instinct

that draws them to this fountain of equality. To become an American you have to be willing to leave everything behind, including your country, home, possessions, friends, family, security, and, if need be, spend every penny you have just to get here. Immigrants have to be willing to go “all in.” In other words, they have to risk everything for the right to be an American. It is the only way we can be sure they have the “right stuff.”

If history teaches us anything it is that every new crop of immigrants, refugees, or illegal aliens also has to experience some demented rite of passage where they will be discriminated against. In order to one day be accepted they have to tough it out, be degraded, get pushed around, beat up, beat down until the day they have the fortitude to stand up and raise their right hand and be sworn in as an American. They have to be willing to work and fight for this right even if it takes their family a hundred years.

Questioning actions is part of this fight. “Get in step or leave it” is a notion manufactured by a duh grading system. The clever upper echelon thinks they are entitled to cast judgment on their idiot subjects who are supposed to be shut-up-and-listen followers. It implies we can never exercise our constitutional right to question actions. If we question whether this system has taken control, reflect on how we excommunicated the Dixie Chicks.

It’s ironically anti-macho that the first difficult-to-manage kids we have seen in a long time (with incredible creative skills by the way) willing to stand up in the performance arena against the system were three really good-looking chicks. I hope for their sakes that one day women around the world convince each other to *Cowgirl up* just like they did. I’m surprised no one tried to force these chicks to take Ritalin and get with the program.

And then there is the “if ya weren’t born into it, ya don’t deserve it” mentality that the system has also put into mass production. You could almost see it coming. The chain of events was another “who’s on first?” Abbott-Costello recreation of how we boxed ourselves

into more than just systems. Only this time, drugs make the act even funnier.

It all came to a head-case when a lot of people on drugs (POD) said it was wrong to help South Vietnam push back a seemingly unstoppable horde from pouring down from the north, as if to say it was *high* time we all started looking out for ourselves. They congregated as a giant mob of spectators and questioned our presence in Vietnam. This was the first crack in the “defend the little, the last, the least, and the lost” global constitution our World War leaders and immigrant forefathers fought so desperately to embed in all of us.

This was just a few years after they had started to nourish their Twinkie-driven cannabis state of affairs, which gave them the attention span of a flea, when they congregated in Washington to hear Dr. Martin Luther King Jr. give a speech. If they had only listened to Paul Harvey who promised to give them the rest of the story they would have realized Dr. King’s dream was to “Let freedom ring” which he mentioned 11 times at the end of his passionate soliloquy. Unfortunately, he said he had a dream 9 times before the end and thus the “I have a dream” speech was all they could remember to parrot. It became their anthem for drifting back into their individual happy place and setting the standard of failing to hear “the rest of the story.” The “Let freedom ring” speech was given 45 years ago and they still haven’t figure out what the good reverend was trying to say. All they can remember is that some dude in Washington had a dream and they gave him an A+ because they had a dream too. Sadly, their dream is standing on the sidelines as spectators, getting stoned and judging what other people do and say instead of letting freedom ring:

“from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God’s children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing

*in the words of the old Negro spiritual, "Free at last! free at last!
thank God Almighty, we are free at last!"*

The truth is Dr. King's dream died the moment that black men and white men, Jews and Gentiles, Protestants and Catholics finally joined hands to crush the dreams of Mexicans and ever other immigrant who tried to rain on their "free at last" parade.

The delusional spectators were victorious; they realized their "standing on the sidelines" dream! Due to their untiring purple haze efforts we pulled out of Vietnam and allowed a bully to consume a nation we called our friends. These protesters hallucinated how they won a major victory over the system. They stood united in the "power of the spectator" (POTS) who gets to stand on the sidelines and watch, grade, and judge others when, in fact, they just didn't want to uphold their end of this American bargain.

They celebrated their "peace, love, and dove" mandate as if they forgot what it took to earn them that right. The celebration continued until a flood of South Vietnamese, Cuban, Iranian, Iraqi, African, Russian, and Latino refugees tried to crash the gate at their Woodstock and join in the party. It wasn't until they got out of rehab before they finally realized what they had done. By sitting back and letting bullies evict and threaten citizens around the world, their flowery safe haven was filling up with uninvited guests. In order to get their "power of the spectator" juices flowing again, it is almost certain they fired up a joint and smoked it so they could come up with one more brilliant drug-induced solution.

This is their "high on crack" elucidation. Let's build big concrete walls and close all our borders to keep all these refugees and illegal aliens out. It's like watching a forty-five year episode of *Scooby-Dooby*. If they would have just cowboy'ed up and helped our action agents and South Vietnamese friends hold the line in Vietnam, they would have learned how to control this flood of immigrants who would have surely stayed home instead of getting run out of Dodge. Peace, love, and dove transformed into a dispersed mob who all of

a sudden decided they didn't want to pass the joint anymore. They just wanted to box themselves in and get high on their own supply.

Then the bully struck home. We finally decided to strike back before it was too late.

The "power of the spectator" (POTS) mob having scattered to the wind and hiding out in their home improvement bunkers called for backup, "How do you stop a bully in our own back yard?"

"You wanna know how you do it? Here's how, they pull a knife, you pull a gun. He sends one of yours to the hospital; you send one of his to the morgue. That's the Chicago way!"

Movie, *The Untouchables*

Or you can come out of your bunker and stand up with your fellow Americans against any bully, foreign or domestic, who threatens any one of us or our friends. This is when:

- We stand up as one nation, under God, indivisible, with liberty and justice for all.
- We stand up as one state, under God, indivisible, with liberty and justice for all.
- We stand up as one city, under God, indivisible, with liberty and justice for all.
- We stand up as one school, under God, indivisible, with liberty and justice for all.
- We stand up as one family, under God, indivisible, with liberty and justice for all.

In others words, no matter what you stand for, we always stand up together for the little, the last, the least, and the lost whenever a bully comes to town. We just have to stand up. That's the Marine Corps way...That's the American way.

This ain't no party, this ain't no disco, this ain't no fooling around....

Talking Heads
Life during Wartime

Are we seriously considering building walls across our borders so when we pull out of Iraq and Afghanistan, leaving them at the mercy of a band of thugs, none of them will come a-knocking on our door? It is one thing to build a wall around an LSD flashback in Berkeley that restricts Marine Corps recruiters from entering; it is another to build walls around our borders to try and keep human beings who are being persecuted out. All it would do is box us in more than we already are.

Like it or not, the doors to America are like the casinos, they never close, and we are open to just about anyone who needs a safe haven. It is a complimentary room and board for gamblers compelled to try their luck and go all in. In fact, the U.S. should be a training ground for how to cowboy up so refugees can gain the strength to head back home and fight the outlaws that ran them out of town. If someone can prove they have the right stuff and are willing to fight for it, we have no other choice but to let them in.

There is a good reason that immigrants who just got off the boat are so committed to the notion of freedom and are ready to fight for it. They understand the sacrifices that have to be made to ensure democracy survives. The fastest track to becoming an American is to stand up and fight for this democracy. Some bear arms to protect and defend others around the world. Others do their part as policemen on our city streets. Many teach so they can learn more about this unique gift we all have, which is to exercise our freedom of speech, freedom of choice, and our individual pursuit of happiness. Some become firemen; others become doctors, paramedics, and nurses, all of whom eventually become defenders that protect the little, the last, the least, and the lost mandate. Every group of immigrants that joins the fight for democracy eventually

is accepted with open arms. Our citizens are linked to almost every country in the world because this great American melting pot is related to all of them. Maybe we should build military recruiting stations on our borders instead of walls. This might be the only way to end the stop-loss abuse of the few remaining action agents we have left in this country. *I ain't no Senators son...*

The point is that the final hurdle to becoming an American is to raise your right hand and swear to God (that's the God of your choosing) you will defend this constitution with every ounce of your being (go all in) in order that all people regardless of race, creed, gender, or age can be equal. You must swear an oath to defend these United States and be an American, pure and simple.

The one thing you cannot do is try to change this democracy with a hyphen.

“The one being abhorrent to the powers above the earth and under them is the hyphenated American—the “German-American,” the “Irish-American,” or the “Native-American.” Be Americans, pure and simple! If you don't act on the theory that every man who in good faith assumes the duties and responsibilities of an American citizen in a spirit of true Americanism is an American, and is to be treated as such, ...you are yourselves unfit to take part in managing our government and you are bound to make a failure if you try to better the condition of our cities.”

Theodore Roosevelt
September 10, 1895

If you are like me, you never heard the word “abhorrent” before. Turns out it has been around since at least 1895. A little learning to learn shows it is a pretty powerful word.

Abhorrent

1. *Repugnant* – arousing strong feelings of repugnance or disapproval

- a practice abhorrent to nearly everyone

2. *Incompatible* – incompatible or conflicting with something

Encarta Dictionary

Try abhorrent on for size the next time you want to throw a hyphen in front of an American.

I learned the power of raising your right hand and swearing to defend this country from my father, who swore me into the Marine Corps. Before he died he told me a story that has forever changed the way I look at my fellow Americans and these so-called illegal aliens (future Americans) that allow me the privilege of standing by their sides.

After World War II many veterans went off to college using the GI bill, having earned their right to pursue the American dream. Men like my father stayed in the military as the Marine Corps and other services shrank in size as they normally do in peacetime. He said during this time all it took to join the Marine Corps reserves was a visit to the local recruiter, raise your right hand, take the oath, and say *so help me God*. Then off they went to the tattoo parlor to stencil USMC on their arm. It was easy to do, he said, because a lot of these reserves had gotten drunk and thought it would be cool to be a Marine. They were right. You get to “do the hard things.”

The party ended when South Korea was invaded and the Marines were called up to push back a seemingly unstoppable horde pouring down from the North. My father, a Rifle Platoon Commander boarded a boat to Korea with a band of rag-tag Marines, some of whom had never been to boot camp. Some were WWII veterans but others were civilians who were dragged off the street because of a pledge that a few didn't even remember taking, much less signing. The one thing they had in common was they all raised their right

hand. During the boat ride to Korea my father had to train and retrain his men how to shoot and how to fight like Marines. They learned to shoot and hit 50 gallon drums floating in the ocean. If you read his Silver Star citation you get a feel for the kind of leadership these shanghaied Americans were lucky enough to latch onto.

“For conspicuous gallantry and intrepidity ... in action against enemy aggressor forces in Korea on 24 April 1951.

When three of his men were wounded by hostile fire while guarding the rear of the company in a battalion attack to break out of an enemy encirclement,

(To those of you unfamiliar with military terminology
– enemy encirclement means the battalion was surrounded by a lot of Indians hell bent on recreating Custer’s Last Stand)

First Lieutenant Work skillfully maneuvered his platoon to protect the fallen Marines and the corpsmen aiding them. As the company on his flank moved beyond his position, exposing his platoon to an intense hostile small-arms and automatic-weapons barrage, he expertly deployed his men in the face of the devastating enemy fire, personally assisting in the evacuation of the wounded. During the most critical stage of the operations, he also directed the movement of the rear elements of other units of the battalion, aiding immeasurably in the successful battalion attack.”

By Order of the President

What this citation doesn’t tell you is that this battle raged for three straight days and nights. What this citation doesn’t say is almost ten years earlier he was in the Pacific fighting in a World War and helping to pull the crew out of a burning B-29 that had crash landed on a little island called Okinawa. What it doesn’t explain

is how he volunteered to become a Second Lieutenant before the planned invasion of mainland Japan where casualties were projected to be between 500,000 and 1,000,000 Americans although it was anybody's guess to the exact number that would have been killed. What it doesn't mention is how eight years after he received his Silver Star he would be passed over for major and reverted back to the enlisted ranks because he didn't have a college degree. What it doesn't address is how he moved into the warrant officer ranks and became a Marine *gunner*. What it doesn't let you see is him flying a couple hundred missions as a door gunner in helicopters over the jungles of Vietnam and earning the Bronze star while serving back-to-back tours of duty. Vietnam is where he met his best friend, Colonel Haywood Smith, the type of leader who was kind enough to fly him into battle for a change, which was a real benefit for a grunt that was closing in on fifty years old.

What this citation does tell you is all it takes to become a United States Marine is raising your right hand, taking the oath, and putting on the eagle, globe, and anchor. Leadership and tradition take care of the rest.

As if to solidify the SNAFU that comes with being a grunt, my father said he and his men were hunkering down in their foxholes freezing, where it was so cold he had to urinate on his weapon in the morning to get it to work, when he got a message from headquarters. The message said that any Marine who did not go to boot camp should be given the chance to go. He said it was the funniest thing he had ever experienced in combat. He was surrounded by combat veterans, battle-tested Marines, a band of brothers who had been caught up in a fight for their lives for months. Still he called out, "Does anybody want to go to boot camp?" To the man, from private to 1st sergeant, everyone in his company immediately raised their hand, until finally, he raised his hand too. He said it didn't take long before they hunkered back down and started freezing again, constantly on the lookout for what he referred to as "*Indians*." What was so surprising about this story was that he never talked about

combat and he definitely didn't glorify it. Yet he never turned away from it either.

By holding the line at the 38th parallel, an army of American cowboys helped stop a flood of South Korean immigrants from pouring into the United States. In time, South Korea was able to cowboy up and still holds the line against this bully.

Marines who never went to boot camp, immigrants, refugees, and illegal aliens all show us the power of raising your right hand. Swearing an oath to this country is the last stop to becoming a Marine or an American, both of which state you are willing to cowboy up for that right whenever you are called upon to do so. Leadership and tradition is intended to take care of the rest.

Oh, and one other thing...now that you have taken the oath to become an American, we have a few tax forms we would like for you to sign...it is a small price we all pay for freedom.

It is a privilege to be an American. It should be an honor. We have somehow managed to forget. Perhaps it's time.

Time to renew the oath your ancestors took when they elected to become American citizens and planted your family's seed into American soil. Just because time has passed doesn't mean this oath gets buried. It is a blood oath your ancestors took on your behalf.

Therefore, raise your right hand and repeat after me:

"I hereby declare, on oath, that I absolutely and entirely renounce and abjure all allegiance and fidelity to any foreign prince, potentate, state, or sovereignty of whom or which I have heretofore been a subject or citizen; that I will support and defend the Constitution and laws of the United States of America against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I will bear arms on behalf of the United States when required by law; that I will perform noncombatant service in the Armed Forces of the United States when required by the law; that I will perform work of national importance under civilian direction when required

by the law; and that I take this obligation freely without any mental reservation or purpose of evasion; so help me God.”

In acknowledgement whereof I have hereunto affixed my signature.

Ben's guide to U.S. Government (for kids)

<http://bensguide.gpo.gov/9-12/citizenship/oath.html>

Congratulations! Whether you like it or not, we all signed up to be in the Marine Corp Reserves. Feel free to run down to the tattoo parlor and get USMC stenciled on your arm.

Come on all you Berkeley-Americans, you have to admit that there was funny.

Your ancestors signed this oath with your blood and on your behalf. It sounds to me like they knew that sooner or later, we all have to cowboy up.

I'd go so far to say that a young kid in Mogadishu, Iraq, or Afghanistan could raise his right hand, take this oath, and declare himself a defender of this “we are all created equal” constitution even if he never steps foot on U.S. soil. He should at least be able to buy stock in this American dream. If he is willing to cowboy up for the little, last, least, and the lost and fight any Indians for equality in his homeland the American spirit will rise up inside him. Democracy is not exclusive to Americans who were born into it.

And to those of you who are offended by the word *Indians*, remember this: They are really code talkers who knew how to cowboy up long before the rest of us got off the boat. They are pure-blooded Americans, pure and simple.

Lucky for us, they set the precedent for welcoming illegal aliens into their American dream. Wouldn't be surprised if these full-blooded American cowboys didn't bust out laughing after they figured out what Christopher was trying to say. *These idiots are lost and think they just landed in India!*

As the clever so often do, Cap-e-tain Columbo guessed that these American cowboys wanted to be called *Indians*. So much gets lost in translation whenever the white man starts to think they are smart.

“...of course, that’s just my opinion. I could be wrong.”

Dennis Miller

We used to be the good cop defenders who would fight systems around the world that trapped people inside their own country. We were committed to protecting the little, the last, the least, and the lost. Systems have made us lose sight of this vision. Once we defeated these systems and were victorious, we had the confidence to come back home and pass the leadership hat to the country that we fought side-by-side to defend. We used to be a nation that would pass the hat and allow others to learn on their own. Some fail to find our brand of leadership but the choice is up to them, not us. We know everyone is smart enough to do it if they are willing to “cowboy up.” Trying to establish systems in someone else’s country is a “stupid and lazy” thing to do.

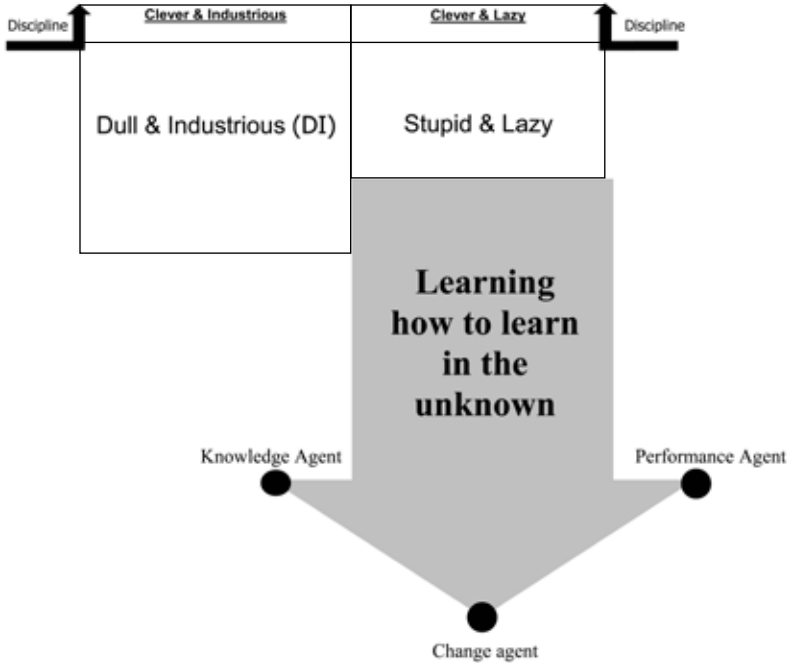
There is a hat trick in all of us. All we need is a challenge to test our learning and leadership skills. We need to receive and hand out elective choices. We have to be willing to take risks. When it boils down to it, our ability to learn in the face of adversity is our greatest natural resource.

“This nation should commit itself to achieving the goal, before the next decade is out, of teaching our population how to learn.”

Leader/Player to be named later

Once this leadership steps forward, the exodus from systems can begin. It doesn’t matter if this leader is wearing a gray change agent

hat, a dragger’s white hat, or a doctor’s black hat. With luck they will be able to wear all three. Now that most of the factories that supported systems have closed this becomes a system that can’t be fixed.



The fact that we are “just do it” stupid enough to bust out of these systems right after everyone bought into them says a lot about our ability to venture into the unknown. This is what makes us so unique and unpredictable. It makes other countries laugh out loud at our “just do it” and “sink or swim” ways and they long to be just like us.

In many parts of the world people are trapped. It is our ability to change that makes them want to be like us. It is what keeps the human spirit alive. It is the one thing every human being has in common. We all have a dream. We dream of change.

Yet we need to remember that it is a dream deeply rooted in the American dream. It is a dream that one day this nation will rise up and live out the true meaning of its creed: “*We hold these truths to be self-evident: that all men are created equal.*”

It is a dream that will let freedom ring.



"The Performance Agent"

"Cowboy the !@#\$\$% up!"

American Proverb

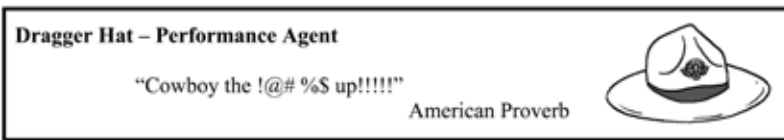
Is right-beside-you leadership always soft and fluffy?

*Can people be led to victory behind a powerful force dragging them
into the unknown?*

“Getting men to do, what they don’t want to do, in order to achieve, what they want to achieve.”

Coach Tom Landry

Leaders are right out front in the performance arena saying, “Follow me!” when danger and uncertainty looms ahead. Leaders are change agents. Getting people to change is not an easy thing to do, especially when it requires people to reach within themselves to find their highest levels of performance and faith. People can only push themselves so far. Leading others into the unknown means there will inevitably be resistance, doubt, and fear. Leadership needs an edge. If a challenge is extremely difficult and the path ahead seems extremely threatening, people will often quit or become frozen by fear; they just can’t muster up the courage to move ahead. This means leaders need to reach into their bag of tricks and pull out the “leadership by example” hat that motivates people to “cowboy the !@#\$\$% up!” This can only be accomplished if the leader stands up in the middle of resistance while everyone else is ducking for cover. It doesn’t matter if this is politically correct or not, getting others to move directly into the face of uncertainty often leaves leaders no other choice. Nobody said that pioneering a group of people into the unknown was easy.



The dragger hat is the performance agent that leaders must carry with them into the unknown. If an obstacle seems impossible to breach then the dragger is the one to breach it. The dragger is the one person who can prove that the greatest fear we face is fear. We often forget that leaders are risk takers who have gone “all in” so they can never look back. Leadership burns bridges behind them so

they have no choice but to forge ahead. Success is their only option. There are no safety nets in the unknown, no guaranteed formulas for success. People follow action and if a dragger can do something that everyone else thought was impossible then they start to believe that they can also do it themselves.

VOLUNTEERS

This is important. The movie *Full Metal Jacket* is not a training film for sideline coaches or an endorsement of the stupid and lazy system; it is a movie that allows spectators to peek through a tiny straw hole into the imprisoned world of intense performance. This miniature view of Marine Corps boot camp is a mere glimpse at what really is happening behind the scenes (though it was a pretty accurate hour of the three month experience). While the screen may be larger than life it left out 99.9% of the facts that represent true draggership.

The movie should have placed the following announcements on the film:

1. “Warning, the men portrayed in this film and in the real boot camp have *volunteered* to ‘do the hard things’ so don’t try this at home.”
2. The drill instructor in this movie is a great actor because drill instructors in boot camp are acting out a game of “do you really want to do the hard things” or not?
 - R. Lee Emery learned how to act while he was a real drill instructor; rumor has it he is really a gung-ho pioneer who loves his country and Corps.
3. Marine Corps boot camp is a public service center that allows volunteers to see if they can “cowboy up” if their country ever needs them to.
4. The Marine Corps has also proven beyond a shadow of a doubt that it is impossible to believe in Good Cop disciplines that

protect human rights unless you have had those rights stripped out right from under you.

5. Being a dragger is part of the leadership family so the embedded lesson to every Marine every day of boot camp is a lesson in how to protect the little, the last, the least, and the lost members of the platoon, the Corps, and country.

The most important message that needs to come out of this film is that the dragger is never on the sidelines. He is right there with his men. He sleeps on the same tiny bunk that his men sleep on; he wakes up at 0400 with them and goes to bed after running right beside them all day long. Being a dragger is not a sideline position. A real dragger is always in the game. The dragger hat can only be worn by those who have incredible skills and the courage to have a team strapped to their back so they can *drag* those bastards farther than they could ever go by themselves.

“You’re not afraid of a little blood, are you?”

R Lee Emery used this line in two Movies

The *dragger* is the “*they-went-to-prison cousin*” of the traditional sideline Dull and Industrious (DI) managers. The concept of the dragger comes from a popular training practice where a rope, parachute, rubber band, or harness with excess weight is strapped onto a pioneer who is trying to run faster. The theory behind this exercise is that the additional weight that the person has to *drag* will enhance performance once the dead weight is removed.



THE DRAGGER

In the Marine Corps, a drill instructor is a peak performer who has forty or fifty recruits strapped to their back and this training exercise is designed to make the DI run faster once they cut the rope that binds them. Imagine being able to run three miles in eighteen minutes. Now imagine what it would be like if someone strapped fifty dead beat, scum bag, wanna-be cowboys to your back and it took you forty-five minutes to run the same three miles. Chances are you would be prone to using profanity and unkind words at those dead weights that were holding you back from achieving your individual training goals.

The dragger's goal is to get these dead weights to *cowboy up* and run faster and faster every day until they can match or surpass

the speed and agility of their dragger. The dragger is trying to get members of the team to run past him so they can take the lead and drag everyone else who is lagging behind. Being a dragger is leadership in the truest form. It is right out front setting the pace and pulling others into the unknown. Follow me in not an option once you attach to a dragger. It is not management because the dragger is never on the sidelines, he is in the game, pushing and dragging his team farther than they could ever go by themselves.

So the second leadership hat for orchestrating groups of action agents who think they can *do the hard things* boils down to this. The dragger wears the white hat of draggership. A dragger says, “*Cowboy the !@#\$\$% up!*” A leader says, “*Follow me!*” They are two different hats. Both these hats are in the game and never on the sidelines. They can be distinguished by the *volunteers* who attach to a dragger by choice and elect to be *dragged* beyond their individual limits. Draggers are motivated to take the lead and not wait for it to be given out as an assignment.

REAL DRAGGERSHIP

*“We believe that Marines are forged in a furnace of **shared** hardship and tough training. This **shared**, intense experience creates bonds of comradeship and standards of conduct so strong that Marines will let nothing stand in their way.”*

<http://www.mcrdsd.usmc.mil>

When a dragger is *dragging* from the front and putting himself in harm’s way he proves that there is no such thing as fear when pioneering into the unknown. A map to the future must present ways to immediately incorporate the dragger into the current education system. The only way to do this is to lower the age of high school coaches and teachers to just over the age of the students and players. It requires building a talent and knowledge pool of six

peak performers in every high school in the country. It could be called the “*Pioneer Leadership Training*” program.

The PLT would be a support mechanism for the new “learning to learn” model. It offers star high school athletes and brilliant students a second chance at getting a scholarship to college if they failed to get one or if they elected to stay behind for four years to support the new “learning to learn” model. It would be the first of many changes that would transform the factory system into a harvesting ground for future leadership.

These *draggers* would be elected by the student body in each of the six primary fields of study to stay on at the high school and drag the school into the future. Sports, English, mathematics, science, history, and the arts would each bring on at least six new facility members every year that could protect the student body against this current dull and industrious system. Four years of low pay matched by an automatic college fund that would give them a guaranteed college scholarship after four years of service. It would also give them four more years of training and educating and learning how to learn themselves while simultaneously helping others to become better and smarter than they were before. It is a win, win situation for everyone, which is what normally occurs when people are given options. It will build an internal leadership pool into grade schools where kids that are not much older than the students or players patrol the school grounds protecting the little, the last, the least, and the lost. This way Marines could go about their business of protecting the world of democracy.

Shared hardships and tough training make wonderful teammates. The dragger would only be allowed to participate alongside the team in training and education exercises (preparing their team for induction into the performance arena) but never during normal high school competitions. Draggers would have to move to the sidelines during competition. The idea of the dragger is to train and educate hard and then pass the leadership hat to their team on game day. This doesn’t mean that “practice” games against other

schools could not be held on a regular basis so the dragger gets into the fight right alongside their team so they can band together as brothers and battle for victory. It would not take draggers long to realize that their role is not to be the best every time, their role is to make their teammates better so they surpass the dragger in talent and knowledge.

This reality puts many DI coaches in the system in an obsolete position. If the dragger becomes an elected learning official who trains and educates right alongside his team then this performance agent of the future would leave many DI coaches and DI teachers all alone on the sidelines with nobody to coach or teach. As Joel Barker said, "Once a paradigm shifts everything goes back to zero." Sideline management of children by adults will one day be a thing of the past. Instead high school coaches and teachers will be young and talented elected officials for their school and community.

Eighteen- or nineteen-year-old coaches and teachers would make all the difference in the world. There would be a new crop of coaches and teachers hired every year. Chances are they would not complain about pay or try to prove how stupid and lazy the students and players are. They would get to do something they loved with the people they grew up with and knew. They could learn how to protect and police their school. They would be learning how to learn and teaching others while doing it. They would be training to become leaders. Chances are they might even train to get better and better in the sport or subject they love for the rest of their life.

A four-year tour of duty as a dragger would solidify their ability to learn and lead. Rotating out after four years to pursue their dreams in a new and challenging arena would remind them that there are others out there just like them who are ready to step up to any challenge. They would get out before their students, friends, or classmates started to look stupid and lazy. It would force them to pass the hat to a new elected official that could continue dragging everyone into the future. Sounds a lot like a routine our forefathers built for our presidents?

Then one day, many years later, when these draggers can no longer run alongside their team, outsmart them, no longer drag them to victory, when they are too tired to venture into the unknown by themselves, then and only then would they accept the *doctor's* hat of old age that offers them a seat of honor on the sidelines. Only this time it would be their team that passes them the doctor's hat since they would know this leader has always stood by their side and cared for them.

The dragger pushes leadership miles ahead of management. It is the future where no one in a leadership position gets to sit on the sidelines and watch. They must perform in order to lead.



"The Knowledge Agent"

"When I am working on a problem I never think about beauty. I only think about how to solve the problem. But when I have finished, if the solution is not beautiful, I know it is wrong."

Buckminster Fuller

Do performers work for the sideline manager or should it be the other way around?

Does the doctor on the sidelines work for the performers?

What is a knowledge agent supposed to do?

“Everyone who achieves success in a great venture, solved each problem as they came to it. They helped themselves. And they were helped through powers known and unknown to them at the time they set out on their voyage. They kept going regardless of the obstacles they met.”

Clement Stone

Leaders are right out front in the performance arena saying, “Follow me!” when danger and uncertainty looms ahead. Draggers attach to their team and *drag* them farther than they could ever go by themselves into danger and uncertainty. Leadership requires change agents. Getting people to change is not an easy thing to do, especially when it requires people to reach within themselves to continue on despite pain, doubt, or uncertainty. People can only push themselves so far. Leading others into the unknown means there will inevitably be injuries to human bodies, minds, and learning spirits. Leadership needs an edge. If a challenge is stalled and the path ahead is too painful, people will naturally want to find a safe haven on the sidelines until they can recuperate. They just won’t be up to the physical challenge of moving ahead. This means leaders need to grab their *doctor’s* hat and say, “What’s the problem?” Solving problems is a leadership trait. Leadership can only be accomplished if the leader is willing to stop everything to care for the health and well-being of their teammates. The doctor’s hat reminds us that teams are made up of human beings and not manufactured spare parts and their problems must be solved, their needs must be met, and leaders must know what their students and players want. The doctor works for the team, not the other way around. They also need to listen to ideas so the vast knowledge pool of their team can contribute to change. *Nobody said that pioneering a group of people into the unknown was easy.*

Doctors Hat – Knowledge Agent

"When I am working on a problem I never think about beauty. I only think about how to solve the problem. But when I have finished, if the solution is not beautiful, I know it is wrong."

Buckminster Fuller



Leaders must become knowledge agents or share the doctor's responsibilities with someone on their leadership team. The education system needs immediate medical assistance. Students and players need someone who can give them a voice whenever they yell, "*Is there a doctor in the house?*" When the education system transforms into a battleground then the system needs a medic and doctors. Someone needs to immediately spring to the aid of people trapped inside the system and then solve problems or get people to safety so that nothing interferes with their performance or forward progress. The concept of the doctor is new age management and comes from electronics troubleshooting.

Electronics troubleshooting gave birth to the technical future of what was previously known as management. Troubleshooting an air traffic control electronics system is difficult for one reason. The equipment is "stupid and lazy." Electronics equipment is a voiceless entity that cannot help itself or tell the technician what is wrong. It is an inanimate object that is literally dumber than a bag of hammers, it is circuitry made up of raw materials, and it is a trash bag full of spare parts. If a technician cannot fix the problem he screams at the equipment, curses at it for not working, because troubleshooting electronic systems means the problem, the broken component is hiding and is literally too stupid to speak up and say what is wrong. It is every technician's dream to one day work on a system where the raw materials, the spare parts, or the components can finally speak up and tell them what is wrong. They long to work in a "smart" system that is made up of people who can help solve the problem. It makes troubleshooting so much easier.

If we videotaped an Easter Egging technician troubleshooting a broken air traffic control radar system while aircraft piled up in

the skies it would demonstrate how system managers treat their students, players, and employees. The technician would curse at the equipment, grab spare cards, spare parts, and replace everything in the system to try and get it to work. They would claim the system was a piece of garage because they did not know how to fix it and the bad component would not speak up and identify itself. All of this would cover up the fact the technician (manager) had no idea how to fix the system and was guessing what the problem was. If you looked at the spare parts scattered around the room that the Easter Egger replaced and did not fix the problem, you could see that managers do the same thing with people when their system breaks. Managers treat people as if they were spare parts that are broken and cause the system not to work.

Fade out and bring up a technician that treated the equipment with respect and focused on finding the problem. Symptoms would be observed and then analyzed to eliminate the *good parts* of the system that were working. They would list all the possible components that might be bad and begin a process of elimination that would isolate the fault. Test equipment is strategically inserted, cutting the system into halves so that components can talk to the tech. These measurements say if the system is good in one part, leading the technician to the bad part in another section of the system. If they know the system well enough then the radar would be fixed in under thirty minutes without ever having to raise a voice or break troubleshooting concentration. All the components that were working properly would not be replaced. The only thing replaced is the broken component, which if possible is repaired and placed back into the system. There can be no guessing.

A total quality system tells managers to learn how to troubleshoot their systems as if they were trying to fix broken electronic systems. Quality management treats people like they are voiceless entities, inanimate objects, raw material, and a bag of spare parts. They troubleshoot their so-called systems no different than if they were working on a broken radar, television, or radio that needs fixing. If they can't fix the problem they go out and buy a brand new

system or reengineer the one they have. In other words, they guess what is wrong. They treat people like spare parts and replace them when they guess who is or is not the problem. They are Easter Egging because they don't know what they are doing and they are neglecting to use their most valuable resource in their arsenal: the people in the system who can tell them what is wrong and how to fix the problem.

When you treat people like spare parts, you can throw them away and Easter Egg and see if that fixes the problem. Many total quality managers are just bad troubleshooters who guess and go through people like they were blown fuses that cause their system to fail over and over again. This leaves students, players, and employees with a bad taste for management. It is impossible to respect a person who treats others like spare parts.

Easter Egging only occurs when a manager thinks he is clever and his students, players, and employees are stupid. This is so narrow-minded. If people are all stupid and aren't allowed to speak, then they are considered spare parts. Where people can spot leadership a mile away, so, too, can they spot a manager who thinks an employee is stupid and lazy the minute he says, "You do it or you're fired!"

System managers turned their backs on people and chose a system that would benefit them instead of other human beings. They did this with a system conditioning that convinced them these spare parts were stupid.

GOODBYE TO SIDELINE JOCKEYS

"A good manager is best when people barely know that he exists.

Not so good when people obey and acclaim him.

Worse when they despise him."

Lao-Tzu

And most awful when they cheer...

Treating people like disposable spare parts identifies systems managers as the Dull and Industrious sideline jockeys. Their abuse of their so-called team has gone on for so long that the mere mention of *managers* or *management* makes people gag. This is why the words *managers* or *management* must be retired like so many racial slurs that are no longer tolerated because they are so offense to people. Once managers are gone, someone needs to find a doctor who can go into the system and bring human quality back to life.

Can somebody please find this system a doctor or at least tell managers what to do?

“A manager is responsible for the application and performance of knowledge.”

Peter F. Drucker

Managers turned their backs on human quality and sold their soul to total quality. They were led to believe that people were stupid and lazy when, in fact, people, especially people who can do something are brilliant. Doctors turn their backs on systems and walk directly into the arena and become part of the team to protect human quality. The doctor joins forces with the dragger and leader to protect the health and well-being of the students, players, and employees. This means the only people on the sidelines are the spectators, with the exception of the courageous reporter or photographer who walks onto the field to accurately document how this wave of change is taking place. Everyone on the arena floor would share the same risks and rewards and be treated as if they all shared equal intelligence and they all had to perform. The moment this occurred, the paradigm would shift from total quality to human quality and our nation could begin to pioneer into the Third Wave as one.

THE DOCTOR'S DUTIES

As the knowledge agent for the performance team, the doctor would begin by talking to every student, player, and employee under their charge finally giving each and every one of them a voice. These talks range from ten minutes to three hours and every single person has earned this time to talk while the doctor listens. The team doctor generates this paradigm shift by asking four questions.

1. What problems do you have?
2. What do you need to enhance your performance?
3. What do you want?
4. What ideas do you have?

Those who observed this analysis from the sidelines wanted to know what type of system this was. They were told it was not a system, it was a “learning how to learn” model for future leaders. These questions also represent analysis based on the basic human instinct where each person has a learning preference, either for training or education. In the current system education is the only choice.

Questions one and two (*which really are two different questions asking the same thing*) came about because there are two distinct learning preferences. People who wear the training hat are rugged and unruly and they open up to question one, do you have any problems? They learned how to criticize in an abusive manner from their coach. People who wear the education hat are civilized and they open up to question number two, do you need anything? They learned how to criticize in a civilized manner from their teacher.

In learning, training and education make everything black or white. Troubleshooting uses these questions is to find out the gray areas that are unknown.

WHAT PROBLEMS DO YOU HAVE AND WHAT DO YOU NEED?

Example #1: “What **problems** do you have?”

Billy Bob - Training Preference: I want my @#%\$ check by noon on Friday. Manager X don’t give a @#%\$ about us poor working folks. I got @#%\$ bills to pay and if I don’t get my @#%\$ check by noon I pay out the nose in @#%\$ bad check fees. Do I have a @#%\$ problem, you @#%\$ of a @#%\$ where were you two @#%\$ weeks ago when my @#%\$ wife left me? You’re lucky you called me in because I was ready to @#%\$ hurt someone! Nobody @#%\$ listens around here!

Preston III - Education Preference: No sir, I have no problems at this time.

Example #2: “What do you **need** to enhance your performance?”

Billy Bob - Training Preference: I need my @#%\$ check by noon on Friday. What are you @#%\$ stupid?

Preston III - Education Preference: Yes sir, I would really like to get my paycheck by noon on Friday. This will allow me the opportunity to go to the bank during lunch to deposit my check. You see the banks close around here at 3:00 and if you hand them out at 5:00 we have to wait until the next day to deposit it. This is extremely inconvenient and if I have a low balance I have to pay bad check fees for being a day late.

Nobody said that pioneering a group of people into the unknown was easy.

The people who have a preference for training follow the grading examples set by their coaches. They hold nothing back and tell it like it is. “*You suck, you worthless bunch of losers, you’re all nothing but a bunch of idiots.*” This means that managers raised in the nurturing classroom do not have the communication skills to tolerate foul-mouthed answers from the performers who learned to do under a coach. It offends them and their respect for education and they brand the outspoken performers as stupid because they don’t grade others politely. This is simply an uncivilized way of grading others.

What you quickly find out is that people with a preference for education are conditioned to grade others with a civil red pen and never out in the open. Their grading is not offensive, in fact, it is extremely polite. The teachers in the education system taught this lesson to their students. When you grade others, and you will

because you are smarter than everyone else, do it with class and dignity.

This system is really stupid. Instead of teaching people to grade themselves, teachers and coaches condition everyone to duh grade others in two different ways. The coach teaches abuse and the teacher grades with respect. The system has made us a “duh grading” nation where a seat on the sidelines as a teacher or coach is a fight for the right to be the judge and jury. The system is wrong. Who cares if the grade is given with a happy face or a yell? Grading people is stupid. The system pits training against education and humiliates people so that no one will notice the system is stupid, not the people.

The doctor must train for these outpourings of emotions that represent decades of vented frustration students, players, and employees have been subjected to inside the system after being constantly told to “*shut up and listen*” for so long. If doctors learn anything, it should be that performance is a tough business. If a manager believes that he is the only person allowed to grade others and cannot tolerate having their system or their actions graded, then it is time for him to cowboy up and learn to deal with his own criticism fears face to face. This brings him off the sidelines.

When doctors ask these questions they must document everything. To put this in a systems context, the doctor, or former manager, shuts up and listens while his students, players, and employees do all the talking. The doctor has to learn to know more (this is what they were supposed to learn in college) about the people he is trying to heal. It is letting the system components speak so they can tell the knowledge agent what is right and what is really wrong. It allows former managers to cowboy up and eliminates guess work. Talking to the little people might also prevent students, players, and employees from “going postal” when they can’t find a doctor in the house. It will be a risk for former managers who were nurtured in the education system by their teachers, but that is the point of performance and respect. Being too scared to get in the

game by asking about problems and needs to uncover the real truth is an educational system failure.

By asking these two simple questions to Billy Bob and Preston III, the doctor was able to discover a serious problem with checks.

WHAT DO YOU WANT?

Example #3: "What do you want?"

Billy Bob - Training Preference: I really want a vacation. My life has been a mess since my daughter died and I need to get my head together. The medical bills piled up so quickly and my wife just couldn't handle the loss so she left me. I've always given you my best work for over 15 years but this is different. I can't think straight and I have to put my life back together and I'm just not sure where to start?

Preston III - Education Preference: Well sir, I'd really like a new computer. I don't need it right away but we tested the new software that is coming in next month and it causes my computer to lock up and freeze. The IT guy said my computer was just too old to handle the next upgrades.

Questions one and two peel back all the layers of emotions that the "shut up and listen" mandate has suppressed and covered up for years. The initial outpouring of emotion vented by those first two questions is like poking a hole in an expanding balloon, many of which are about to burst, releasing a lot of hot air that has been building up inside these humans (*inside-out*). Once this vented frustration is released then asking what do you want, calms the waters so that more learning can commence.

What do you want is a show of respect and the frustration turns to truth.

By asking this simple question to two different people, the doctor was able to discover a normally dedicated employee was experiencing a catastrophic family crisis and the other identified a serious problem with the new software conversion.

It is our nature as human beings to want to stop everything and immediately resolve problems. But inside-out is a period of respect so the doctor has no choice but to continue listening, and should not interrupt the action agent for any reason, including a story

that might break your heart in two. Let the action agent continue talking for as long as he needs to. Think of it as a potential human connection between two teammates side by side in the middle of the performance arena.

WHAT IDEAS DO YOU HAVE?

Example #4: "What ideas do you have?"

Billy Bob - Training Preference: You know that \$52,000 your quality team recommended spending to buy 50 new radios with built in telephones to improve the cities communications system? My cousin is a Ham radio operator and he said radio shack has an adapter you can use to convert 50 radios you have in stock so they can work as telephones for around \$2,800. It could save the company close to \$50,000.

Preston III - Education Preference: Yes sir. The bank has this new technology called "direct deposit." It lets you automatically deposit the company's paychecks directly into everyone's accounts early on payday. I have the paperwork right here and it looks really easy to fill out. I wasn't sure who I should give this to but since you asked, here it is. I think it would help everyone and my fellow workers all liked the idea.

Please bear with me because these next few paragraphs could easily be the most important I have ever written.

The two ideas discovered above are meaningless unless they can be placed into a human context and integrated with the problems, needs, and wants previously listed. More important, is the consideration that must be given to time in the case of the Billy Bob idea, which did in fact, result in a \$50,000 saving. It is vital that we understand that ideas like this are often buried underneath three and a half hours of bottled-up duh graded emotions filled with criticisms, extreme profanity and anger that has been building for years, if not decades, to the point of exploding. The information collected might fill a notebook. As you read this condensed tidal wave of emotions, think back to the education system conditioning and the "shut up and listen" mandate and you begin to see a faint glimmer of the telltale signs of someone who is was on the verge of going "postal" simply because nobody listens to what they have to

say and nobody cares about their problems or needs. To Billy Bob, all that anyone in his company cared about is “quality.”

You will never see a \$50,000 idea like this in a suggestion box, a brainstorming session, or a “hey, buddy” manager peering over a cubicle with a cup of coffee employee conversation. There are simply too many layers of problems, needs, tragedy and heartache covering it up.

Go back and consider the emotional state of Billy Bob when he was finally asked if he had any problems. Think how he would have answered the question, “Hey there, Billy Bob, do you have any ideas that might help the team?” If you look at how he answered the “problems” question, chances are it will be pretty easy to figure out how he might answer your “got an idea” question and you can probably fill in the blanks yourself.

Billy Bob was a train wreck waiting to happen, and he could easily be exploited by tricking him into thinking we care about him. Act like we care and he might give up this \$50,000 idea after he was allowed to vent and starts to trust.

The real tragedy would be if managers jumped on this “system” and pretended to care just long enough to grab hold of a \$50,000 idea without any regard to the problems Billy Bob was facing. If we look at this as a total quality solution, then you see how it might be used to mine for gold inside the system. If you look at this from the perspective of a team doctor, then helping Billy Bob is paramount over quality, money, savings, new computers, direct deposit or new ideas. This is why inside-out is not a system; it is giving employees a doctor whose sole purpose in life is to solve the problems of action agents so they can get back into the game.

I have asked myself many times, how do you teach compassion? What I have found is you can't. You either have compassion for other human beings or you don't. The nice thing about compassion is you can't fake it, or at least you can't fake it for long.

This is why inside-out is best when it is carried out by someone “outside” the organization, who is willing to go “inside” to find out

what the real problems, needs, wants and ideas are inside a duh grading system.

Nobody trusts managers anymore; they have been faking compassion for far too long. Isn't that right, buddy?

Research has shown that ideas like this are buried under 7.9 problems/needs for every single idea in a small business when leadership is venturing into the unknown. In a large business that is less prone to change, this number drops to 5.4 problems/needs for every new idea. Customers of large organizations have 2.3 problems/needs for every idea they have, which makes sense because if customers had too many problems they would simply shop somewhere else.

This means that having doctors who solve problems and meet needs will not only generate improvement but also the quality of life of the human beings that work inside it. Peeling back the layers that hide these great ideas takes courage on the part of the doctors who must sit one on one with people who might be an emotional train wreck.

If we look to find the best doctors in the world we need to venture to Japan where the original doctors of improvement hang out. Ironically, the Japanese treat the American consumer with more respect than we give to each other and they listen to the problems, needs, and wants of their customers and then capture their ideas. Then they use this gold mine of information to make better products.

How strange is it when a foreign country treats the citizens of our own country with more respect than our system managers do. This is because Japan has a preference for education and world class management and they respect human quality. We have a preference for training. If our educational system would start treating students and players with respect, they would be able to hand over so many ideas that the system might improve itself.

Asking these four questions to two people allowed the doctor or knowledge agent to identify that there was a problem with

paychecks, that computers could not handle the planned upgrade along with two great ideas. They were handed a way to save close to \$50,000 and the chance to sign off on a new technology, direct deposit, that would solve the most pressing problem identified, which was handing out checks too late in the day. In theory, the doctor could use this information to *improve the process* and could easily steal credit for all this information if he were a systems manager practicing total quality.

But in the future, doctors don't care about systems; their role is to protect and defend human quality. A real doctor would take the \$50,000 savings and give this bereaved employee a one-, two-, or three-month paid vacation to get his life back on track. If the doctor knew the \$52,000 check was about to go out the door, nothing would stop him from giving the bereaved employee \$10,000, \$20,000, \$30,000, or even \$50,000 for saving the company money that was about to be foolishly spent by a hired team of quality experts. Giving Billy Bob (helps if you remember his name) this money would be the best investment the company could ever make. It would prove that human quality is 50,000 times more important than total quality.

A doctor would also make sure Preston III (*education preference*) and others got new computers before the planned upgrade resulted in failure. The company could use some of the \$50K that Billy Bob discovered so Preston III could get his computer. Preston III wanted a new computer and getting him one will be a long-term investment in gaining this action agent's respect. The company needs to know that Billy Bob and Preston III helped everyone solve problems before they could even surface. They both deserve leadership credit for their ingenuity.

Managers defend systems and doctors defend people. Managers put out fires and doctors prevent them. Doctors learn to know more every day so they don't wait for problems to happen; they head them off at the pass. Without a doctor in the house this example might have led to a disgruntled employee walking in the door and

shooting everyone in sight because they had nothing else to lose and no one who was willing to help them.

We have all been betrayed by duh grading systems.

By asking this simple question after allowing problems, needs, and frustrations to vent and wants to be recorded, the doctor was able to capture ideas that diverted disaster and prove that people are smart.

SYMPTOMS ANALYZED DATABASE

This example of talking to two people represents less than 1% of the data captured after conducting 200 individual interviews. Giving people respect and dignity cannot occur with a statistical sampling of the data. It takes hard work. It is the long version in this condensed version society. Taking a shortcut and ceasing to listen after 199 interviews means the doctor might pass up on the 200th interview that might offer an idea how to cure cancer. All this data must be typed into a database because the students, players, and employees need to talk while the doctor writes and listens. It is the only way to see the big picture. It is the only way to give these people the respect they deserve for having been told to shut up and listen for so long. A doctor can learn so much by listening to people, their emotions, their likes and dislikes and prove that someone is willing to listen to them and truly believes they are smart. Once all this data is captured in the database the real Pioneer Learning begins.

TROUBLESHOOTING STEPS

Categories emerge as a natural course of learning. In every case of *inside-out* analysis different categories emerged over and over again quickly. Things like pay, lack of respect, cash flow, and employee treatment all surface as a matter of course. It gives the doctor a chance to learn of real or potential problems and needs before they become brush fires that have to be extinguished. It takes time to learn what the data is trying to say and what the real problems

and needs are of the people trapped inside the system. It eliminates guesswork. These groupings, over time, begin to tell the real story.

Once everything is grouped then the results are printed and displayed for everyone to see. Names and profanity are not included. In their place is manager X, employee Y, and !@#\$. This is so those who intentionally wanted to shine an unfavorable spotlight on someone else they did not like in the system so they could finally “destroy the heathen” is not allowed to occur. What does occur is that !@#\$ indicates the emotional climate of the employees. It is pretty easy to fill in the blanks. What also occurs is the doctor learns that manager X has sexually harassed employees A, D, G, S and U or employee Y is a bigot who offended employees B, H, I, and T. It will take courage and risk on the doctor’s part to call these two people on the carpet and *drag* them into the world of equal rights. Even if the investigations proved that these human rights infractions were manufactured and were nothing more than a failed plot to destroy a career, the message that equal opportunity will always bring immediate attention to the company. These problems expose the system for what it really is and since a doctor doesn’t care for the system, they care for people, then solving these problems, meeting these needs, knowing what the wants are, and using the ideas to improve human quality becomes paramount. This is why the most effective doctors are “outside the system” and brought in to discover the cure.

There were cases where offensive statements were made and once they were brought to the attention of the guilty party, they openly apologized for unknowingly offending others and the statements stopped. *Forgive them, for they know not what they do.* This is because the idea of capturing the problems, needs, wants, and ideas of every employee, customer, and supplier never stops. Huge problems/needs are solved quickly and many ideas are immediately put into play. After the formal round of *inside-out*, one-on-one interviews with everyone, the database is updated with an open door, e-mail, entering new problems, needs, wants, and ideas on-line or a simple

telephone call to feed the doctor's hunger to solve more and more problems.

"Each problem that I solved became a rule which served afterwards to solve other problems."

Rene Descartes

SIDE EFFECTS

There were unexpected side effects of this one-on-one, inside-out analysis. It increased retention. Fewer people quit school and at the work site. It was as if listening to students or employees was more important than pay raises or position. They found respect most of them yearn for when someone finally gives them a voice. One can only guess that this is a result of so many people being a voiceless entity for decades. The more education a person has, the longer they were voiceless entities in the shut up and listen education system. Letting people express their problems, needs, wants, and ideas in school or at work is just another gray area that requires a more focused study. Regardless of accumulated data, in every case, fewer people quit.

THE FUTURE

Imagine a day when a student enters a problem about a bully in school and within minutes teammates rally to protect him. How about an employee who enters a problem into a database in Montana that they are snowed in and twenty minutes later a snowplow cuts them a path to the airport? Imagine the day when sensors turn on in the knowledge agents office indicating a copy machine in Pittsburg just broke and a doctor immediately dispatches a copy repairperson within minutes. The doctor's role is to find out *what's the problem* and then solve it so action agents can concentrate on what they are

good at, doing and knowing. This is knowledge leadership at its finest.

Once everyone in the organization starts working on ways to solve the problems and make life better for everyone, the tough problems are taken outside the organization. Outside the organization is where system paradigms do not blind people to innovation that “experts” with rules and regulation paradigms always do. *Inside-out* is about improving quality of life and profits. This is why the janitor might be the one person who has the answer and nobody but a doctor thinks to talk to him. The doctor’s role is to solve problems so where the ideas or innovations come from does not matter. The doctor openly gives credit where credit is due. It is how he builds trust for himself amongst his performance teams.

Once the majority of problems are solved, the needs met, the wants recorded, and the ideas implemented, it is time for the doctor to pass the hat to someone in the company who can carry on. This way the doctor can lift up their hood and travel to the next town or village and do it all over again just like our original teachers taught us to do.

Every day of work the new doctor comes in and focuses on the problems that have not or cannot be crossed off or solved. By solving problems in the performance arena the doctor comes off the sidelines and into battle, just like a medic who sprints through a hail of bullets to protect even one fallen comrade.

So many systems managers failed to grasp the significance of this learning to know more technique because they are trapped in a condensed version world where someone has to teach them. They failed to understand why they have to learn to learn even after the education system crowns them intelligent and sends them to the sidelines. It was trying to teach a “learning how to learn” model to students who had spent sixteen years having someone do the hard learning for them. Some managers couldn’t hide the fact they didn’t care what the “stupid and lazy” idiots thought or felt, not their problem. Many were frightened by the fact that asking these

questions was like opening Pandora's Box and letting evil words about the system or their management style escape out into the open. They wanted a neat and simple system that can give them the condensed version and just tell them what to do. They were trapped in a condensed learning version box and that is where the education system failed them the most. Instead of teaching them how to learn to solve the toughest problems, it taught them how to get the condensed version from a learning expert.

FUTURE DIAGNOSIS BY THE DOCTOR—A LIFE SENTENCE IN THE LIBRARY

Once you understand our national obsession with “doing,” it brings the misery of management into perspective. We send our brightest students and most talented players to college. They are performers who do many things and enjoy life to its fullest. Then simply because they get saddled with a college degree, they are neutered and set to the sidelines and forced to say, “*You do it!*” from their library prison cell. This occurs because the system is designed to destroy leadership. The concept of sideline management is a product of total quality, manufactured systems. It prematurely sends our best to the sidelines where they are miserable and retaliate by grading everyone and everything.

The system states that those with a college degree will be immediately placed on the clever sidelines to tell the “stupid and lazy” what to do. The clever will receive enormous paychecks for believing in the system and making it through the tedious sixteen-year learning gauntlet. In return for buying their way into the system they must promise to defend it or be cast into the stupid and lazy pit alongside the heathens.

What kind of choice is that? Take the money or be forced to do the systems dance for the rest of your life? Considering we are a nation of “just do it” cowboys and cowgirls, the system takes a manager's chances to perform away from him along with any chance

of ever having fun again. The exceptions are those who learned to learn outside the system and dance to their own sheet of music.

What the system does to our youngest, brightest students and performers is a performance tragedy. How can the system take the best of the best and send them prematurely to the sidelines is a mystery when it should be encouraging them to be action agents for the rest of their lives. No wonder managers are so miserable. The education system doesn't tell them graduating into management is dedicating their life to a library cell and they must put their "just do it" ways behind them. *Help me help you, help me help you!*

This is why being a doctor changes all that. Instead of being on the sidelines, the doctor gets into the learning game by learning to know more about the people he supports and patches them up so the action agents can get back into the performance arena. Being a medic has the ability to let those who truly love education put their talents to use in direct support of performance. The "just do it" cowboys on the arena floor never stop to take the time to educate themselves on what lies ahead. They "just do it." This means throwing a doctor into the arena with the performers adds someone who loves learning to know more into the mix so they can do the hard problem solving and pass on the condensed version to their team. It is a supporting role that those who love education understand.

This is also why the leadership hat trick is so vital to young, talented students that learn how to learn, unlearn, and relearn. It forces them to do something and keep learning whether they have a college degree or not. The leadership hat allows them to be a dragger and perform at the head of the pack or as a doctor in the rear with the gear. They have the option of charting a brand new course into the unknown and saying, "Follow me," and hoping that others elect to follow. They make these choices knowing that they must always remember to be the doctor for the team and solve their problems because performers are prone to taking too many "just do it" risks.

A college education is a life choice of learning and the degree

means it is a choice of learning to know more in the library, forever. A college degree needs to come with a warning label so those that would rather do something than spend their life as a doctor might reconsider if a college degree is what they really want to do. Giving up the center ring to others is a tough pill to swallow. Playing a supporting role as a doctor or knowledge agent is better left to those who are old and grey and can no longer *drag* or *lead* others into the unknown. Becoming an action agent should be the goal of everyone.

This is why doctors are sent to the sidelines late in life. But it's not so bad after the body breaks down and performance excellence fades. The memories of pioneering into the unknown in those younger days make helping others achieve their goals much more important.

There is a southern saying, "Lead a good life and do everything you dream of doing so when you are old and feeble you can relive it over and over again." That there is a down-home invitation to get out and "just do it" while you are still a young pup.

Doctors surface once they have achieved their performance goals in life and got to "just do them all." The profession, formally known as management, is an old folks' workplace that the system sentences too many young people to. That's why most hate being managers.

Managers think their job is to manage people. The doctor's job is to manage mountains of information and discover solutions that help the people who do.

MOVING TO SIDELINES—PASSING THE HAT

Leaders, draggers, and doctors all learn how to pass their leadership hat around regularly. The theory that no one sits on the sidelines occurs when everybody is learning how to learn, unlearn, and relearn. When Mikey's are off training to do something better and the Medic is in the library or online educating to know more and everyone is learning how to learn in the future, *leaders, draggers,*

and *doctors* are all doing the same thing right beside them. Nobody quits. Everybody learns and nobody is as good or as smart as they think they are. Learning how to learn is a lifetime profession for everyone. Learning is why there can be no one sitting on the sidelines. Everybody learns together.

But great leaders, fearless draggers, and brilliant doctors have to learn how to pass the hat to members on their team. People learn by doing so passing the hat is risky, but necessary. It is the only way to harvest a leadership pool of the future. This is why during competition the fearless, the best, and brightest need to pass the hat to watch how their team will do without them. They cheer for them, but they cannot tell them what to do or jump in every time to take the lead. Real leadership is developing the next generation of change agents that can only be accomplished when leadership conditions their team to survive without them.

So next time you look at the performance arena, notice the owner in the VIP lounge is cheering the loudest. These leaders love the people who believed in them and followed them to their dream when nobody else would. Owners respect one thing, performance and action. It is the only thing they know that leads to success.

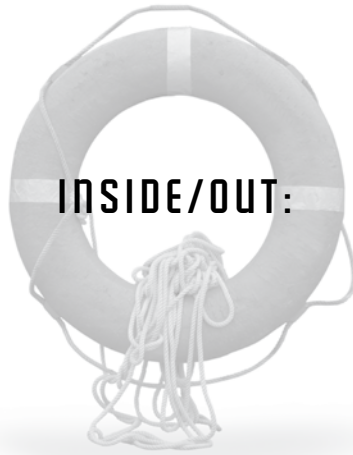
On the field you can almost see the *dragger* (quarterback or line backer) rallying their team to *cowboy up* so they can drag each other to the goal line.

Look closer and the screaming manager is gone. The young dictator who wants to control every move on the field using their system has vanished and been replaced by the *doctor*. The *doctor* is the thinker, not the screamer. They are thinking of ways for the team to win. The problem is they only get to play when there are problems to solve. If the team busts out the gate to victory, the doctor doesn't get to play at all. That's because the people on the field are smart and only need a doctor when they get stonewalled by unexpected problems or injuries.

This means in the arena on the playing field there is only one king. That king is the action agent who says, "I'll do it! I'll figure it

out or I'll know it!" Leaders, draggers, and doctors can only close their eyes and hope for the best when they have the courage to pass the leadership hat to performers who *cowboy up* every day.

Pass the hat and the ammunition to those that are willing to do something. It is time for knowledge agents to take the lead and start serving as the team doctor.



Giving the students, players, and employees a voice provides one heck of a return on this simple investment. It demonstrates that you think everyone is smart.

What happens when you have someone who can solve the problems of the team, meet their needs, give them what they want, and capture all their ideas?

Are our systems, or more important the people inside the systems, in desperate need of medical attention?

If a doctor steps in to care for the team, would this change management forever?

The theory of inside-out came about after understanding two things. The first was observing the education system conditioning and the second was trying to generate creativity. The conditioning that was embedded in the system into its “voiceless” students and players is a result of the long-term effects of the “shut up and listen” mandate. Holding in thoughts and ideas for decade’s results in an outburst of vented information that can explode once provided a documented outlet. This outburst of information is followed by a calming approach to creativity that is always buried underneath all this pressure.

Inside-out is born from an understanding that everyone is smart and everyone has something to contribute. It is a troubleshooting process that never guesses what the problems are; instead it solicits and records them before they can ignite.

It is important to point out that this is not a quality system, and if it is labeled a system, it is simply a system of learning. The role of a doctor is to uncover problems, needs, and wants in order to discover solutions. So in order to simplify learning, here is an outline (it is not written in stone) that details the steps:

1. Preferred Method: Interview everyone one on one asking 4 simple questions:
 - a. What problems do you have?
 - b. What do you need?
 - c. What do you want?
 - d. What ideas do you have?
2. Alternative Method: If the numbers increase over seventy-five people then you are forced to have some of the group write down their thoughts on paper but the doctor is there to answer questions.
 - a. This method is designed as a first strike effort to capture everything quicker than it takes to interview every individual.
 - b. Those people who have to speak out must be heard and

- over time it is recommended that everyone be given their equal opportunity to speak while the doctor listens and takes notes.
- c. In other words, the doctor is soliciting information instead of making the students or employees *sell* their ideas.
 - d. The easiest way to do this is having a network of computers so that everyone can type their thoughts and ideas directly into the database.
3. Once all the data is entered then break every line into emerging categories.
 - a. It is impossible to predict what they will be so it is up to the doctor to figure them out. This information is the playbook for the knowledge agent. They are responsible for using this information as a tool to solve problems, meet needs, give action agents what they want, and capture the ideas so they are never lost.
 - b. They need to discover what the big picture is and what the gray areas are that they need to dive into.
 4. Every group of problems solved, every group of needs met, makes life better and smarter for everyone
 - a. It allows problems to be solved before they erupt into serious problems.
 - b. Once the major problems are solved and needs are met, the remaining ones are posted so that a focused effort for finding solutions can be opened up to everyone.
 5. Knowing what people want means understanding what motivates each person.
 - a. This allows one on one attention to every individual.
 - i. Group A wants a day off
 - ii. Group B wants money
 - iii. Group C wants to do more

6. Capturing the ideas buried underneath the problems, needs, and wants of the group
 - a. These are listed by name so that those people with the gift of creativity can be identified and allowed the chance to flourish in their improvement efforts.

So that is the so-called system of learning. It is a method where the doctor on call can capture details, study and learn them, and finally set out to use this information to help create a better, more creative environment for everyone. It is the long version method of learning, not the condensed version. It is how doctors, those once referred to as managers, can learn how to learn in order to contribute to the performance of their team. Giving people a voice is the ultimate gift most of them will ever receive.

It is simple. It is learning at its finest. It is for those who graduate and can educate themselves. It is knowledge performance that will enhance any environment and generate more creativity than you can possibly imagine.

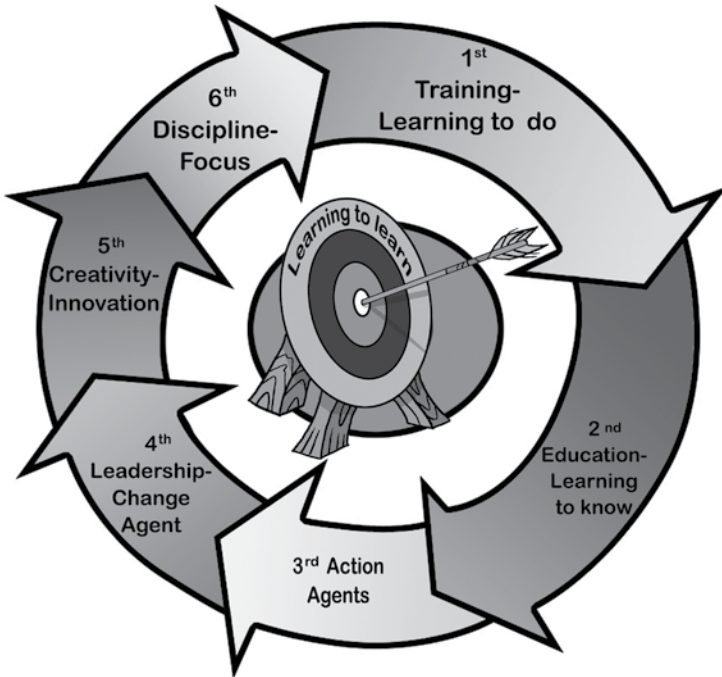
That is because once you have learned everything there is to know *inside* the organization, you have the information you need to go *outside* where real creativity flourishes. This is because creativity outside the organization is not hindered by the rules and regulations inside; outside is where you discover people who are driven by common sense. They are the ones who live by the motto, "*Stupid is as stupid does.*" They are the ones who create simplicity out of a mountain of complexity. They are the ones who ask, why?

Doctors are the ones who will lead us into the Learning Age by solving problems, meeting needs, knowing wants and using the ideas of anyone who has one.



What did I learn?

“All men (and women) are created equal and that human beings are smart.”



Learning and Leadership Link Wheel of Fortune (Around 3)

The final question that each of us needs to answer if this is truly a book about learning how to learn, what did I learn? Unfortunately, I can't help you with this one; you need to answer this question for yourself. Think of it as the only question you will see on your self-induced final exam. If this book is successful you will be asking yourself this question every day.

Since we are in this together I have to answer the question too. In fact, as I prepare this final chapter in the weeks before the book goes to print, I have no choice but to reflect back on the last half of my life and examine what did I really learn? I'm not talking about just rehashing a few bits and pieces detailed in this book, I'm talking about what is the gray area of learning that I have to figure out myself? What did it all mean?

Ironically, the most important realization had nothing to do with systems, learning, or leadership. Instead, I relearned a fundamental principle documented in our constitution.

All men, women, and children are created equal.

Sounds a little elementary...but the reality is that once you rediscover that people, all human beings, are created equal you finally realize our American Dream. It is a dream that all citizens and fellow human beings, regardless of race, gender, nationality, religious beliefs, or educational background, are equal in the eyes of these great United States. We are color blind, we celebrate our diversity, and we are expected—scratch that—it is demanded that each and every one of us treat other people with respect. We are equalized by our individual freedom of choice, our constitutional right to learn whatever we want, and we are distinguished by our individual ability to take action. In fact, it is this democracy that forces us to take action whenever equality is threatened.

Once you buy into this democracy that all men, women, and children are created equal then it goes without saying that,

All men, women and children are smart.

Here is where the great debate begins. Making a proclamation that all men, women, and children are created equal in a democracy is really a no-brainer. But to say that all men, women, and children are smart, in today's duh grading environment, might be considered the dumbest thing a writer has ever put to paper. Thank goodness for my Tennessee background that proclaims that "No man, woman, or child shall ever fear looking stupid as long as they have a good time doing it."

We are a nation segregated by our educational backgrounds. The system tells us that those with a college degree are smart and those who do not have a college degree are stupid. Fortunately, you can't have it both ways when you say we are all created equal...but a select few will be considered smarter than the rest. Democracy (a free and equal representation of people) doesn't work that way.

This brings me back to the original fight. Back when I was macho and young, I challenged the education system to a duel because it is this system that promotes an educated segregation, this inequality of intelligence. As the uneducated underdog in this gunfight with this ultra-intelligent education system there is only one opportunity for victory. This weakness can only be found with the ability to see through a hail of insults without backing down and patiently watching for that Achilles heel to expose itself, which allows you to take that one shot that can bring this titan to its knees.

I discovered this weakness. I realized that tiny flaw in the system, which allows me to prove that all men, women, and children of this great nation, as well as other nations all around the world, are smart. Ironically, it turns out to be the first thing I picked up when I started to write. The silver bullet is a single sheet of paper. What I like to call, *The Master's Decree*. The duh grading segregation harvested by our education system is equalized with this paper or parchment that must follow a few simple rules.

RULE #1. THE PAPER MUST COME FROM AN ACCREDITED INSTITUTION.

Since we are up against an intelligent adversary we have to find out what accredited means. (Type the word *accredited* into Microsoft Word, highlight the word, shift F7 brings up the thesaurus, change the drop down to Encarta Dictionary and read what it says.)

Accredited

1. *Give official recognition to somebody—to officially recognize a person or organization as having met a standard of orientation.*

Okay, we can do that. If someone reads this book we officially recognize that they have met the standard of orientation for learning how to learn.

2. *Appoint somebody as envoy—to appoint somebody as an envoy or ambassador to another country.*

No problem here...readers are designated learning to learn ambassadors.

3. *Give somebody authority—to give somebody the authority to perform a function*

Piece of cake...the reader now has the authority to learn to how to learn.

4. *Attribute quality to somebody—to regard somebody as having a particular quality*

******* *Accredit them with more intelligence than they have*

Encarta Dictionary

The wonderful thing about learning outside the castle is too often you just can't make this stuff up. We proudly proclaim that with this Master's Decree, the same as with the more traditional accredited college degrees; we promise to officially accredit the reader with the particular *quality* of having more intelligence than he has. I'll be darned, so this is why managers have been so focused on trying to figure out what quality means.

"Now, I don't care who you are, that there's funny!"

Larry the Cable Guy

RULE #2. YOU NEED A DEAN FOR YOUR BOARD OF TRUSTEES

My father, Robert Grant Work, is hereby designated as the Dean of the Institute of Learn, Unlearn, and Relearn. It is a distinction I awarded him posthumously in order to give pioneering accreditation to this decree. If an institute of higher learning requires the name of someone who has distinguished himself in the Pioneer Learning arena then I can think of no other person who has distinguished himself more than he did.

RULE #3. YOU HAVE TO HAVE A REALLY COOL NAME.

The Institute of Learn, Unlearn, and Relearn (I-LURN) is about as cool as it gets. Say what you want about those good ole boys from Frayser, Tennessee, but it is doubtful if an army of educated professionals would've come up with a better name for this institution.

RULE #4. YOU HAVE TO CHARGE PEOPLE.

Believe it or not, I tried to give this book away many times and even then nobody was buying it. I handed out hundreds of copies of version after version and even paid some people to read it. What you discover as a writer is that nobody wants to read something for free. They need to somehow invest in your book.

The price, just like the name of the institution, was pretty easy to figure out. Twenty-five years of learning means the obvious price for this condensed version is whatever the publisher decides and whatever the reader is willing to pay. Fittingly, it boils down to an elective choice. This makes the decision pretty easy. You definitely don't want me coming up with a price.

Five years ago, I self-published the first copy of The Learning & Leadership Link (Unedited) and it had a cover price of \$25.00 for action agents (those who perform), \$50 for managers (those on the sidelines), \$100 for spectators (those who watch others perform) and I gave it away to leaders for free. I thought that was pretty funny, hoping a manager would ask for the \$50 copy and anyone who admitted to being a spectator deserved to pay \$100. My brother told me this might be the first of many potential lawsuits that I would face if I charged three different prices for the exact same book.

As I always do, I told him not to worry; if I get sued, I have the skills to learn how to be a lawyer and could defend myself. I calculated it would take me all of about 30 seconds to master because I already know how to say, "It depends." I have no problem being judged by a jury of my peers. I would only need one action agent on the jury to receive a full acquittal. My brother is worried the jury would be filled with managers and I'd get the death penalty. As I always do, I told him not to worry; because I have no money other than six copyrighted paperweights and if I went to prison I could conduct inside-out and get a pretty accurate estimate of how the kids in high school are being treated. My brother worries

they would send me to the loony bin before they would send me to prison. As I always do, I told him not to worry; I have my ADD under control and promised him that once this book is finished I would seriously consider taking some meds. All I have to do is tell a doctor I tried to change the education system and I could have my pick of any drug in the pharmacy. He would probably throw in an all-expenses-paid trip to a nice padded room for good measure. Besides, if I get locked down in the nuthouse, I wouldn't have to work on this book on weekends; I could do it full-time. As I always do, I told my brother not to worry...lucky for me he doesn't listen and worries anyway. I probably do need a doctor, but I have always had the next best thing, a big brother who cares.

Imagine that, we are a population that will pay for a piece of paper that allows us to proclaim intelligence to others. People haven't just bought into the education system, they are indebted to it. It's definitely time the price of learning dropped so that everyone could afford to buy this behind the curtain intelligence. *Oh, we're off to see the Wizard...*

But wait, you have to work really hard to earn that piece of paper.

RULE #5. YOU HAVE TO WORK REALLY HARD TO EARN THAT PIECE OF PAPER.

Fair enough...if hard work is a requirement, then the Master's Decree needs to sit nameless for at least six years. If a member of the armed forces completes six years of service, if a policeman, fireman, nurse, or anybody else who works hard at anything in order to meet this traditional right of passage of six years of hard work, then so be it.

Note: If you work part-time for six years, let's say a couple of hours each day, a couple of days a week, and you party the rest of the time, that's good enough. Just wait six years.

On this sixth-year anniversary the reader can then place his name on the Master's Decree and proclaim himself a pioneer of learning for figuring out whatever it is he does. Six years of hard work and a \$29.99 tip to spend time thinking about learning how to learn just might be the best education money can buy.

If you can't wait six years, then at the end of two years scratch out Master's and put Associates on your Decree. At the four-year mark scratch out Associates and put Bachelor's on your Decree for completing two more years of servitude. At the end of six years pat yourself on the back for surviving the duh grading gauntlet and get back to learning so you can grow up to be a doctor someday.

Regardless of some arbitrary time limit, sooner or later, we will all realize that everybody is smart. If it takes two, four, six, eight (who do we appreciate!) years to do it, then so be it.

RULE #6. THE COST OF LEARNING HAS TO BE AN INVESTMENT IN OUR NATION'S FUTURE.

As we look toward the future the greatest hurdle we face as a nation is the ability to view each other as equals. This has and always will be the great American challenge. Instead of waiting for this future to come to us the Master's Decree is intended to fast forward us into a future where we are all considered equal and share the same intelligence documentation. It is a really bright future for all of us.

Imagine, as I do, a future where every American citizen is smart. Next, people around the world who don't even speak English will also have equal documentation that they are smart too. Simultaneously others will continue to learn specific skills in traditional colleges and earn their degrees. Some will have documentation that cost them \$29.99 while others have diplomas or degrees that cost hundreds of thousands of dollars. In the future, a piece of paper means nothing unless you can do something with it. This Masters Decree proclaims you are willing, ready and able to cowboy up if called upon to do so.

RULE #7. YOU HAVE TO HAVE A CLASSROOM.

The classroom for the Institute of Learn, Unlearn, and Relearn (I-LURN) spans across the country, around the globe, and is carried out into the universe and beyond. This is because real learning can never have boundaries.

The epicenter of the Institute of Learn, Unlearn, and Relearn (I-LURN) is Frayser, Tennessee. This is where the foundation for learning how to learn was harvested. Instead of a structure, I-LURN is more of a monument to a group of incredible people (good ole boys/girls) who taught me more than any book, coach, or teacher ever could.

If the monument of I-LURN is located in Frayser, then the satellite campuses are located in homes scattered across the country. Homes that could easily place an I-LURN sign out front if the Master of Learning Decree accreditation requires a brick and mortar type structure.

RULE #8. YOU HAVE TO HAVE TEXT BOOKS.

The Last Lifeboat is one of two books that make up the universal library of I-LURN. Unlike the current education system, which has restricted religion from its borders, in the library of I-LURN you have the elective choice to place the Bible or any other book of faith right next to it and no system or government is authorized to take that away from you. You see, freedom of choice means we can learn whatever we want so every I-LURN library in every household (campus) will be made up of books each citizen has elected to read and keep.

In fact, once you've read *The Last Lifeboat* and torn out the Master's Decree you can throw it away and write your own book of learning how to learn. This means you only really need to keep one good book in your I-LURN library.

So in the future the final exam question this chapter began with, "What did I learn?" will be rewritten once we all have, at a minimum,

a Master's of Learning Decree. Then the question of "What did I learn?" becomes moot, replaced by, "Who cares what you learned, we know that everybody is smart so show me what you can do!" Once the entire population is diploma smart the next indication that we have secured our position in the Third Wave of the future, the Learning Age, is when human quality replaces total quality. This is when Easter Egging guesswork will cease and we begin to focus on the needs of humans and not the needs of processes or systems. Processes and systems can be rewritten or changed but the people who perform these processes must come first.

Once everyone has a Master's, the future will transform all of us into troubleshooters. We will focus on the problems, needs, wants, and ideas of human beings and we will follow the four steps to troubleshooting to solving these problems, meeting these needs, understanding the wants, and using the ideas to find solutions that lead to change.

1. Symptoms Observed
2. Symptoms Analyzed
3. Track our troubleshooting steps
4. Trouble found when we implement a change or find a humanized solution

In the future every school, every job and every function will begin by handing out a package that lists the following three items:

1. All the things you have to do
2. How well you have to do them
3. All the questions you need to know

The students, players, or employees then have the elective choice to learn in a classroom, in teams, or on their own. Everyone is a teacher and everyone is a student of learning. This is because the goal is always learning how to learn, unlearn, and relearn. Every learning experience will be directed toward having the students, players, and employees learn to figure things out for themselves in both individual and team environments. This is the hidden agenda that will allow us to harvest future pioneers and future leaders who have learned how to learn. We will do this with the understanding that learning is linked to leadership and the more pioneers that emerge the greater chance we will give ourselves for harvesting a new crop of leaders or change agents who can guide us into the unknown.




This leaves us with two new categories in the future once we all have a piece of paper that proclaims our intelligence, be it a degree or a decree. What we will discover is that *action agents* are the only group we must have to discover the future. We are either action agents or we are not. It is that simple. We either do something or we elect not to do something. We can choose to act or we can manage, grade, judge, cheer, and watch as a *spectator*. So instead of “leaders and followers” in the future, we will be distinguished as “action agents or spectators.”

The gray area that will remain between action agents and spectators in the future is leadership. It will constantly be redefined every time we venture into the unknown. Leadership will always be the hat trick for change and a gray area motivated by choice.

If it is important for us as a nation to categorize people into groups then having learned that action agents are the core of our being and everyone else is a spectator means the entire journey was worth it. It means most of us spend our lives as action agents and not followers. A few action agents always grab a leadership hat, take the lead, and become our leaders.

Once you examine the emerging future of action agents you see we really are all equal. Students, players, coaches, cheerleaders,

teachers, professors, workers, employees, troops, associates, leaders, and even managers are all potential action agents. Forget about who is smart and who is stupid. All that is left when you strip away everything else are action agents (*a.k.a. the pioneers*) who know how to learn, unlearn, and relearn.

Performance Hat Trick (The Action Agents)		
		
<p><u>Mikey</u> I'll do it! (Better)</p>	<p><u>Pioneer</u> I'll figure it out! (Anything)</p>	<p><u>Medic</u> I'll know it! (More)</p>

This is all we should care about.

“It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better.

The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood... who knows the great enthusiasms, the great devotions; who spends himself at a worthy cause; who at best knows in the end the triumph of high achievement, and... if he fails, at least fails daring greatly so that his place shall never be with those cold timid souls who know neither victory nor defeat.”

Theodore Roosevelt, “Man in the Arena” Speech given
April 23, 1910

So frame your Master’s Decree if it makes you feel smarter (*accredits you with more intelligence than you have*) and realize that we are all

equal and then focus your attention on becoming an action agent, especially a pioneer who figures things out. In other words, go out and learn to do something better, learn to know more each and every day, and learn to figure things out whenever you find yourself in unfamiliar territory. Do that and the future of this great nation will be secured for centuries to come.

So before you put this book down and go off to learn, unlearn, and relearn whatever you desire, remember this, all human beings are smart and we are all created equal. Perhaps we all need to ask ourselves one question:

“If you was hit by a truck and you were lying out there in that gutter dying, and you had time to teach one more lesson, What would that lesson be?”

One more lesson that people would remember before you're dirt.

One lesson that would let God know how you felt about your time here on Earth.

One lesson that would sum you up.

You're telling me that all those subjects you taught would be the lesson you'd teach? That's the same ole lesson we hear in the classroom, all day. What about your peace within, and how it's real, and how you're gonna shout it?

Or... would you teach something different. Something real. Something you felt. Cause I'm telling you right now, that's the kind of lesson people want to hear. That's the kind of lesson that truly saves people.

It ain't got nothin to do with believin' in God my friend, it has to do with believin' in yourself.”

Remix from “I Walk the Line”
Gill Dennis & James Mangold

For me that lesson would be *learning how to learn, unlearn, and relearn.*

It is a lesson that truly saves people. It is a lesson worth learning; it is a life worth living. God bless the constitution of these United States, respect the effort and celebrate the obstacles. God bless the action agents and Dorothy, the scarecrow, the tin man, the lion and the YAC. Life is a yellow brick road of learning filled with adventure and excitement.

After all this, I relearned that:

All men (and women) are created equal and that human beings are smart.

Too bad I had to leave the classroom to figure this out.

Here endeth the lesson.



THE LAST LIFEBOAT

(learn, unlearn, relearn) Discoveries

This manuscript is a learning-to-learn journal more than it is a book.

- Documents an outside-the-system, learning-to-learn journey

PROBLEMS WITH THE EDUCATION SYSTEM

1. We've been taught to be taught
2. It is a factory modeled system
 - a. Teaches obedience, punctuality, and rote, repetitive work
(Alvin Toffler)
3. Conditions pupils to be followers and molds the best students into managers
4. It is a system linked to management more than it is linked to learning
5. It is a duh grading system that conditions people to be judgmental

LEARNING TO LEARN

1. There are three unique segments of learning

- a. Training: Learning to do
- b. Education: Learning to know
- c. Pioneering: Learning to learn
2. A fourth form of learning is starting to emerge
 - a. Visualization: Learning to visualize
3. Americans have a training “just do it” preference for learning
4. Elective choices are the equilibrium between creativity and discipline
 - a. They allow creativity to flourish while still maintaining discipline
5. Learning is linked to creativity and creativity is linked to learning

LEARNING AND LEADERSHIP LINK

1. Leaders can be distinguished as learning-to-learn experts
 - a. There is a link between learning and leadership
2. Action agents can be characterized as learning-to-learn performance junkies
 - a. Mikey: Linked to training and doing something
 - b. Pioneer: Linked to pioneering and figuring something out
 - c. Medic: Linked to education and learning to know more
 - d. There is a link between performance and learning
3. A dragger is the performance agent that Mikey is drawn to
4. A doctor is the knowledge agent that the Medic is drawn to
5. A leader is a change agent that Pioneers are drawn to

LESSONS LEARNED

1. The most pressing task is to teach people how to learn, unlearn, relearn

- a. Alvin Toffler and Peter Drucker
2. You can't buy intelligence
3. All men and women are created equal; people are smart
4. Change the education system and you change the world
 - a. The education system cannot/will not change but alternatives can be built
5. In the learning-to-learn arena sideline managers fade into the past
6. Leaders are not born, they are those who learn how to learn
 - a. They learned how to learn and this allows them to learn how to lead
7. The shape of things to come—thinking outside the systems box
 - a. Triangle leadership offense is the tip of the spear into the future



WHAT CAN WE DO?

Do something, do anything and question everything.

*Perhaps the most important question every reader should ask is what
can we do?*

The first course of action is easy, learn how to learn, unlearn, and relearn. Many of us already have. The system offered us no other choice, as managers reserved training and education for themselves. We learned to teach ourselves, learned to recognize leaders and who real managers were, and most important, we learned to surround ourselves with other action agents who are just as eager as we are to learn to learn. We steered clear of system spectators and judges whose role is to convince us we're stupid and untalented without their management. We let our actions speak louder than our words.

Over time a pattern will emerge. It gives birth to these three repetitive learning questions:

1. What do you want me to do?
2. How well do I need to do it?
3. What do I have to know?

Next, do something, do anything and question everything. That's it.

Second, take the time to answer these questions again and compare them to the answers you had before reading this book. Education is more about truth than it is about knowledge. (Note: No need to write your answers down, they should change regularly)

PART ONE-THE CURRENT EDUCATION SYSTEM

- Does a college education mean you can stop learning?
- Are we trapped inside systems?
- Will the education system ever change?
- Who learns more, the teacher or the student?
- What is the real problem with the education system?
- Are people, all human beings, smart?
- Who benefits when we are convinced that people are stupid?

- Is the education system an institution of learning or a finishing school for systems obedience, punctuality, and practicing the art of repetitive boredom?
- What is the conditioning that comes out of the education system?
- What types of discipline does the education system endorse?
- What happens when we start to believe that people are stupid?
- Is there a link between education system management and business systems management?
- Who earns a license to judge?
- Is leadership a sideline position? Is management a sideline position?
- How difficult is it to perform (do something) in America?
- Why does the education system, a so-called publicly funded system, refuse to release the information it teaches and tests its students on and make it available to the general public?
- Have we forgotten that doing something stupid is funny? Do we even know how to have fun anymore?
- Do we want total quality or human quality? That is the question.

PART TWO—THE LEARNING HOW TO LEARN MODEL

- Can you teach people how to learn? If the education system is an institution of learning then shouldn't the graduates learn how to learn?
- What is the difference between management and leadership?
- What is the relationship between creativity and discipline?
- What would happen if students knew what they had to do and

know before they ever stepped into a classroom? Would they still go to class?

- What would happen if students were allowed to collectively focus on a subject that the entire school was learning at the same time?
- What if students learned how to learn by themselves, what role would teachers, coaches and Teachers and managers play then?
- Is education or training the American preference for learning?
- What if students were given learning choices?
- Is the winningest coach always a dictator?
- Do we want students to obey or think for themselves?
- Can we learn without being creative? Can we be creative without learning?
- When the education system becomes a learning boot camp what happens to our creative future?
- Does learning how to learn really require pulling off a hat trick?
- What is training? Do you need a coach, teacher, manager or a leader to train?
- What is education? Do you need a coach, teacher, manager or a leader to educate?
- What is pioneering? Do you need a coach, teacher, manager or a leader to learn how to learn?
- Is it even possible to change the education system?

PART THREE—THE LEARNING AND LEADERSHIP LINK

- What is the difference between management and leadership?
- Is there a link between learning and leadership?

- Is learning how to learn a “condensed version” process?
- What is the difference between an action agent and leader?
- Has systems management succeeded in covering up the action agents?
- How could we let this happen?
- Does leadership require pulling off a hat trick?
- Is right-beside-you leadership always soft and fluffy? Can people be led to victory behind a powerful force dragging them into the unknown?
- Do performers work for the sideline manager or should it be the other way around? Does the doctor on the sidelines work for the performers?
- What is a knowledge agent supposed to do?
- What happens when you have someone who can solve the problems of the team, meet their needs, give them what they want, and capture all their ideas? Are our systems, or more important the people inside the system, in desperate need of medical attention?
- If a doctor steps in to care for the team, would this change management as we know it forever?
- What did I learn?
- What can we do?

BONUS QUESTION (5 EXTRA CREDIT POINTS)

- Did you find a mistake in this book?

If you didn't or you did and overlooked it, I applaud your forgiveness and award you 5 extra-credit points. You are ready to graduate as a true pioneer. You have proven to yourself that you are a “Respect the effort and celebrate the obstacles” scarecrow and therefore deserve the honor of putting your name on the I-LURN Masters Decree.

Knowing this system like I do, I spent years and a gazillion hours trying to find and fix every mistake in this book. I did this for two reasons. One, I owe it to the reader to strive for perfection, to get the story right. Two, I did it because I wanted to get a good grade.

*I hate myself for number two,
Can't break free from the judging they do,
I gotta grade myself 'cause I know it's true,
I hate myself for number two.*

By falling in and out of this duh grading trap, I got too serious and forgot who my readers were and who I am. I hate it when I'm scared to make mistakes because it holds me back.

In the beginning, I intentionally put in a mistake (changed 50 states to 49 states in the "Confessions of a Teacher" chapter) to see who would be the first to point it out. In the end, I knew that this was setting a deceitful trap for my readers. I almost got pulled back into this never-ending duh grading entrapment. I want every one of my readers to know that this is the best I have to offer; I did everything I could to cover up my mistakes. If I wind up looking stupid, then so be it. You see, I like being stupid sometimes, makes me feel human. I don't want to turn into one of the POD people. I want to try and wash duh grading from my heart and get back into the human race.

Duh graders, or Archie Debunkers, are like the POD people in the movie *Invasion of the Body Snatchers*. They look like the rest of us until someone makes a mistake, then the arm goes up in a robotic motion, they point a finger, their mouth opens wide, and they let out a loud squeal like Chew-baka. (*My Japanese friends will get this Chew-bacca joke*)

In the future there will be no more kindergarten face-offs. The POD people will look at our mistakes, stand up and be recognized, point their finger, and shoot themselves in the foot. That's the scarecrow way. This way we can turn our backs to them without raising one middle finger and walk away with a smile. Hoo dat?!

I can also keep the promise I made at the end of “Duh Grading Nation Synopsis.” If you grade other people’s actions, then guess what? You’ve just been punked!

Now the only question is, did I punk myself? One can only hope. Bless me, Father, for I have sinned.

PART FOUR -ADD ANY QUESTIONS YOU HAVE AND WOULD LIKE TO ANSWER FOR YOURSELF.

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The third course of action returns us to the core of our future doctrine, the education system. This book serves as the introduction to a much grander learning venture. The second wave of this assault on the Titanic education system is to give you, the reader, and especially your children, a voice in your learning future.

Together we can steer this Titanic system on a new course bound for the uncharted waters of the future. Write a new book filled with the problems, needs, wants, and ideas of the students and people working in the education system and it highlights what is really wrong so it is too hard for the system to maintain the current heading.

You will be asked the following questions as parents, and once you have had your chance to speak, it will be time to listen to the most important voice of the future, your children. It will be up to you to document what they think and respond so that it can be

stored into a database that will generate the sequel to this book, which will be *The Voices: An Inside/Outside look at our Educational System—the real problems, needs, wants, and ideas.*

1. What problems do you/did you have with the education system?

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2. What do you/did you need for the education system to help you succeed?

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3. What do you/did you want from this educational system?

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- 4. What ideas do you have to make this a better system?
 -
 -
 -
 -

Once you have answered these questions sit down with your children, no matter how old they are. Take note that some will answer your questions in fifteen minutes and others might pour out three hours of opinionated details. Listen and document, purge them for more and more information. It will provide you with insight you have never heard before. Do it again at the end of every school year.

Note: It will also give you an indicator if your child has a preference for training or education. Those who are opinionated tend to be outspoken when asked if they have any problems prefer training. Those who claim they have no problems but provide you with a detailed list of what they need are prone to education. This can help mentor their dreams and vision of the future.

My job is to package this information and put into my next book so we can finally document what the real problems, needs, wants, and ideas are from those who this system was designed to serve. You see, until we hear from the students in today's classrooms we will never truly understand the problems that they face. The truth is we don't know what their problems are because we never thought



ACKNOWLEDGMENTS

“When the character of a man is not clear to you, look at his friends.”

Japanese Proverb

Thank You

To all the friends I have and all the friends I lost...
The family that I have and the family I have lost,
The people I have known and those I never met,
The people who helped me and those that tried to crush me,
The places I have been and the places I dream of going,
The things I have done and the things I never could,
The things that I know and the things I don't,
The things I heard and the things I really heard,
The books I have read and the books I never saw,
The movies that I loved those movies that I love,
The television I watched and the television I switched off,
The music that lifted me up and the music that brought me down,
The ignorance that I captured and the intelligence that I lost,

The schools where I gained knowledge and the schools where I failed,

The grades that marked me smart and the grades that marked me stupid,

The teams that I made and the teams that let me go,

The teams that helped me win and the teams that I helped lose,

The trophies that were never given,

The players who were my friends and the spectators who were my foes,

The coaches who joined me in victory and the coaches who claimed it,

The coaches who claimed the loss and the coaches who blamed the loss,

The teachers who joined me in learning and the teachers who did not,

Students who helped me learn, those students who helped me learn,

Draggers who forced me to improve, those draggers who forced me to improve,

The managers who managed me and the managers that I somehow managed,

The leadership I chose to follow and the leadership I found,

The critics that I had and the critics that I have,

The time I had to think and those times where I did not,

The mistakes that I have made and the mistakes I am willing to make,

The risks I should have taken,

The organizations where I served and those organizations that served me,
The passion that I had and the passion I have lost,
The body that I had and the body that I lost,
The tragedy I witnessed and the tragedy I refused to turn away from,
The success that I had and the success that I missed,
The wealth that I possess and the wealth that I squandered,
The poverty I suffered and the poverty I enjoyed,
The failures I achieved and the failures I let pass,
The death that I have seen and the lives that I will miss,
Those that I hurt that fill me with shame,
The experiences that I have that will never fade away,
My wife and son who I hold dear, that stand by me today.
To all the friends I have and all the friends I lost...
Especially you Dad, I miss you...
Our fathers, who art in heaven...

Family

To my son Gunner for proving that we are all born pioneers. I wrote this book for him so he could carry my thoughts and prayers with him forever. A father couldn't ask for a better son. His grandfather would have been proud.

To my wife, Bobbie, who lives in all of my impossible dreams.

To my father, Gunner Robert G. Work, who sets the bar for all leadership references. (Thirty-one years fighting for the country he loved and the world he defended). To my mother, Wordie Isbell Work, who nursed us all back to health. She was a Naval Officer who treated the sick and wounded at Pearl Harbor during World War II and was the only woman my father ever loved. To my

sister Donna, the OR nurse who did her best keeping me on the straight and narrow, which, of course, I veered away from. She is so committed to life that she gave CPR to a chicken because in her heart, a heart made of gold, she is a born healer disguised as a nurse. Lucky for that chicken she springs into action whenever anyone or anything is in need. To my little brother, John, who has more heart than all of us.

And thanks to my brother Bob, the smartest person I have ever known. It is doubtful if you can find a better example of a big brother. His unquenchable thirst for learning makes him the ultimate pioneer of this family. Colonel Robert O. Work (USMC Retired) is my inspiration for the learning and leadership link. I looked up to him as he achieved monumental success as a Marine Corps commander and as a big brother. His success inside and out of the classroom is driven by his incredible ability to teach himself, something I am convinced he figured out while taking notes before his birth. He didn't just learn what teachers and coaches required; he goes beyond their limitations and takes learning to a whole new level. More importantly, he listens to the input of other people and focuses on human quality in everything he does. When I watched him score 18 points in his first high school basketball game, I knew his skills would never be limited to the education arena because he is driven by his desire to achieve performance excellence regardless of the arena. If the education system needs a champion for a rebuttal to this book, I'd recommend my brother. Based on his passion for learning and incredible communications skills, I would be the first one in line to buy it. There is no doubt that if he wrote a book about learning and leadership, it would be a best seller and appeal to the lowest private and the highest general.

(Note: My brother and I have an inside/out joke about my self-diagnosed ADD. I will concede and wholeheartedly admit that inside the system I have fully functional Attention Deficient Disorder (ADD) when it is defined as the natural inability to sit in a classroom and pay attention to an endless series of lectures day in and day out. The fact that

the education system has endorsed a drug so that students can sit silently in an upright position while teachers carry out their lesson plans says a lot about this system. It is beyond comprehension how this system justifies drugging students. I accept my ADD as long as the education system admits that it has harvested its own culture of dysfunctional ADD. You see this educational system is mass-producing Action Deficient Disorder (ADD) which is the inability to take any action while endlessly talking like a herd of hamsters running in circles around a total quality cage. I can take a daily dose of action and step outside to cure my ADD but the education system is going to be paralyzed by its ADD until it gets a shot of 100% pure, home-grown, uncut, good ole American "just do it" adrenalin. That's the Frayser way!)

Thanks for my brother's wife Candy, daughter Kendyl and their dog Brittney and cat Ginger for providing me a sanctuary and sounding board as I left everything behind and went all in to publish this book.

Thanks to Cousin Phil Work and the entire Uncle Al gang for opening up an extended family to my trio. While my dad fought in the pacific his brother Al stood up for all of us at the Battle of the Bulge in Europe and crawled himself to the hospital after being shot three times. This was back when fathers were men of action, men we all looked up to. Naval pilots and naval officers were the product of Uncle Al's example.

Dynamic People

The majority of the credit for this book goes out to everyone I spent time with inside the performance arena. They taught me more than any classroom or system ever did.

Whenever I see a buddy film like *Butch Cassidy and the Sundance Kid*, *Abbott and Costello*, *McCrae and Call*, or *Starsky and Hutch*, I think of Doug Griggs. In another lifetime, Doug and I would have conquered the world together, or at least gone down in a blaze of glory. He is smarter, has ten times more talent, and, unlike me, is a handsome and powerful man. I know this for a fact because he

has told me so on numerous occasions. If any one person deserves a College Decree it is Griggs. While the rest of us played sports in high school, he helped run the family business. While the rest of us sat in college classrooms, he was building a business. While the rest of us took off in search of careers, he was running a business. In other words, while the rest of us were being taught, Doug was taking care of business. The fact that I hold a Master's in Business Administration (MBA) is a joke when I stand beside Griggs. Luckily, we both know this, and it always seems to bring us back to the days when we were two dumb punks growing up in Frayser, equals then as we are today. He and his family have run a successful business for over 35 years, so anyone who has an MBA that thinks they are smarter than Sir Douglas Griggs, because he doesn't have a college degree, is literally dumber than a bag of diplomas. Doug, like millions of Americans, is taking care of business and is not only smarter than most of us, he is committed to family, friends, and community, where he thinks of others before he thinks of himself. This is why Doug is top dog in this book. With a little luck, and a dinner at a Mexican restaurant, he will let me stand proudly by his side just like in high school as we both display our Masters Decrees and graduate together. Knowing Doug, he will make us put them in a box because it would be symbolic and funny at the same time and show that neither of us will ever stop learning. ("Save this decree for my grave stone," he'd likely say, "'cause that's when I'll quit learning.") If you want to know who Doug Griggs is, he is the real deal when it comes to learning how to learn and he knows how to cowboy up. Now the only question is, will he let me be *Starsky* for once?

Special thanks goes out to Marty Willis, Mark Brown, Mike Sobczak, Eddie Dunn, Donald and Gary Roberson along with Gary Walker, Gary McKibben, Davis Kerr, Danny Woodard, Jimbo Carney, Rick Logan, David Guyer, Ben Lawson, Skipper Brock, Randy Turnbull, Jack Skinner, Straw Hankins, Donnie Houpt, Steve McRae, Gary Moore, Mike Cowan, Terry Motes, Don Saunier, Perry Dunton, Vince Dutton, Dewey Betts, Rick Smith,

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Thanks to the entire student body of Trezevant High School, Frayser, TN (*Memphis*) 1970–1973 for reminding me to never fear failure and to use humor and satire whenever possible. I love the smell of Frayser in the morning; it smells like Jimmy Dean sausage and fried bologna sandwiches.

Special thanks to Trice Griggs, one of the happiest guys you’ll ever meet. He told me and Doug the secret to happiness was setting huge goals and challenging yourself then going after your dreams no matter what. He quit work in a factory and started his own business with a lawn mower. He made you think you could do anything if you set your mind to it. He said never fear looking stupid especially since Doug and I had already mastered that skill all by ourselves. He is the best good ole boy you are likely to meet.

Every person whoever served in the United States Marine Corps. These names leave special leadership echoes in my brain, Lieutenant Colonel Alex “Skull” Torrance, Lieutenant Colonel Jack Buckingham, Colonel Slade Brewer, and Gunnery Sergeant Huey Long. Did I mention my partner in crime and best friend in the Corps, Tom Young?

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Everyone associated with Naval Air Training & Operating Procedures Standardization (NATOPS); the world of aviation is a pioneer's paradise.

Domo arigato to the Japanese people who opened up their country, culture, and hearts and for letting me see the power of world-class education at work! Karma ney!

Mucho gracias to the Spanish people who welcomed me into their country drinking *cervezas* and eating snails at eleven years old, which set me on the path of enjoying parties as well as siestas.

Thanks to all those teammates and fellow students who made life a playground. Special thanks to all those teachers who put up with me. Especially everyone at Crichton College and Union University for being the only two institutions I would pay for an education. They have the best wizards in the country. I am Tennessee educated and I wouldn't have it any other way.

Thanks to everyone at Colonial Country Club who helped me understand the risks that successful, dynamic leaders are always willing to take. Especially Haywood Smith, who was my father's best friend and has been a trusted mentor to me for many years. What he says really packs a punch. Thanks for endorsing my book and telling it like it is.

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Thanks to James Webb, *Semper Fi*, who encouraged me when no one else did.

Thanks to Rand Blazer, former CEO of BearingPoint for asking his new hires, what is the relationship between creativity and discipline?

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While I paid the *Washington Post* to use her article, I really want to thank Liz Clark personally for her incredible story about the type of coach we all wish we had growing up.

Special thanks to Tate Publishing...you had me at submit.

To Tracy Terrell, whose first edit of this book made me want to become a better writer. She somehow figured out my writing style and helped me run with it. Imagine the skill, and patience, it took to describe this book in 110 words. She has the spirit of a doctor and the “down-home-fried-chicken nature” (that was her line) of a Tennessee pioneer!

To Kylie Lyons, for stepping up and getting the book ready for layout to make sure I got it right and making this a better book. She helped me “wash duh grading from my heart” (that was her line), making her a full-fledged pioneer in my book!

To Stephanie Woloszyn, who came to the rescue on the book’s

layout and solved more problems and worked more magic than I deserved. She has so much talent it is scary. Thank you, Doctor Woloszyn, for leading me to your vision!

To Josh Kilbourne for his incredible ingenuity in the audio book. “Will the Graduate please rise” is how this vocal pioneer figured out how to give the listener their masters decree. Love that voice!

Jonathon Lindsay for his incredible book cover (he is a genius) and Curtis Winkle, the executive editor, Dave Dolphin, and the entire Tate publishing staff for allowing me to fulfill one more dream.

For my son

Thanks to Lacey Pollak who at sixteen years old read the fourth edition and provided me valuable insight from a high school student’s perspective. “*Many of us want nothing to do with another factual book that is supposed to ‘change’ the system. We just want to see the changes.*”

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Special thanks to:

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- Margaret and Jimmy Carroll (Ma and Pa to thousands of kids) a dynamic coaching duo and incredible friends.
- All those volunteers who gave up their time to coach and teach my son baseball, basketball, football, soccer, chess, piano, guitar, and trumpet.

For my wife

Special thanks to Fannie Connolly, Ken Bushbaum, Bonita Bielski, Steve Schipull, Michael Curtis, Ray Algee, Joan Nieman, and Alan Lane, leaders every one. Incredibly, four out of eight work or worked at Memphis Area Teachers Credit Union.

Equal thanks goes out to her sister Patty Costello, brother John Nasshan, Lynn Young, Karen Willis, and Becky Griggs, lifelong friends and fellow pioneers. Who could forget all the men and women who made life a party?

These are the real Tennessee volunteers!

Internet

All those sites that I visited, each one gave me something

Goggle.com

<http://dgl.microsoft.com/?CAG=1> (On-Line Clip Art Gallery and Word)

<http://www.m-w.com/home.htm>. Merriam-Webster On-Line

<http://www.quotationspage.com>

<http://www.quoteland.com>

<http://www.bigeye.com/o62697.htm> Copyright: Eric Margolis, 1998

<http://www.japantoday.com/gidx/news200991.html>

http://www.meaning.ca/articles/stockholm_syndrome.htm/Paul T.P. Wong, Ph.D.

<http://www.historypage.com>

<http://www.arc.org>

<http://www.mcrd.sd.usmc.mil>

http://www oulu.fi/promootion2006/index_e.html

<http://www.cofc.edu/bellsandwhistles/research/retentionmodel.html>

<http://www.timetableimages.com/ttimages/stptal.htm?>

<http://epmlab.uoregon.edu/weird/Rutherford%20Story.pdf>

<http://bensguide.gpo.gov/9-12/citizenship/oath.html>

<http://www.urbandictionary.com/define.php?term=skeered>

Photos, Graphics and Software

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Special thanks goes out to the incredible graphic designer of the performance arena, Jeff Bruton, who took a vision and put it to canvas. What a pioneer!

Special thanks to Janette Finch and Elaine Montambeau for permission to use there *Retention Rates and Learning Styles Graphic*. This chart represents the author's retention rates, and a reasonable person would conclude retention rates vary from person to person. The training community knows these percentages are valid going back to ancient times (*"I hear and I forget. I see and I remember. I do and I understand."*); still, we should point out that Archie Debunkers of the sit-in-a-classroom-and-listen community dispute these percentages (*big surprise*). When I say "we," I am referring to action agents. I thank these two wonderful ladies for allowing me to share their beautiful creativity and informing me they were debunked. Perhaps they made this chart just for me, because these are my retention rates and it is hard to debunk that.

Thanks to the United States Marines Corps for allowing me to use pictures of Marines that added powerful illustrations to this book. Visit www.marines.mil, advanced search, photos for more pictures. Check out www.mcrdsd.usmc.mil to see the Real Life Dragger who inspired the cartoon illustration of the dragger used in this book. Semper fi!

Picture of Sgt Major Brad Kasal, USMC, getting help out of a house in Iraq is courtesy of Mr. Lucian Read, who was an embedded

photographer with Kilo Co. 3rd Battalion 1st Marines during the Second Battle of Fallujah in November 2004. You can see more of Mr. Read's work at www.lucianread.com. I would like to give special thanks to the man behind the camera, first for granting me permission to use this picture, and second for having the courage to be with these few, proud, and brave Marines. Semper Fi!

Many thanks to Stacy Howell, a true pioneer, for allowing me to use the wonderful pictures of the Virginia Beach firefighter and New York City policeman to illustrate the "action agents. See more of Stacy's pictures at <http://www.pbase.com/slhfoto>.

Thanks to Charles Moore's agent, Blackstar, for giving me permission to use his picture of MLK for the minimum fee. (Charles Moore was a Marine before he started shooting pictures of the civil rights movement after he laid down his rifle.) There is nothing better than helping a fellow Marine. Semper Fi, Mac!

Heartfelt thanks for the use of the picture of the young, athletic cheerleader used throughout this book. It is a snapshot of innocence that takes us back to a time when factories were still mass producing and the 3rd wave was just starting to emerge. The photo is courtesy of the Phillips Academy, to whom I am extremely grateful.

Special thanks to Corne cartoons / Enroc illustration Co., Buenos Aires, Argentina for their incredible graphics and illustrations. See more of there work at www.enroc.com

Pictures of Lewis W. Hine, <http://www.historypage.com> courtesy of the Library of Congress photo's from records of the national Child Labor Committee, US Lot 7480.

To little Billy Gates (and his band of long-haired freaky people) for giving me Microsoft Word software. Your program, spell check, thesaurus, Encarta dictionary allowed an average high school student to become writer. I just wish you had a "wrong word, right spelling" check so when I write about a *sever* problem, MS Word can tell me I should of used *severe*. It would definitely help me look smarter than I really am.

Books

Alvin Toffler, *The Third Wave*, (Bantam Books, 1980)

The Bible, *New Testament* (American King James Version)

James Clavell, *Shogun*, (Dell Books; Reissue edition, June 1, 1976)

Karma, ney?

Steven King, *The Stand*, (Signet, 1991, Penguin Putnam)

Bill D. Ross, *Iwo Jima, Legacy of Valor* (Vintage Books, 1985)

LtGen Harold G. Moore (Ret), Joseph L. Galloway, *We Were Soldiers Once...and Young* (Random House, Inc.)

James Webb, *Fields of Fire, a book every American should read.*

Capt. J.E. Dolan, *The First Officer Basic Class, October 1945 to April 1946, A Memoir*, Privately published by J.E. Dolan

John Grisham, everything he ever wrote

Article, "A History of Public Education" by Deeptha Thattai

Charles Lutwidge Dodgson under the pseudonym Lewis Carroll, *Alice's Adventures in Wonderland* 1865

Movies, Television, Videos

Joel Barker, *The New Business of Paradigms*, (Video by Star Thrower Distribution, 2003) He is the paradigm guy! Thanks for letting me see the red spade.

Warner Bros., *The Wizard of Oz*, 1939

Fox 2000 Pictures, Tree Line Films, Konrad Pictures, Catfish Productions, *Walk the Line*, 2005

Universal, *One Night in the Tropics*, "Who's on First?" 1940

Warner Bros., Natant, *Full Metal Jacket*, 1987

Miramax, *Good Will Hunting*, 1998

20th Century Fox, *Star Wars*, 1977

Columbia TriStar, *Jerry Maguire*, 1996

Cheyenne Films, Columbia Pictures, *Tears of the Sun*, 2003
 Universal, *For Love of the Game*, 1999
 Allied Filmmakers, *The Legend of Bagger Vance*, 2000
 Zoetrope Studios, *Apocalypse Now*, 1979
 Touchstone Films, Buena Vista, *Armageddon* 1998
 Touchstone, The Robert Simonds Company, *The Waterboy*, 1998
 Paramount, *Forrest Gump*, 1994
 Paramount, *Gung Ho*, 1986
 De Laurentiis Entertainment Group (DEG), *Bill & Ted's Excellent Adventure*, 1989
 Motion Picture Associates, *The Ten Commandments*, 1956
 Bryna Productions, *Spartacus*, 1960
 Warner Bros., New Regency Productions, *Tin Cup*, 1996
 Columbia, *Finding Forrester*, 2000
 Buena Vista Pictures, *O Brother, Where Art Thou*, 2000
 MGM, *Bull Durham*, 1988
 Paramount, *The Untouchables*. 1987
 FOX, *American Idol*
 NBC, *The Apprentice*
 HBO, *Dennis Miller Live—every episode*
 HBO, *Bob Costas—On the Record*
Any football game with John Madden or Al Michaels
Any basketball game with Dick Vitale
 CBS, *All in the family*
 CBS, *Extreme Makeover: Home Addition*
Life Cereal Commercial, “He likes it! Hey Mikey!”
 State Farm Slogan, “*And like a good neighbor, Statefarm is there.*”

Blue Collar Comedy Tour, *Daniel Lawrence Whitney, Larry the Cable Guy*

Music and poems

Play that funky music white boy, Wild Cherry, 1976

If I only had a brain, Soundtrack from the Wizard of Oz, 1939

Waiting, John Mayer, Continuum, 2007

Mr. Roboto, Styx, Kilroy was here, 1983

Over the Rainbow, Soundtrack from the Wizard of Oz, 1939

A Man Comes Around, Johnny Cash, American IV, 2002

War, Edwin Starr, War, 1970

I can see clearly now, Johnny Nash, I Can See Clearly Now, 1976

Damn it Feels Good To Be A Gangster, Ghetto Boyz, Office Space Soundtrack, 1999

Fight the Power Pts. 1 & 2, Isley Brothers, 1975

Signs, Five Man Electrical Band, 1971

Life During Wartime, Talking Heads, Fear of Music, 1979

Fortunate Son, Creedence Clearwater Revival, Willy And The Poorboys, 1970

I Hate Myself for Loving You, Joan Jett & the Blackhearts, Up Your Alley, 1988

Lords Prayer

Pledge of allegiance

National Anthem

Stopping by Woods on a Snowy Evening, Robert Frost

Hamlet Act 3, scene 1, 114–121, William Shakespeare, *Get thee to a nunne'ry!*

Special thanks to the reporter or person who said watching the war in Iraq on television was like watching the war “*through a straw hole*.” Please contact me as soon as possible so I can add you to these credits in the next edition.

The same offer goes out to the young lady at Thoughtware who recommended I add the “Want” question to the Inside/Out routine when she had no problems or needs but she wanted a new computer monitor.

(Endnotes)

- 1 http://en.wikipedia.org/wiki/Education_in_the_United_States
- 2 From the *Washington Post*, November 1 and 9, 2003. The Washington Post- All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of the Materials without express written permission is prohibited.
- 3 Larry the Cable Guy



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In Recognition of the successful completion of this book, the Board of Trustees of the Institute of Learn, Unlearn & Relearn (I-LURR) on the recommendation of the Chairman confers upon

the decree of

Master of Learning

with all honors, rights and privileges thereunto appertaining.
In witness whereof this diploma, signed by the authorized officers and bearing the seal of the Institute, is hereby granted.

Steph Work
The Wizard

Robert Brent Work BSW, MSW
Chairman, Board of Trustees