Power Of Projects

By Captain Bob Webb

Projects Make Dreams Come True
### The Voyage to Our Ports of Paradise

Exploring and discovery awakens our inner self, creating a desire to learn more about the world around us, setting in motion a vision. A vision is the source of all achievement.

<table>
<thead>
<tr>
<th>The compass symbolizes our direction in life.</th>
<th>The sextant symbolizes our current position in life.</th>
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<tr>
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<td><img src="sextant.jpg" alt=" Sextant" /></td>
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<tr>
<th>The helm symbolizes skills needed for achievement.</th>
<th>The sail symbolizes motivation and persistent needed through storms and calms</th>
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<td><img src="helm.jpg" alt="Helm" /></td>
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<tr>
<th>The chart symbolizes our desired destination in life.</th>
<th>Projects and the associated opportunity is the ship that gets us there.</th>
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<td><img src="chart.jpg" alt="Chart" /></td>
<td><img src="projects.jpg" alt="Projects" /></td>
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### Projects — The Motivator

Projects require a goal where students must search for a method, acquire skills and knowledge, accept failure and bounce back from it, and keep trying until the goal is achieved. They learn through experiences, more important, they learn how to research and apply knowledge. Success is measured by the complexity of the project and the ability to finish it. This type of education motivates one to learn more about the world we live in while creating a lifetime love to learn. The law's of nature is the motivator and instructor.
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People who have a vision control their destiny and lifestyle.

For people without a vision, their destiny and lifestyle is controlled by others.
The Power of Projects

What do these people have in common; Benjamin Franklin, Abraham Lincoln, Thomas Edison, Henry Ford, Wright Brothers, Frank Sinatra and Elvis Presley? They discovered their natural talent with projects and developed their skills through self-education. Projects are highly motivating, because they are based on personal interest that stimulates the natural learning process.

Projects require a goal where students must search for a method, acquire skills and knowledge, accept failure and bounce back from it, and keep trying until the goal is achieved. They learn through experiences, more important, they develop skills related to research, responsibility, organization and the ability to apply knowledge. This type of education motivates one to learn more about the world we live in while creating a lifetime love to learn. The laws’ of nature is the motivator and instructor.

When faced with a challenge, man has the ability to learn without instructors. This is how visionaries develop new ideas and discover new ways of doing things. The steam engine replaced the horse and buggy. This was a totally new concept that people quickly adapted to. Visionaries are self-educated — some like Abraham Lincoln never went to school, while others, like the Wright Brothers, almost finished high school. How did they learn? With projects that motivated them. These projects were based on the desire to learn more about the world we live in. Nature is an instructor that uses nature’s learning tool, trial and error.

There are two types of projects, self-motivated and team motivated. Both produce powerful learning environments.

With team motivated projects there is a support group who make it easier to hang in there when things goes wrong. Teams learn when they share knowledge and there is an element of failure. If they only follow orders and there is no element of failure, they learn nothing.

Self-motivated projects are training sessions. Each small project leads to a larger one, which is turn leads to yet another larger one. Confidence and abilities grow with each completed project. No super achiever has ever achieved his goal without first succeeding at small, seemly insignificant projects.

With self-motivated projects, we are under no obligation to anyone except ourselves. This is what makes it difficult—no one cares. If no one cares, why should we continue? Some projects bring opposition. We are told it is a stupid idea. If others think it is stupid, why should we continue? Many projects have no outside support. If people don’t support us, why should we continue? We continue because this is the only way to achieve our dream. In the beginning, very often we have to go it alone. No one is interested in our ideas until we succeed. Then everyone wants to be a part of it.

As we develop the habit of finishing what we start, unknowingly, we rise above the crowd of quitters. Project finishers are in demand, and this demand increases as our abilities expand. This ability is recognized by people who need assistance in reaching their goal. When they discover someone who can get things done, they latch onto them and offer opportunity, qualified or not.
When sudden opportunity is offered, what do we do? Our first reaction is caused by barriers of risk, fear and failure. We ask ourselves questions. “Do I really want to become involved?” “Not being prepared is risky. Am I willing to look like a fool?” “What will my reputation be if I fail?” “What will my reputation be if I don’t try?”

There is a catch to learning with projects—one must learn to finish what they start. No one learns anything with unfinished projects or try and quit. The learning process is in trying and failing, learning from mistakes, bouncing back, and trying again until success comes. Thomas Edison took on the ridiculous project of finding a way to burn a steel wire white hot without burning up. Everyone knows everything always burns up—what a stupid idea. He tried and failed a thousand times. But his persistence paid off—the common light bulb is the result.

Projects are learning tools.

- Projects start with a dream or vision, to have experiences that are beyond his reach at the present time. In short, an ADVENTURE.
- Projects teach students how to learn versus how to be taught.
- Projects make it possible to discover one’s natural talent and personal interest.
- Projects inspire the development of visionaries. Visionaries are leaders.
- Projects have a goal that is based on man’s desire to be a winner. Self-satisfaction is a powerful motivator.
- Projects are learning tools that is motivated by curiosity.
- Projects work with the forces of nature and nature is the instructor.
- Projects are hands-on environment.
- Successful projects are the results of failure and learning to bounce back from it.
- Projects inspire a love to learn.
- Projects build positive self-esteem.
- Projects help us discover our learning personality.
- Projects develop self-discipline.
- Projects teach persistence and the art of bouncing back from failure.
- Projects lead us to a career that is in harmony with our natural talent.
- Projects are fun.
Natural Learning Environments

During the last hundred years, our society has moved away from natural learning environments to heavy dependence on classrooms. To further narrow learning opportunity, society is accepting the belief that the standardized test measures achievement potential. The production line mindset that Henry Ford started during the early 1900s, “repetitive action with limited skills and no responsibility,” is now the mindset of our education system.

Natural learning is assuming responsibility, asking questions, seeking answers, analyzing information, which leads to more questions. The answer is never complete because there are always broader possibilities and/or better ways. Learning by asking questions is a treadmill that has no end. This method trains the mind to keep searching, even when a reasonable answer is found. This is the key to educating oneself without dependency on others.

Benjamin Franklin went to school for two years between the ages of 8 and 10, then was out. His continuing education was a lifelong process of creating challenging projects with familiar objects, asking, “There must be an alternative use?” Then he would seek answers and analyze them. Examples: Lighting has power that can be beneficial to man if harness or moving fire from the fireplace to a stove in the center of the room for greater efficiency. He found answers to these familiar forces of nature by asking questions, then trial and error, then more questions.

For every successful result, there were many incomplete answers or total failures.

Self-motivated projects are natural learning environments.

Natural learning is based on curiosity and projects where participants share knowledge to reach a goal. Knowledge that is useful for a project is customized to the project needs and personality of the participants. Knowledge is gained by tapping information sources through research, trial and error, networking, and intuitive forces. The ability to tap these resources and make sound judgments is the key to achieving the desired goal. As one goal is achieved, another is established. Each goal requires new knowledge and skills, and this is achieved through the ability to acquire knowledge from many sources.

One Room Schoolhouse

Where all grades are in one room, the teacher teaches to the oldest student, customizing a learning method that works. The older student then teaches the younger student. When students teach students, peer pressure motivates them to learn. A student teaching, what he has just been taught, increases interest and understanding. If there is a conflict, the teacher who acts as a coach, instruct students how to teach and learn at the same time. Students teaching students produce super benefits with super motivation. By combining teaching with learning, comprehension of all students increases. Understanding increases the love-to-learn. This is team education, the most powerful education system in the world.
Team Education

How can a group of teenagers establish the world’s fastest growing company? Their education is limited, they have no experience, there are too many unknowns and they are not focused. It is assumed only adults with a proper education and years of experience have the ability to sort out advanced technology. But then, this is how teenager Bill Gates and his teenage friends started the Microsoft Corporation.

Team education is a group of people searching for ways to achieve a common goal. They do this by exchanging information, telling of their experiences, considering the pros and cons of an idea. Everyone learns at their own pace while contributing expertise, based on their experience. They have a natural talent is different from everyone else, technical, intellectual, introvert, extrovert, cautious, or risk taker. Each looks at an idea from a different perspective. Team education joins the beginner and the experienced. The beginner may listen while the experienced does the talking, very often bragging. In time, the beginner is inspired, will try his ideas, will learn what works, and does not work. Team members, through peer pressure, inspire each other to perform at their best. As a result, everyone competes to be the best. Each suggestion builds on the previous suggestions, creating an ever-expanding knowledge base. The exchange of information stimulates new ideas. The discovery of possibilities, recognition from others stimulates inspiration and motivation that sends the knowledge level to greater heights. Team knowledge has always been the most powerful learning force in the world.

Learning to Finish What We Start

Barriers to Overcome

Risk
Fear
Failure

What do you do when faced with barriers?

"I Quit" Projects

Learning to:
Take Risk
Overcome Barriers
Complete Projects
Learning Personality

Key to a Productive Lifestyle

Each of us has a social personality that is different from everyone else. We also have a learning personality that is different from everyone else. Our learning personality is the combination of natural talent, personal interest, current opportunity, social environment, character, motivation and how the brain processes information.

People, whose learning personality is in harmony with their social environment, are considered highly intelligent. People, whose learning personality is out of harmony with their social environment, are considered to have low intelligence. Everyone wants to be considered intelligent. They will seek social environments that will give them that feeling.

<table>
<thead>
<tr>
<th>Learning Type/Talent</th>
<th>Social Environments</th>
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<tr>
<td></td>
<td>Academic</td>
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<tr>
<td>Intellectual</td>
<td>High</td>
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<tr>
<td>Artistic</td>
<td>Moderate to Low</td>
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<tr>
<td>Technical</td>
<td>Low</td>
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<tr>
<td>Dexterity</td>
<td>Low</td>
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<tr>
<td>Other*</td>
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Public education is a social environment that is built on academics by intellectuals. Intellectual students are socially accepted and rewarded. Non-intellectuals are socially rejected. Having little opportunity to discover or develop their natural talent, they receive the label of “low intelligence.” Self-fulfilling prophecy proves everyone right. Students who don’t fit in, want out, their learning personality is not compatible to the intellectual world.

The formal education helps intellectuals discover and develop their natural talent. The system does not do the same for non intellectuals. These students are labeled failures because they cannot perform like intellectuals. On the other hand, put failing students in a social environment that is in harmony with their natural talent, suddenly, they become highly intelligent and excel.
Learning Personality Elements

Natural Talent - Our learning personality is built around a strong natural talent, intellectual, artistic, technical, or dexterous. Everyone has at least one strong talent, with other talents varying in intensity. Some fortunate people may have more than one. A person with strong intellectual talent usually has weak technical talent. A person with a strong technical talent usually has a weak intellectual talent. Our strong natural talent is the base from which we can build and become a super achiever. The problem is, recognizing what that talent is. Most non intellectuals don’t discover their natural talent until they stumble unto opportunity by accident and many never find it. Society offers help for intellectuals only.

Personal Interest - Teenagers are searching for what turns them on. For some, this is next to impossible because relatives, friends and society are pressuring them to accept what they think their interest should be. A teenager, not knowing what motivates him and under pressure to accept others’ opinions, rebels. In this conflict, it is next to impossible to learn what one’s natural talent and interest are.

Parents in particular, have an image of the ideal for their child and many teens have interest that is contrary. A mild manner teen will bow to parent’s wishes and pursue a career that is out of harmony with their learning personality. The results, productivity will be well below capabilities. A strong willed teen will take control, reject parents advice, strike out on their own and do what they feel is right. If they discover their learning personality, they will build a career that goes beyond their wildest dreams. Parents who recognize their teens natural learning personality and work with them to develop it, usually become very successful at an early age.

Opportunity - Opportunity is the only way anyone can discover their natural talent and personal interest. Projects increases opportunity for self-discovery.

Opportunity is a powerful motivating tool. Motivated people will find ways to acquire knowledge without dependency on instructors. For example, Thomas Edison, the Wright Brothers, and Henry Ford were people who invented products that changed the way we live. They were also in conflict with the education system, but had the support of their parents. Their parents created the opportunity for them to learn on their own. As a result, these visionaries developed a burning lifelong desire to learn.

Social Environment - People with an intellectual learning personality are viewed as high on the social ladder. People with a dexterity learning personality are low on the social ladder, therefore, their needs are ignored. High school students are taught that blue-collar skills are something to avoid at all cost, they are beneath acceptable standards. This is the teaching of social prejudice that prevents many students from discovering their natural talents or true interest.

How the Brain Processes Information - Debates are demonstrations on how different people process information. All participants are debating the same topic, but have different viewpoints and conclusions. This is because each person’s brain processes information differently. In the classroom, instructors are trying to plant prepackaged information and concepts into their students head. Then test are given to be sure they all are thinking alike. This is not natural and only creates a source of rebellion. In contrast, projects build on conflicting points of view which is a natural process.
Everyone could find a productive lifestyle if they could find a learning process with opportunity that matches their learning personality. It is extremely difficult to motivate people whose learning personality is out of harmony with society’s preconceived standard. On the other hand, the strong-willed will ignore opinions and find ways to acquire skills to achieve their ambition.

The Intellectual Learning Personality

All through history, intellectuals have power because they control money, politics and the education system. They influence our thinking and goals through the media, they report the news, write the laws, and control our schools that create the next generation of people to think like them. Therefore, it is a popular goal to be an intellectual and be part of the influential power structure.

Intellectuals learn through linguistics. They have the ability to express their thoughts clearly on paper. This ability is the source of power, because a piece of paper can be reproduced efficiently. Efficient communication makes it possible for one man’s ideas to influence an extremely large group of people. This influence produces leaders and everyone wants to be a leader.

Intellectuals are naturally motivated with academic subjects. School is a pleasure, because they have opportunity to learn about subjects that are extremely interesting to them. They are motivated. In addition, pleasing their peers with high grades is also motivating.

The Artistic Learning Personality

Artists are visual and/or song-and-dance learners. They have the ability to view the world from an abstract perspective, via art or music. In our society, their interpretation of the world is considered entertainment. In reality, it is a source of information and a form of influence. Because artists have high visibility, their ability to influence society is right after intellectuals. For this reason, they are high on the social ladder.

Over thousands of years, the Polynesians developed education techniques through song, dance, and intuitive knowledge. They never developed a written language. In this society, people who had artistic learning personality became the leaders, because they could communicate their ideas to a large group of people. Intellectuals were at the bottom of the social ladder. With no linguistic tools, they could not communicate their ideas. People with intuitive skills, usually navigators, were high on the social ladder. They guided the dugout canoes that populated the Pacific Ocean from Hawaii to New Zealand without charts or navigation tools. Intuitive skill is a lost art in our society of materialism.

Today’s rap music is an excellent example of education through song and dance. The instructors are the artist who records the lyrics. The problem is that rap music is under the control of artist who promotes low self-esteem. Our education system does not recognize the arts as a serious education tool. Like school craft shops, the arts are considered an extracurricular activity. To be accepted, the student must have a “C” average or better in academic subjects. This eliminates students who can benefit the most.

Elvis Presley was a failure in school (the intellectual world.) Accepting the belief that he had limited skills, he became a truck driver (the dexterous world.) He discovered his learning personality was music and entered the entertainment world. You know the rest. The same with
Frank Sinatra. He was a failure in the intellectual world, but found success in the entertainment world.

The Technical Learning Personality

Technical people relate to mechanical talent and skills. They often ask questions, why, what does it do, and how it can be made to work better? They take risk and learn by trial and error. The past is history, the future holds opportunity. With this attitude, they invented the tools that change the way we live. Chuck Yeager was the first man to fly faster than the speed of sound. His technical skills pioneered the space age. Because he did not have a college education, his application for astronaut was rejected.

Chuck Yeager was self-educated. He found opportunity because he could learn without dependency on instructors and he succeeded as a test pilot for the same reason. If you think about it, pioneers don’t have instructors. If instructors were available, leaders of technology would not be pioneers. Anyhow, the rejection of Chuck Yeager’s application for astronaut also ended the age when self-educated people received recognition. Now companies and technical colleges require applicants to pass academic tests before they are allowed to develop technical skills. The problem with this is that people who are accepted are intellectuals, not technical or dexterous. In the workplace, many of these students become machine operators, not skilled craftsmen. The person who would make the best skilled craftsman is collecting unemployment checks. He could not pass the academic test.

Many teens do not have the opportunity to experiment with technical ideas, especially those living in apartments. In an environment where teens are not allowed to experiment, they will never discover their true capabilities. Home ownership by parents offers a window of opportunity and a chance to experiment, a chance to develop interest and discover capabilities. If the technical learning personality had opportunity to try ideas, they will discover their true talent. They may find they are extremely brilliant.

The Dexterity Learning Personality

Dexterity people express themselves with objects, which require them to know “why,” otherwise, the information is rejected. If they have opportunity first they will understand “why” the need for other skills and find a way to acquire them. It may not be in the classroom, but they will find alternative education methods that works’ for them. Apprentice programs are an excellent example of opportunity first followed by training.

Dexterity talented people find success in the blue-collar world such as manufacturing and construction. Because dexterity skills influence a small group of people, usually one on one, they are at the bottom of the social ladder. This low status has created a shortage of skilled blue-collar workers that pay well above average wages.
Super achievers develop a lifetime love to learn. Job seekers turn off the desire to learn at an early age.

Personal income is high for people with a love to learn.

People with a love to learn are visionaries.

Earning Power
Comparing Visionaries to Non-Visionaries

Super achievers have a goal, a vision of what they want to achieve and a role model of the person they want to be.
### Love to Learn

<table>
<thead>
<tr>
<th>A - Desire to learn is maintained over a lifetime. This person’s education is not based on years spent in classrooms; it is based on a persistent desire to maintain a continuous natural learning environment. The result is above average wages. These are the CEO’s, and other achievers who have a vision and know how to get things done. These people are independent thinkers and doers. They are NOT dependent on others for knowledge or opportunity, they do not wait for opportunity to come their way, and they go after it.</th>
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<tr>
<td>B - Desire to learn is maintained until a professional skill is mastered that meets basic needs, then it dies. This person is the typical professional that makes average wages. These two groups are dependent on others for opportunity. They can rise no higher than the image they have of themselves, which is based on other’s opinions. Associates tell them their limits, which they believe and accept. They do not make efficient use of natural learning tools because they were taught to depend on others for knowledge. As a result, they focus on protecting their comfort zone and the status quo.</td>
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<tr>
<td>C - Desire to learn dies before a professional skill is mastered. This person makes below average wages.</td>
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The difference between group “A” and “B, C” is a vision that motivates. People who have a vision control their destiny and lifestyle. For people without a vision, their destiny and lifestyle is controlled by others.

Today, our education system is preoccupied with standardized tests. The goal is to bring failing students from group “C” up to “B,” which is minimum academic standards. These tests are producing a mind-set in all students to accept the status quo. As a result, students that would be in group “A” are dragged down to “B.” They drop any visionary ideas they may have had and focus on testing. The goal should be to give students the tools to move from “B, C” to “A.” This requires a different type of system.

Today’s education goal is to get students to pass standardized test. The results influence teachers’ bonuses and school funding. When the curriculum is controlled by funding, teaching students to have a vision is no longer feasible, because it can’t be measured.
Why Super Achievers are Self-Educated

Super achievers need skills that can only be acquired through self-education. Skills and knowledge that are customized to the individual, based on their natural talent. Persistence and motivation is developed with the love-to-learn.

Characteristics of Super Achievers

- They have a love to learn that continues for a lifetime. Continuous learning increases the value of their services as they age.
- They are dependent on self for knowledge, not others. Through self-education, they find ways to acquire additional skills, which increases career choices and competitiveness. They have learned how to learn versus how to be taught.
- They discovered their natural talent and work hard at developing it with self-motivated projects. They develop the habit of finishing what they start.
- They seek change, because it offers new opportunity.
- They have a vision of the person and lifestyle they want.

Characteristics of Job Seekers

- They depend on the formal education system for needed skills. They seek help for additional knowledge. Dependency on others for knowledge promotes procrastination, because learning opportunity is not always available.
- The desire to learn is turned off by the age of 25, because it is easy to accept the status quo and just dream about another lifestyle.
- They may start self-motivated project, but will not finish them. Quitting is a habit.
- They reject change, because it is a threat to their current skill. As a result, they will not discover their natural talent or their capabilities. Their career choices are limited.
- Advancement is by seniority, not by skill.
- They dream of a different lifestyle, but they are locked into the status quo, because they reject change.

Developing the Skills of Super Achievers

Achievers have dreams, a vision of the person they want to be. They learn with projects that are in harmony with their natural talent. Self-education is a powerful motivating force. The sequence is as follows:

1. The first step is to discover your learning personality, which is a combination of natural talent and how you learn. (visual, hands-on or lectures)
2. Next, develop a dream that motivates or create a vision of the person you want to be. This must be in harmony with your natural talent.
3. Develop a list of mini projects that will help achieve the grand goal. Develop the habit of finishing what you start. Starting and not finishing small projects leads to nowhere.
One must learn to complete mini projects so-as-to have what it takes to complete large projects.

4. Research, using methods that work for you. If the classroom is a turnoff, then use other methods, self-education and team education for example.

5. When resources are available, experiment, trying and failing are learning tools. No one has ever become an achiever without first experiencing failure.

6. Develop the ability to bounce back from failure. Thomas Edison had a thousand failures while inventing the light bulb. What if he quit at 900? That’s not likely, because one is motivated to keep pushing when on the right track, even if it is failure number 900. Direction is changed when it is obvious they are headed in the wrong direction.

7. Ability to be persistent. The winners are the ones who hang in there when everything goes wrong.

8. People who love to learn are not depended on others for knowledge—they develop a learning style that is in harmony with their learning personality. They develop learning tools that works for them. Learning by doing leads to above average opportunity and wages.
Merging the Workplace with Education

Motivation in the classroom and workplace

This document refers to the attached chart that illustrates how the formal education system creates three groups of people. The political education establishment is searching for ways to force people into a one-system-for-all program. With this policy the system produces highly skilled professionals at one end while producing criminals at the other end. Results vary for people between the two groups.

The workplace needs to be managed as a lifetime learning opportunity. The public education needs to be managed in a way that supports workplace lifetime learning. Creating motivation for lifetime learning starts with self discovery, finding what motivates individuals. Project based education can achieve this, because projects are fun and it hides the education element. The workplace is a project based organization. Education that simulates the workplace would prepare students for the real world.

The three groups (See chart)

For people in group one, the current education system serves their needs, and societies needs very well. They have opportunity to acquire skills that gives them a secure future. In the workplace they are required to be in a perpetual learning mode expanding their professionalism. The workplace and education is merged. Their success elements:

- Highly motivated
- A love to learn
- Visionary talent
- Opportunity to share knowledge with coworkers (team education)
- Opportunity to expand skills to stay ahead of changing trends and technology
- The workplace is a lifetime learning center

People in group two do not have opportunity to learn about or develop success elements. They are offered basic skills that qualify them for a job. Once on the job they have limited opportunity to expand their knowledge base. When trends change, technology makes skills obsolete, or in an economic downturn, they are on the street with no marketable skills. With no money and heavy responsibilities they have to start over, possibly, going back to school. If the workplace was organized like it is for group one, their skills would not become obsolete, and they would not have to go back to square one.

People in group three refer to street gangs. They have all the success element that are in group one, except, their use leads to a self destructive lifestyle. They reject the formal education system, but they are highly educated through team education, the sharing of knowledge. Plus, they are highly motivated and visionary. Their goals lead to self destruction; yet, these people have success elements that organizations want and need. A way needs to be found to reach these people outside the current education system.

Group two and three has talent that is undiscovered and undeveloped. Finding ways to inspire these people is a potential gold mine. The education system can help them discover hidden talent with project base education. Projects are fun that hides the education element.
The workplace can help them discover hidden talent with expanded learning opportunity. For the short term, workplace learning opportunity may seem costly and highly inefficient, but over the long haul it brings many benefits to employees and the organization. It influences the mindset, meaning, this organization offers opportunity. Self motivated and visionary people, in all groups, will seek its association.
Leadership elements to consider

- Future visionaries are people who discover entirely new ways to manage human effort that helps people discover their natural talents. The organization and employees both benefit by creating wealth for both.

- Treat a person like an engineer, they will think and act as an engineer. Treat a person like a helper, they will think and act like a helper.

- Locking an employee into a position because he is good at it will lower the quality of all employees. Highly talented self motivated people will not accept a lock-in, if they are, they will seek opportunity someplace else. Policies control level of employee quality.

- Wal-Mart stores offer its employees learning opportunity for the purpose of finding natural talent. When found, they offer more related opportunity. These employees then develop quality decision making skills and move up the ladder. Naturally talented people in decision making positions, is one element of company success.

- There are people that were once in a self destructive lifestyle, but found a way to break free. These people have the secret to break free. Their stories and how they found alternatives can be a game plan for motivating programs.

Education in game format

Today’s youth are hooked on video games, because they are challenging and fun. This is the new generation and society must join them, not fight them. The education system can offer the same motivation if designed in a game format.

Create a game that starts and runs a company that engages in international commerce during the 18th and 19th centuries. This was the age of world exploration and innovation from wind and water power to petroleum and electric power. Life was much simpler then which makes business concepts easier to understand. How projects were carried out and their results can be researched on the Internet. This would have all the elements of today’s classroom topics plus more, real life research and decision making.

Topics covered:

- International commerce requires understanding geography.
- Understanding political decisions to send exploratory missions around the world.
- Benefits of trade between countries.
- Understanding project financing.
- Understanding why products in one country are desirable in another.
- Suppliers and distributors of products.
- Transportation needed to move products.
- Understanding business concepts and the profit motive.
- Visionaries and how they create products.
- How profits motivate and create new opportunities.

Education tools:

- Project based education is the foundation for learning that is fun. Being fun, the
Education part is hidden.

- 19th century was the start of the technology age. Inventions were very simple by today’s standards. Reinventing the steam engine or light bulb, for example, will inspire visionary skills.
- A traditionally rig sailboat will offer hands-on activities.
- Building models can duplicate inventions at low cost.
- A maritime seaport museum where tourist will offer real life decision making experiences to the students.

**Education benefits:**

- Reading, writing and math are mastered with real world problem solving that requires decision making.
- International commerce aboard windjammers has an element of adventure.
- They will learn about profit and loss. This includes failure and bouncing back from failure.
- Students will develop strong interest in selected elements of the program. This is discovering their natural talent.
- Research requirement is an introduction to self education, learning without instructors. This inspires the love to learn.
- Projects are risky and challenging. When successful they motivate, when they fail the challenge is willingness to start over. This is the real world.

**Workplace benefits:**

- On the job, employees will have an understanding of business functions and their responsibility to help the organization succeed.
- Employees will be trained in skills related to their natural talent. This one element that motivates people.
- Job entry employees will already have visionary and decision making skills.
- For the more ambitious, they will find ways to establish their own business.

**Games of Commerce:**

- Commerce during the mid 1700s between England and American colonies that led to the American Revolution.
- How the demand for whale oil sent windjammers to the four corners of the world.
- How the discovery of petroleum put the whalers out of business.
- The slave trade that influenced the commerce triangle between Africa, Caribbean, and America.
- The steam engine began the rapid expansion of technology. How entrepreneurs found ways to market technology.
- Commerce during the American Civil war. How new technology changed the way wars were fought and entrepreneurs that profited from them.
- How the invention of the telegraph and telephone created opportunity for visionaries.

**Games of Government:**

- Exploration and conquest. Captain Cook’s exploration of the Pacific Ocean.
- International treaties, negotiations, and conflict.
What is Your Leadership Style?

This chart is based on leadership styles that inspire or kill creative thinking and the type of people that it will attract. Creative, innovative people are attracted to the upper levels. They like to brag about their contribution, therefore, leadership knows who is doing what. People at the lower level accept the status quo and are yes-people telling leadership what they want to hear. As a result, leadership does not know what is going on.

Leadership style in today’s fastest growing organizations is at the upper level such as Google Inc.

**High Efficiency**

- Do it.
- Do it, and then tell me what you did.
- Tell me what you are going to do and do it.
- Tell me what you want to do and wait for a decision.
- Don't do anything without my approval.
- Don't do anything until I tell you.

**Low Efficiency**

Control leadership kills creativity, communications, blocking the ability to recognize needs or opportunity.

**Projects and workplace leadership**

Project based education requires students to be explorers, finding ways to achieve a goal without approval from authority. The leadership style is “Do it.” There is risk of blunders, but the benefits far outweigh any downside. In game playing blunders are soon forgotten.

In the workplace “Do it” leadership brings benefits by encouraging employees to promote ideas. In every organization there are employees that have specialty knowledge that can benefit the organization or see a concern that they feel needs attention. Very often leadership does not want to be bothered with subordinates interest or concerns, they are preoccupied with their own responsibility. Under “Do it” leadership, employee can take action to initiate an activity. If they are right they are rewarded, if wrong they could be fired. When leadership is aware of risk and want employees to take action, they will accept blunders. Blunders are learning tools, learning what works and doesn’t work. Also, “Do it” leadership allows employees to address issues before they become time consuming problems. The result is employees feel they are an important part of the team and they are motivated.

Under “Don’t do anything until I tell you” leadership, employees with specialty knowledge or concerns will not say anything. They know leadership does not want to be bothered and will not give authority to take action anyhow. This is how minor problems explode into major problems where leadership, then, must spend a great deal of time. In many organizations like this, leadership is always dealing with exploding problems that they blame on
someone other than themselves. After all, the problem started on the frontline where no one was allowed to deal with it.

**Boy Scouts of America is a hands-on education organization**

Boy Scouts of America is a project based education program where leadership is 98% volunteer and their leadership style is “Do it.” The projects they are assigned are fun which hides the education benefit. The Scout manual outlines activities which are associated with advancement. Advancement is non competitive, which means, each member advances at their own pace depending on interest and skills. The program is successful because each member has opportunity for input on how the scout unit is managed and to promote their ideas. They also customize activities to meet the interest and skills of the unit.

There are policies that must be followed. The organization has extensive adult training programs that include youth activities, safety, and relationship between adult and youth. This training is a requirement for adult leadership advancement. The scout organization is an excellent example of “Do it” leadership that motivates people and inspires ideas while still maintaining control.

Boy Scouts of America’s highest award is the Eagle Scout. Teenagers achieving this award have a record of becoming highly productive adults. Gerald R. Ford was an Eagle Scout and became President of the United States. Neil A. Armstrong was an Eagle Scout and was the first person to set foot on the moon. On job applications, Eagle Scouts go to the top of the list, they have character employers are looking for.