

QUANTUM PERFORMANCE

**WORD - ACAID SYSTEM
PHILOSOPHY**

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QUANTUM PERFORMANCE AT ITS BEST

INTRODUCTION

The idea of training is based on a number of assumptions that are sound and verifiable. One of these assumptions is the law of cause effect. According to this law nothing happens without a cause. In order for something to become, there must be an originator or an inventor or a cause. This concept is supported by the adage: ‘There is no smoke without fire.’

Also, many believe that the disasters in our planetary system cannot just happen, but must be the result of some cause. Hence they are called acts of God. If they are acts, it follows that somebody is doing something to cause effects. If disasters are acts of God, what about other creations and marvels in our orderly planetary system and specifically on our planet home?

The most dynamic and undeniable assumption is that of the body. It has been marvelously designed with organs that show that there is no reaction without an outside cause. The presence of the ears, nose, eyes, taste and touch in the body confirm that these organs are poised to be activated by sensations from outside. These sensations could be called inputs because they come from outside.

The birth of a child is another powerful support for effects from outside-in. No pregnancy can take place without insemination or sexual intercourse. The story of the virgin birth

has been denied by many because of their strong adherence to the concept of cause-effect relationships. It is an accepted notion that if a woman is pregnant, someone must be responsible for that pregnancy.

Should it happen that one could see a car in the highway at great speed without a driver, that event would be news-paper headlines the next day. This is because no car can travel without a driver. This is the whole basis of training and development in any sphere of life. With that said, let us examine the anatomy of a training and development strategy for Year 2000 and beyond – The ***WORD-ACAID SYSTEM PHILOSOPHY***

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Quantum Performance

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CHAPTER

DYNAMIC IDEAS



THE COSMIC BROADCAST

The timeless wisdom tells us ‘The heavens declare the glory of God; the skies proclaim the work of his hands. Day after day they pour forth speech; night after night they display knowledge. There is no speech or language where their voice is not heard. Their voice goes out into all the earth, their words to the ends of the World.’ Psalm 19:1-3.

Objects in space emit energy. This energy is information disseminated. Unfortunately this information cannot fully be decoded for enhanced meaning. This information travels in the form of waves. Unless one is in the same wave-length, there is no way one can perceive and decode the information for full

meaning. Through this energy, we are able to tell the distance of some of these objects. What if we were literate enough to read these messages from space traveling as energy in waves to us?

THE IDEA BANK

Ideas are representations of entities, as thought, concept, sensation, or image, actually or potentially present to consciousness. They are known facts or what is supposed, regarding an object. These conceptualization of mind are sensations through energy patterns from space that affect the mind. If one is in tune or in the same wave length with the sensation emitted by an object, that object's image gets formed in the mind as an idea, a pattern, a form, a process, a parameter etc.

An energy-rich environment is an idea-rich environment. An energy-rich environment is teeming with ideas for the perceptive mind to pick or be stimulated by. These stimulations are the progenitors of ideas and ideas the material stuff of all action.

This cosmic broadcast is purpose and action oriented. It is a feedback system to guide direction. And this direction has no end or is a destination without end.

Any broadcast is intended for a particular listenership. It is wrapped in forms that the listener can identify with, in a language the listener can understand if literate enough and has a sufficient vocabulary base. However, language proficiency

and a rich vocabulary bank come with age, development and experience. A new born infant cannot understand what adults understand because the stage of development has not equipped him with the language tools to grapple with such concepts.

If the listenership is unable to get the message broadcast, it could be deduced that the maturity level of the listeners is low. They lack experience to relate the sensations to what they know.

It goes without saying that such immature and inexperienced individuals must be guided by others sufficiently exposed to avoid them reinventing the wheel. This is what training and development purports to do.

WHY COSMIC BROADCAST?

It is universe-based. It emanates from the vast orderly systematic universe in outer space, hence, the heavens are telling. They broadcast their message with a view to redirect or realign the listenership to the cosmic patterns of operations. It is a feedback programme like that in flight systems that keep aircrafts on course.

If it is intended to keep the listenership on course, the implications are that without that feedback system the listenership may loose direction and finally crash. Also, there is potential for listenership organizations to thwart all productive processes resulting in chaotic and sterile functions.

Scientific investigations by the listenership are attempts to receive and decode broadcast messages for scientific

breakthroughs in solving human ills. All space probes are these attempts to acquire input about the state of cosmic existence. Hopefully this discovery will lead to a better life for all, it will truly be a realignment with the universe.

TRANSFORMATION

Transformation is the core business of the cosmic broadcast. It has to do with changing the way humans think and behave. This kind of transformation is sometimes called personal development. It is a result of a paradigm shift, a change of perspectives and perceptions. Once these have occurred, behaviour changes follow. It also has to do with organizational change for enhanced productivity and survival.

It has been noted earlier that the universe is replete with energy. Energy is that stuff that gets things moving. The energy that is broadcast to our planet is to provide the motive force for action, the dynamism that will lead humans to transcend their limitations. This energy would not be broadcast earthward if our situation was ideal. It is this energy that causes things to happen.

A state of heat and cold are desirable for certain things to happen. Heat and cold are different measures of the amount of energy present. It is therefore important that humans be in tune with cosmic energy patterns for the creation of systems in line with those in the universe out there.

ISSUES OF INTERFERENCE

Interference in any broadcast system causes distortions. Such distortions result in loss of focus or clarity. No clarity is lack of soundness resulting in uncertain sounds with incorrect meaning of broadcast.

Any broadcaster makes sure that no interference is allowed. If allowed, it defeats the purpose for broadcasting. What kinds of interferences could be classed as distortions causing?

Anything that can obstruct cosmic signals coming through could be considered an interference. Many of these interferences have to do with the receiver. Once the receiver has been interfered with, it no longer is finely tuned to pick up the cosmic signals.

The receiver in this case is the human being. This being is often plagued by poor habits of living that interfere with energy levels. The foods we eat, the amount of rest we receive and other bad habits cause dis-ease. This dis-ease alter the energy levels and energy waves frequencies. This alteration leads to distortion of meaning received.

If meaning is distorted through broadcast interference, behaviour distortion results and the individual gets out of alignment with the cosmic systems. When out of alignment with the cosmic systems, one can be considered operating unlawfully and enhancing the distortion that is already pervading our universe. Such operations could be considered as environmentally hazardous.

A call to be in tune with nature and natures' laws is here advocated. It is the role of training and development to accomplish this. Any deviance results in DIS-ASTER falsely

called an act of God. A dis-aster is a separation from the stars (astral = relating to the stars). Such a separation is an independent function from the laws that govern the cosmos or the universe. Such a separation is terminal.

Sexual perversions cause AIDS and other forms of dis-asters and dis-eases. These perversions distort and shorten life. It is not surprising that such habits out of alignment with the universal laws are terminal. There is no remedy for such dis-asters and dis-eases. Prevention is better than cure. This prevention is advocated by training and development to achieve alignment with the laws that govern the cosmos.

From what all of us know, disseminated ideas broadcast from the cosmos, perceived by individuals, are decoded and translated for the benefit of others less perceptive. This translation is coded and transmitted as WORDS. This then leads us to the next chapter, entitled: The Dynamic Word.

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CHAPTER

THE DYNAMIC WORD

Concept of WORD

The concept WORD is made up of four letters of the alphabet, all between the A and Z. It has one vowel and three consonants. No single letter of this WORD can stand alone nor can it be a word or even make sense. This combination of vowels and consonants symbolizes concepts and ideas in a team relationship.

It must be noted that these letters are configured in particular patterns to create meaning. Once the pattern is altered, even the meaning changes. In a specific word, each letter of the alphabet has its place and significance. If a letter is missed, the word is mis-spelt. If the word is mis-spelt, its looks and character is altered, thus, at times making the word not recognizable. Therefore, each word must maintain its identity without compromise. A person who confuses word identity could be described as illiterate or on the way to becoming literate.

The WORD is thoughts made audible or concretized in written text. It is thoughts from one person to another with intent to convey ideas to affect the other person's behaviour in order to

cause alignment with the idea the transmitter has. Usually, the thoughts are made manifest or revealed in images directly related to the hearers' experience. The WORD is an enhanced connector of one's thoughts with the other's experience.

The WORD is an agent of meaning. It is used to transmit intentions and meanings for a dynamic relationship between the people communicating. The words are labels to describe the objects encountered and experienced. Those objects are embodied in ideas that are always floating as energy waves in space.

The WORD is a thought or an idea translated into sound. The sound amplifies the thought or the idea for clarity and soundness. These sounds also travel in waves in the atmosphere at certain frequencies and lengths. The sound must then be received by another through a satellite dish, which configures the sounds into patterns of music, shape/form or words that convey a particular meaning to the receiver. The receiver could be through a radio, television to a person's ear or eye. The configuration of these sounds into images makes the ideas concrete and more vivid and dynamic. Such vivid ideas are not easily forgotten. In fact, it is said that 80% of what a person sees is remembered.

It is therefore imperative for the user of words to make sure that the chosen words create vivid images that will impact all the five senses in order to cause a reaction.

Since the atmosphere is full of energy, and that energy is information, it can be concluded that the atmosphere is replete with information conveyed in different forms - images, sights

and sounds, tastes, smells, and feelings affecting our senses in order to arrest our attention to the messages conveyed.

Written words have become the tool for preserving for posterity all the ideas ever disseminated since the beginning of time. These words link the present with the past and provide a basis to predict the future.

In the realm of the spiritual, the WORD is Christ. He is the WORD of God through whom the universe was created. “In the beginning was the WORD, and the WORD was with God and the WORD was God. He was with God in the beginning. Through Him all things were made; without Him nothing was made that has been made. In Him was life, and that life was the light of men. The light shines in the darkness, but the darkness has not understood it. . . . He was in the world, and though the world was made through him, the world did not recognize him. He came to that which was His own, but His own did not receive him. . . . The WORD became flesh and made his dwelling among us. We have seen His glory, the glory of the One and Only, who came from the Father, full of grace and truth. (John 1: 1-5, 10-11, 14.). That is why He is considered the WORD incarnate.

At one time His opponents planned to find fault in what He spoke. These spies came to listen to Him but could not find any cause to accuse Him. In their report to those who sent them said: “No man spoke like that man”. The truth was that no man lived like Him. His words and what He was were completely congruent. When thoughts and words and action are aligned, hypocrisy is eliminated.

The book of Revelation goes on to describe the WORD - Christ - in this way:

“I saw heaven standing open and there before me was a white horse, whose rider is called Faithful and True. With justice he judges and makes war. His eyes are like blazing fire, and on his head are many crowns. He has a name written on him that no one knows but he himself. He is dressed in a robe dipped in blood and his name is the WORD of God. The armies of heaven were following him, riding on white horses and dressed in fine linen, white and clean. Out of his mouth comes a sharp sword with which to strike down the nations. He will rule them with an iron scepter. He treads the winepress of the fury of the wrath of God Almighty. On his robe and on his thigh he has this name written: KING OF KINGS AND LORD OF LORDS.” Revelation 19:11-16.

The Bible is also described as the WORD of God which gives input and illumination: “Your word is a lamp to my feet and a light to my path.” Psalms 119:105. It is also likened to a sharp instrument: “For the word of God is living and powerful, and sharper than any two-edged sword, piercing even to the division of soul and spirit, and of joints and thoughts and intents of the heart.” Hebrews 4:12. “The words that I speak to you are spirit, and they are life”, said Jesus. John 6:63.

In the educational arena, the WORD is the basic unit for sentence construction. A number of these words arranged in some sequence form sentences. Within these sentences nouns, verbs, adjectives, prepositions, adverbs, pronouns, etc. are found. These elements of sentences convey images/pictures with the intention of informing and enhancing meaning, convincing and leading to decision-making and action.

There are single words that can stand alone and convey complete meaning for action. These words are called verbs. If somebody says to another “go”. There is no question as to what it is required. In fact no sentence is complete without a verb. A sentence without a verb has no meaning. Meaning is revealed in terms of what must be done by the listener. There are other sentences which may not spell what needs to be done but are intended to inform, explain, and illuminate the idea conveyed. Such sentences create a word bank and resource or context for decoding new words yet to be encountered.

Many books have been written in words and sentences. The ability to read and acquire meaning by an individual indicates high level of literacy. Conversely, the inability to read and decode words for meaning is indicative of some illiteracy. Such illiteracy enhances ignorance and ignorance limits the person’s function and a range of behaviours.

Since words are symbols of ideas, inability of one person to decode words, limits that person to the range of possible ideas available. The limitation of ideas implies limited number of options available to that person. A limited number of options means a limited number of possible actions. Inflexibility leads to eventual suicide. If one cannot bend, one must break.

WHY THE WORD IS DYNAMIC

The word ‘dynamic’ comes from the word dynamite and means something pertaining to or characterized by energy or effective action. It further indicates vigorous action, high levels of energy and forcefulness. How is the word described as dynamic?

Through words many changes occur. As outlined above, words convey ideas and ideas are the raw materials for action. Action is the outcome of forceful energy by way of written or verbal instructions. “For the word of the Lord is right; . . . By the word of the Lord the heavens were made, and all the host of them by the breath of His mouth. For He spoke, and it was done; He commanded and it stood fast. Psalms 33:6, 9.

Words are dynamic in that they cause things to happen. Any time one person says something to another he or she arouses a reaction. Cicero, the silver-tongued orator of the Roman Empire believed that word pictures are ‘lights’ that illuminate truth. He was reported saying that a man was considered wise only if he could fit his thoughts within the frame of a word picture. Smalley and Trent in their book “The language of love” claim that word pictures ‘spice up a single thought in a speech.’

McKenzie said, ‘superior to a kind thought is a kind word; better than both is a kind deed.’ It should be noted that a kind thought gives birth to a kind word and a kind word gives birth to a kind deed. This is how dynamic words are. They give birth to things and actions. In other words, words create.

Quantum Performance

The most powerful and dynamic words around are action words. Action words are always part of every sentence, for without verbs there is no complete sentence. The alphabet is replete with dynamic words. Here are a few examples:

- ❖ A is for **achieve** in the pursuit of worthy goals
- ❖ B is for **believe** you can do the impossible
- ❖ C is for **call** for help if and when you need it
- ❖ D is for **dig** a little deeper in the wells of correct knowledge
- ❖ E is for **excel** in all you do
- ❖ V is for **volunteer** your services when help is needed
- ❖ W is for **work**, drill and skill development; ‘Just do it’
- ❖ Z is for **zip** up and let others speak when it is their turn

All of the above make sense because of dynamic action words. Use them correctly and get the desired outcomes every time.

Words are ideas and thoughts made visible in the letters of the alphabet put down in print. Words are ideas, thoughts, and information translated into sound for meaning enhancement. Words are tools that identify both the literate and the illiterate. Words are the index for someone’s refinement or barbarism. Words are tools used in the transformation of organizations and in personal development. Words are used to realign action with ideas. They provide feedback for behaviour correction and redirection. They can give life and hope and also cause hopelessness and death. Yes, words are dynamic in helping one get the desired outcomes.

THE POWER OF WORDS AND THE TALENT OF SPEECH

All people have been entrusted with a power of the spoken word. The equipment for producing that power in spoken words is built into every human being. Like any other organ of the body, what gets used grows and strengthens and what is not used diminishes in strength and finally gets disfigured and dies.

CHANNEL OF IDEAS

The speaking equipment is a tool through which ideas are translated into sounds that carry meaning for a specific purpose. These ideas are all around us traveling in waves to be received and interpreted by those in the same wave-length for behaviour change for both the transmitter and the receiver.

WORD BANK

All people become the bank for words that convey the floating ideas from space. The larger the bank of words, the better and attractive are the wrapped ideas thus conveyed. Such a rich bank is in a position to better market the ideas to many people who need them. Such a variety is truly a spice of life and yields abundant results.

The bigger the bank assets, the larger the clientele that can and will be benefited by that bank. It has better borrowing power for the reconstruction and development of societies in the global village.

WORD INDEX

The spoken words are indices of the ideas received and incubated in the mind. The pattern of words spoken reveal the pattern and structure of the ideas entertained. That structure determines the parameters and extent of the ideas. The larger the parameters, the better the growth of those ideas to touch many people all over. Conversely, the narrower the parameters, the fewer the people that can be touched by those ideas.

The words spoken are an index of both refinement and barbarism of an individual. The kind of words used reveal the extent of the individual's development. It is through words that one's culture, education, background and nationality is identified.

These words are means to generate specific desired action of both the individual and groups addressed. That is why each sentence that carries meaning must contain action words called verbs.

THE ALPHABET

All words are formed by the use of the letters of the alphabet between the A and Z. There is no word that can be formed outside the alphabet. Also, the pattern of the letter of the alphabet is significant. That pattern is the word structure that determines its character and the character determines its meaning. A structure-less word has no meaning. It is no wonder when people use those kinds of words they are described as speaking nonsense - 'none sense'.

The role of education therefore is to teach learners how to form words using the alphabet in order for them to better express their ideas to impact the actions of others. The ability to form and decode words is a mark of literacy.

A CORRECTIVE MEDIUM

Words are a carrier of ideas to be transmitted to the hearer with the intention of informing, enlightening, correcting or redirecting action. Words are a feedback system to enhance realignment of the hearers with the action of the idea transmitter.

If the spoken word does not affect behaviour, it is ineffective and exceeded in impact by a noisy gong that will elicit a specific response from the individual hearing the noise.

WORDS CREATE OR DESTROY

As described before, words cause people to act. Because words have a structure, wherever they fall, they create or form a structure that identifies the ideas wrapped. Words, like a mold, make objects that were heretofore non-existent. As soon as the words fall, things appear either good or bad.

EDUCATORS AND PARENTS IN WORD USAGE

Both parents and educators produce others or learners like themselves. They speak their children into existence. It is for this reason that great teachers have borne great students and like begets like. Everything on this planet yields after its kind. It means, therefore, the objects or people, learners or children thus born are the visuals of the abstract ideas. They are the embodiment of the disseminated ideas.

UNWISE USE OF WORDS

“In a home where harsh, fretful, scolding words are spoken, a child cries much; and upon his tender sensibilities are impressed the marks of unhappiness and discord.” Ellen White.

“Fathers and mothers, husbands and wives, brothers and sisters, do not educate yourselves in the line of vulgarity of action, word, or thought. Coarse sayings, low jests, lack of politeness and true courtesy in the home life, will become as second nature to you and will unfit you for the society of those who are sanctified through the truth.” Ellen White.

“When you speak angry words to your children, you are helping the cause of the enemy (Satan) of righteousness.” Ellen White.

“Among the members of many families there is practiced the habit of saying loose, careless things; and the habit of tantalizing, of speaking harsh words, becomes stronger and

stronger as it is indulged, and thus many objectionable words are spoken that are after Satan's order and not after the order of God. Burning words of passion should never be spoken, for in the sight of God and holy angels they are as a species of searing." Ellen White.

"Your words are often as a desolating hail which breaks down tender plants. It is impossible to estimate the harm thus done. Your children practice deception in order to avoid the hard words you speak. They will evade the truth to escape censure and punishment. A hard, cold command will do them no good." Ellen White.

"We think with horror of the cannibal who feasts on the still warm and trembling flesh of his victim; but are the results of even this practice more terrible than are the agony and ruin caused by misrepresenting motive, blackening reputation, dissecting character? The spirit of gossip and tale bearing is one of Satan's special agencies to sow discord and strife, to separate friends, and to undermine the faith of many in the truthfulness of our positions."

THE WISE USE OF WORDS

"Every word spoken by fathers and mothers has its influence over the children, for good or for evil. ... A word spoken in due season may be as good seed in youthful minds and may result in leading little feet in the right path. But a wrong word may lead their feet in the path of ruin." Ellen White.

“Parents should keep the atmosphere of the home pure and fragrant with kind words, with tender sympathy and love; but at the same time they are to be firm and unyielding in principle.” Ellen White.

“Kind words are as dew and gentle showers to the soul Parents should teach their children to speak so plainly that those who are listening can understand every word that is said. Be pure in speech. Cultivate a soft and persuasive, not a harsh and dictatorial, tone of voice. Give the children lessons in voice culture. Train their habits of speech until no coarse or rough words will come spontaneously from their lips when any trial comes to them.” Ellen White.

“ . . mothers, let your countenance be full of sunshine. Smile, if you can, and the infant’s mind and heart will reflect the light of your countenance as the polished plate of an artist portrays the human features. Be sure, mothers, to have an indwelling Christ so that on your child’s plastic mind may be impressed the divine likeness.” Ellen White.

“There will be no loud, angry talking in the home. The words will be of a character to soothe and bless the hearer. . . . Take all the ugly features out of the voice.” Ellen White.

“It is important that children and youth should be trained to guard their words and deeds; for their course of action causes sunshine or shadow, not only in their own home but also with all with whom they come in contact.” Ellen White.

“Let only pleasant words be spoken by parents to their children, and respectful words by children to their parents. Attention must be given to these things in the home life; for if, in their character building, children form right habits, it will be much easier for them to be taught by God and to be obedient to His requirements.” Ellen White.

“Parents, never speak hastily. If your children do wrong, correct them, but let your words be full of tenderness and love. Every time you scold, you lose a precious opportunity of giving a lesson in forbearance and patience. Let love be the most prominent feature in your correction of wrong.” Ellen White

“Fathers and mothers, speak kindly to your children; remember how sensitive you are, how little you can bear to be blamed; reflect, and know that your children are like you. That which you cannot bear do not lay upon them. If you cannot bear censure and blame, neither can your children, who are weaker than you and cannot endure as much. Let your pleasant, cheerful words ever be like sunbeams in your family the fruits of self-control, thoughtfulness, and painstaking on your part will be a hundredfold.” Ellen White.

SELF-CONTROL IN SPEECH

If you refuse to storm or fret or scold, the Lord will show you the way through. He will help you to use the talent of speech in such a Christ-like way that the precious attributes of patience, comfort, and love will be brought into the home.”

3

CHAPTER

DYNAMIC PERCEPTION

Perception is the act or faculty of apprehending by means of the senses or of the mind. It is cognition or understanding, it is an intuitive recognition as of moral or aesthetic qualities. In psychology, perception is a single unified awareness derived from sensory processes while a stimulus is present. Someone who is described as perceptive has keenness of insight, understanding or intuition.

In this chapter, dynamic perception is that awareness that leads to action. In reality one cannot be aware of anything and remain the same.

For example, consider yourself quietly sitting in your cozy living room watching television. In that setting you are relaxed enjoying your favourite movie. Until you are aware that next to you is a night adder moving quietly towards you, you may not exhibit a change of behaviour or location. However, as soon as you are aware of the approaching reptile, your whole body chemistry changes, resulting in dynamic temporary behaviour change.

Awareness is a conception of the mind stimulated by sensations that come through what I call the five gates, namely:

sight, smell, hearing, taste and touch. These gates are always open to receive stimulation from outside the individual.

Potent smells do result in action to or away from the object of smell. With certain aromas, individuals begin to salivate even before they see the object of smell. With other repulsive smells people react immediately by closing their nostrils and quickly moving away from the repugnant object.

Animals track their victims by means of following an odor emitted. People will go so far as to grow certain plants that will give off the kind of aroma which will serve their tastes of smell. A rose attracts one who sees it to pluck just for the gratification of the sense of smell.

A sense of hearing is another dynamic gate which invariably results in action. It is through this gate that sounds are received and processed followed by action for or against what is heard. The organ of hearing in some animals reacts very much like a satellite dish that can be turned towards incoming sound waves for a sharper focus. The ear gate is that organ poised to receive signals from outside for information and feedback. This enhances the safety or the appreciation level of the hearer.

Some of the sounds heard lead people to react negatively. In that case the sound is interpreted as sheer noise by the receiver who may not necessarily like the noise. That reaction is the result of dynamic hearing perception capability.

For all learners, the hearing ability is used significantly to receive sound waves that get configured into words for

meaning in order to cause action or change of behaviour. It is for this reason that the listening skills should be cultivated for enhanced perception and enhanced behaviour modification.

Not every one with the equipment for hearing can hear well. It is the role of training and development to enhance this capability of hearing for selective hearing or focused hearing. Focus and selection presuppose that the individual is on the look-out for sounds that are desirable and acceptable. These sounds are information emitted from the wide universe, from all objects in the cosmos, including our planet, as sound waves.

The touch gate allows one to come into close contact with something or someone in order to feel or identify or appreciate the object. This attempt is to define whatever is felt in order to adjust one's behaviour towards it.

The touching business is a form of communication between the people touching. A touch between two objects is to enhance connection and to achieve a specific purpose. All of these touching activities affect behaviour positively or negatively. It should be noted that the person or thing touched is outside the individual or thing touching it. Objects outside us cause us to react. The prime mover is from outside us.

The next dynamic gate is the gate of taste. To taste is to experience, try or detect the flavor of something in the mouth. It is to experience pleasures, sorrows, especially in limited amounts. It is the sense by which the flavors of things are perceived when they are brought into contact with the tongue. It is a sense of what is fitting, harmonious, or beautiful.

This gate also receives objects it tastes from outside. This experience of taste cannot be vicarious. Each person must experience it himself or herself. Once an object has been tasted and liked, it will positively affect the behaviour each time contact is made. Conversely, if the object is distasteful, a negative behaviour results.

The last gate of perception is sight. Sight is the faculty of vision. It is a faculty for particular action - seeing. Sight is a way of looking at or considering something. If it is faculty for action, it is therefore a faculty underlying movement or energy force.

Things seen are remembered the longest. Eighty percent of these seen images are not easily forgotten. This is why in the teaching activity visual aides are key in enhancing memory.

What is the use of this gate of sight? One may ask. It is used in viewing the surroundings or enhancing awareness of the environment. It too is a feedback system for self-direction and safe steering. It is a mechanism for enhancing focus on direction and achievement of desired outcomes.

There are three types of sights, namely, foresight, insight and hindsight.

Foresight is a preview of coming events in the present. It is care or provision for the future. It is a feedback system that helps to steer the self to safety. It is like a watchman on the lookout for danger or opportunity for exploitation.

Foresight also means the front site of a gun for enhanced focus on target. With foresight one can aim and achieve goals effectively. It is again good to note that the target aimed at is outside.

Aiming at the target clearly shows that the object seen affects the behaviour of one seeing it. It is also said that forewarned is forearmed. What a dynamic behaviour change as a consequence of sight!

Insight is an instance of apprehending the nature of a thing through intuitive understanding. It is a penetrating mental vision or discernment. It is the ability to see through situations, that is, analytical ability resulting in enhanced strategy for action. It is related to introspection or the ability to see within. This ability is observation or examination of one's own mental and emotional states. It is an interaction of one with an idea to determine how one formulates and adopts it as one's own.

Hindsight is a revisit of past events to discover their essence. Usually when events take place, they find one with no experience to interpret them for meaningful action. So, after the fact one mulls over them to discover why this and that action was taken under the circumstances. It is a recognition of the nature and requirements of a situation, and event after occurrence. Experience is that hindsight which makes one wiser than those without it. This wisdom is the ability to select intelligently as a result of what has gone before.

WHY USE THESE SIGHTS?

They assist in movement as steering mechanisms. They are like a radar detector mechanism to alert of danger ahead to ensure a straight and safe course of action. The sights provide feedback to keep one on course.

In electronics, this feedback is the returning of some of the energy of the plate circuit of a vacuum tube to the grid circuits, either to oppose the input (inverse input) or to aid the input (regenerative feedback). It is an automatic furnishing of data concerning the output of a machine to an automatic control device so that errors may be corrected. It is the reaction of some results of a process serving to alter or reinforce the character of that process.

Feedback, through perception, provides information from objects for self-redirection or steering. It enhances focus on direction pursued and achievement of desired outcomes.

Dynamic perception leads to following or rejection, obedience or disobedience, appreciation of or insensitivity to the ordinary. It always results in decision making which leads to dynamic action. Dynamic positive perception perceives:

- ✓ A way where there is no evident way
- ✓ Hope in hopelessness
- ✓ Saints in sinners
- ✓ Comfort in sorrow

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- ✓ Peace in turbulence
- ✓ Life in death
- ✓ Water in a rock and
- ✓ Beauty in ugliness

Dynamic perception is a mind sight. It perceives with eyes closed and when operational, it results in DYNAMIC ACTION.

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CHAPTER

DYNAMIC THINKING

A strategy for dynamic living

“True education means more than the pursual of a certain course of study. It means more than a preparation for the life that now is. It has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, the mental, and the spiritual powers. it prepares the student for the joy of service in his world and for the higher joy of wider service in the world to come..” White- Education p. 13.

It is this kind of education that curriculum 2005 tries to drive. It is an education that will prepare the learner to live meaningfully and successfully. This type of education is very comprehensive and goal oriented. Dynamic planning and action underpin it. According to White(1903), it has to do with the whole being and with the whole period of existence possible to man. This is nothing else than life long learning. Not only does it involve the whole life’s span but the whole being. It emphasises the harmonious development of the physical, the mental and the spiritual powers.” This is holistic experiential education. It is in the light of these facts that dynamic thinking is examined as a dynamic strategy for life.

ADAPTING AND INTEGRATING THE ‘OLD’ WITH THE NEW

Current approaches to education observe that the old way of doing education is no longer adequate nor relevant. A new way for practicing education must be put in place. According to curriculum 2005, the old approach to education is as follows:

- ❖ Learners are passive
- ❖ It is examination driven
- ❖ Emphasis is on rote learning
- ❖ The syllabus is content-based and broken down into subjects
- ❖ It is textbook/worksheet bound and teacher centred
- ❖ The syllabus is rigid and non-negotiable
- ❖ Teachers are responsible for learning and motivation is dependent on the personality of the teacher
- ❖ Emphasis is placed on what the teacher hopes to achieve
- ❖ Content is placed into rigid time-frames, and
- ❖ The curriculum development process is not open to public comment

The new approach to education integrates the above with the following approach:

- ❖ Learners are active
- ❖ Learners are assessed on an on-going basis

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- ❖ Critical thinking, reasoning, reflection and action are core to everything
- ❖ Knowledge is integrated, learning is relevant and connected to real life situations
- ❖ It is learner-centred. The teacher is a facilitator, constantly using group work and team work to consolidate the new approach
- ❖ Learning programmes are seen as guides that allow teachers to be innovative and creative in designing programmes.
- ❖ Learners take responsibility for their learning and are motivated by constant feedback and affirmation of their worth.
- ❖ The emphasis is on outcomes, that is, what the learner becomes, is able to do and understand.
- ❖ Flexible time-frames allow learners to work at their own pace, and
- ❖ The approach welcomes comments and input from the wider community

THE NEW APPROACH'S COMMON BASE

True education according to White, E.G, has to develop in learners the power to think and to do. She writes:

“The men (women) in whom this power is developed are the men who bear responsibilities, who are leaders in enterprise, and who influence character. It is the work of true education to develop this power, to train the youth to be thinkers, and not mere reflectors of other men’s thought. Instead of confining their study to that which men have said or written, let students be directed to the sources of truth, to the vast fields opened for research in

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nature and revelation. Let them contemplate the great facts of duty and destiny, and the mind will expand and strengthen. Instead of educated weaklings, institutions of learning may send forth men/women strong to think and to act, men/women who are masters and not slaves of circumstances, men/women who possess breadth of mind, clearness of thought, and the courage of their convictions.”

According to the national policy on outcomes-based education, a number of critical outcomes have been identified. Each learner is expected to:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group, organisation, community.
3. Organise and manage oneself and one’s activities responsibly and effectively.
4. Collect, analyse, organise and critically evaluate information.
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrate and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.

From all of the above it is clear that the common denominator for South Africa’s integrated approach to education is

THINKING. This thinking must be the driving force of all activities learners engage in.

Earl Nightingale recorded a presentation on this issue of thinking entitled “The strangest secret”. In it he made the following comments: Dr. Albert Schweitzer was asked a question one time: ‘What is wrong with men today’? His answer was clear and curt: ‘Men simply don’t think.’

It is not surprising then that our educational system’s goal is to get learners to think and to do. Thinking gets things done. In fact nothing ever happens without thought. Lack of directed purposeful thought results in purposeless action. The more we think about a thing, the more we tend to gravitate towards it. The target we visualise becomes magnetic and draws us. We’ve got to see these outcomes clearly, be able to describe them in detail. The more we think about them, the more we internalise them. This internalization is some kind of self programming.

WHAT IS THINKING?

To think is to use rational judgment. In a sense to think is to consider, to become aware of, to interact with an idea. In this process of thinking, certain activities take place as a result of the incubation of ideas that one has become aware of through the five senses. That process of awareness engages one and leads to serious and dynamic interaction with the idea under consideration. Such a serious dynamic interaction results in dynamic action.

Thinking therefore, is revealed by the pattern or tendencies or modus operandi of an individual. What one does over time is

an index of one's thoughts. Therefore, in order to guarantee an outcome in terms of behaviour, it is imperative that the inputs through the five senses contribute towards those behaviours. The timeless wisdom has it this way: "By beholding we become changed." Thinking is the raw material for these new behaviours.

HOW TO THINK

In order to enhance one's awareness and interaction with encountered objects or ideas, the best way is to use the FIVE W's plus H (What, When, Where, Why, Who and How). The usage of these W's and H will help the learner deepen his/her awareness. Heightened awareness and enhanced meaning results in accelerated and dynamic action. The goal of this usage is to help the learner probe, analyse, synthesize, contrast, compare, predict, deduce, define, etc. in order to deepen meaning.

Once the image or idea has been clearly defined by this type of probing, behaviour gets impacted. For example, a person seated or standing, unaware of a snake nearby, may not exhibit a changed posture. However, as soon as such an individual is aware of the presence of that deadly reptile, his body chemistry changes resulting in significant temporary behaviour change. A continued reaction of this nature establishes a pattern of behaviour.

RATIONALE FOR THINKING

Everyone thinks for self-enhancement and self-preservation. In the process, self is transformed. A transformed self impacts the environment of the self. The transformed self creates and reshapes his environment. Until this transformation has taken place, no environmental change will result. This concept is in line with the laws of motion. Objects in motion tend to continue moving. Conversely, static objects remain so until a power greater moves them. A transformed individual becomes this greater power that shifts objects around to mirror what is going on in the mind. This is how thinkers rule the world and change situations.

The following adage supports the power of thinking as a cause for outcomes:

- ❖ Sow a thought and reap an action
- ❖ Sow an action and reap a habit
- ❖ Sow a habit and reap a character
- ❖ Sow a character and reap a destiny
- ❖ Anonymous

In this, the highest, predictable, dynamic self is unveiled. A specialisation in THINKING spans all the learning areas. When one has become that highest self, one will begin to integrate the old with the new approaches to education. This highest self will have become the agent of change.

HOW TO ACQUIRE THIS DYNAMIC THINKING

This kind of thinking must be learned. In line with the ‘New’ approach to education all of us must learn. What does learning mean? one could ask. The Random House Dictionary defines it this way:

- ❖ It is to acquire knowledge or skill by study, instruction or experience.
- ❖ It is to gain a habit, to develop new mannerisms by experience and by exposure to example.
- ❖ To learn as a verb implies adding to one’s store of facts or information by discovery, suggesting that the new information is surprising to the learner.
- ❖ In psychology, learning is the modification of behaviour through practice, training or experience.

Learners must therefore be taught to think effectively. They must be fully aware of what they are doing when they think. This awareness enhances decision-making thus making thinking a very deliberate, carefully carried out process.

IMPLICATIONS FOR EDUCATION

Below I will discuss a number of theorists and their contribution to this concept of thinking as outlined by Hergenhahn (1982) in his book Introduction to Theories of Learning. It is stated that Thorndike has emphasised that ‘Learning proceeds from the simple to the complex’. In a sense, thinking should start from the simple to the complex. In other words, low-level questions should be addressed first until the learner’s habit of asking simple questions is internalised. Low level questions are: what, who, where, and when. The

learner must be able to list what they see, hear, touch, smell and taste. This ability to identify objects will form the basis for an in-depth examination of any other object. The habit of asking lower level questions will elicit simple, unambiguous responses. The learner must be able to describe what the object looks like, what it does, where it is, who is related to it and when it appeared. Meaning is thus enhanced when a bridge is made between the simple and the complex. That bridge is called association.

Guthrie takes the concept further by emphasizing ‘practice’ in the learning process. He states that practice is important in learning in that it causes more and more stimuli to elicit desired behaviour. Patterns of behaviour are only established by repetition of the behaviour. In this case practice is a deliberate, intentional act with a view to achieving a certain outcome. Learners must do in the ‘now’ what they expect to do in the future. Unless competence is achieved now, it will not be realised then. The habit of using simple inquiry modes forms the basis for using complex inquiry modes later. This sequence cannot be juxtaposed.

The Gestalt theory seems to cap this thinking concept. Its emphasis is on meaning and understanding. Parts must be related to the whole so that they have meaning to the learner. The emphasis is always on a totality or whole and not on individual parts. The assumption here is that elements are related. In order to see the whole, the individual elements must be linked together.

The Gestalt theory introduces to the learner a concept that objects are the sum of their elements. Systems thinking is introduced here where relationships are highlighted. This is higher level thinking, which employs questions such as ‘why’ and ‘how’. These questions elicit differing responses that may

not necessarily be wrong. A number of such perspectives and responses unveil a spectrum of views for deeper meaning.

THE EDUCATOR, TRAINER AND COACHE'S ROLE

The 21st century educators, trainers and coaches in the light of the above, are expected to do the following for education:

- ❖ Create think-tank classrooms and think tank rooms in which they must select experiences of life to tease children or participants to think critically and independently using resources across all learning areas and from prior learning.
- ❖ Shift emphasis from Learning Areas (LA) to Learner Development (LD). LA's are a means to an end and tools to help craft the product - the child, human being. LD is the goal, the aim, and the ultimate target. Even though the ultimate target, it is not a destination but a process. It is not a station because no one ever arrives. It is no wonder that curriculum 2005 is emphasizing Continuing education or lifelong learning.
- ❖ Learner Development's major outcomes are on problem solving, definitions, comparisons, summarisations, predictions, contrasting, deductions, analysis, synthesis, creativity, etc. This is higher level thinking.

WHAT THEN?

Thinking is the bridge that spans the 'old and the 'new' landmarks. There is no way that the old land marks can be

ignored. The old does not have to be perpetuated in isolation though, but integrated with the new. To live in the 'old' antiquates one. The 'old' is the starting point for growth and progression into the 'new'. This growth is what thinkers call a paradigm shift. Such a shift is a move from old to new, from here to there, from the concrete to the abstract. It is a shift or process of integrating the old and the new for enhanced performance in all spheres of life.

The shift or growth is a transformation. This is a transformation of outlook, perspectives and attitudes. The learner whose outlook has been transformed will also transform the environment he/she lives in. The new image created in the mind becomes the new yardstick against which everything experienced is measured. When such objects do not measure up to the new standard, a reconstruction of the object begins to take place.

Curriculum design is then the process whereby transformed individuals create patterns that will result in outcomes which mirror what a transformed individual, or society envisages. The problem we have is that the envisaged image is never seen until it is concretised. According to McKenzie (1980) "We never see the target a man aims at in life; we see only the target he hits." This is the focus of outcome-based education. We want to see the results, we want productivity. This is the critical outcome produced by critical thinking.

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CHAPTER

DYNAMIC DECISION MAKING

A gear lever that gets things moving

Decision making follows in sequence dynamic thinking. No decision is made without thought. Thinking is one of those activities we engage in constantly and it is the progenitor or the parent of decision making. The quality of our decisions is an indication of the quality of our thinking. The law of nature has determined that human beings will give birth to human beings and monkeys to monkeys. There is no deviation here. Likewise, dynamic thinking will result in dynamic decision-making.

There are two general patterns of thinking, namely, vertical thinking and lateral thinking. None is superior to the other. Each of these two are complementary and help managers and individuals see decision situations and problems from different angles.

Vertical thinking tends to be narrow in focus. Vertical thinkers prefer to start at one point and work systematically in one direction at a time. Kreitner argues that the critical factor for vertical thinkers is being able to discern which lines of thought are worth intensive and persistent exploration and which are

not. He also asserts that vertical thinking can be rewarding for managers who can separate promising lines of inquiry from dead ends. It should be noted here that every person is a manager of some sort. He or she manages events and situations. The above rule will also apply to individuals.

Lateral thinking on the other hand forges out in a number of different directions. It is common for lateral thinkers to pursue more than one distinct line of thought simultaneously. Lateral thinkers are broad thinkers and see things in an unconventional way. This approach to thinking explores varied ways of addressing the same situation concurrently.

The dynamism of both organization and individual depends on decision-making. It is decision-making that determines the character and destiny of each entity. Without it, there can be no forward movement. In fact as soon as decision-making ceases, an entity dies.

In exploring the concept of decision-making a number of questions immediately surface: What is decision-making? What is important about it? Who makes decisions? Why decision-making and how is it done?

Definition

Kreitner suggests that decision-making is the process of identifying and choosing alternative courses of action in a manner appropriate to the demands of the situation. Daniel Griffiths comments that “decision-making is generally recognized as the heart of an organization and the process of administration.” Livingston quoted by Griffiths expresses a similar idea: “If we expand the concept of decision-making to

include, on the one hand, the process by which the decision is arrived at, and on the other hand, to include the process by which we implement or make the decision work, and if we further recognize that this is a continuing dynamic process rather than an occasional event, then decisioning means something quite different than heretofore and become the basis for all managerial action.”

Every individual is some kind of manager. Therefore decision-making should be looked at from both group and personal approaches.

Characteristics of dynamic decision-makers

Courage

Webster’s New Collegiate Dictionary defines courage as a “mental or moral strength to venture, persevere, or withstand danger, fear, or difficulty.” Leadership or management is a continuous process of decision-making. The decision-making process is sometimes painstaking and demand effort and courage. Peter Drucker points out that when issues and alternatives have been fully considered, it is time to act and not time to evade the issue.

Ellen G. White comments that “If you wait to measure every difficulty and balance every perplexity you meet, you will do but little. You will have obstacles and difficulties to encounter at every turn, and you must with firm purpose decide to conquer them, or they will conquer you.” In another instance she says “no one ... can remain on neutral ground. If a man is divided, undecided, unsettled, until he is sure that he will lose nothing, he shows that he is a man/person God cannot use. But many are working in this line.”

Harry A. Bullis, retired chairman of the board of General Mills, comments: “Lack of courage . . . excludes many otherwise highly qualified men and women for executive roles.” Further, according to a study of unsuccessful executives in more than 200 firms, conducted by the Laboratory of Psychological Studies of the Stevens Institute of Technology, inability to make decisions is one of the principal reasons executives fail. It is a much more common reason than lack of specific knowledge or technical know-how.”

Communication

Dynamic decision-making depends on correct inputs. Inputs come by way of communication. This means that a decision-maker must receive communication in order to start making decisions. Decision-making then, is the utilization of received communication to move forward in that regard. Once communication is received, “to be/do or not to be/do, that is the question”. This question is an interrogation of received communication which necessitates decision on the idea before it can be acted upon.

In decision-making an individual or manager/leader is seeking an effective/dynamic exchange of ideas guided by a common purpose, where utilization of knowledge and ability become important in determining a way forward.

Urgency vs. Procrastination

Philip Marvin discussing the importance of promptness says: “The weight and responsibility which accompanies some decisions require many hours of hard work. Sometimes a wrong decision can definitely mean the loss of a job or mental or physical injury to a loved one. Arriving at sound and healthy decisions isn’t always an easy task. But no matter how painstaking a decision may be, it is important to treat it as urgent in order for action to occur.” Essentially, no decision, no action.

Philip Marvin further asserts “Deferred decisions are decisions which have no action. They do not mold the present or the future. The present and the future may take a course of action but not that which one had in mind.” The fact is that the present and the future are not dependent on my decision-making. They are out of my control. Whoever manages them makes those decisions on their direction.

Ellen White concurs: “It is even more excusable to make a wrong decision sometimes than to be continually in a wavering position, to be hesitating sometimes inclined in one direction, than in another. More perplexity and wretchedness result from thus hesitating and doubting than from sometimes moving too hastily. . . . most signal victories and the most fearful defeats have been on the turn of minutes. God requires promptness of action. Delays, doubtings, hesitation, and indecision frequently give the enemy every advantage.”

Challenges for decision-makers

Change management is on the agenda of many organizations. The issues of skills development, employment equity and diversity management demand that serious adjustments be made to comply with current legislation. Compliance calls for alignment and alignment demands that decisions be made in that direction.

In an era of accelerating change, the pace of decision making has accelerated. According to Alvin Toffler, “. . . the very speed of change introduces a new element into management, forcing executives, already nervous in an unfamiliar environment, to make more and more decisions at a faster and faster pace. Response times are honed to a minimum.”

Change, movement, acceleration, all imply a change of location – a move from one spot to another. This movement cannot happen without decision-making. Additional factors playing in this arena of acceleration for today’s decision maker are: (1) complexity, (2) uncertainty, and (3) the need for flexible thinking.

Dealing with growing complexity

Complexity is a cyclical process. As the complex momentum increases, it demands more complex decisions, which in turn make the situation yet more complex. There are seven intertwined contributors to decision complexity examination of which may increase the odds for enhanced coping. These include:

- 1) **Multiple criteria:** Any decision must satisfy a number of often conflicting criteria representing the interests of

different groups. Identifying interest groups and trading off their conflicting interests is a major challenge for today's decision-maker. But, successful trading may enhance success in decision implementation.

- 2) **Intangibles:** Intangible factors such as customer good will, employee morale, increased bureaucracy, and aesthetic appeal often determine decision alternatives. Ignoring them because of their difficulty to measure will destroy dynamic progressive decision-making.
- 3) **Risk and uncertainty:** Risk and uncertainty make decision-making very difficult because of low confidence levels. Hesitation and procrastination abound where risk and uncertainty exist.
- 4) **Long-term implications:** Some decisions though short term have long-term consequences. Lateral thinking strategies demanding situations analysis from various angles are a must to enhance accountability in the adoption of certain options or alternatives.
- 5) **Interdisciplinary input:** Input comes as communication lines are more open. With such open lines complexity increases when input from technical specialists such as lawyers, consumer advocates, tax advisors, accountants, engineers, and production and marketing experts are consulted before making a decision.
- 6) **Pooled decision-making:** Complex situation frequently call for pooled decision-making. For example, the design, production, financing, and marketing decisions for a given product are generally made by different people at different times in different ways.
- 7) **Value judgments:** Value judgments play a big role in complex decision-making activities. When decisions are made by different people with different backgrounds, perceptions, aspirations, and values, the decision-

making process will be marked by disagreement over what is right or wrong, and good or bad.

Considering all of the foregoing sources of decision complexity, it is clear that they are not merely passing problems. Each promises to loom even larger on the decision-making horizon in the years to come. Decision-makers, be prepared to deal with yet more complex issues than heretofore encountered.

Coping with Uncertainty

Life is fraught with uncertainties. No body knows for sure what tomorrow will bring. This uncertainty is the reality of life. There are many of us preoccupied with thoughts of security. Security means certainty. As long as uncertainty prevails, no security is certain. Therefore, each of us must make the best decisions we can in spite of uncertainties about both present and future circumstances. The most important key in decision-making is not the elimination of uncertainty but rather in learning to work within an acceptable range of uncertainty.

What do certainty, risk and uncertainty mean for the decision-maker? **Certainty** is a condition that exists when there is no doubt about the factual basis of a particular decision and its outcome can be predicted accurately. Since nothing is truly certain, conditions of risk and uncertainty are the general norm for today's decision-maker.

Risk is said to exist when a decision must be made on the basis of incomplete but reliable factual information. Generally, life is a risk. No one is certain of any outcome but can calculate the probability that a given event will occur and then select a decision alternative with favourable odds.

Uncertainty exists when little or no reliable factual information is available. In spite of this deficit, decision-makers without a data base from which to calculate objective probabilities, still make their estimates. Kreitner proposes that decision confidence is lowest when a condition of uncertainty prevails because decisions are based on educated guesses rather than on hard factual data.

GROUP DECISION-MAKING

Decision-making does not take place in a vacuum. It is an activity in a relationship. It is either the individual is related to things or other people. It is a relationship with alternatives. Decision-making therefore is choice-making. Each time an individual makes a choice alternatives are considered. Many organizational decision-making activities are highly social activities with committees, study groups review panels, or task teams contributing in a variety of ways.

Harry A. Bullis has suggested various steps in the process of decision-making:

- ❖ Define the problem
- ❖ Put it into the clearest language
- ❖ Examine it painstakingly
- ❖ Get all the facts possible
- ❖ List choices open to you and what each will lead to
- ❖ Make your decision based on values you believe in
- ❖ Determine the action to take then ACT.

There is a problem of dispersed accountability. There is a group-aided decision-making and group decision-making. In the first instance the group does everything except make the decision. In the second, the group does everything including making the decision. In the second instance, personal accountability is completely lost. In order to enhance high levels of accountability, a group-aided decision-making strategy must be pursued. In this instance the buck stops at the manager's desk. He or she gets all the necessary inputs then makes a decision.

PERSONAL VALUES AND DECISION-MAKING

Posner and Munson note that decision-making models generally ignore the decision maker's personal value system. This is a serious oversight they say, because personal values inevitably affect a manager's or individual's choices. According to Rokeach, values are abstract ideals that shape an individual's thinking and behaviour.

It is evident that each person values different means and ends in life. The means are instrumental values and the ends terminal values. An instrumental value is an enduring belief that a certain way of behaving is appropriate in all situations. A terminal value, on the other hand, is an enduring belief that a certain end-state of existence is worth striving for and attaining.

A successful dynamic organizational climate will depend on an alignment of organizational values and personal value systems. Without this alignment clashes and conflicts in directions result. It will be wise for the two factions to avoid compulsion

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and reduce conflicts by enlisting personal choice and commitment. None should force the other to comply. This is dynamic decision-making which leads directly to **DYNAMIC ACTION**.

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CHAPTER

DYNAMIC ACTION

The word dynamic as noted earlier comes from the word dynamite and means something pertaining to or characterized by energy or effective action. The word dynamic describes vigorous, explosive action with high levels of energy and forcefulness. The intensity thus described cannot be overlooked. Essentially, it commands serious attention and focus because its effects are certainly effective and at times considered very destructive. However, dynamic conceals the destructive aspects of the effects the word action but portrays its positive aspects.

In this presentation the word dynamic describes the word 'action'. What does the word 'action' mean? The dictionary defines it as performance or a deed. These two still need further defining to bring forth the meaning clearly. So, to perform is to carry out, to execute, to go through or execute in the proper or established manner. It is to carry into effect, to fulfill a command, promise or undertaking. From the above descriptions, it is very clear that dynamic action is a deliberate, calculated move to make specific planned effects to happen.

Dynamic action, like a planted dynamite to explode boulders, is always deliberate and calculated. Chance is never allowed in

the use of explosives because one mistake may be very harmful and destructive.

In the WORD-ACAID SYSTEM, action follows consideration or dynamic thinking. Thought must carefully outline what action must take place, when, where, why and how. Once this analysis is done, the strategy and its effects clearly identified and outlined the decision for implementation is made.

At this time the individual who has taken the time to carefully consider and interact with the idea, he makes a decision whether or not to try it out. This is where and when accountability is assumed. What the individual says at this point in time is, 'I know what I am dealing with and must now make things happen or make sure that this idea does not get implemented.' Essentially, such a person who has interacted with the idea takes the responsibility for its demise or for its birth.

With this said, I understand better when the Bible says that we must all appear before the judgment seat of Christ to give account for what we have done both in the body and in the environment.

The word 'ACTION' has a number of related words which help to clarify aspects of its meaning. Such words are 'actualisation', 'skill', 'practice', and 'performance'.

To actualise is to make things happen. In this instance the individual who is actualising is an agent of change, causing things to happen. He is the energy, the propulsion power that

causes effects. To actualise is to make things happen in the present. With this done, what happened continues to be unless it is reconstructed or reformed. I have formulated a maxim that describes what has just been said this way: WHAT IS, WILL BE. What has been actualized - or made to happen - continues to be unless changed by another force or energy greater than the first energy that made it to happen.

The second word is 'skill'. Skill is the ability to do something well, arising from talent, training or practice. Skill then describes how well the action was carried out. It is not surprising that one will hear that skilled practitioners get well paid. High levels of skills are indicative of proficiency and competence. This also means that the performer conforms to certain set or agreed upon standards of action. It is not surprising that such highly skilled individuals are called professionals.

The word performance has already been defined as meaning to execute in the proper or established manner. It is to accomplish any action involving skill or ability. This then means that one who performs or acts used ability or skill. If the act or performance falls short of the set standard, it could mean that the ability or skill driving that action is not well developed. That underdeveloped skill or ability will necessitate that training must be introduced to enhance the skill.

The ability of individuals is latent and must be developed by usage. What is not used gets impoverished and ultimately dies. Conversely, what is employed develops and matures. This kind of ability does not have a ceiling for development. The more usage it gets, the more developed it becomes. So, the extent to

which one's ability extends will depend solely on its continued usage.

The last related word to the word 'action' is 'practice'. Practice is habitual or customary performance. Habitual performance is repeated performance or systematic exercise for the purpose of acquiring skill or proficiency. Practice is the action or process of performing or doing something.

Practice is the buzz word for the sports world. There is no way one can maintain a desired position in sports without continuous and rigorous practice. Practice intensifies, fine tunes and focuses ability to ensure high levels of productivity.

THE ANATOMY OF ACTION

The concept of action has a specific form - a system. I call this system an anatomy of 'action.' The adage 'Sow a thought and reap an action' clarifies this skeleton of action. Action begins with thought. When thought has matured sufficiently, it is followed by decision and decision gives birth to action. Action is an index of thought since thought is abstract.

It should be made plain from the onset that there cannot be any action without prior thought. Even what we call mistakes are actually actions born from thoughts buried in the subconscious. Such actions born in the region of the unconscious are very potent. They are usually well incubated for long periods of time ensuring full maturity. It is therefore important for a person to screen what one thinks about.

A special preoccupation with some kinds of thoughts or a protracted involvement with an idea that has come through the five senses will lead to the disposal of that idea into the subconscious. When that has happened, the individual is no longer aware of the idea. However, the idea continues to grow until it is born in action. At times this birth takes place at awkward times and places resulting in embarrassment.

It should also be noted that protracted pre-occupation intensifies latent energy in the idea. When the idea is born it becomes so dynamic because the genetic makeup of the idea was dynamically incubated. Those high levels of incubating energy will be evidenced by the explosiveness of the idea when born in the arena of action.

Decision-making is the gear lever that gets thoughts engaged to produce desired action. This gear lever can either shift into drive or reverse and this happens as a result of careful or careless thought.

WHAT IS THE PURPOSE OF ACTION?

All action is always purpose oriented. As soon as a decision is made, action takes place. This action is corrective in nature. It is a steering mechanism to ensure focus on the course taken either forward or backward, for or against.

Action is taken in order to gratify desire. The individual has a wish as a result of his interaction with the idea perceived. Such a desire is always sparked by events from outside the

individual. The spark could be some privation, crisis or an event.

Action is taken to fulfill a need. The body has needs that the Creator put to perpetuate existence of the human species. Maslows hierarchy of needs was outlined to delineate varied needs in the body that must be satisfied. These are always satisfied by an appropriate action.

Action is taken for skill development or competence. Repeated action establishes a pattern of behaviour and the pattern will show both refinement or barbarism.

Some people act to be in line with the expectations of friends, parents and neighbours. They act to model what others do. This kind of action is sometimes called pressure by peers or community culture or way of doing things.

Action in many aspects of life is taken to enhance productivity in order to generate income for the gratification of desire or to meet a need.

Provision of service is another reason for action. Humans act to meet a need of others. Each person has a particular skill and with it can help others without that skill.

Maximising human potential is yet another reason for action. Some of us want our potential to be fully utilised. When we know that we did our best we feel satisfied and content.

All human beings alive have a propensity to act. To be human is to be and to be is a result of action. No one is exempt. The Bible asserts that people will be known by what they do. So action is an index of what a person is like. Those who cannot act in an expected manner are handicapped. In other words, they are less than what they should be.

Dynamic action is an experience and it involves the whole period of existence possible to man. There is no graduation from action. During this period of existence habits get formed and these habits are patterns of behaviour or parameters for specific action. When action ceases a person dies and is disposed of. Habit formation, the how and why of it, is the subject of the next chapter.

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CHAPTER

IT'S YOURS FOR KEEPS

This title introduces the concept of INTERNALISATION. In other words this is ownership. At this point in time one has interacted with an idea for a long period of time, was pre-occupied with it, sent it to the subconscious for storage and incubation and celebrated its birth in action evidenced by all around, now the idea is his for keeps.

It may appear now that the individual is keeping the idea. The converse is true. The idea is keeping and driving the individual. So, be careful of the ideas you entertain. In the end they become steel cables to shackle and enslave you or hard masters to drive you around for the whole period of existence possible to you. I would not mind if I had such an idea that could shackle or drive me around provided the idea is noble, amiable and truthful.

How do we internalise ideas to become us? How do we come to own ideas or ideas come to own us?

First, there is love at first sight. When one meets the strange idea perceived through the five senses, one courts it like having a girl or boy friend. A relationship is forged. It has been frequently argued that by beholding or looking, a person gets

changed. Every idea that hits a person affects one's chemical makeup positively or negatively.

It should also be remembered that first impressions last long. Once those impressions have caught one's attention, certain standards must be invoked against which the idea must be checked. This is a criterion-referenced process. The values that one has accepted become the yard-stick or benchmark to help screen every idea that knocks for attention.

Note the wise advice from the book of wisdom: "Finally, brothers, whatever is pure, whatever is lovely, whatever is admirable-if anything is excellent or praiseworthy - think about such things." Philippians 4: 8. With this kind of criterion to measure any idea perceived, there is no way that all the ideas will pass through into the subconscious. Any idea that can measure up to the above criterion will become a potent force once sent into the subconscious for incubation. One must carry around a dynamic weapon that will aid in the disposal of any idea unfit for use and for the benefit of society.

Ownership does not take place until the ideas coming through have been screened. However, not everybody uses the same criteria. This explains why some people are a menace to society. The criterion they use is based on self interest and competitive existence.

Self-interest has focus on self. No body counts but self. The criterion in this instance is 'I, me and myself'. In a sense, I, Me, and Myself must be the winner. I must beat you. I must win and you be the loser. This is a pattern of competitive existence.

The problem with this kind of existence is that it creates barriers in relationships to make sure the self is preserved. It will go to any lengths to beat the other down. The result of such ideas that drive individuals isolate and in the end impoverish the owners.

In the 21st century no one wins alone. Business and success is a related business. It is a business of co-existence and cooperation. It adheres to the slogan “T I C” - that is, Togetherness, Interdependence and Co-operation.

The ideas that conform to this criterion are bound to enhance the owner or the person they control. The basic principle of this kind of ownership is that delineated by the letters: T E A M. The acronym stands for Together Everybody Achieves More. Also, the companion principle is: I WIN IF I MAKE YOU WIN. Essentially, I GET WHAT I WANT WHEN I GIVE YOU WHAT YOU NEED. In a sense, I cannot get ahead without you.

Ownership is related to idea Internalisation. Internalisation epitomises procurement or securing of something from outside and transferring it inside. This process of transfer is likened to a recording process. The idea travels in space as energy waves, caught by some kind of microphone or receiver, decoded and interpreted to determine what it means or to determine whether or not it conforms to the nobility criterion, and if it passes the test, it is then encoded in the body.

To use the language of computing GIGO - garbage in, garbage out, one must get information from outside before it can be produced and disseminated out in service. This is some kind of programming. Once it is programmed in the systems file- the body-, the whole person will operate without deviation from

the coded programme. The internalised principle becomes the law by which the individual operates.

The life manual - the Bible - has reference to this encoding in the flesh business. It is not a new concept. This is what it says: 'The time is coming, declares the Lord, when I will make a new covenant with the house of Israel and with the house of Judah. It will not be like the covenant I made with their forefathers when I took them by the hand to lead them out of Egypt, because they broke my covenant, though I was a husband to them, declares the Lord. This is the covenant I will make with the house of Israel after that time, declares the Lord. I will put my law in their minds and write it on their hearts. I will be their God and they will be my people.'" Jeremiah 31:31-33.

From the above citation it is clear that encoding is done in the mind and in the heart. Another version of the Bible says in their flesh. This is nothing else than internalisation of principles or ideas that have been perceived. This means that the body cells will be governed by one principle and that principle is of co-existence with the idea, identification with the idea.

It is also clear that someone does the encoding from outside and the individual simply co-operates once he or she has screened and liked the idea based on its conformity to the criterion adopted as the yard stick.

The internalisation process is a process of alignment and reconciliation. What is an individual reconciled with? It is a

reconciliation with the broadcaster of the idea. The broadcaster has focused ideas to a specific listenership.

The assumption here is that the listenership is on a deviant course and must be brought back on course. Hence the ideas are always action oriented - showing how the individual must act in relation to the agreed pattern of action. This pattern of action is a direct reference to the principle of actualisation.

Actualisation is making things happen in the present time with the intention of meeting specific objectives. It is that process of translating floating ideas into images, thus making them observable and measurable. The individual who is actualising becomes the embodiment of the internalised idea.

The embodiment of an idea in a person is some form of characterisation in line with the adage quoted earlier that:

- ❖ Sow a thought and reap an action
- ❖ Sow an action and reap a habit
- ❖ So a habit and reap a character

Characterisation is the establishment of a character. A character is the aggregate of features and traits that form the apparent individual nature of some person. These traits and features are moral and ethical qualities such as honesty, courage, integrity and the like. All of them are abstract but made visible in a person who has internalised them as values to live by. Gordon Allport - the trait proponent- described character as personality evaluated and personality as character devaluated. So, character

forms the total person. Character is merger of ideas and person resulting in a personality which Gordon Allport describes as ‘something that is within a person causing him or her to behave in certain ways.

In summarising the internalisation process that enables people to keep ideas as their own, to have them driven by those ideas to act in a certain way, I will note specifically what Gordon Allport says regarding an adequate theory of personality or character:

1. An adequate theory will view personality as contained within the person. In other words, personality must be explained in terms of internal mechanisms, rather than of external mechanisms.
2. An adequate theory will view the person as filled with variables that contribute to his or her actions. Any theory of personality pretending adequacy must be dynamic and, to be dynamic, must assume a well-stocked organism.
3. An adequate theory will seek motives for behaviour in the present instead of in the past. Neurotics may be prisoners of their past but motives for healthy, mature adults are found in the present. The maturity level is identified by the individuals’ ability to describe accurately their motives for actions taken.
4. The units of measure employed by an adequate personality theory must be capable of “living synthesis”. That is, whatever units of measure are used to describe a person, they must be capable of describing the whole, dynamic personality or character.

5. An adequate theory will adequately account for self-awareness. This is why dynamic action is a deliberate calculated process. Every process in the anatomy of action is not capricious but guarantees the desired and expected outcome.

Once the person has become the embodiment of these noble ideas that can stand the test of time and scrutiny, they must necessarily follow into the next step in the WORD-ACAID SYSTEM, Duplication- which is the subject of the next chapter.

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CHAPTER

DUPLICATION

The concept of duplication is the last step in the WORD-ACAID system although this is not the last discussion in this book. You must carefully read the last chapter which will provide an overview of the dynamic nature of the WORD-ACAID system in the transformation of both person and organisation for enhanced productivity and meaningfulness.

What is duplication? It is to copy exactly like the original, to produce anything corresponding in all respects to another. It is to repeat or do again. It is a process of making more copies of the same entity.

Why would one bother to make copies of the same entity? Could this not be considered a waste of materials and resources? It is duplication of entities with no certainty that the purpose of such duplication will be realised.

There are several reasons why copies of entities must be made.

First, copies are made to disseminate information. Copies have information imprinted on them. This is part of continuing the cycle of the ACAID system. The assumption too is that the original is desirable, else it would not be duplicated.

In terms of culture dissemination, it becomes desirable to identify the ideal culture and duplicate it. This dissemination will always be in the form of information or ideas of the past that must come through the elders to the children. There is also a fear of the possibility that the ideal culture or correct information could be lost.

Second, duplication is in line with nature. Nature duplicates or multiplies according to its likeness. Like begets like - maize produces maize, monkeys produce monkeys and human beings humans. The original will always produce one like itself.

Third, duplication is for quality preservation. It is no wonder that the department of education is concerned about the restoration of the culture of teaching and learning. This restorative process is a redoing of the act as a corrective measure to assure quality.

Fourth, duplication is intended to enhance production. Whereas one item has been produced, it becomes imperative to make more of the same. This is to make sure that the species is preserved. Nature conservationists are always concerned about some nature resources becoming extinct or destroyed. So, duplication will be the answer to this problem of possible extinction.

Fifth, with productivity enhanced and assured, distribution must start in earnest. This distribution is service provision. In service provision concern is to make sure that those who do not have the product get it in its best state and as quickly as possible.

WHEN MUST DUPLICATION BE DONE?

The wisest man who ever lived puts it this way:

“There is a time for everything, and a season for every activity under heaven.” Ecclesiastes 3:1. Similarly, there is a time to duplicate and a time to cease. When duplication must begin, certain conditions must first exist. The equipment for duplication must be in readiness for the task. Premature duplication is bound to cause discomfort or even the abortion of the product in the making.

There should not be any duplication until the ripening process or maturity of the product is complete. When the outcome is not what is expected, the likelihood may be that the process has been short-circuited. With a short-circuited process dis-ease may result. For example, the problem of Aids is a dis-ease as a result of usage of duplication equipment that has been damaged by wrong and untimely usage or equipment that has been jammed by debris from other equipment not properly cared for.

It should also be emphasised that a repeat of an action at short intervals than called for does not allow processes to have their full run. When processes are not allowed their full schedule, the maturity of the product is interrupted thus compromising quality.

The suitability of the time for duplication is very critical. Environmental factors must serve to enhance the process of duplication. Currently, there is legislation that creates a favourable climate for skill development. The skills Act, the employment equity Act and the skills levy Act enhance the appropriate actions geared to assure certain expected

behaviours. This legislation has made conditions favourable for people to be assisted in the pursuit of the development of noble characters thus determining their destiny.

How must duplication be done? you may ask. The how of doing things always calls for expertise and careful adherence to set patterns of operation. The how indicates the level of competency an individual in task performance must have.

The last step in the WORD-ACAID system emphasises a know-how in implementing the duplication of matured individuals. Training and Development is the process of achieving the right kind of duplication. Changes to be effected in any product line call for high levels of skill in performance. This kind of skill is not achieved by chance but through a protracted, deliberate, and calculated process.

The following are ways by which training and development enhances the development and duplication of trained individuals for the perpetuation of the desired culture, skills or characters:

Apprenticeship is binding and placing a novice with an employer for the purpose of learning a trade. This is done when the employer has been identified as the right model for the kind of trade desired. It is also assumed that such an employer will train and develop the intern according to expected and set standards.

The employer has an obligation to make sure that the contractual relation of training and developing the intern is

complete in the stated period of this relation. It should be noted that such training is not instantaneous but protracted and time consuming. This then calls for prolonged maintenance and supervision. This process is called coaching. In a sense the coach is there when the intern needs him or her.

The coaching process has been described by continuous interventions. The Bible puts it this way:

“And these words which I command you today shall be in your heart; you shall teach them diligently to your children, and shall talk of them when you sit in your house, when you walk by the way, when you lie down, and when you rise up. You shall bind them as a sign on your hand, and they shall be as frontlets between your eyes. You shall write them on the doorposts of your house and on your gates.” Deuteronomy 6:5-9

This kind of process ensures quality and continuity by constant interventions and repetition. It is also highlighted that these words or ideas shall be in your heart. How else can they be in the heart except by a conscious, deliberate attention to the ideas conveyed, careful thinking and decision-making about the ideas, acting on them and thus imprinting them indelibly in the cellular structure of the body? Once they are so imprinted, they become the protocol by which the individual operates.

The second way of ensuring the production of an individual like the desired skilled person, is that of providing the learner with a mentor. The mentor is a wise and trusted counselor who will be commissioned to work with the novice to guarantee that the mentee is a replica of the wise and trusted counselor. It is the ideas and perspectives of the counselor that are adopted by

the mentee thus the mentee becomes the duplicate of the mentor.

This is modeling at its best. The mentor has become the embodiment of the desired ideas. The mentor is the idea incarnate or in the flesh. The mentor has become the concrete picture of the abstract idea. In this way the idea can be seen, touched, spoken to and listened to and continuously interacted with and interrogated. This is probably why the poet Edgar Guest wrote: "I would rather see a sermon than hear one any day."

Third, in order to ensure that quality individuals are produced by training and development, quality assurance mechanisms must be put in place to guide the transfer of the required skills for the specific targeted tasks.

Not only quality assurance mechanisms must be put in place, but continuous assessment mechanisms must be installed to provide feedback on the type and quality of individuals to be produced by training and development.

The final way of guaranteeing proper training and development in the duplication of both individuals and services in any organization is the principle called the J I T principle. This principle means the Just In Time production. This is a method of avoiding waste in the training and development process. The people needed are trained and produced for the specific departments as needed. They could also be trained and utilised in some other areas of their competence so that when they are needed, they are available. Multi-skilled workers would be there when needed. The JIT principle is linked closely to the

concept of infinite correlation. A human being is capable of doing many things at the same time. He can walk and talk, listen to music while working, digest food while asleep, etc. This kind of ability enables one to be trained in many other areas and then transfer that learning in some other areas of operation.

With the JIT principle, cost is cut to the bone and there is no waiting time. The duplication process functions according to the market demands for the kind of personnel needed. This is why success is when preparedness meets opportunity - Just In Time.

A back look of the WORD-ACAID system unveiled a process of making effects through ideas that float as waves in the universe. These waves are perceived by stimulated and perceptive individuals. These individuals act as receptors that receive stimulation and decodes it in ways that can be easily understood by every person concerned. Once the coded ideas are decoded, they are then translated as words which are labels of the broadcast ideas.

The translated WORDS become dynamic ideas to the literate who can understand them. Such literate individuals interact with the expressed ideas. The longer the period of interaction and interrogation, the more potent and explosive is the emergence of that idea in action.

A repetition of the act results in habits. These habits are patterns of behaviour over extended periods of time. Such habits become internalised thus forming enduring characters. With characters formed, the destiny of such individuals is

conclusively determined. Such formed individuals become the seed for the perpetuation of the kind of individuals they are. This process is totally in agreement with the laws that govern the cosmos.

Nature produces after its kind and individuals thus produced come forth to duplicate themselves by producing others like themselves. It has been observed without surprise that great teachers produce great students. The students become the seed to perpetuate the ideas and models of their teacher. This seems to be an end or a destiny of a long process investigated so far.

However, that destiny is not an end but an end without end. It is a cycle. This cyclical concept is the subject of the final powerful idea in the WORD-ACAID system- a reliable, experiential system for the transformation of both individuals and organisations.

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CHAPTER

A WHEEL IN A WHEEL

The discovery of a wheel has been the most revolutionary discovery of the ages. Wheels reveal dynamism, explosive energy and speed. Wheels do not seem to have a beginning or an end. They are the epitome of the timeless unanswerable question: “Which came first, the chicken or the egg?” This is cyclical, with no beginning nor end. Infinity is here portrayed. In the subject of a wheel in a wheel the ‘UNCAUSED CAUSE’ is unveiled. This uncaused cause is God, the timeless One, the Beginning and the End. The beginning and the End are here merged so that one cannot tell where one begins and ends.

He is the Alpha and the Omega, the Beginning and the End. There was no one before Him and no one after Him. He is the one who put the cycles in place. The galaxies including our solar system are cyclical and created by Him. They rotate and revolve around a common centre or hub. This is nothing else but wheels within wheels created as images of fathomless, infinite dynamic existence of which you and I could be a part if we so choose.

THE NATURE OF REALITY

Wheels within wheels reveal the nature of reality of which we are a part. This reality is characterised as cyclical and systematic. These cyclical and systematic realities span many of the disciplines studied in all centres of learning, namely:

- ❖ The circulatory system
- ❖ The respiratory system
- ❖ The electrical system
- ❖ The eco system and many others systems including
- ❖ The Word-ACAID system.

All these systems are characterised by dynamic energy. With the energy flow going on, the entities generate more heat. Humans so energised are described as enthusiastic. 'En' means in and 'thuos' means God. This means that such dynamic individuals are full of God. While God is in them life continues. God is this dynamic energy. When the energy ceases, the individuals become cold. With no temperature within, death results and once dead the individuality ceases to be. That individual is merged with the soils or dust. This is why the Bible states that man is dust and to dust he shall return.

Systems are a bundle of connectedness spelling a dynamic relationship. Human beings are connected to things and things are related to human beings. Both share a common existence. Human beings need light, need food and food comes from plants and animals. Without this connectedness man cannot live. This connectedness is like electrical wires. When well

connected they ensure a constant flow of energy resulting in excellent service where it is needed.

Systems are interdependent. This interdependence spells dynamic interaction and co-operative existence. Even the weakest linkage in that relation is very necessary.

Systems are balanced ensuring even flow of energy and an even gait in movement. This equilibrium combats dis-ease by maintaining appropriate levels of necessary elements for continued existence. Extremes in reactions to environmental constraints cause high levels of stress thus calling forth excessive amounts of unneeded energy. This situation impoverishes and exhausts the energy-producing organs thus reducing the life span.

Systems, like the soil, do not care what is planted in them. They will produce in abundance what is planted. For example, if one plants two seeds, one a deadly poisonous seed and the other a seed of corn, the soil will produce in abundance both seeds if well taken care of. Systems deliver faithfully what is expected without discrimination. It is up to the system user to be careful what he does with it and how he uses it.

A mirage is illusive. It is not a system. It looks like it has great potential to deliver but cannot. That which purports to be a system cannot stand the continuity test, the scrutiny test nor the test of time.

The WORD-ACAID system is designed to aid the user in getting the outcomes desired. The system is good for parents in

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raising their children, good for farmers who grow produce, good for teachers and trainers in developing people, good for service providers, good for managers who are employed to make sure that their subordinates raise productivity levels and it is good for every occasion and situation where it is used. It will faithfully deliver to the user what is desired and dreamed of.

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CHAPTER

SUMMARY

THE WORD-ACAID SYSTEM AT WORK

A people transforming system.

System's Profile

This is a nine module system for transforming yourself and others. Once people are transformed, organizational transformation follows.

It is a journey through life.

It is an encounter with reality outside yourself.

It has no beginning nor end.

It is a dynamic experiential system involving purpose, intention, choice, and action.

WHAT THE SYSTEM WILL DO FOR USERS

- ❖ **LEADERS** - It enables leaders to know how changes can be effected.
- ❖ **COACHES** - It makes coaches aware what inspires followers and subordinates and what techniques to use.
- ❖ **TEAMS** - Enhances awareness that everything is connected and related.

CONFLICT SITUATIONS - It makes it easy to detect non-aligned elements in a systems relation. It promotes easy alignment in elements sequencing.

MOTIVATION - With heightened awareness, motivation for action is harnessed. System enhances focus of intention, thus changing the body chemistry to spark action in the fulfillment of desire.

IT IS A SYSTEM FOR EVERY PERSON

- a. It is a people changing system.
- b. The system helps people understand how problems and challenges confront them.
- c. The system helps a person to fulfill a desire, need, want, a craving or a longing.

- d. The system helps a person to be aware of every move is making. A heightened awareness enhances focus of intention thus triggering the body chemistry to spark action towards fulfillment of a desire.

Note the following definitions of DESIRE, NEED, WANT AND CRAVE

- ❖ **DESIRE:** Is a strong feeling, worthy or unworthy, that impels or drives a person to the attainment or possession of something wanted, desired, needed or craved.
- ❖ **NEED:** It is a requirement, necessary duty or obligation or a lack of something wanted. It is an urgent want of something required.
- ❖ **WANT:** It is a feeling of need or desire for, or a wish for something.
- ❖ **CRAVE:** It is a strong desire and implies a deep and imperative wish for something based on a sense of need, lack and hunger.

How does a person develop a strong feeling that drives him to the attainment or possession of something wanted, desired, needed or craved?

THE WORD-ACAID SYSTEM ANSWERS THIS QUESTION

Feeling is taught by conditioning and is developed by experience through an encounter with the object. Once a feeling is developed, it drives its owner in the direction of that idea or object perceived. The object or idea becomes the magnetic pull to merge the individual to it.

- ❖ Repetition of this encounter deepens the impression enhancing ownership and belonging.
- ❖ Tony and Barry Buzan in their book the Mindmap book have this to say:

“Repetition in itself increases the probability of repetition. In other words, the more times a mental event happens, the more likely it is to happen again.” p. 29. This is the process of internalization or encoding in the body. This is conditioning at its best.

This is the basis for the Word-Acaid System.

It is Based on the law of Nature that says “You Reap What You Sow”:

- ❖ “Sow a thought, reap an Act
- ❖ Sow an Act, reap a Habit
- ❖ Sow a Habit, reap a Character
- ❖ Sow a Character, reap a Destiny”
- ❖ Anonymous

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This is an EXPERIENTIAL SYSTEM and never transmitted vicariously. This is how every person is affected by the system. A person is taught through words. These words convey ideas and images with an intention of changing the listener to behave in a manner the transmitter has envisioned.

Words convey ideas, they give input, information and illumination. This impact comes from outside the individual and exists without individual initiative.

The words catch the attention of the listener, imprint the image portrayed in the mind of the listener. The frequent bombardment of the listener by the words and ideas expressed, create a deep impression which will be very difficult to get rid of. Let us note the sequence of impact.

First, the attention of the individual is caught and gets focused on input or information conveyed for interaction. One becomes aware of the idea, input or object. To be aware is to have knowledge, be conscious, cognizant or be informed. How does one become aware? This happens through the five senses. This conscious deliberate focus is called perception.

Once a person's attention has been caught and objects and ideas perceived, and that frequently by the same idea, the person is bound to interact or interrogate the idea. That interaction is called THOUGHT or CONSIDERATION.

Consideration is the processing of the idea. It is to carefully think about with the intention of making a decision about what

is considered. Consideration is contemplation, reflection on and to scrutinize objects and ideas.

A careful frequent focus on an idea always results in decision-making for or against the idea under consideration. Decision-making is the gear lever that makes things to happen. It leads to Action.

Action has to do with performance and practice. It relates to skill development for competence in the direction of desire, want, need or craving incubated in the mind. The action then intensifies the feeling of desire, want, need or craving.

The strong feeling of desire, want, need or craving intensified by action enhancing ownership. Action enhances encoding or registration of the idea in the body thus making it one's own. This process is INTERNALIZATION.

Internalization is the processing of the idea, values and mores and incorporating them in the self. It is to make these ideas subjective. In other words it is the adoption of the idea as one's own which subsequently governs all behaviours. What gets owned, gets utilized or drives the owner. Anything used grows and multiplies. It is in this way that as the owned utilized idea grows, so does the owner of the idea. This multiplication process is a duplication or a copying of the original idea for the maintenance and perpetuation of that idea.

This perpetuation of the idea in a person is idea duplication. To duplicate is to make a copy exactly like the original, making everything correspond in all respects to the original.

Once the idea has reached the duplication level, it becomes very difficult to kill, destroy or counteract. At this point in time a circuit has been completed causing dynamic ripples in space and time. The cycle completion makes it difficult to tell where the system begins and ends. It is the issue of the chicken or the egg - Which comes first? That is where the dynamism of the system is encountered and experienced.

Once the system has completed its cycle, no one is able to tell where it starts or ends. The dynamism is in its cyclical nature. Its a wheel in a wheel resulting in dynamic explosive movement.

When the cycle has been completed in the individual, the NEW YOU IS BORN as a replica OR mirror of the idea encountered, thought about, decided upon, acted upon, owned and duplicated. From this point on YOU ARE THE EMBODIMENT OF THE IDEA. YOU ARE THE IDEA MADE VISIBLE, YOU ARE THE REFLECTION OF THE IDEA.

The system is for all time, all people, all occasions and situations, reliable, predictable and potent. It was designed for you. The author wishes you continuity and dynamic vibrant life to both you and those related to you including your organization as you continue to use a system without end THE WORD-ACAID SYSTEM.