The Knowledge of YOU

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Knowledge is the capacity (potential or actual) to take effective action.

We act in and on the world. Knowledge is what we use to act. Our GOAL is to act intelligently.

Intelligent activity represents a perfect state of interaction where intent, purpose, direction, values and expected outcomes are clearly understood and communicated among all parties, reflecting wisdom and achieving a higher truth.
YOU ARE ...

A complex adaptive system.

An associative patterner, always complexing incoming information with external information in anticipation of the outcome of your actions.

An individuated part of a connected Humanity.

A co-creator.

A verb, not a noun.

The only way to expand is by acting on the world.
The Learning-Knowledge Loop

Experience → Learning → Knowledge

- Social Interaction
- Create Ideas
- Make Decisions
- Solve Problems

- Thinking
- Empowerment

Morale → Take Action → High Performance

Feedback
Our integrated, connected Self, intelligently acting on the world, enables a connected Humanity . . .

Learning within,

Intelligent Activity without
Learning within,
Intelligent Activity without
Resonance is a prolonged, subtle or stimulating effect beyond initial impact.
Idea Resonance …

Relationship and idea-focused—Value built on respect and trust of structure and people. Resonance with purpose, structure and ideas, Possible attunement with people.

Work Associates

Personal Relationships

Network Connections

Idea focused—Value built on respect for and resonance with ideas.

Relationship-focused—Value built on trust and respect of people. Attunement with people.
Multiplier Effect of Ideas

> Connecting = Inner Expansion and Capacity
YOUR MIND/BRAIN/BODY CONNECTION

• Thoughts change the structure of the brain, and brain structure influences the creation of thoughts.

• Plasticity is a result of the connection between neural patterns in the mind and the physical world—what we think and believe impacts our physical bodies.

• What we believe leads to what we think leads to our knowledge base which leads to our actions.

We each have a personal theory, a mapping of the world and our place in it.
**21st Century Theory of Knowledge**

- Cone of acceptable outcomes with varying levels of goodness.

- **Knowledge** (Informing) and **Knowledge** (Proceeding)

  - Justified True Beliefs
  - Incoming Information
  - Memory
  - Creation of New Knowledge
  - Action

- **Knowledge** can be thought of as:
  - Includes **Knowledge** (Informing)
  - Includes **Knowledge** (Proceeding)

**Continuum of awareness of knowledge source/content.**

- **UNCONSCIOUS AWARENESS**
  - Origins / Content of Knowledge
- **CONSCIOUS AWARENESS**
  - Unconscious
  - Conscious

**Level of Awareness of Knowledge**

- **EXTERNAL (SOURCE)**
  - **EMBEDDING TACIT Kn**
  - **INDUCING RESONANCE**
  - **SHARING TACIT Kn**
- **INTERNAL**
  - **SURFACING TACIT Kn**

**Building extraordinary consciousness within an individual.**
A knowledge taxonomy for grouping types of knowledge from the viewpoint of what knowledge is needed to do a particular type of work or take a particular action.

Characterization of organizational knowledge needs. Routine decisions made in organizations are at the surface level. Decisions requiring deep knowledge are much fewer, and tend to be more critical.

AND …

- Associative Patterning Model
- Context Avenues
- Extraordinary Consciousness
- Wisdom
- Social Knowledge
- Knowledge and Moral Development
- Leadership Knowledges
- ICALS Model
- And so forth …
Knowledge Insights

• Knowledge as imperfect or incomplete
• Knowledge as a bounded resource
• Knowledge as a limiting frame
• Knowledge as the action lever for creativity
• Knowledge as our sub-personalities
Knowledge as Imperfect or Incomplete

- Knowledge is context sensitive and situation dependent.
- In a complex situation it is difficult to identify and understand clear relationships among cause-and-effect and outcomes.
- People are complex adaptive systems that have individuated. What we believe in and how we view the world is reflected in what we think and talk about, and what we do.
- The shifting and changing in the inner and outer worlds and their relationships drives the continuous creation and re-creation of knowledge both within and without.

We are Continuously Learning and Creating Knowledge
Knowledge as a Bounded Resource

• Each individual, organization, country has upper and lower thresholds that define their area of focus (knowledge, interest, passion)
• Everything that comes in through our senses has an emotional “tag” which correlates to its importance
• Beliefs and values are knowledge; a “preference, multiplied by its priority” (Henderson & Thompson, 2003)
• The emotional tags related to beliefs and values are strengthened as beliefs and values are used to guide decisions and actions
• This bounded knowledge ("personal rightness") becomes a force acting on the world.

Limits can Propel Us Forward or Hold Us Back
What we believe in and how we view the world is always reflected in what we think about, what we talk about, and what we do … we are expressing what we believe to be important, our values and beliefs.

So … what we think and talk about and act upon DRIVES our perceptions of the things around us within our threshold …

If a proposed new idea … or strategy or initiative is above our threshold, it is not comprehended and has no perceived value.

The threshold within which knowledge and events make sense to us … At any given moment in time, each individual and each organization functions from a very definable band or region of thinking, talking and acting.

If a proposed new idea … or strategy or initiative is below our threshold, it is dismissed as unimportant.

• Our level of knowledge and the frame of reference from which that knowledge is driven define this window.
• Pushing the edges of this threshold produces discomfort, and we seek to bring our environment and our values and beliefs back into balance.
• As we are able to integrate new experiences and knowledge into our threshold, our understanding increases and, by definition, our threshold moves.
Deep Knowledge as a Limiting Frame

• Since knowledge is a capacity, continuously emerging in individuals and social settings in response to a shifting, changing environment, no one can own or control knowledge.

• Deep knowledge potentially limits our frame of reference (by choice and focus)

• With deep knowledge comes the inherent difficulty for others to understand it.

• Thus a separation occurs with the ever-present danger that the “expert” ceases to interact, perceiving the self as the knowledge instead of the creator and user of knowledge.

• This leads to a perceived knowledge superiority and knowing, which can lead to the cessation of learning, and behaviors that seek to push, direct, order or control others.

Deep Knowledge can Lead the Way or Lead to Control
We as a Humanity are action-oriented and knowledge-driven.

Just as a winding stream in the bowls of the mountains curves and dips through ravines and high valleys, so, too, with knowledge. In a continuous journey towards intelligent activity, context-sensitive and situation-dependent knowledge, imperfect and incomplete, experientially engages a changing landscape in a continuous cycle of learning and expanding.

When we cease learning, we cease living.
Knowledge as the Action Lever for Creativity

- Creativity is the capacity to see new ideas from associating internal and external information; perceiving new relationships and possibilities.
- All individuals are creative.
- Past experiences, feelings, knowledge, goals and the situation at hand all influence how creative an individual will or can be.
- The context of the activity or situation at hand (need, challenge, etc.) triggers the putting things together in an unusual way to create (and recognize) something that may be new and potentially useful (innovation).
- Thus knowledge—context sensitive and situation dependent—is the action lever for creativity.

Creative Imagination requires an Inner Social Life and an Outer Social Life
Exploring Relationships

- **Basic building block of the Universe**
- **Organized patterns**

**INFORMATION**

- Connecting information with need or opportunity ($Kn_p$)

**CREATIVITY**

- Capacity (potential or actual)
- “Bisociation” of two separate conceptual patterns
- Shifting perceptions
- Seeking new ideas
- A learning process

**KNOWLEDGE**

- Capacity (potential or actual)
- Applied Information
- Taking effective action
- NOTE: Learning is the creation of knowledge.

**INNOVATION**

- Applied Creativity
- Developing effective product or process

**Associative Patterning**

- Anticipation of Outcome
Knowledge as our Sub-Personalities

• Not only is knowledge context sensitive and situation dependent, but the individual personality adapts to the context and situation of the moment.

• Personality is a psychological complex system which displays a unity and continuity in terms of past, present and future.

• This complex system of structures and processes emerges from multiple subsystems, specifically involving interdependencies between the person and the environment.

• The way people become “experts” involves the chunking of ideas and concepts and developing significant patterns useful for solving problems and anticipating future behaviors. These patterns of knowledge (feelings, behaviors, perceptions, postures) are perceived critical to address and handle certain types of situations.

• The sub-personalities take on a life of their own! We become what the situation demands, that is, we are many selves, shifting and changing as needed.

Inner Knowledge Chunking enables Instant Responses (Physical, Mental and Emotional)
The Good News!

• Discovering Self. As sub-personalities become more connected through the process of self-knowledge, an integration occurs such that they become more playful than dominant, **accompanied by a creative dynamic!**

• Connecting the Self. When a person begins to develop knowledge of the authentic self, sub-personalities become, and we can achieve a natural condition of inner peace and harmony.

• Moving from connected Self to connected Humanity. As a Humanity we are currently undergoing a process of purposeful and spiritual development similar to movement from a symbiotic state with our mother to separation, from focus on an individual body to membership in a group to development of the mental ego, and finally bringing the heart into balance with the mental, recognizing and honoring a global Humanity. Wilber (1999) and Harvey (2013)

What is necessary? The **creative urge** and the **willingness to let go**, that is, to be open to new thought and experiences … **the same requirement for achieving innovation!**
When we understand knowledge, we empower ourselves, enabling our internal capacity and thereby our ability for external connectedness.

When we become aware (conscious) of these patterns of knowledge, we move to a position of choice.

When we understand the power of our mind/brain, we know better what choices to make.

**Intelligent activity**—interaction reflecting wisdom—begins with the connectedness of Self.
Intelligent activity is a perfect state of interaction where intent, purpose, direction, values and expected outcomes are clearly understood and communicated among all parties, reflecting wisdom and achieving a higher truth.