



Only when we are no longer afraid do we begin to live.

The environment that we are in creates an expectation of the way that we should behave.

This expectation is created by a stream of negative consequences which become the accustomed response.

When we fail we expect to get a strip torn off.

When there is an accident there is an inquest whose purpose is very specifically to find a culprit and expose them very publicly to the blame and the punishment.

When we put our hand up with a good idea we expect to be ignored.

Each of these is a negative experience which we avoid in a Darwinian way.

To prosper and feel well we must get positive experiences.

Only when we lose the fear of the negative consequence can we begin to live to our full potential and achieve the positive consequence that we crave. It is possible to create an environment that is driven by a positive consequence. This allows the individual to lose the fear of the negative consequence because it no longer exists.

Only then can we start to live.

1. Power can be taken but not given. The process of taking is empowerment. (Not as clear as it could be)

Power is the way that we feel about something that causes us to react in a certain way.
We cannot give someone else a feeling.

I can give you a car but I can't make you feel as if it is yours.
It could be the wrong colour, have the wrong engine or the wrong number of doors.

By making these choices for you I have prevented you from feeling that it is yours.

The car manufacturers know this and deliberately give so many choices with each model that you can make your own decision about almost every aspect of the vehicle apart from the number of wheels.

When you take these decision you feel that the car belongs to you.
You have taken ownership.

The car company has deliberately created an environment that has allowed you to take ownership.

In the same way we can create the environment at work that allows people to take power, but we cannot empower people.

Learning is the process of transferring knowledge from one individual to another. In the classroom we are placed in a situation where we are assailed by facts whose sole purpose is to be regurgitated on a single occasion when our ability to do so will be assessed by a pass or fail. It is thought that less than 10% of the information transferred in this traditional way is retained for more than a month.

There is a general acknowledgement today that information is much more likely to be retained if the learning experience is made interesting. We create experiences for the student that are positive and allow a much greater retention by either making the student want to learn or at the very least reduce the students resistance to learning.

The third and most powerful way to transfer knowledge is for the student to find out himself.
To involve the student in the situation from which he learns.

This is called experiential learning and is the most powerful knowledge transfer mechanism we know.

If a child is told not to touch something because it is hot it has no reason to associate the word hot with harm.

If a child is shown a fire and told not to go near it he may be persuaded but will he actually understand the reason he is being given this lesson.

If a child feels the heat of a fire he may not even know that he is learning but his experience will, for the rest of his life, tell him not to go too close.

Involve him and he will understand.

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