**Success without obstacles. What would I do if there were no bounds**

All the main barriers for success are inside of us. Basis of these limits is laid by parents, educators, teachers, and then we ourselves are involved in this process with a big enthusiasm. At first, it seems like internal limiters are helping to provide with a right way, but then you realize, that there is not enough room for maneuver. And a man faces a dilemma: should he continue to squeeze, risking getting himself into impassable block, or should he ruin the frames, that were erected so hard? And a lot of people continue squeezing, staying in their comfort zone.

In my practice I often face the consequences of this comfort! When people, who are pretty successful in the eyes of others and according to all common standards, start to think that they are treading water, and a work that has inspired them just yesterday, a work, that they devoted their years and strengths for, doesn’t warm them anymore and feels like white elephant. And the awareness that you’ve spent so much time doing something unnecessary, wasting your precious resources, knocks you out. Most of the time my clients hide this awareness not only from their environment, but from themselves, because thoroughly built frameworks dictate them: weaknesses have to be defeated. That’s when they come to me – to business-consultant. They come with quite objective problems: nowhere to grow, nowhere to go; a staff sabotages every changing, etc. But underneath these problems usually lies personal identity crisis, so a work with somebody’s business I have to start from ruining leader’s frames that are preventing him and his team from moving forward as well. And, as usual, that’s a work with consequences of a program “someone else's role – not your business”, started in a childhood…

Educational theme’s getting more hype lately. Wherein some people judge our system, while the others praise it. Truth is, both sides are right: our education isn’t bad, it’s just outlived itself as a system. We jumped into a new age, and it couldn’t make it.

The educational system still stands on principles that were formed, according to Toffler, on the second wave of civilization – industrial. And those are principles of conveyor. They answered main purpose of educational factory – to stamp personnel with a complete set of knowledge and skills. The second wave needed those people-arsenals of competence. Their success depended on ability to dig out from this repository and use instruments to solve any problem very quick and effective.

Nowadays our civilization is rolled by the third wave, ruled with the information and imagination in economy. Man of a new, informational, age has to be able to absorb and quickly examine a huge number of facts and to build conceptions on their basis. An old conveyor-factory education, which is orientated on applied knowledge, suits for the solution of its task same as a computer with a 286th processor suits to solve problems with virtual reality.

Present educational system is frozen in its postulates. It’s not a coincidence that Frederic Lalu in his “Reinventing Organizations” classifies it to the amber organizations – with the same formalized roles and processes, with not allowing half-tones palette of ‘rights’ and ‘wrongs’, static world outlook and almost bureaucratic order. How does the present generation Z – individuals, not perceiving hierarchy and routine and feeling themselves uncomfortable in any system at all –survives?

Teachers, who still can’t perceive computer as a thing of daily way of life, have stopped being an authority to digital-kids (“centennials” are ready to build partner relationships with teachers, but are teachers – bearers of an amber paradigm – ready for it?) It’s getting harder to fill our kids with habitual applied knowledges, value of which they highly doubt: they can find almost every answer in “google” that they trust more than a teacher. Every task “centennials” want to consider through a prism of the way it compares with global issues, when most of the people from the industrial age weren’t ready for it. So parents and teachers cling to their conventional “academic knowledges” and continue transmitting it to the so called “do-it-yourself” generation. They do it instead of leading kids on a level of seeing a problem and positing a task, where they are going to compete after graduation from school or university.

And the most toxic principle of obsolete educational system, with consequences that all the “millennials” and the generation X have been “coughing up”, principle that we’re continuing to haul into a new informational age is an orientation on development of human weaknesses. Under a signboard “formation of a harmonious personality” potential Leibnizs are crammed with irregular verbs and complete humanists are compelled that without Pythagorean Theorem their life won’t be complete. Just imagine, how many “Olympic champions” we lose, spending all powers for pumping initially weak “muscle” and giving only miserable remainders of our recourses to develop what nature has already given us! Putting energy into our weaknesses, one way or another, we end up in loss, because we don’t reach maximum of our potential and constant self-determination gradually burns us from inside. And in the end, achieved the goal that isn’t consonant with our deep needs, we – in the best way – immerse ourselves in a conditions “not-good-enough” , in the worst – just cross one part of our lives and plan a new starting point.

Battle between stereotypes and natural abilities has broken more than one generation. But this opposition isn’t appropriate for the generation Z. For those, who are about to enter the labor market, success measures not with status and career, but with a feeling of happiness. They’re not going to do a job that doesn’t bring pleasure in process (and spheres, chosen by weak “muscles”, don’t bring any happiness, as usual).

“The greatest danger in times of turbulence is not turbulence itself, but to act with yesterday’s logic” (Peter Drucker). That’s why if my opportunities weren’t limited, I would direct them on reformation of existent system of secondary and high education. It means building something absolutely new, something that bases on quite different basic principles, such as developing strong natural sides and choosing an area according to leading behavioral factors. Basis of success is a work that brings and wealth and happiness, it’s also an ability to compete on a level of positing a problem, and not solving a task etc. In this way we could cease an agony of that system and stop slowing down development of another generation. Especially, we have something to focus on, because we all are going through a new social renaissance now.

Lalu called it turquoise paradigm. And it means reliance on personal freedom, an accurate and complete self-expression. People of the turquoise paradigm are already among us. We’re still trying to raise and teach them without realizing one thing: everything that we can offer them today, doesn’t fit in their informational turquoise world. And that’s us, who have to learn from them how to be successful in this world. But anyway, we’ll have to start with destruction our internal borders...