**Episode #29**

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

**Speaker 2** [00:00:07] How you doing?

**Speaker 1** [00:00:08] I'm doing great.

**Speaker 2** [00:00:09] We have another exciting day in front of us. Nice. I know. They're all good lately, which is nice.

**Speaker 1** [00:00:15] What are we doing today?

**Speaker 2** [00:00:16] Today we are talking about the third DSRNP. Remember, we've been doing a series of slightly deeper dives into each one.

**Speaker 1** [00:00:28] identity, other distinctions. We did part-whole systems. That's the D and the S of DSRP. And now we're going to do relationships, action-reaction. Relationships.

**Speaker 3** [00:00:41] It's something you love.

**Speaker 1** [00:00:43] point and view perspectives, all four patterns that underlie. That's right. How stuff is organized in the world.

**Speaker 2** [00:00:53] Okay, so if you recall, my dear, which I'm sure you do, we have a lot to talk about, right? Yeah.

**Speaker 1** [00:01:04] But we're going to get to how to practice it, like we did in the other episode. So we're gonna give you kind of a little bit of background, but then we're going to give you the super cliff notes on how to practice it called the move. There's kind of two moves. Two moves. Oh yeah, R has two moves because R is super important. Yeah, that's deep. Relationships.

**Speaker 2** [00:01:31] So let's start at the beginning, yes? We've talked a lot in the previous episodes about DNS, about our research agenda from years past, where we set out to show that these patterns, and today we're going to talk about relationships, that they exist in nature and in the mind. We also did some research around whether the degree of value and effectiveness you get when you're aware of these patterns. and then we'll kind of land in the move, like how do you actually practice these things.

**Speaker 1** [00:02:05] Yeah, so if you're coming into this at this episode, a big part of our research in the last 25 years has been DSRP makes all these predictions about these patterns and what they mean. And so one of the predictions is that this is a form of organization that occurs naturally in the real world, right? So we wanted to test that prediction. and we find that it does. Hundreds and hundreds of research studies show across the disciplines that these patterns exist. Then we wanted to show that they existed in the mind. So we have some research. So we had research around that. Then we want to show that if you're aware of them, they have an effect. So we call that existential versus affect or affective research. Yep. Right? Yep. And So we wanted to show that they exist in mind and nature, mind and reality, and that if you're aware of them, it actually increases your effectiveness.

**Speaker 2** [00:03:15] Yes, and whatever.

**Speaker 1** [00:03:16] And then we wanted to show, we wanted understand how we're biased. That's right. And so we've done a lot of bias studies. We want to show how people think about these things, tend to think about them, tend not to think them, in lots of different situations. And then, we wanted show, well, what can you do to actually get good at these things? So we know that it's effective, but can we get you more effective by practice? Right. And the research on that is just mind boggling.

**Speaker 2** [00:03:44] Yes, so needless to say, we've been busy.

**Speaker 1** [00:03:49] Over the last two decades, yeah.

**Speaker 2** [00:03:51] We've been busy. So let's start with relationships as a pattern we see in nature. Yes. So we reviewed, as you said, hundreds of studies looking at these things. We had a couple of examples that I thought were interesting, one of which was a short video you sent me of synapses. Thanks for watching!

**Speaker 1** [00:04:12] Yeah.

**Speaker 2** [00:04:12] neurons, sir.

**Speaker 1** [00:04:14] Yep, they're neurons that are in basically petri dishes. And it's interesting if you put a single neuron in a petri dish, it'll try to branch out. It literally will try. It'll do its darndest to relate to stuff, even if there's nothing. It's kind of sad if you look at this little neuron, because he's like, hello, is anybody out there? You will? You will. He's lonely and he wants to connect, right? And that is things want to connect. One of my favorite biologists, Lynn Margulis, said life did not overtake the planet through combat, but through relationships, through connection. And that's deeply true about evolution and life on this planet is that... We were not just, you know, killing each other.

**Speaker 4** [00:05:17] All right.

**Speaker 1** [00:05:18] life-wise, we're really actually deeply connective, and nature is deeply connect it, which is why ecologies form and we see all these interdependencies and webs of life because of connections. So when you see those things, remember that at the base of all those things is relationships. Yes. So like I was saying, when you put a single neuron in a feature dish, that's what happens. but when you put a couple, they connect with each other.

**Speaker 2** [00:05:51] They find each other.

**Speaker 1** [00:05:51] They find each other. And they start to interact. And those relationships are material things in and of themselves that are distinctly different than the neurons, right? Because they're exchanging electrochemical signals and things like that. So each relationship is a material process that is quite complex. Yes. And that's true for all the relationships in the universe.

**Speaker 2** [00:06:18] Well and you can imagine that's exactly why Facebook became so successful, because all humans are looking to connect and make bigger and bigger networks.

**Speaker 1** [00:06:26] the science of networks, complexity, all these things. You can even see, believe it or not, along those lines, you can see videos of whole galaxies interacting, one galaxy interacting with another galaxy and forming an actual relationship between these two galaxies. Yeah. It's crazy. Thank you very much.

**Speaker 2** [00:06:49] I saw an image that you sent me of that. And what was interesting to me was you've got two things and then there's this merge space where there's almost like a third thing, which is the two things interacting becomes a separate sort of system in and of itself, which is interesting.

**Speaker 1** [00:07:06] And the dynamics of that relationship are quite different than the dynamics of what's going on in either of those two things.

**Speaker 2** [00:07:14] And we also, we always joke, we've always joked that we have, you know, the three kids and then all of the relationships between them, which become a thing that you have to

**Speaker 1** [00:07:23] Growing up, I experienced this every night, growing up in a family of five kids and parents, so there's always seven of us at least at the table. The dynamics, just sitting there every night. We would have these crazy conversations and the dynamics of sitting at the table every night I think experientially, I just through osmosis picked up an awareness of the dynamic, just the complexity of the social dynamics. And when, you know, when they're your brothers and sisters and parents and stuff, you know that when that person says that to the other person, oh, that's gonna be a problem. Or when that, you now, when that one says the exact same thing to this one, that's not gonna be problem. So those dynamics become almost visible, you, know, but what's interesting about nature is that it hides a lot of its secrets. in relationships. And so being able to see the relationships, bringing relationships to your metacognitive awareness, being able see relationships that aren't always seen. They're kind of hidden, right? If you're sitting at a table with seven people, you see the people, you hear the conversation, but you don't necessarily see the dynamics. You see a reaction, you see an action. but you don't see the dynamics that are happening. And there are crazy social dynamics happening, right? Yeah. A lot of times in nature, it hides a lot of its secrets in the relationships. So if you look at that Petri dish with the neurons, yeah, you see this neuron, you that neuron, but a lot times you just go, oh, they're interacting, but you know see. what's going on in that interaction, right? You see them kind of reaching out and connecting, but you don't see all the electrochemical signals that are happening. That's kind of hidden to you. So it's just an important thing to remember and awareness of relationships is so critical.

**Speaker 2** [00:09:33] Well, another way to think about that is if so much is happening in those relationships and so many of those relationships are hidden, by bringing them to the surface and actually seeing them, articulating them, then you're seeing more of the reality of what's happening in front of you, right? Because if you're not paying, if they're a substantial part of systems and you're seeing them, then you're missing a lot.

**Speaker 1** [00:09:59] Hundo P. Hundo-P. HundoP.

**Speaker 3** [00:10:04] Did she just paint that up?

**Speaker 1** [00:10:06] No, that's a that means 100%.

**Speaker 3** [00:10:09] I know what it means, but I just didn't know why you were using it.

**Speaker 1** [00:10:14] I don't know, I heard it.

**Speaker 3** [00:10:16] Yeah. Okay. Great.

**Speaker 1** [00:10:17] Great. A hundred percent.

**Speaker 3** [00:10:20] There's something, okay.

**Speaker 2** [00:10:22] Anyway, I'll leave that alone. Okay, so then the other thing I wanted to tell people about, which I thought was interesting is... Other organisms, other animals exhibit relationship skills. So if you remember that study we read on pit vipers. And pit vapers are actually very aware of how much venom they have left.

**Speaker 1** [00:10:45] Right.

**Speaker 2** [00:10:46] in there.

**Speaker 1** [00:10:46] And they'll actually change their behavior based on the amount of venom they have, right? So if they're locked and loaded, they'll maybe be more aggressive than if they have less, they'll be more inclined to fight or flight kind of thing. So again, that's demonstrating that they're making a relationship, which is not entirely visible, but they're making a relationship between how much venom they have stored. their behavior choices, and so, yeah, pretty powerful. And, you know, I mean, these are just a few examples. There are literally an uncountable number of examples of relationships happening out in, yes, we do have a whole papers and published papers on all this, but all you have to do is look around in nature and you'll see these remarkable relationships everywhere you look.

**Speaker 2** [00:11:47] We've done the nature part. So let's talk about.

**Speaker 1** [00:11:50] Relationships exist in nature. Yeah. And what we want to do in our mind is get our mental models in alignment with nature, with reality. We want to love reality. So we want love reality more than our mental models because that's confirmation bias if we love our mental models more than reality. So we we want to kind of understand that hey, there's relationships out there. And we want to know which ones are real. So our mind makes relationships, but sometimes it makes faulty ones. Sometimes it makes spurious ones. Sometimes it's delusional. Sometimes it hallucinates like AI.

**Speaker 2** [00:12:32] Sometimes we make relationships for people.

**Speaker 1** [00:12:34] Yeah, yeah, or we think that something happened that didn't happen. So we want to always test when we make relationships We want to test. Hey, is this really is this a relationship that's happening in in the real world?

**Speaker 2** [00:12:48] I wanna also just speak into, because in the last couple of episodes, if you haven't seen them, we've been talking about one piece of research, which was a really large sample, which was almost 35,000 people. And just to sort of contextualize it, what we saw was among those 35,00 people, if we reduce that to a sample of 10 people, that five people freeze up.

**Speaker 1** [00:13:09] Well, so the sample was 35,000 people, if we use a metaphor of 10 people to represent that sample.

**Speaker 2** [00:13:17] Thank you for slowing me down.

**Speaker 1** [00:13:17] Yeah, so imagine that you have a team of 10 people. Imagine you're giving them a project or a problem or an issue to think through, right? And what this study did was it found what they do when that happens.

**Speaker 2** [00:13:39] What we tend to do, statistically, empirically. And what we tend not to do. And as a reminder, when you ask a group of 10 people, metaphorically, to say them, statistically we know that five people get stuck.

**Speaker 1** [00:13:53] that gets done.

**Speaker 2** [00:13:54] I don't know what to do.

**Speaker 1** [00:13:54] Five out of ten people. Half your team gets stuck.

**Speaker 2** [00:13:57] I'm sure we've all experienced that before, but yes, and then of the five people that do something what they do is they make

**Speaker 1** [00:14:05] Identities. They make identities and ignore others. Yes. Yes. And that's the distinction part of what they're doing.

**Speaker 2** [00:14:13] and then they break things into parts.

**Speaker 1** [00:14:15] Two and a half out of ten, two and a half people out of 10 will break things down.

**Speaker 2** [00:14:21] but they don't go upload.

**Speaker 1** [00:14:22] But they won't think about the larger picture of what's going on.

**Speaker 2** [00:14:27] Yes. And so here's the number for Auburn. So of your 10 people at the table, only one and a half people.

**Speaker 1** [00:14:36] One and a half people. One and half people actually see relationships at all. Yes, between and among ideas. Which, honestly. It's frightening. It's frightened. It's, it's frightening, it also kind of like, yeah, that checks out, you know, in real life. In my experiences, you now, everybody we talk to is like, yeah, it checks out.

**Speaker 2** [00:15:03] Yeah, it's weird, I guess those steps.

**Speaker 1** [00:15:05] People don't make relationships and then compare or contrast that to what we just said, which is nature makes all these relationships, reality is making all these relationship, a lot of the coolest stuff is hidden in those relationships, and one and a half out of 10 people actually even consider relationships when they're thinking something through. Yes. That's a mismatch that we want to resolve. and frankly that we need to resolve educationally. We need to get young people from an early age seeing those relationships.

**Speaker 2** [00:15:42] Absolutely.

**Speaker 1** [00:15:43] Or, put more bluntly, we need to stop incentivizing them not to see them, because one of the studies that we know of, and we know this a lot about children, is that even babies, infants, will be more interested in things that are causal.

**Speaker 2** [00:16:05] That's right. I do eye movements.

**Speaker 1** [00:16:07] They do eye movement studies and so babies are super attuned to relationships and causality and they love to throw things on the floor and then watch you pick them up and they get a great joy out of that because they're like, wait a minute, I just did something and now she's doing something. Let's try that again. Let's try that with with this thing over here. Let's throw that on the floor and see what happens

**Speaker 2** [00:16:30] I have to interject with a funny Alina story because we don't tell Alina stories very often.

**Speaker 1** [00:16:35] Oh, boy.

**Speaker 2** [00:16:36] When Alina was still in a high chair, so she was probably one and a half, maybe, I was home alone with her. I was making her lunch. And she was in her high chair and the light was off in the kitchen. And she watching me run around, making her a lunch. And then I went and I turned the light on with the light switch. And she did this like double take. She said, do it again, mommy. I said, Do what again? She goes, the light. And I flipped the switch, and she was just fascinating. She's like looking at the switch and she's looking at the lights, looking at this, so she's figuring out as a tiny baby, that there's this relationship between that thing and what's happening. And I swear she did it for an hour. And of course I did it for an hours because it was fun to watch. And then she was squealing and she thought I was God. She just thought I as amazing. She's just like, oh, you make light.

**Speaker 1** [00:17:31] They love action, reaction, action, reaction, relationships. They love it. They love, love, and love it Very excited. They get very excited about it. And then, round about third grade, we start doing the whole standards thing and over socializing and socialization rather, not socializing, but over socialization, over control. Conformity conformity all this kind of stuff. These kids are natural reality figure outers That's a technical term. That's the technical term, but they're natural Reality figure out errs. Yeah, they figure out reality For those humans, they're amazing little little things and they're they're naturals. They're naturall that

**Speaker 2** [00:18:20] And then we train them.

**Speaker 1** [00:18:21] And then we kind of incentivize them and train them out of this kind of thinking. But it's a natural form of thinking to see the relationships between things.

**Speaker 2** [00:18:31] And anybody with children will be able to sit and remember that moment, or that period of time where they saw that sort of natural curiosity start to dwindle. And it's really around like third grade, fourth grade. And guess what's happening? That's when the testing is starting. And because you remember the kids in the back seat asking you 1,000 questions about everything. They're so curious, and they're trying to make make sense of the world, and then as they get further in school, the conversation gets

**Speaker 1** [00:19:05] Well, and a lot of that happens because we're incentivizing them to get the right answer. That's right. But there is no right answer most of the time. It's very seldom that even when there is a factually right answer, there are multiple ways to look at the thing from multiple perspectives such that you would end up different right answers. It's not conflicting right answers, but you're looking at different parts of the system, and so you're seeing different things, all of which are correct and collectively make up the system. But what we do is we incentivize them to search for the answer that the teacher's looking for. And then it just becomes like a people-pleasing activity, rather than a reality-exploring activity. And I think that's a mistake, and I think it trains them out of natural patterns of thinking that are quite remarkable.

**Speaker 2** [00:20:11] That's true. And we double down on that all the way through high school. And then guess what? When you're prepping for the SAT, what's the first thing your SAT prep course person tells you? We're going to tell you the perspective of the test maker. That's right. So that you can get a better score on this test. It has nothing to do with what you know. No.

**Speaker 1** [00:20:29] In fact, I used to be a terrible test taker.

**Speaker 2** [00:20:32] I'm aware.

**Speaker 1** [00:20:33] And I was terrible in school. I'm aware. And part of the reason I was terrible in schools is because I couldn't take tests. And part of the reason I couldn't take tests was because I never realized it until I took the grad tests that I did one of those test preps. And that was blown away when they shared that with me. They, oh, the number one thing you got to learn is you're not taking a test to test your knowledge. And I was like, what? No, you're taking a test to understand the answer that the test designer wanted. Yeah. And I was absolutely floored by that.

**Speaker 2** [00:21:07] because it goes all the way to you were you're talking about GRE prep yeah so it starts in high school with SAT prep and then you get to GRE and then think about MCATs and LSATs it's

**Speaker 1** [00:21:15] They're all the same in that people that are good at taking tests, they're taking perspective of the test designer. Right? So they're answering according to that, not according to, I want to demonstrate some knowledge about a particular area. Thank you very much. we start that process and we start decreasing people's natural patterns of thinking because we incentivize them to find the right answer. Now think about real life, is there usually, like in the complexities of things, not what's the capital of Texas. Yeah, there's a right answer to that. But in the complexity of life, relationships, kids, jobs. How many times really is there a right answer? There's 78 different ways you can do something. I think if there was. And you just gotta figure out.

**Speaker 2** [00:22:08] But I think if there was one, it would be a lot easier. Yeah, but they're almost.

**Speaker 1** [00:22:11] But there almost never is a right answer to how to navigate this problem or that problem or this relationship or this customer or this product or whatever realm you're in, parenting or life or business or policy or whatever. It's really sifting through a bunch of different options, but there's not a lot of right The answer is in the sense that. Albany's the capital of New York. Hey, good job. You know?

**Speaker 3** [00:22:44] You got that.

**Speaker 1** [00:22:45] I got that one. Mostly because I live here. What's the capital of Texas? I think it's Austin.

**Speaker 3** [00:22:54] I think that's right.

**Speaker 1** [00:22:55] Is that right? Well, I mean, have you ever been asked what a state capital is in a job interview or like on your first date, you're on the first date with this woman that you're really interested in? She goes, what's the capital of Iowa? I don't know. I'm just saying, has that ever gotten in the way of things that are important to you?

**Speaker 2** [00:23:22] No, but now I know what I should have asked you when we first started.

**Speaker 1** [00:23:25] We probably wouldn't have started because I would have failed that test.

**Speaker 2** [00:23:30] No, because that's not.

**Speaker 3** [00:23:30] something I care about. Exactly.

**Speaker 1** [00:23:31] Exactly. That's the whole point. We don't care. We don't actually care about these things.

**Speaker 3** [00:23:35] because you can Google it.

**Speaker 1** [00:23:36] But yeah, but like our kids, they studied the, not just the state capitals, the counties of New York. More than 60 counties. Who needs to know the counties of New york who actually needs to know that.

**Speaker 2** [00:23:50] Um.

**Speaker 1** [00:23:50] I think some people.

**Speaker 2** [00:23:51] Maybe like a land surveyor.

**Speaker 1** [00:23:54] But even that, couldn't you just look it up when you get there?

**Speaker 2** [00:23:57] government.

**Speaker 1** [00:23:57] Yes, some state guys. Yeah, I guess if you're like running for office in New York, but you'd probably have like an assistant or something that would be like, hey, these are the counties. We're going to this one. And you're, like, oh, yeah.

**Speaker 2** [00:24:12] extension, Cooperative Extension has to know. Sure.

**Speaker 1** [00:24:14] There's a couple people, but does everybody need to know that?

**Speaker 2** [00:24:17] But I would tell you they probably don't have all 60 something.

**Speaker 1** [00:24:20] I'm guessing they don't need to memorize it. I don't think they do.

**Speaker 2** [00:24:23] All right, so I think we're, yes, okay.

**Speaker 1** [00:24:25] We've gone way off of-

**Speaker 2** [00:24:27] No, but here's the thing. Here's what you're saying, which is we are naturally born to be relational, to see relationships, to seek out causal phenomenon, like the babies. So our 35,000 people sample was adults, right? As adults, we know that we only occasionally relate things, and what we don't do is we don t distinguish the relationships we're making. break those just those relationships down.

**Speaker 1** [00:24:58] We don't zoom into them and the parts that's using our relationships with distinctions and systems together to understand the relationship.

**Speaker 2** [00:25:09] that we don't realize that we can and should really zoom in and articulate and explicate, like explain what the relationship actually is. What the relationship is, yeah. So that's something.

**Speaker 1** [00:25:21] There's a classic worksheet, right? Worksheets are pretty popular in education. And the classic worksheet and it's got like, I don't know, I can't remember all the things. It's got on the left, it's good like, you know, a toothbrush and a car and a baseball bat. And then on the right, it has got like a baseball and toothpaste and a steering wheel or something. And the. point of the worksheet is that the kids draw a line to the right, you know, making a relationship between the things that are related. And it's always kind of perplexed me that that was enough, that just being like there's a relationship there, but not knowing what the relationship is. What is the relationship between those two things? That's distinguishing the relationship. Yeah. And then zooming in to. You know the dynamics and the remarkable parts of that relationship because inside of every relationship is like it's like a present that you open up like on Christmas or something like that if you think about a relationship not simply as a line but a line with a big present on it and if you rip open that present.

**Speaker 5** [00:26:38] I like that.

**Speaker 1** [00:26:39] and you look into it, you're gonna see a ton of cool stuff happening in nature. And nature will reveal itself through revealing the relationships. So when you show curiosity in those relationships, nature meaning reality, the situation you're dealing with, why use nature for everything, reality. whatever part of reality that you're dealing with whether it's your family or your job or your whatever it's uh it's gonna give you this present that's sitting on the line between two things the relationship between two thing yeah i always thought it was weird that that they didn't ask for anything more it was just like oh toothpaste toothbrush related well how how are they related i think that's really interesting if you think about yeah you know like what if If toothpaste was made up of marbles. like paintballs, it totally wouldn't work. Because you have these bristles, right? And you'd be taking a ball and putting it on bristles. So it'd roll off, it'd be very frustrating. You'd have this toothbrush and every time you put some toothpaste on, they would roll off onto the floor. You'd had toothpaste all over the floor, right. Yeah. But there's a reason why toothpaste and toothbrush go together because you've got these bristles And then the toothpaste is kind of It's kind of like sticky and fluidy and so it goes into the bristles and it holds on But imagine if toothpaste was like a paintball. Not so much. That'd be a nightmare.

**Speaker 2** [00:28:25] What if you could make paintballs full of toothbrush and then shoot people in the teeth? What? That would be hilarious.

**Speaker 1** [00:28:35] Paint malls full of toothpaste.

**Speaker 2** [00:28:38] and they they oh and just shoot them they explode in your mouth like

**Speaker 1** [00:28:42] Yeah, well in the mountains we have tabs that we chew.

**Speaker 2** [00:28:48] Well, why don't we just use those?

**Speaker 1** [00:28:50] I use them.

**Speaker 2** [00:28:51] No, I mean at home.

**Speaker 1** [00:28:52] You could. They look like aspirin and you just pop them in your mouth and you chew them and it uses your mouth saliva to kind of like foam and then you brush your teeth. Oh, you have to have a toothbrush with them? Well, or you could use a stick or something like that or some people just use their finger.

**Speaker 2** [00:29:09] Oh, that's really hygienic.

**Speaker 1** [00:29:10] I'm talking about the mountain like in the mountains, but but you know because the toothpaste tube gets everywhere Yeah, if it squeezes in your backpack you go to everywhere It's it's nasty, but the little the little but what's interesting about that is It's action reaction, right? It's an action reaction And that's what is the, those are the underlying elements of relationship, right? So, you know, what is the action reaction of toothpaste in your backpack? It's the action is, you know, there's lots of compression, there's lot of squeezing, there's a lot of forces in your back pack. And then the toothpaste somehow explodes and the cap comes off, whatever. And then all of a sudden there, you know, you've got stuff everywhere. It's a mess. It's mess.

**Speaker 2** [00:30:00] And you smell like mint for the whole time you're hiking.

**Speaker 1** [00:30:02] which wouldn't be bad, but.

**Speaker 2** [00:30:03] Wouldn't be bad, actually.

**Speaker 1** [00:30:04] Yeah, so anyway we this one is going everywhere

**Speaker 2** [00:30:10] That's okay. Listen, so we've talked about some of the research around, you know, it exists in HR. We're going to talk about the mind thing. We were talking about that it's a skill that actually we're not really very good at, statistically speaking. We only occasionally engage in seeing relationships. And then when we do, not only does it not happen much, but we also tend to really focus on one, like, a cause and effect relationship. We don't see that, like you were saying, that things happen in sort of web of causality, right? So we're really biased towards a simple cause and affect, which is not how things actually exist. We look for linear causal relationships, right. So we are biased in that way.

**Speaker 1** [00:30:53] Yeah, I think even the term cause is a really difficult term and in science it's quite debated whether or not there is causality and things like that because I think the best thing you can take away from the complexity of all those conversations is simply that there are actions and there are actions to actions. imparting causality into that says something about that relationship that may or may not be true, but there definitely are actions and reactions. And causality usually is kind of like a much more macro idea where you have webs of causality, but nothing in the universe is really ever that one single thing causes one single other thing, you know, like it's usually webs of causality. There are multiple things that are happening across time and space that lead to the emergence of some condition or some effect. Yeah, yeah. And so really seeing the network of relationships that is behind causality is critical. Yes. Absolutely critical.

**Speaker 2** [00:32:08] Yes, and so maybe that can segue us into sort of bias, the way we're biased. And like, for example, I know in distinctions, we're bias to see identities, not others. In systems, we are better at seeing parts than holes. So what does that hold for R? Thanks for watching!

**Speaker 1** [00:32:26] we tend to see action more than reaction.

**Speaker 2** [00:32:31] meaning the thing that happens.

**Speaker 1** [00:32:32] yeah the thing that you know something happens yep yeah so i i threw the ball we see i threw the ball more than he caught the ball, we see you know i went running more than uh the pavement supported, you know, things like that. We tend to see more actions than reactions.

**Speaker 2** [00:32:54] or in personal relationships, like you did this, and I'm not paying attention to how I reacted to that, which is causing that inter-dynamic.

**Speaker 1** [00:33:03] So I see what you did, but I don't see my reaction. That's a great, that's a better example. Yeah, it is. One that I get. Yeah, no, it isn't.

**Speaker 2** [00:33:11] Just kidding. So we see that bias, the same kind of bias as we do in the other things. The other thing I know that when we talk about the Dunning-Kruger effect, so what's interesting about that is it seems to me we're overconfident in all of these things, distinctions, systems, really. But.

**Speaker 1** [00:33:34] We think we're better at relationships than we are.

**Speaker 2** [00:33:36] but our competence level is the lowest.

**Speaker 1** [00:33:39] In relationships. In relationships, absolutely.

**Speaker 2** [00:33:41] So that gap might actually be higher, which is interesting.

**Speaker 1** [00:33:46] It's concerning, it goes beyond interesting, it's concerning that that relationships are so important to to see and to understand. In order to understand systems of any kind, and by systems I mean your kids are systems, schools are systems your business is a system, your marriage is a, system like all the systems that you care about, All the systems that are important to you. our systems. And in order to understand those systems, you must understand the relationships. And so it becomes very concerning if we are literally not seeing the relationships and not good at it, and we think we're pretty good at and we're not.

**Speaker 2** [00:34:35] Well, you see it everywhere. Yeah. You see it. You see, I mean, many people that I've talked to and you've talked too have said, in the last five years, it just seems like nobody can talk to anybody. Like, that there's just all of this difficulty interpersonally. There's a lot of conflict. For sure. There's just, all kind of, and then there's polarization and all the things that we're seeing at a larger level are because of that. In terms of effect. Thanks for watching! and why we need to be able and learn to see the relationships. Remember, we talked about the fish tank study related to the other two.

**Speaker 1** [00:35:12] We saw the same effect in our relationships. Teach them a one-minute written intervention, so a one minute treatment, less than one minute. And we saw highly statistically significant results in terms of increases in complexity and robustness around their thinking. Just about something, a scene, the fish tank scene. Again, just being aware of relationships and action-reaction elements, makes you a more robust, more adaptive, more complex.

**Speaker 2** [00:35:58] So we've done a version of the fish tank live in different groups, and one of the things that's really interesting to me with... for the groups that get the treatment of relationships, where they learn about that one pattern, the other groups are just pointing out stuff. There's a fish, there's gravel, there's a castle, there this, there that. And then the R group comes in, and their first responses before they've learned R are the same thing, fish, gravel, blah, blah. class. But then they learn the relationship's role. And their next set of answers are, oh, there's a fish that's interacting with another fish. And then there's bubbles that are coming out of the thing that means there's oxygen interacting with, you know. And so it's a totally different.

**Speaker 1** [00:36:39] Yeah, they're seeing, in the case of the fish tank study, it becomes very obvious because the fish tank is just a picture of a fish tank. They're seeing things that don't exist in the picture. They're saying things that exist dynamically in the reality of the fish tank and so they're imagining these dynamics. And in that sense, they're seeing more of the scene. And that's true whenever we start seeing relationships and perspectives. So that distinctions of identity, the other tends to be the unseen, and part whole, the parts tend to be seen. Those tend to things that would show up in a picture, the identities and the parts. They show up in a picture. You can see the parts of my shirt, right? You can the shirt. You can those things. But the relationships are not always visible. And we see that more when people are made aware. Just by awareness. That's crazy to me that like, you know, just a little bit of awareness can have such a huge effect.

**Speaker 2** [00:37:57] OK, so let's talk about in the mind, the things we did in the minds to test whether or not we could see people, the actual skill of making the relationships and the nature of how people are making relationships when they're thinking about things. So if you remember, we started with, well, we had several different questions, but we'll share a few that illustrate the point. So there was one where we had a square.

**Speaker 1** [00:38:26] Yeah, so it's hard to explain, but we can put a picture up or I can draw it. Yeah. So I mean, you, you kind of in, in the first situation, you have a square.

**Speaker 2** [00:38:35] You label it.

**Speaker 1** [00:38:36] and it labeled A. And we asked them, how would you name this? Would you name it square, big square, or large square, sorry, medium square or small square, right? And some percentages name it, I think the most. So this was 55. 55%. 26. 26%. 14. 14%.

**Speaker 2** [00:39:01] and three.

**Speaker 1** [00:39:02] 3%, right? So in this case. 80% of people kind of labeled it, 55% of people just said, oh, well, it's a square, right? Cause that's all they're seeing.

**Speaker 2** [00:39:17] And so this gives you that baseline. Yeah.

**Speaker 1** [00:39:21] Some people saw it as a small square, some people saw as a medium square, some people thought as a large square, and some people sought as just a square. Then we do the same exact square, but there is a little square to the left of it, which is labeled B. In that case, we ask them the same question. Yeah. Identify A and B.

**Speaker 2** [00:39:49] So then what do you call A, was the question. And so then you got 6%, and then you got 75% called it a big square, 8%, and 9%. Now that might not seem interesting to people, but tell them why it's interesting.

**Speaker 1** [00:40:07] Well, what's really interesting about it is is is that this number increased by almost 50% right that that suddenly and this number decreased dramatically right so suddenly. A is the same it's the same square but it's relative to be relative meaning related relative related. So what they're telling us is that they created, without us asking them to, they created a relationship between A and B that altered how they perceived A.

**Speaker 2** [00:40:46] how they defined it, yeah.

**Speaker 1** [00:40:47] how they defined A. It altered what they would name A, it altered the way they saw A, and so that relationship which is not visible, that they weren't asked to make, they just automatically make it. Then in the third example, Thanks for watching!

**Speaker 2** [00:41:06] So you've got the same size square, but we've changed it to C. And then this square becomes A. And then there's another square.

**Speaker 1** [00:41:13] Then this square was A, and this square was B.

**Speaker 2** [00:41:19] Yep, and we asked the same thing.

**Speaker 1** [00:41:20] We have to say that define A.

**Speaker 2** [00:41:22] Right. And so then for here, you had 3%.

**Speaker 1** [00:41:26] Three percent.

**Speaker 2** [00:41:27] 10%.

**Speaker 1** [00:41:27] 10%.

**Speaker 2** [00:41:28] 82%.

**Speaker 1** [00:41:29] 82 percent and five four percent four percent yeah so again now now a becomes the medium square because they're relating it to this and they're relating it

**Speaker 2** [00:41:41] Right. And this might seem simple, but just make it people, right? So like, I'm here, and I'm part of a podcast team. And then I walk into my kitchen, and my mom, and I making snacks.

**Speaker 1** [00:41:54] Yes.

**Speaker 2** [00:41:55] Right. And then.

**Speaker 1** [00:41:56] Yeah, we do this all the time as humans. You're at work, you're the boss, you you're relating to people in one way. You go home and you're the dad and you are relating people in another way. You go to Thanksgiving with your whole family and you are the little brother and you relate a different way, right? Yeah. You know, you go to the park and you the park ranger, you're gonna interact differently. So those relationships really change the identities, they change the perspective. And what's really interesting about this study, which is one of the things that we were testing.

**Speaker 5** [00:42:34] Mhm.

**Speaker 1** [00:42:34] Because, like I said, DSRP makes a bunch of predictions. One of the predictions is that R, the relationship rule or pattern, has an interdependency with and vice versa. This is what this is showing. This is showing that actually the identity of A, the identity A. Yeah. The identity of a will change based on how and who it's relating with. So what this is showing is A was mostly square, and then it became mostly large square, and then became mostly medium square, and it did that pretty quickly based on who it was with.

**Speaker 2** [00:43:27] and that's happening all the time about anything that we're thinking about. Yeah. And we don't know that. That's right. We're not always aware of that, and we want to be aware of it.

**Speaker 1** [00:43:35] Yeah, we could even, you can even have a relation, a dependency with S, right? So if we have a bunch of parts and they're all relating and we're all happy with the way they're relating and we kind of, and then we add one more part, it changes the whole dynamic, right. Yeah. Just like you add a person to a party or you add feature to a car or, you know, then all of a sudden you get a very different dynamic. Yeah, the whole thing changes. The whole thing can change.

**Speaker 2** [00:44:02] OK, so that's good, because that was real evidence of the relational way in which we define things and the interdependency between two. And not only that, but that people do it automatically. Automatically. Subconsciously.

**Speaker 1** [00:44:18] Yeah, there's a whole field called neuro marketing, which ironically, I mean, there's this certain irony here, neuro. So this is neuroscience and then marketing. So the irony is that this is a field that is a relationship between two fields. And, you know, so this is fractally happening all the time. Neuro marketing is all about using our understanding of how the brain works to get us to do stuff in marketing. So. we're constantly being secretly affected by these things, because neuro-marketers know if I put two things together, you'll make a relationship. I don't even have to tell you to make a relationships.

**Speaker 2** [00:45:00] as we're doing it.

**Speaker 1** [00:45:01] You don't even realize you're doing it. Happy meal, yeah, you're making a relationship that I kind of made for you, right? And you'll just go along with it. If I say Coke is life, you go, well, Coke is, it's Coke life, really? No, it not, but Coke is like, you know, Coke is friendship. We're probably not gonna get sponsored by Coke or McDonald's, but. That's okay. They're all goop, so we don't want to be sponsored by them. But the point being marketing, you know, politics, they're constantly using relationship rule and in many ways leveraging the fact that they know that you're not paying attention to relationships and that they can get you to think relationships without knowing that you are thinking relationships. They're using that all the time to get your time, your attention, your vote, and your cash.

**Speaker 6** [00:45:56] Cash for sure.

**Speaker 1** [00:45:58] all of it. Sometimes your time, your attention is more valuable than the cash in your wallet because then they can turn you into a product and sell it to other people.

**Speaker 6** [00:46:08] Yeah, that's right.

**Speaker 1** [00:46:09] Right. That's what the social media is doing. They're just getting your attention. Yeah. Right. And then they sell it.

**Speaker 2** [00:46:16] Well, I would say, just because it's sort of part of my thing is, during my election year, you should be paying attention to the relationships that are being made.

**Speaker 1** [00:46:24] 100 percent.

**Speaker 2** [00:46:26] and peace.

**Speaker 1** [00:46:26] There's a lot of relationships being made for you that are completely spurious.

**Speaker 2** [00:46:30] Yes, to get your vote.

**Speaker 1** [00:46:31] to get your vote to...

**Speaker 2** [00:46:34] So test them.

**Speaker 1** [00:46:35] Absolutely.

**Speaker 2** [00:46:36] Then we did another study, which we called the Dog Lab Coat Study, which was really meant to test the effect of co-priming ideas together, meaning how does knowing one idea influence the way you think about another idea. Thank you for watching!

**Speaker 1** [00:46:52] Yeah, we actually had to coin that new term co-priming for this study because research is very familiar with priming, which is something that we use all the time in research studies. But co- priming means that you have two things that are co-affecting simultaneously changing the other. So you can, for example, have two things that are changing the meaning of. each other simultaneously, and that's called co-priming.

**Speaker 2** [00:47:27] So because we were looking at co-priming, we had to start by establishing a baseline of what people thought, typically, of the ideas. So we did have them describe a dog, we had them describe lab, and we had them describe the coat. And in general, a dog was a furry four-legged animal in people's minds. A coat was like a...

**Speaker 1** [00:47:52] Tended to be a winter coat.

**Speaker 2** [00:47:55] and then the lab was like a scientific laboratory. So that's what we know people were thinking those things were.

**Speaker 1** [00:48:01] Yeah, individually. Individually.

**Speaker 2** [00:48:03] We set out to test what they, what they would, how we could change what they were thinking of each of those things by co-priming them with one another. So we started by asking them, we gave them the word lab. ask them to describe the coat. So we're looking at the effect of the idea of lab on the concept of coat. You remember what happened there?

**Speaker 1** [00:48:30] Yeah, the winter coat became transformed magically, not magically, but statistically transformed into a white lab coat.

**Speaker 2** [00:48:42] Right. So we could see the effect of that priming effect of lab influenced how they thought about because they related the two.

**Speaker 1** [00:48:52] Yeah, it changed the structure and the parts and the whole and the identity of the coat.

**Speaker 2** [00:48:59] So then what we did is we asked them to describe the lab, but they were given the word dog ahead of it. So they were co-primed with dog and lab. And then they described the lab differently. Thank you very much for joining us today.

**Speaker 1** [00:49:16] They described the lab as a labrador rather than a laboratory.

**Speaker 2** [00:49:24] Well done. Yeah. Yeah, so their idea of lab

**Speaker 1** [00:49:28] went from being like a chemist lab to a labrador retriever essentially.

**Speaker 2** [00:49:35] And then the last thing we did is we explored the effect of dog as a co-prime on the concept coat. So we asked them to describe a coat, but we had co- primed them with the idea of dog. And then their description changed pretty dramatically.

**Speaker 1** [00:49:53] Yeah, that one was, I think, split, if I remember correctly, between they essentially saw coat as being a fur, essentially, like a dog's coat, natural coat, or alternatively they of an actual jacket that had four, like a dog's jacket.

**Speaker 2** [00:50:14] Yes.

**Speaker 1** [00:50:14] Like that had four holes in it

**Speaker 2** [00:50:16] Right, which is interesting because it had two different outcomes, but they were both as a result of that.

**Speaker 1** [00:50:23] But both were very different from the winter coat that they saw in the baseline.

**Speaker 2** [00:50:30] Yeah, and the reason this is interesting, I think, is I don't think people are aware of the influence of one thing on another when they're thinking about things. That's why you were saying they're easily manipulated by people making relationships for them.

**Speaker 1** [00:50:49] Constantly. We're constantly sensitive to all these coprimings that are happening all the time and they're just little relationships. between concepts in this case, you know, that are happening instantaneously in our heads and can be manipulated, changed visually, outally, you now, linguistically, all kinds of things. Yes, yes. Yeah. This is fascinating, you that we have these ideas and they can just dynamically change. I mean, imagine That's the amazing thing about the mind, right? Is that the laboratory became a labrador. Yeah, in a split second. In real life, that would be hard to do, right. It would be harder to turn to it for a scientific laboratory to immediately transform into a dog that's like barking and hunting pheasants or something like that, right, but in the mind. you do it that fast, a laboratory becomes a becomes a Labrador. Yeah. A winter jacket becomes fur.

**Speaker 2** [00:52:06] That's happening all the time.

**Speaker 1** [00:52:08] that fast.

**Speaker 2** [00:52:09] And then the last part of our research was on how we actually can get better at these skills.

**Speaker 1** [00:52:15] Yes, through practice.

**Speaker 2** [00:52:17] through practice.

**Speaker 1** [00:52:17] We know that you can get better at these skills just by being made aware of them. But we wanted to know what happens if we practice. If we actually have something that we can practice and get better, what will be the effect?

**Speaker 2** [00:52:35] And so there are, as we said at the beginning, there's two moves related to relationships. One is called part party, and one is called RDS. So let's talk about.

**Speaker 1** [00:52:45] RDS Barbell.

**Speaker 2** [00:52:47] Let's talk about part-party first, which is the idea that we can break things into parts, but we don't actually see relationships between and among those parts.

**Speaker 1** [00:52:57] Yeah, so part party, part party is one of these moves that kind of lives in a lot of places, you know, it definitely lives in our in relationships, but it's also part of us because what we want to see is when we're when we are thinking about a whole and breaking it down into parts. One of the things we want do is understand that the relationships are part of the whole. that that and and that is like a profound understanding of systems that that most people don't possess yes in fact most experts don't posses that the relationships are part of the whole in fact systems thinking makes all kinds of crazy claims about about the whole being greater than the sum and the parts and all this kind of stuff which which are super faulty but We'll go into that in another podcast episode, but. We want to see the relationships as part of the whole, and we want to the relationships between the parts of the hole, between and among the parts of the hall. Yes. And so part party is literally just that. That's all it is. It's not, we're not even getting into what are the relationships. We're just getting into see the relationship. Just see that there are relationships.

**Speaker 6** [00:54:16] between us.

**Speaker 1** [00:54:17] and the reason that that is such an important move is because so few people do it. In our research, so few people do recognize the relationship. So part party is just saying, it's making a simple analogy to like a rager. Because parts like to party. Parts like to Party, right? Which is people like to party. What makes a good party? It's if you have people sitting on the edges of the like in chairs, like not talking to people sitting on the edge, not dancing, not interacting, not relating. That's a terrible party. You don't want to go to that party, right. Would you want to that party?

**Speaker 6** [00:54:58] I would not go.

**Speaker 1** [00:54:59] I don't think most people would want to go to that party, right, where everybody's like wallflowers on them.

**Speaker 2** [00:55:04] We've been to parties like that before, most of us, and they're not okay.

**Speaker 1** [00:55:07] It's like a seventh grade dance, right? Like everybody's like lying in the walls, right. Parts, like humans, don't wanna go to that party. So we called it part party for this reason, and it has a little exclamation point after the party to name the move. So it's called part party exclamation.

**Speaker 2** [00:55:31] because of the aforementioned rager.

**Speaker 1** [00:55:33] Because it needs to be a rager. Parts want a ranger. They want a rage. They want to have like, it's like a visa or something like for parts, right? Yeah, yeah, yeah. And so the way to get a part party going is to start relating the parts. That's it.

**Speaker 2** [00:55:52] I mean, and just as an example, when I see people mapping out systems, they're listing parts. It's like, here's system A, and it has 20 parts. And here's System B, and has five.

**Speaker 1** [00:56:04] Yes. We want to go from the zoom in move that we taught you, which is essentially listing parts. We want go from that model. What part party does is it takes those three parts and it says, oh, I bet they're related. Let's see if they're are related. So it's that simple. This is the transition between the zoom-in move and the part party move. What's remarkable about part party is no matter how many parts you have. Let's say you had four parts, or let's say, you had five parts, right? No matter how many parts you have, there's a very simple little equation that you can use to understand how many relationships there's gonna be, how many relationship between the parts, and that's N times N minus one, and you can do it divided by two, right. Right. So what that means is for system that has three parts it's three times two divided by two is going to be six divided by 2 is going be three one two three right right for let's test it with four four parts right so that's going to be four times three divided by to so that 12 divided by so that's six. Yep. One, two, three, four, five, six. and then it'll be the same for part five and it'll the same for 27 or 362.

**Speaker 2** [00:57:43] So that's a good way to do it.

**Speaker 1** [00:57:43] is going to be 362 times 361 divided by 2. That's how many, if you had a thing that had 362 parts in it, I don't know what that equals, but whatever that equals is how many relationships you're going to have, right? If you don't divide by 2, then you can look, that'll give you double that number, so that's getting at the action, reaction variables of those relationships. And so that's all that part party move is doing is it's getting you to see the relationships and then what RDS barbell does.

**Speaker 2** [00:58:21] because things don't exist in reality in a list.

**Speaker 1** [00:58:25] They don't exist like this. Yeah, that's a really good point.

**Speaker 2** [00:58:28] This is Rhea.

**Speaker 1** [00:58:28] This is more closer to reality.

**Speaker 2** [00:58:30] This is why, because it seems sort of superficial, but it's because this is not reality based. Yeah. This is. And so we want to make sure we're asking ourselves, once we've done this, what are the relationships among these parts? That's right. And then that moves you to here.

**Speaker 1** [00:58:47] Yeah, it's super important. Part party is probably the most underestimated move of the five most important moves, because people go, oh, all you're doing is like drawing lines between things. Well, yeah, but like literally 85% of people, literally from our study that we shared earlier. Don't do that. Don't that. So kind of important.

**Speaker 2** [00:59:12] Well, so then once you recognize that there are relationships, then that moves you into...

**Speaker 1** [00:59:17] That moves you into the RDS barbell move, which just is a barbell. We call it a bar bell because it, you know, if you think about a relationship between any two objects, it kind of looks like a barbel. Yeah. So that's the relationship part is the doing the part that you do in part party. So this is a part party of two. You're going to make that line, which is the relationship. Yes. Well, an- that's an R bell barbell. An RD barbell is, well, once you've made that relationship, distinguish what the relationship is right so for example if if you had like sandwich and mayo maybe the relationship would be like you know moisture you're adding moisture to Otherwise, it's going to be too dry, right? Then we would call that an RD barbell because we related it, and then we distinguish the relationship, and then, we want to zoom in and make a zoom in of the relationship. We want to think about parts of the relationships. Yes. We'll try this with something a little more advanced than sandwich.

**Speaker 2** [01:00:41] and Mayo.

**Speaker 1** [01:00:41] Like we could do, what would be a good one?

**Speaker 2** [01:00:46] You could do you could do engineering and sales

**Speaker 1** [01:00:51] Yeah, so engineering and sales and what's the relationship between them?

**Speaker 2** [01:00:56] a product manager.

**Speaker 1** [01:00:58] product manager or product management and what would be the parts of that?

**Speaker 2** [01:01:04] customer feedback.

**Speaker 1** [01:01:05] customer feedback, design specs, features, user stories, all that kind of stuff, right? So that would be called the RDS because you're turning this thing into a system. So you make the relationship, you distinguish the relationship and you systematize the relationship. And that's where we get the letters R, D and S, and we call that generally a barbell because it looks like a bar bell. Now, remember, we just did part party of three parts and it had three relationships. Well, all three of those relationships could be each relationship is an RDS. And if we did four parts, if we had a system that had four parts then there's six possible RDSs.

**Speaker 2** [01:01:59] So what that means is any posited relationship between two things should be considered to be an RDS, meaning you should distinguish it and break it down into its parts to better understand it when it's inside of your scope or your feasibility. Yeah.

**Speaker 1** [01:02:17] Yeah. I wouldn't say you should. I would say in reality, those relationships are RDSs. Whether or not you need to give time and energy to understanding that particular RDS, like say for example, in this case, maybe you don't need to understand all of these. Maybe you just need to these three because for the scope or the issue at hand, you're really concerned with those three. Guaranteed, if these things are relating, they are RDSs.

**Speaker 2** [01:02:52] Right, but in your example, say I'm studying an initiative. Yes. Well, maybe the three relationships I care about because I have influence over them are these. So I would do the work to RDS these. And these are somebody else's responsibility.

**Speaker 1** [01:03:06] Yeah. Yeah. And the other thing that's really important to understand, and we'll use an example of a people network. So say you have these people like this. So instead of four generic things, you have four people. Not all things in a system are related. The things that are not related are as important as the things that are related, so, for example, in this system. these two folks don't know each other, so they're not related, and that's an important part of the dynamics of the system is that this is not related. So when we're looking at relationships, we start to interact with identity other of distinctions of, Yes, these are related and this is not related.

**Speaker 2** [01:03:55] Right. Yeah, but the point is you're understanding the system as it is.

**Speaker 1** [01:03:58] Yes. And so it's very important, like if you take terrorist networks or something, it's as important who's not related in that network as who is related.

**Speaker 2** [01:04:09] What I think about this is I've long said that I think RDS is one of the most valuable and underused things of the things that we teach. And in the context of our Cornell students, they're analyzing things where there's a lot of relationships, very big, wicked systems. But they have influence over maybe one or two. And so they do the work to say what is, they really study this relationship. It's like any doctoral thesis, right, where you're zeroing in on. one and breaking it down. That's right. So that's part party and RDS, and then you can mash them up.

**Speaker 1** [01:04:45] mash them up, and those are the two moves that are most associated with relationships, action-reaction relationships. I think that there are others, but these are the two most important ones. Yes. And in our moves research, I think we found- I'm trying to remember the number. but, uh...

**Speaker 2** [01:05:03] Free point.

**Speaker 1** [01:05:04] three, three hundred and thirty six X fold increase.

**Speaker 2** [01:05:11] and problem-solving abilities.

**Speaker 1** [01:05:13] Yeah, 336% increase or 3.36x in problem solving on that complex problem solving problem.

**Speaker 2** [01:05:23] by knowing to look for the relationships and...

**Speaker 1** [01:05:25] don't articulate them by looking for well so this was two moves right

**Speaker 2** [01:05:31] Oh, yeah, let me find it.

**Speaker 1** [01:05:32] we should find that part party was 2.47 x increase so 247 x increase and rds was uh 5.08 or 500 percent increase in problem solving.

**Speaker 2** [01:05:48] We underestimated it. 508% in problem solving and complex sort of thinking. That's pretty remarkable.

**Speaker 1** [01:05:58] So a 250%, 500% increase in problem solving ability on a complex task.

**Speaker 2** [01:06:07] Just by knowing those two things.

**Speaker 1** [01:06:08] just by being being trained in for one minute in these moves yes that's uh that's impressive

**Speaker 2** [01:06:16] Well, I feel like we've been on a long journey this time. There's a lot in here with relationships.

**Speaker 1** [01:06:22] Yeah, we could do like another 30 hours on relationships.

**Speaker 2** [01:06:28] I think we'll probably end up doing another one when we get into the...

**Speaker 1** [01:06:31] Do you think people would listen to a 30-hour podcast? I don't know how to answer that. I don' think so. I would say probably not. Probably not.

**Speaker 2** [01:06:40] I'm not sure I would want them to.

**Speaker 1** [01:06:42] No, I wouldn't want to do a 30 hour podcast, but I'm, yeah, I'm saying that as, uh, relationships is something that you can spend your whole life really deeply on. I mean, all of these things, distinction systems, relationships, perspectives. I've spent my whole life understanding better and better and doing research as you have too. And, and relationships is just so cool and so important. And if you understand them and you do these very simple things, So you don't have to spend your whole life studying them because we're giving you kind of the cheat notes for them, which is first, see the relationships between the parts of your system, whatever your system is. And second, distinguish and then zoom into those relationships. And if you do that, you're gonna see so much more and it's just gonna be like taking a black and white image and putting it in 3D color.

**Speaker 2** [01:07:48] Oh yeah, I like that.

**Speaker 1** [01:07:51] And it's like the difference between those two things.

**Speaker 2** [01:07:54] I would say when I was first way, way back learning this stuff for myself way, way back. One of the things I did is I just reminded myself to ask, oh, are these things related? Then if they are, what is that relationship? How would I better understand it by breaking it down and apart? So it's literally see it everywhere, see it in the relationship between. how you feed three dogs at the same time, you know, all the different parts and pieces, just, you, know, how do you get your kids to take the trash out, you know, and all kinds of stuff.

**Speaker 1** [01:08:28] Or why are you buying the particular box of cereal at the grocery store, you know, not cereal's goop. So watch our episode on goop, but

**Speaker 5** [01:08:37] Hahaha.

**Speaker 1** [01:08:38] but like why are you attracted to that particular box? Does it have anything, is it related at all to the height that it's been put at and who put it there and who paid to have it there? Is it related it all to the verbiage that they've researched you? They know who you are, they know they're a buyer and they're getting into your head and they are manipulating things you care about? Is it is it targeting that? Is it being kind of elusive about the relationships between things and just sort of saying, you know?

**Speaker 2** [01:09:17] And when you're listening to the next debates, pay attention.

**Speaker 1** [01:09:20] attention.

**Speaker 2** [01:09:21] What are the relationships that are being made for you?

**Speaker 1** [01:09:23] Why is that person saying that? What relationship are they trying to get you to make? What relationship are they're trying to getting you not to make, right? Yeah. Just pay attention to this little guy in here, and what it's doing, and why it's doing it, and which relationships it's making, and not making, and why based on these external stimuli. Yeah. Because a lot of, like you said, politics. marketing, products, a lot of it is just manipulating these invisibles.

**Speaker 2** [01:09:59] Yeah, I mean, the only other thing I would say is sometimes I also am paying attention to the spurious relationships I'm making. Totally. Which I do sometimes, like, why am I relating that to that? And then I sort of test the veracity of that relationship, if for myself. And that can change things a lot. All right, well, there you have it.

**Speaker 1** [01:10:16] Is that a wrap?

**Speaker 2** [01:10:18] That's a wrap.

**Speaker 1** [01:10:18] That's a wrap.

**Speaker 2** [01:10:19] That was good. That was really good. Hopefully, that has been useful and a little bit of a deeper dive. What are the other things? We have to tell them. Subscribe, like, subscribe, comment, download.

**Speaker 1** [01:10:35] Tell your friends.

**Speaker 2** [01:10:37] As always, we appreciate you listening, we're rising up the ranks, and we will definitely see you next time.