**Episode #1.wav**

**Speaker 1** [00:00:01] Welcome to the Cabrera podcast.

**Speaker 2** [00:00:05] A lot of people.

**Speaker 1** [00:00:06] A lot of people.

**Speaker 2** [00:00:08] Want to hear from you and want to understand what the hell you mean by up thinking and how it's different from. All those other versions of thinking. And we need. You need to explain yourself.

**Speaker 1** [00:00:26] All right. Well, so what is up? Thinking? So I'm thinking is the same as thinking. It's just. It's just being more aware of your thinking so that you're better at it. Because, you know, the research is pretty clear that when we gain an awareness of our own thinking processes. Then we can get better at them, just in the same way that as you gain awareness of your, you know, your breathing when you're doing yoga or whatever, you get better at breathing and it facilitates yoga practice or if you're more aware. Like Arnold Schwarzenegger talks about, you know, being more aware when you're bodybuilding, you know, yeah, then you get better at it. So awareness. It turns out that awareness is really critically important. But this is a particular kind of awareness. This is an awareness of the processes that you're using all the time to organize information and make meaning out of it, which is what thinking is. Thinking is just the process that we use to organize information to create meaning.

**Speaker 2** [00:01:39] I would imagine a lot of people think thinking just happens in their head. You're saying thinking is building meaning. And there it sounds like you're saying there's two things we do. There's two parts that we have to thinking. When you said organizing information, that is a little confusing.

**Speaker 1** [00:01:55] Yeah. So there's the information. Yeah, whatever. Whatever it is, you know, there's paper on the table and it's reflecting light differently than the table, which is black. And there's a pan which is different than the paper and. Right. And taking in information. And how I organize that information to make meaning out of it is what makes that information actionable. And that means I can take action. I can do something with that with that information. Right. So when we when we organize information, that is the process that we call thinking. Right. And we're always thinking, as you said, everybody's thinking all the time.

**Speaker 2** [00:02:35] Right.

**Speaker 1** [00:02:36] So a lot of people think, no pun intended, that you don't really have to learn to think because we're thinking all the time. But you're breathing all the time, too. But you might not be breathing very efficiently or very well, or you might be breathing very shallow, you know, not breathing through your nose, you know, things like that. We're walking all the time, but you can improve how you walk. You know, where where we're sitting all the time. But you can improve how you sit, right? You can improve your posture. Yes. Yes. We're eating all the time. But you can improve how you eat by being more aware. Right. So the thinking is the same way you can improve how you think by being aware of the processes that you used to think. The only difference I would say is that thinking. Is the thing that drives all those other things that I just mentioned and all the other things in the world. So thinking's kind of like the most important thing because thinking is driving all of our decisions, all of our actions, all of our emotions now, all of our predictions about the world that we live in and about what's going to happen, whether, you know, whether when you step on a brake, whether it's going to come up and hit you in the face, You make predictions about that. Right? Right. That when you open a door, there won't be a bear on the other side of the door. You know, we make predictions every time we open a door that there's not a bear on the other side of the door.

**Speaker 2** [00:04:09] It might be someday there.

**Speaker 1** [00:04:10] Could be.

**Speaker 2** [00:04:10] Defense of where you live.

**Speaker 1** [00:04:12] But the probability is very low. Right, that there's going to be a bear on the other side of the door. So we're making those kind of predictions right all the time. All of that's happening because of thinking.

**Speaker 2** [00:04:22] Right.

**Speaker 1** [00:04:22] So. You know, thinking is really the thing that's driving all these other things. It's driving how well you're doing all these other things.

**Speaker 2** [00:04:33] Right. But you said one thing that's a little curious. Yeah. You said thinking drives emotions. Yeah. And. I would imagine that that is a finding that has taken years because emotions, you just have emotions like can't do anything about your emotions. You feel what you feel. But how does thinking connect to your feelings? That doesn't make a lot of sense.

**Speaker 1** [00:04:56] Yeah, so a lot of a lot of the time we have emotions and we're not aware of the thinking behind the emotions, right? We're not aware of the set of assumptions that we've had to that lead to the emotion. So and a lot of times we're not aware of the thinking that's happening. We have unconscious thinking and subconscious thinking and unconscious thinking. And so there's a whole world of unconscious thinking that we can gain access to when we understand how we process information better, that lead us to realize that, you know, behind this emotion that I'm having, I feel insecure or I feel sad or I feel angry or I feel, you know, any of that number of emotions is actually a thought, a thinking model that I'm taking as gospel. And I'm taking as like a fact, right? So I might.

**Speaker 2** [00:05:53] Believe to.

**Speaker 1** [00:05:53] Be true, but I believe to be true. So I might enter a room and be like, you know, there's there's. Bob or Sally or whatever.

**Speaker 2** [00:06:02] It is, because.

**Speaker 1** [00:06:03] I always pick on Bob.

**Speaker 2** [00:06:03] We don't actually know about Bob 62.

**Speaker 1** [00:06:08] But, you know, Bob doesn't like me. Yeah. And then all of a sudden, I'm having feelings about that. Well, I said before, the feeling was the thought. Bob doesn't like me. Bob doesn't like me is not a feeling. Bob doesn't like me as a thought.

**Speaker 2** [00:06:22] I see.

**Speaker 1** [00:06:23] And then I might feel insecure or I might feel sad or I might feel, you know, angry. Or maybe I'd feel, you know, frustrated or something like that.

**Speaker 2** [00:06:32] So you're saying the thought. Precedes the feeling.

**Speaker 1** [00:06:36] Yeah, whether you like it or not, There's some art in there. Right?

**Speaker 2** [00:06:40] That's interesting.

**Speaker 1** [00:06:41] So think of it this way. Think of some something that somebody could do to you that would really upset you. Like, you know, your somebody cheats on you or somebody, you know, kind of steal something from you or something. Well. Punching, you know, because they're hitting them. But let's say you're not aware you think that person cheated on me or that person stole something. All of a sudden you feel certain things. Yes. And then later you find out, they didn't. Then you immediately stop feeling those things. Right. Because the mental model, the thought model changes you. All of a sudden you realize, they didn't actually steal it. They died. I lost the money, I and I. And now I found where I put it. But I thought the person stole that from me. And then you feel, you know, all kinds of feelings, all kinds of emotion.

**Speaker 2** [00:07:28] What you just said is if you change the thought. Yeah, then you can change that feeling.

**Speaker 1** [00:07:35] Yeah.

**Speaker 2** [00:07:36] You're saying if the thought changes, the feeling changes? Yeah, we should say more about that because that's interesting. So that means you have more control over your emotions?

**Speaker 1** [00:07:45] Tons more.

**Speaker 2** [00:07:46] Yeah, I think.

**Speaker 1** [00:07:47] I think a lot of people, the feeling, thoughts and feelings kind of all go together. They're, they're what we call conflated. They're conflated together. Right. And so in your mind, they kind of they're almost like entangled and it's hard to pull them apart and realize what's actually the feeling and what's the thought and what is the thought made up of and what is the feeling made up of. So it's like being more aware what scientists call metacognition. Yeah. Is in many cases, having more emotional intelligence is about understanding what's an emotion and what's a thought and pulling them apart and understanding the thought. And if the thought that drives the emotion is true, if that turns out to be a real world scenario, then yeah, you are going to feel certain things as a result of that being true, right? If you find out. I mean, not to be macabre or anything, but. But let's say you heard that someone you loved had died, and then later you found out that they hadn't died. Right.

**Speaker 2** [00:08:54] That's like a TV show.

**Speaker 1** [00:08:55] That's like a TV movie. Right. So if the thought was true, then you're going to feel a bunch of things. But if the thought is not true, if it turns out that they didn't die.

**Speaker 2** [00:09:06] Right.

**Speaker 1** [00:09:07] Then you're going to feel all those thoughts, all those feelings that you would have had of grief and pain and all that kind of stuff, that's not going to occur anymore.

**Speaker 2** [00:09:17] Interesting. Okay. So that's interesting because you just you just sort of hinted at emotional intelligence. Sure. So what you're saying is thinking is part of the degree to which you're emotionally intelligent.

**Speaker 1** [00:09:33] Huge part.

**Speaker 2** [00:09:33] Is that right?

**Speaker 1** [00:09:34] Yeah.

**Speaker 2** [00:09:34] So what about other kinds of thinking, like critical thinking or.

**Speaker 1** [00:09:39] Yeah, I mean, there's there's somewhere on the order of 30 different types of thinking that that are thrown about critical thinking, you know, creative thinking, scientific thinking, design thinking. Those are some of the popular ones. Creative? Did I say creative? You did creative thinking. Critical thinking is a really big one. And then there's the lesser popular.

**Speaker 2** [00:10:04] Ones, right?

**Speaker 1** [00:10:05] Interdisciplinary thinking and analytical thinking. Synthetic thinking.

**Speaker 2** [00:10:11] And some of those are parts of the others.

**Speaker 1** [00:10:12] Inductive logic, deductive logic, all those kinds of different ways of thinking. Right. And. All of those ways of thinking. You know, there's whole worlds that talk about those ways of thinking, but there's really only one thinking. And those are just variations on the theme of thinking. Thinking is thinking. We all have the same basic brain structure. We might think very different thoughts, but thinking is thinking it's one, there's one thinking.

**Speaker 2** [00:10:49] So you're saying we think different things? But the way we think about them is to say, you mean for all people? Yeah. If that's true, why do we have so many different named ways? Like, is it true that, like, critical thinking is different than creative thinking? But you're saying that the critical and creative are different, but the thinking is the same. Like, I guess I'm confused by that.

**Speaker 1** [00:11:11] Yeah. I mean, it's a little bit like it's a little bit like saying, you know, building a if you're a carpenter, building a table is different than building a chair. Yeah, sure it is. They're different, but like, the carpentry skills are the same. Or if you're a farmer, farming wheat is different than farming corn. But the basic farming equipment and skills and, you know, knowledge is the same. There's going to be some things that differ if you're critically thinking versus creatively thinking, but they're not really coming from a different. Part of your brain are just operating on the same processes that your brain does and has been doing since you were born and actually before you are born.

**Speaker 2** [00:11:57] That's a long time. Yeah, these days. So why is there so much hype about critical thinking? Like everybody talks about critical thinking. I mean, even when you just say the word thinking, people are usually think critical thinking. Yeah. To me, it's really popular.

**Speaker 1** [00:12:13] Yeah, I think a lot of a lot of critical thinking comes out of like our our desire to get things right and to counter possible bullshit, you know, possible, you know, things that are. Suspect. So we you know, the the idea is that we want to come with a critical eye so that we can suss out what is, you know, real and what is not. And, you know, to me, critical thinking is just a form of bias.

**Speaker 2** [00:12:46] Right? Really? Yeah. So but I'm.

**Speaker 1** [00:12:49] Not sure why you would want to purposefully enter a situation and be biased on purpose. That doesn't make any sense to me.

**Speaker 2** [00:12:58] Well, how is it biased people?

**Speaker 1** [00:13:00] Because you're. You're purposefully being critical. You're purposefully coming with a critical eye. Instead of. Instead of sort of just. Looking at the situation and understanding reality, you're coming at it from a critical eye. So we train, for example, doctoral students all the time in critical thinking, and we train them to be very, very critical and they end up being. Very critical. And so, you know, if you take that critical mindset and you apply it to innovation.

**Speaker 2** [00:13:33] Yeah.

**Speaker 1** [00:13:34] You know, as soon as the little sprout lane of a creative idea comes to the surface, that could turn into a masterful innovation. Yeah. If we're critical of that thing and we start pruning it right away, then that thing's going to die. Right. But if we let you know, let it grow a little bit and be open to the possibilities of what it could become, you know, then. Then we can prune later. There's always going to be an opportunity to prune. Right. But to come preset, I see with the mindset of being critical just seems like I mean, we see this in doctoral defenses all the time. You have all these, you know, the doctoral student stands up there and it's like the job of the audience to be like, Right. Kind of critical. Yeah. You know, and it just ends up being like, you kind of go, these people are kind of dicks.

**Speaker 2** [00:14:26] Well, yeah. And it's like they're trying to prove that they're still smarter.

**Speaker 1** [00:14:30] Yeah, everybody's trying to prove how smart they are. And, you know, it's not very nice and.

**Speaker 2** [00:14:34] It's also not very.

**Speaker 1** [00:14:35] Very open to the ideas and it's not terribly intelligent.

**Speaker 2** [00:14:38] Yeah. Well, so then, like, gotcha.

**Speaker 1** [00:14:41] It's like gotcha reporting is this. This has the same kind of feel to it. Right. Like these reporters that are going to be like, I'm going to get you, you know? And that's the flavor that critical thinking happens instead of letting the story unfold, unfold And and if it unfolds that the guy, you know, stalked this secretary or if the guy, you know, whatever it is that you know, if that's what.

**Speaker 2** [00:15:08] The feeling is warranted.

**Speaker 1** [00:15:09] Then then you're going to then the story is going to emerge and you're going to you're going to let the story.

**Speaker 2** [00:15:14] Emerge. Seems like what you're saying is there's all these different types of thinking, some of which are very popular and sort of dominate the space people talking about. But what you're saying is.

**Speaker 1** [00:15:25] Popular but not promising.

**Speaker 2** [00:15:27] Yes.

**Speaker 1** [00:15:28] Just because something's popular doesn't mean that it's so promising.

**Speaker 2** [00:15:32] Okay. So we started this conversation talking about the fact that you can increase your thinking, that you can up think you know how. And you said that underneath all of these different types of thinking is thinking.

**Speaker 1** [00:15:44] Yeah. And just I mean, when I say up think I don't mean that like coined some new term. I just mean like we, we can level up our thinking. We can we can increase our ability to think because I think there's a lot of misconceptions about thinking out there. First and foremost, this is kind of that we're born the way we are, that we're born, you know, of a particular intelligence and a particular level of thinking, and then that kind of proceeds through the rest of your life. And that couldn't be further from the truth. I mean, we know that. We know that to be false.

**Speaker 2** [00:16:22] So there's hope.

**Speaker 1** [00:16:23] There's tons of. In fact, you know the old saying that hard work beats talent when talent doesn't work hard is is is absolutely applicable to the area of and the science of thinking because. If you're if you're willing to work hard and practice, you can get very, very good at thinking in in very, very powerful ways. And, you know, maybe you were born with a lesser IQ or something, but that's not going to matter at all because you're going to you're going to be able to practice your way into into being much better than the guy that maybe was born talented but doesn't know what practice doesn't work hard.

**Speaker 2** [00:17:10] Yeah, that makes sense. Yeah. Well, you were talking about misconceptions of thinking. So the first one you said was that we're born with a thinking ability. Are there more misconceptions?

**Speaker 1** [00:17:20] There's tons of misconceptions. There's no shortage of misconceptions about things.

**Speaker 2** [00:17:24] Give your tough couple.

**Speaker 1** [00:17:27] All right. Well, I mean, I think that the one that you're born with is kind of deeply rooted with the idea that. That we don't really practice thinking. Right. And and the truth is, I mean, what I think what we've learned in and 30 years of research, probably the number one thing that we've learned is that you can practice. Right. And that and that nothing is going to happen without practice. That thinking is a skill and that like any other skill. If you don't practice, you won't get better. And if you do practice, you will get better at thinking. And so, you know, a lot of what we are research is focused on, I think is is. What are the thing? What is thinking? How do we actually know what it is? Right? What are the underlying processes of thinking that apply to all these types of thinking? How do we measure it? Is it measurable? And I think we can measure it today. Yes. So a lot of people don't realize that we can measure thinking.

**Speaker 2** [00:18:31] Yeah.

**Speaker 1** [00:18:33] And and how do we practice it? What should we actually do and not do to get better at it?

**Speaker 2** [00:18:43] Right.

**Speaker 1** [00:18:44] And and how do we measure that practice? How do we how do we know whether the we're getting better? I mean, think about it. Whether it's weight lifting or. Karate or, you know, yoga or whatever example you want to use basket weaving. You know, there's all kinds of feedbacks about whether or not you're getting better at it, right? And we need to develop better feedback for our thinking. Right. That right. How do we know that we're getting better? Can I lift more weight?

**Speaker 2** [00:19:15] So by feedback, do you mean moments where we can measure our progress? Is that.

**Speaker 1** [00:19:21] Moments, ways that we can see whether or not where, you know, that we've lost the pound or that we've gained 5 pounds in our curl or that we've we can go deeper in our split stretch or you know, you're, you're a better writer, you know, or that type of thing, things that we can measure.

**Speaker 2** [00:19:43] So what you're saying is a are thinking ability is not craft. We're not like born into a limitation of our thinking. No. Then you said we can. Teach thinking we can measure, thinking we can practice thinking, and that that practice can lead to measures of improvement that we can actually see if we've improved. Absolutely right. And so. I guess. I guess if I were hearing this for the first time, I would wonder, well, what does that really mean? How do you actually practice? Like, how do you practice thinking? Right. Yeah. Like, it seems like that's a very strange claim to make.

**Speaker 1** [00:20:25] Yeah, it's it's. It's kind of. It's weird. That's what I'm saying. I think people have so many misconceptions about thinking. Yeah. That they have a hard time even imagining what that would look like and. You know, one of the other misconceptions I would I would point out is thinking is wildly complex. I mean, think of all the things we think about. Think of all of the everything weighs, you know, crazy how much how many different things we can think. We have all these different things that we can think, right? And so people think naturally that because of that overwhelming complexity, thinking couldn't possibly be simple.

**Speaker 2** [00:21:10] No, they definitely don't.

**Speaker 1** [00:21:12] They definitely do not think that.

**Speaker 2** [00:21:13] No.

**Speaker 1** [00:21:14] But it is okay. Thinking is simple. And it turns out that many of the very, very complex things on the planet, like, you know, the origin of species, you know that all the different speciation events that occur in evolutionary biology based on Etsy and the nucleotides that that form DNA, all of those things are based on very, very simple things that make rules in a sense that that are just dynamically interacting with each other. So all of this rich complexity that we see when we think up thinking and all the human thought that goes on is actually based on very simple things. And it turns out it's based on four very, very simple things that we call the S, R and P distinctions systems, relationships and perspectives. And some of our research has actually shown us that there are things that we tend to do when we think that we should keep doing. Like most humans do X, Y, z, when they when they think and that's good. We should keep doing those things. Yeah. And then there are things that we tend not to do when we think that we need to do more of because of the way that the world works, because the world is, you know, volatile and uncertain and complex and, you know, adapting all the time and things like that. And so the out of that kind of research, what we get is what we call moves, moves, moves, cognitive movements and a move the way you can think of a move is like a push up magine a push up. Right. Or push up. Yeah. You have a starting position. Yeah. And you have an ending position. Right? So the move ahead is like the starting position and the aiming position. Yeah. And in between you can very clearly see what you're doing and that's different. And you can practice, right in practice.

**Speaker 2** [00:23:09] I think I'm getting it.

**Speaker 1** [00:23:10] And if you can't do a push up, you can you can like, you know, get on your knees and do one. There's all and you can practice that. And until you can do a regular push up and then from there, you can do one handed and offset and all kinds of things. Right. So, you know, and there's other things that you can do that are very similar to push ups like, you know, bench pressing is similar to a push up in terms of the movement, even though you're literally upside down. But it's the same movement. Right. And so, you know, it can get kind of complex just like. Weight training can get complex in terms of all the different things you're doing. But generally speaking, if you think about weight training, it has it has some basic moves, it has a push up type thing or bench press. Yeah, it's got a squat. Yeah. You know, it's got a curl. Yeah. It's got a deadlift. It's got a, you know, farmer's carry. You've got some basic moves and those moves will hit. If you did all five of those moves, you'd hit like, you know, 70, 80% of what you need to hit in your body. Now, of course, there's, you know, you could literally work on finger strength, right? Other moves that are much, much more sophisticated like rock climbers do or something like that. But those basic moves will hit. We call it a parade, a law like an 8020 rule that like basically you're going to hit with 20% of the moves. You're going to hit 80% of the right benefit, let's say.

**Speaker 2** [00:24:36] Meaning if I do those five physical moves consistently, I'm getting like 80% of my body is going to get.

**Speaker 1** [00:24:45] Absolutely.

**Speaker 2** [00:24:45] Completely buff.

**Speaker 1** [00:24:46] Yeah, you're going to get jacked.

**Speaker 2** [00:24:47] Yes. So you're saying then you're saying that there's cognitive.

**Speaker 1** [00:24:51] So a cognitive move is very similar. It has a starting point.

**Speaker 2** [00:24:55] Yeah.

**Speaker 1** [00:24:56] And it has an ending point. And it might be something as simple as like you start with a concept, any concept doesn't matter what or what it is, it could be Salamander dog or. Yeah. Or the engineering department at my work or my teenage daughter or, you know, a pen like it could be any concept. So anything you start with a concept and one move, for example, is zoom in, zoom out. And it has to do with part whole structure, which is one of the patterns, the S and de SRP. So we zoom in and we break it down into parts, but also we see that thing as a part of a larger hole or holes. So we zoom out, right? Well, that seems like a very simple thing to zoom in and zoom out. Well, the research shows that most people zoom will will tend to zoom in, but they won't zoom.

**Speaker 2** [00:25:47] Out, meaning they'll break stuff into parts.

**Speaker 1** [00:25:49] They'll break stuff into parts, but they won't see the thing that they broke into parts inside of a larger hole in the inside of the larger context. Right. And the research sort of shows that bias, that biases towards parts and away from holds. Right. Even though even though, ironically, when you're doing that move, the thing that you started with, let's say Salamander.

**Speaker 2** [00:26:13] Yeah, they sell it, you.

**Speaker 1** [00:26:14] Know, and we break that down into tail and feet and, you know.

**Speaker 2** [00:26:17] Scaly.

**Speaker 1** [00:26:18] Scaly skin there, whatever.

**Speaker 2** [00:26:20] Yeah.

**Speaker 1** [00:26:20] This salamander thing now is a whole. So we're, we're thinking a whole and then we're thinking parts, right? But we don't think of this whole as a part of a larger whole. So we're already thinking, in part, whole.

**Speaker 2** [00:26:36] So this is the stuff you're saying we tend to do?

**Speaker 1** [00:26:39] Yeah, we're already.

**Speaker 2** [00:26:40] Already tending to do. So you're saying to to get better, we get better. This other thing.

**Speaker 1** [00:26:44] Which we're already doing, right? We're already you thinking in part and whole. Right. And we just need to think in part whole one level up or two levels up.

**Speaker 2** [00:26:54] Right.

**Speaker 1** [00:26:55] Right.

**Speaker 2** [00:26:56] So you're saying that there's a there's these moves. Yeah. And each move tells you it sort of builds off of something. We know we do. Yeah. But it extends it to what we need to do to become better.

**Speaker 1** [00:27:06] Yes, exactly.

**Speaker 2** [00:27:08] I see.

**Speaker 1** [00:27:08] And if we just practice those moves, it's kind of a starting position, like a push up and then an ending position. So the move shows you what you're doing differently. So the move shows you you're pushing up. Right. In this case, the move shows you that you're adding parts. And then you're adding holes, right? So you start with an object of any kind, whatever it is, a conceptual object of some kind. An idea.

**Speaker 2** [00:27:34] Right?

**Speaker 1** [00:27:34] It could be a feeling. It could be anything. Yeah. And you break that into parts. And then you also think of that thing as a part of a larger whole.

**Speaker 2** [00:27:44] Right.

**Speaker 1** [00:27:45] Right, right. So that's the move. And you practice that move. And believe it or not, you start know, you think, this is such a basic thing.

**Speaker 2** [00:27:53] Yeah. Yeah, it does sound like.

**Speaker 1** [00:27:54] It sounds a little basic, doesn't it? Well, there's five of these moves that we know from the research that if you do those five moves, there's there's hundreds of moves. But yeah, these five are like those five in, in, in working out. These five are going to, you know, just transform you as a thinker, these five links.

**Speaker 2** [00:28:15] So what you're saying is thinking is complex, but underneath that is simple stuff. And you're saying there's simple stuff people can do over and over again to become better at thinking overall.

**Speaker 1** [00:28:28] Yeah, I would I would say the little tiny bit different, which is that. There are some the the the outcome of thinking is complex, but the input for thinking is simple.

**Speaker 2** [00:28:40] So let's you nerd it out there, as I said, anyway. So you're saying the the the way I think is simple on these rules. But the things that come out of my thinking are can be.

**Speaker 1** [00:28:54] Can be.

**Speaker 2** [00:28:54] Wildly outcomes.

**Speaker 1** [00:28:55] Yeah. If you think about all the thoughts that have ever been had by human minds, they're wildly complex and constitute all of human knowledge and all of human mistakes and everything else.

**Speaker 2** [00:29:08] But I think it's massive. If people were listening to this, they might call little bull or bullshit and they'd ask you, Well, what if I'm thinking about world peace versus how to feed my dogs? That seems different.

**Speaker 1** [00:29:20] Yeah, for sure. Yeah. Not that I'm not saying all thinking has to be complex. I'm saying you take thinking as a as a huge right as all of thinking. Right. You're talking about everybody's thinking is based on these four simple rules. That's that's a big right.

**Speaker 2** [00:29:38] So for people what you're saying is whether I'm thinking about nuclear science.

**Speaker 1** [00:29:43] Yes.

**Speaker 2** [00:29:43] Or feeding my dog, I'm I'm doing it the same way with these five simple moves would be equally applicable to something. What I think is big and hairy versus something that simple.

**Speaker 1** [00:29:58] In the same way that if you're sitting on the couch eating potato chips or running a 100 mile marathon race in the mountains, you're using the same basic structural heart.

**Speaker 2** [00:30:10] Yes.

**Speaker 1** [00:30:10] Right. It's not like that person has a different heart than you have your heart still pumping blood the same way with the same ventricles and your arteries and things like that. And so, you know, we're not I'm not saying anything terribly. You know. I guess, profound, but.

**Speaker 2** [00:30:30] It is kind of profound.

**Speaker 1** [00:30:31] Yeah, it's unexpected. It's unexpected that something so complex could be so simple.

**Speaker 2** [00:30:35] It's sort of counter intuitive. It's counter and it's not. It's a.

**Speaker 1** [00:30:38] Better word for.

**Speaker 2** [00:30:38] It. Yeah. See, this is what happens. I said that. Okay, so that's interesting. So we started talking about up thinking. And you've talked and you've gone into these moves.

**Speaker 1** [00:30:49] So that's all up thinking.

**Speaker 2** [00:30:50] Is thinking is doing those.

**Speaker 1** [00:30:52] Up. Thinking is just getting good at thinking like. Like actually practicing. You know, if I say breathing versus yogic breathing.

**Speaker 2** [00:31:00] Yeah.

**Speaker 1** [00:31:00] Up thinking is just, you know, a form a more. A more sophisticated form of of your everyday thinking. Right. It's just getting better at thinking. It's practicing thinking. I mean, everybody can go out. Most people can go out and like shoot a basketball, but then some people can do it really well and some people get do it extraordinarily well. Right. And so, you know, what we're all we're saying is it's no different. Thinking is no different than any other skill. If you want to get good at it, you can.

**Speaker 2** [00:31:33] You have to practice.

**Speaker 1** [00:31:34] And you have to practice. And and just like a great coach knows what to practice, you know, half the battle is knowing what to practice.

**Speaker 2** [00:31:42] Right.

**Speaker 1** [00:31:43] Right. And so you could practice a lot of things in basketball or in weightlifting or in or in computer design or in.

**Speaker 2** [00:31:51] Basketball.

**Speaker 1** [00:31:52] In basket weaving or whatever. You could practice a lot of things that didn't propel you into mastery. Right? And you could spend a lot of time making lots of mistakes, practicing the wrong things. And then you meet somebody that really understands basket weaving.

**Speaker 2** [00:32:06] Yeah.

**Speaker 1** [00:32:07] Not that I have, but if you did. They would be like, No, no, no, focus on this. Yeah, I don't know what that would be, but I'm sure, like.

**Speaker 2** [00:32:18] There's some tech or something.

**Speaker 1** [00:32:19] Yeah.

**Speaker 2** [00:32:19] Something to some pressure you from. Yeah. We should get a basket weaver to come talk to us. Yeah.

**Speaker 1** [00:32:25] Our knitters like knitters. There's some hard core knitters. My mother was a quilter her whole life. She was hard core.

**Speaker 2** [00:32:32] Yeah.

**Speaker 1** [00:32:32] Like, she took quilting to a level that was so much more extreme than, like, just what we think of as stitching and quilting.

**Speaker 2** [00:32:41] So what are you going to say to the all the people who are like, I don't have time for this. I don't have time to learn thinking I've got a million things on our work. My family life is demanding and blah, blah, blah. Like, What do you say to those people?

**Speaker 1** [00:32:56] Yeah, I think there's a couple of things. I mean, we hear this all the time. We hear that I don't have time to think. Thinking is a luxury that I don't have the time for. I'm putting out fires. I you know, I've just got way too many things on my to do list and. You know, I would just say, think about the possibility that you don't have time not to think. Right. Like like those things that all those things that I just mentioned, putting out fires, having too many tasks to get done. Those are all. Problems. That's that's reality. Giving us feedback that our thinking isn't working. So that's a reality giving us feedback that that art, that something about our thinking isn't working because we're not aligning with the world. Right. In a way that's working, that's effective. If, if, if your day is all about putting out fires, if you have no time to think, then something about what you're doing and the way you're thinking is off.

**Speaker 2** [00:34:07] Right?

**Speaker 1** [00:34:08] So I would say, you know, thinking is not, I think. It's even in our language. I mean, we can't say what we think without saying I think. Right. So we're thinking all the time. Yes. And. Our thoughts on thinking are. I think it's been massively influenced by actually Rodin's The Thinker, the statue of the guy like this, you know. And that is that we think of thinking as this kind of like passive, like contemplative, right? Or guy like shoots, right. Or, you know, contemplative. So. Right.

**Speaker 2** [00:34:52] Yeah.

**Speaker 1** [00:34:53] Philosophical. That's not what thinking is. Thinking is like, how am I going to feed the dogs without them making a mess? Right, Right. How am I going to raise children to make it to adulthood and avoid being completely addicted by, you know, to to iPhones and things like that? Avoid the immensely dangerous world of drugs that we now live in. Yeah. Avoid all the different things that that can that can lead to devastating consequences like car accidents and driver drunk driving and all those kinds of things like how are how am I going to get my kid to make it to adulthood? Right. You know, in one piece that's thinking.

**Speaker 2** [00:35:40] Yeah.

**Speaker 1** [00:35:40] You know, how am I going to get my organization to reach this goal? How am I going to get my team to reach its goals? How am I going to get somebody that I, you know, I know they have what we need and they have talent but don't exactly know how to get it out of them. How am I going to get that to happen? That's all thinking.

**Speaker 2** [00:36:01] Right?

**Speaker 1** [00:36:02] That's very active. That's not like contemplative. I'm sitting in a coffee shop talking philosophy that's active, dynamic.

**Speaker 2** [00:36:12] Day to day.

**Speaker 1** [00:36:13] Really important. Day to day useful.

**Speaker 2** [00:36:16] So you're saying if things aren't working well for things, you probably. Revisit how you're thinking about it in the first place.

**Speaker 1** [00:36:24] Absolutely. There's some mental model or thinking model that is driving your behavior, that's driving your day, that's driving your action, that's driving the systems in your life. And that mental model is wreaking havoc.

**Speaker 2** [00:36:39] Personally and professionally in all kinds of places.

**Speaker 1** [00:36:42] So you don't have time not to think. No, That really is critically important.

**Speaker 2** [00:36:47] Right. And but it how how hard is it to really actually improve your thinking?

**Speaker 1** [00:36:52] It's actually very.

**Speaker 2** [00:36:53] Easy. It seems hard.

**Speaker 1** [00:36:54] If you're willing to practice.

**Speaker 2** [00:36:57] Yeah.

**Speaker 1** [00:36:57] That is easy. And I think that probably is the most surprising thing that I have learned in the last 30 years. I know it sounds absolutely bonkers. Yeah, it's bonkers to think that this is what I learned in 30 years of research. But this is really what I've learned in 30 years or I've learned a lot of things. But the thing that we've learned the most that has been the most surprising is I thought, like, I think most people think that whatever it is that that you need to learn, you can you can just teach them, right? You can do a course. They can take a class.

**Speaker 2** [00:37:34] Yes.

**Speaker 1** [00:37:35] The truth is. Yeah. I can teach you thinking in five minutes. But if you don't practice, you won't get better. I can teach you. You know, you could probably teach me. You know, yoga, different things, you know, in a few.

**Speaker 2** [00:37:52] Minutes. Right. But if you.

**Speaker 1** [00:37:53] Don't. But if I don't go practice. If I don't go do the stretch, if I don't go lift the weight. If I don't go build the website. Right. If I don't go right. Whatever. The thing is, we've the basket. Then. Yeah, kind of like quote unquote know because you taught me. But I don't really.

**Speaker 2** [00:38:14] I don't really know because you can't do it.

**Speaker 1** [00:38:16] There's no real knowledge.

**Speaker 2** [00:38:17] There, you know, just.

**Speaker 1** [00:38:18] Like I got I got some information, but I don't know how to think, right? I don't know how to, you know, do those things to to do a stretch or whatever. So I think the thing that we've learned is, yes, we can teach you thinking and yes, you can learn thinking. But the way you learn it is by practicing the things we teach you.

**Speaker 2** [00:38:44] Right, right, right.

**Speaker 1** [00:38:45] And and that practice is the key. And that and that thinking is no different than any other skill. It's no different than any other skill. You name the skill, it's no different. You can get better at that skill. You can get better at thinking. And like most of the skills you try, at first, you're like a little overwhelmed. Right? That seems completely impossible. How am I ever going to get good at, you know, playing the guitar? But you learn one chord, you learn about, you practice the chord, you get better, you practice the jujitsu move, you get better, you practice the, you know, whatever it is, you practice a little bit. And and then all of a sudden you go, okay. Now I now I'm starting to see it, and pretty soon you're into it and pretty soon you're getting that feedback, right, of, wow, I am. I went to a meeting the other day and it was like I was a different person. I saw more. I saw what other people at the table weren't seeing. I saw I said things that other people weren't saying. People responded differently to the things I was saying, right? You know, I was in a conversation and it could have gotten heated and it didn't. You know, I did something different as a result of seeing a different perspective and acting upon that difference in what I was thinking.

**Speaker 2** [00:40:08] Yeah. So that's the benefit that you think? Yeah, that's the benefit of actually investing a little time into it, you say is you're literally like the smartest person in the room. You're seeing things that other people aren't.

**Speaker 1** [00:40:18] Seeing yet because most people are practicing thinking, Yeah, right. So it's not Imagine if no one was practicing basketball, how good could you be in like a week?

**Speaker 2** [00:40:27] I would be amazing.

**Speaker 1** [00:40:28] You'd be like, you'd be a super nobody else. Nobody in the world was practicing basketball. Yeah. And you started and you were like, I got an idea. Maybe it's not that you're just born as good as you're ever going to be. Maybe if I shoot more often, I'll get better. And maybe if I dribble with both hands, I'll get better at it. And people are like, Wow, that's crazy. Yeah. And then you did it for.

**Speaker 2** [00:40:53] A while and then I was amazed you.

**Speaker 1** [00:40:54] Would just be gaming on people.

**Speaker 2** [00:40:57] Would be.

**Speaker 1** [00:40:57] All you would be.

**Speaker 2** [00:40:58] I won't be like the greatest. So you do the.

**Speaker 1** [00:41:00] Michael Jordan with.

**Speaker 2** [00:41:01] Michael Jordan, the female Michael Jordan. Exactly. Of basketball.

**Speaker 1** [00:41:06] Michael Jordan of basketball, which is.

**Speaker 2** [00:41:09] Michael.

**Speaker 1** [00:41:10] The Michael Jordan of basketball.

**Speaker 2** [00:41:12] I think I'd be the female Michael's, you know, basketball, which probably she has a name to exist somewhere.

**Speaker 1** [00:41:20] McKayla, Jordan, Jordan.

**Speaker 2** [00:41:22] No, there's actually only the best basketball woman Basketball.

**Speaker 1** [00:41:26] I don't see the one that got caught in Britney.

**Speaker 2** [00:41:29] Brittney Griner.

**Speaker 1** [00:41:30] Russia.

**Speaker 2** [00:41:31] I don't think Well, I don't know. She's the Michael Jordan, the female Michael.

**Speaker 1** [00:41:35] Jordan. I don't know women's basketball.

**Speaker 2** [00:41:37] I don't know basketball.

**Speaker 1** [00:41:39] I don't know. Yeah.

**Speaker 2** [00:41:40] I don't know. You like Beyonce. I only know the few players that Carter Simmons And so So you're talking about improving people's thinking. Yeah. What what is the actual process by which people do that? Like, how does it start and how does it end? Like what's the the steps to it?

**Speaker 1** [00:42:01] Maybe the general thing you can learn. You could learn everything you need to know about thinking and like 20 minutes if you wanted to. And that and then you could spend the lifetime practicing it. I mean, so but the way that I would, I guess, recommend that people learn thinking or practice thinking is, you know, we have a we have a thing called the thinking quotient. And that's a validated test of of thinking skills. And so I would take that test and that establishes a diagnostic baseline. So it's just again, feedback. It's like.

**Speaker 2** [00:42:42] So you mean their initial score?

**Speaker 1** [00:42:44] Yeah, their initial score. Sorry, their initial. They get a.

**Speaker 2** [00:42:49] Score. Their score and then.

**Speaker 1** [00:42:50] They get a score. It's like you stand on the scale and you find out how much your way. Right. And that tells you kind of like your weaknesses and your strengths in thinking.

**Speaker 2** [00:42:59] Right? Your TCU.

**Speaker 1** [00:43:01] Your TCU, which.

**Speaker 2** [00:43:02] Is kind of like.

**Speaker 1** [00:43:03] An IQ of around thinking.

**Speaker 2** [00:43:05] Okay.

**Speaker 1** [00:43:06] And and then you use that that TCU score and and the sub scores to, to create like a you get a personalized report and then an action plan can be built out of that. And that action plan usually involves practicing these five moves in different degrees based on your scores. And so you get started with these five moves. That's really.

**Speaker 2** [00:43:34] So what you're saying is I, I take this TCU test, I get a score. But not only that, it kind of tells me my areas of strength and weakness and then tells me which of them moves.

**Speaker 1** [00:43:46] Which of the things to focus.

**Speaker 2** [00:43:47] My weakness. Yeah. And then I just go and practice those in all kinds of stuff.

**Speaker 1** [00:43:52] Yep. And the moves are very easy. I mean, once you learn them, which you can learn them and you know, you can move and.

**Speaker 2** [00:44:00] Fight the zoom for five minutes.

**Speaker 1** [00:44:01] Yeah. You know, once you learn it then, then you know, when you understand the move, you can do it in the car on the way to work. You can do it in the shower. You can do it on a piece of paper. You can, you know, do it on some project that work that's really important. You can do it on something that's totally not important, right? You could do it on something that's funny and silly. You can do it on something that's very serious. You know, you could do it to solve world hunger, or you could do it to feed the, you know, your four dogs better in a more effective way. Right. So you can use the move in so many different places and so many different areas. It's it's a little it's a very portable.

**Speaker 2** [00:44:44] Yeah. It's like I take it with me and whatever I'm dealing with in the day. Yeah, I can say, hey, how would I zoom in and zoom out to this problem I'm having with my boss? Or how would I zoom in and zoom out to this, you know, getting my teenager to take out the trash?

**Speaker 1** [00:45:01] I think of it like. Like stretching. Like once you learn a good stretch, right? You can. Yeah. You could do stretching in the gym or on the field. Yeah. But you can also do it in your kitchen. Yeah. In between cooking. You can do it like, you know, in your bedroom. You can do it and you can do it on the couch. You. You can do stretching. Once you learn a stretch, you can do it anywhere and, and it can have benefit. So it's very portable. And then that gives you practice and you get better at it. And pretty soon you'll, you'll just do it, you know, just, you'll just do it naturally. And then I'll.

**Speaker 2** [00:45:40] Be a better thinker.

**Speaker 1** [00:45:41] Yeah. And you're just, you're within a week of doing the moves. It's within a week, week or two you will, you will notice differences in the way you think about the world, in the way that you navigate relationships, in the way that you navigate communication and listening and.

**Speaker 2** [00:45:58] Look at.

**Speaker 1** [00:45:58] Problems in the way that you approach problems in the way that you to me notice. Yeah. Like as you walk through the worlds, you will notice way more stuff. Yeah, that's what people tell us all the time.

**Speaker 2** [00:46:13] Like, yeah.

**Speaker 1** [00:46:14] How did I, how do, how did I can't remember what it was like to exist when I didn't see all these things that I have seeing.

**Speaker 2** [00:46:22] Yeah.

**Speaker 1** [00:46:23] So. So you'll see it pretty quickly. Yeah.

**Speaker 2** [00:46:26] It's a thing.

**Speaker 1** [00:46:27] It's a thing up thinking. That's what they say. It's a thing. That's our kind of our vision is to. Yeah, there's to make up thinking a thing because the world needs it.

**Speaker 2** [00:46:37] Yeah.

**Speaker 1** [00:46:37] The world needs, the world needs thinking. And all up thinking is just being a little bit more aware, aware of what that means, what thinking means, and how important it is, and how part of every single second of every single day it is. And something that I'm. Important and that every day can't just be overlooked now and can't just be ignored. So that's kind of that's what I'm thinking us as a wrap.

**Speaker 2** [00:47:04] That is a wrap.