

## Cutting the Puppet Master's Strings: Part 1-Knowledge Overview



THRIVE IN THE AGE OF KNOWLEDGE

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Morgan Works helps organizations transform into Revolutionary Learning Organizations to thrive in the rapidly changing and chaotic environment.

*The Age of Knowledge is a dynamic and disruptive environment in which organizations must continually adapt themselves to meet challenges and opportunities or face irrelevance or even extinction. It is marked by the rapid emergence of disruptive technologies, the ease of use of these technologies and users that can rapidly and effectively apply information to achieve their own ends and purposes.*

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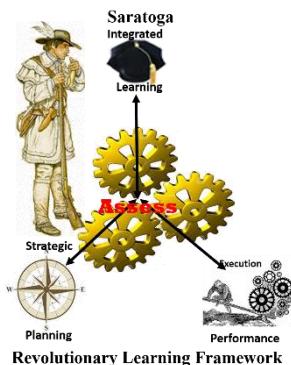
**Key Points:** When we look at the concept of reliable and relevant data, the key questions are “so what?” and “what can I do with this data?” Simply being aware of data has no knowledge component. Awareness is passive. Knowledge is active. Knowledge implies not just an awareness of a data point, but an understanding of the information, its connections to other data and information elements, its relevance to a current environment/issue/decision, and the wisdom to effectively apply within that environment. It is an ability rather than a simple information store and is related to consciousness.

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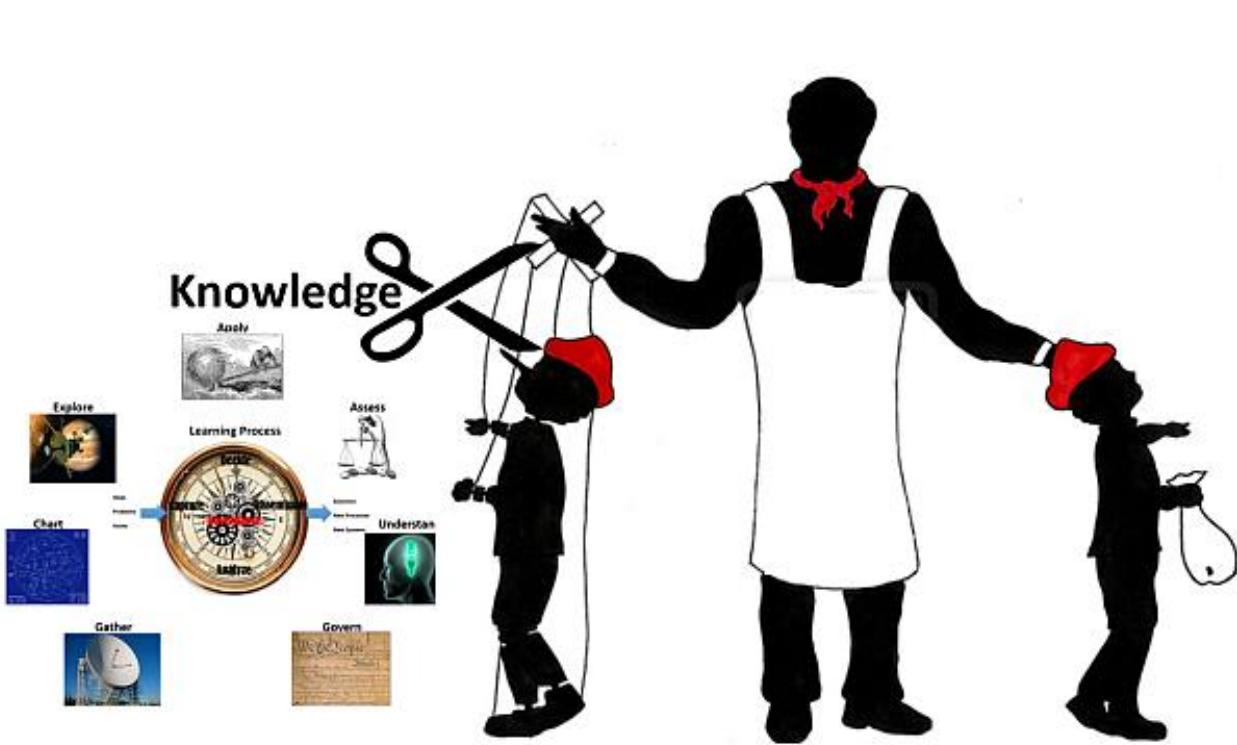
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### MORGAN WORKS

Morgan Works provides a suite of integrated planning and execution tools through the Saratoga Revolutionary Learning Organization Framework™.



Saratoga's modules may be implanted separately or as part of a cohesive framework to integrate key aspects of planning and execution in a Revolutionary Learning Environment. It is based on knowledge enablement to help people and organizations to understand their environment and to thrive in a chaotic and rapidly changing world. **Thrive in the Age of Knowledge**



How many of us have said something like, “I know the first settlement in America was Jamestown in 1607”? There are two issues here. First is reliability and relevance. The second is truly understanding the concept of “knowledge” and “to know”.

Let us look at reliability and relevance first. While Jamestown was the first English settlement in North America, it was far from the first settlement in America. Some may smile and say, of course, the Spanish settled Saint Augustine well before then. Others may then state, but there were well defined cities in the Americas well before Europeans ever stepped foot on the North American Continent. The statement about Jamestown is reliable and relevant over a certain range: English settlements in North America. However, taken at its face value, it is not reliable. Yet many Americans think it is the truth or else think the settlement at Plymouth in 1620 was the first. That is not even valid. Words matter—they shape the way we think. See “[Words Do Matter: Archimedes vs. Atlas?](#)”.

When we look at the second aspect of reliable and relevant, the key questions are “so what?” and “what can I do with this data?”. In the case of Jamestown, the “so what” has to do with how it shaped the English settlements in North America and therefore the founding of the Republic and where the US is today. The “what can I do with it” is to help students to understand the nature of Mercantilism, diplomacy, governance, preparation, and the interactions between cultures. There are several case studies the settlement can generate that help to build critical thinking skills.

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The second issue is the nature of “knowledge” and “to know”. When someone says, “the first settlement in America was Jamestown in 1607”, what they really mean is they are aware of a bit of data. Many people confuse “to know” with “to be aware”. Simply being aware of data has no knowledge component.

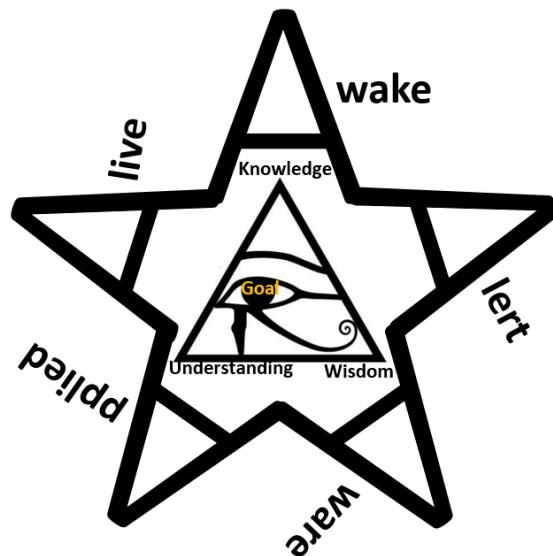
Awareness is passive. Knowledge is active. Knowledge implies not just an awareness of a data point, but an understanding of the information, its connections to other data and information elements, its relevance to a current environment/issue/decision, and the wisdom to effectively apply within that environment. It is an ability rather than a simple information store and is related to consciousness.

Consciousness is the active management of the interaction between oneself and the environment. It is an active awareness and deliberate decision-making process and requires continual engagement with not only the environment but also active listening to the subconscious mind. The subconscious mind picks up on data from the environment and then passes it to the conscious mind for action. These messages often come through as “intuition” or “gut feeling”, but they are the product of an active mind scanning the environment.

A well-trained mind has the conscious and sub-conscious minds operating together to gather data, turn it into information, process it and make decisions. This is something like the “Pentalpha” model shown in the next figure. The Awake Mind is in a receptive mode to receive data. The Alert Mind scans the environment for data. The Aware Mind acknowledges and processes the data into information. The Applied Mind applies the information to make decisions and to solve problems. The Alive Mind uses structures these decisions to execute a long-term plan with multiple goals.

This is an active process that requires a trained mind and effort. The trained mind requires an effective education system, mentors, and reliable and relevant information. Key aspects of the training are to:

- Discern what data can be compiled together into reliable and relevant information for application in the environment. The trained mind understands that data may be relevant and reliable in one environment and completely unreliable in another environment.



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- Ask the critical questions that uncover the root causes of problems and situations.
- Relate data and information together and make informed assumptions to fill in the gaps.
- Gain experience in decision-making and problem solving to understand the implications of decisions and actions on the environment and that solving one problem may create other problems and issues, especially if the decision is to resolve a symptom rather than a root cause.

Succeeding articles in this series will look at the educational and informational gathering requirements to train the mind to cut the puppet master's strings. They will draw from prior articles that I have written on Learning, Cognitive Dominance, Knowledge Management, and Big Data. For reference, some articles include:

[Longitudinal Learning: Any Road or the Right Road](#)

[Adaptive Learning Organizations and the Water Wheel of Knowledge](#)

[Thriving in the Age of Knowledge](#)

[Cognitive Dominance and Training](#)

[Cognitive Dominance: Open the Doors of Perception](#)

[Big Data for Leaders: Integration and Exploitation](#)

[Big Data: Ontology as the Lexicon of Strategy](#)

[Big Data for Leaders: Strategic Linkage](#)

[Disingenuous Statistics and Models: The Viper That Strangles and Poisons and How to Kill It](#)