**Episode #3.mp4**

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

**Speaker 2** [00:00:05] Hey, how you doing?

**Speaker 1** [00:00:07] I'm good. How are you?

**Speaker 2** [00:00:08] I'm excellent. Did the cold plunge this morning?

**Speaker 1** [00:00:12] Me too.

**Speaker 2** [00:00:12] Got my blood flowing. I was thinking about a couple of things that we were talking about the other day. We were talking about intelligence, what it means to be smart. We were talking about what we now call the thinking quotient, the TCU, how that relates to IQ, IQ. I I'm imagining that a lot of people would think, well, IQ measures your intelligence and your level of smarts. And I think that we should explain to you what TCU is and how it relates to those two things.

**Speaker 1** [00:00:46] Well, first, I guess first, you got to you got to understand what these tests measure. And and what what measurement. I don't want to get too far deep into like measurements and stuff like that. But but you know, what's possible to measure and what what can be measured doesn't always matter. And what matters doesn't always get measured and all that kind of stuff. But, you know, these measurements are indicators. First of all, they're not they're not like the final word on anything. None of them are the final word on anything. I mean, the IQ test was developed, I think, to, you know, to quickly sort. Yes. Military folks into jobs. It wasn't. You know, it's it's very little more than that. And it and it tests certain types of intelligence, logical, you know, visual.

**Speaker 2** [00:01:40] Analytic.

**Speaker 1** [00:01:41] Analytical kind of intelligence. I think generally speaking, probably the difference the biggest difference is if you think about intelligence, intelligence is kind of an outcome. It's like an emergent property of a system, right? Whereas thinking is an input.

**Speaker 2** [00:01:59] Well, a well, emergent property of assistance. You see these things, you sneak. This makes it sound like. Wait a minute.

**Speaker 1** [00:02:07] Emergent property in complex adaptive systems, An emergent property is just like the the the the output of the system, the behavior of the system, the outcome. Yeah, it's an outcome.

**Speaker 2** [00:02:17] So let's go back to that outcome. Well, let's say outcome. Yeah. The outcome where.

**Speaker 1** [00:02:21] It's like how the system behaves.

**Speaker 2** [00:02:24] It's how all the stuff that's happening inside of something leads to another.

**Speaker 1** [00:02:27] To like, how it behaves. Yeah. Okay. Yeah, exactly. So, so intelligence is an outcome. And what we want to know is what you can do. So so as an outcome, it doesn't tell you much about what you can do as the inputs.

**Speaker 2** [00:02:44] Okay.

**Speaker 1** [00:02:45] And for me, at least, I would rather know about the inputs because I can alter the inputs, I can I can have agency or purpose around the inputs, right. So if you tell me what I'm doing and what I can do differently to get better outcomes, to get better results, that to me is more valuable than if you just tell me you got these results. But we, you know, we have no idea why. Or maybe it's just because you were born that way or whatever.

**Speaker 2** [00:03:14] Right, Right. Which is a Lady Gaga song. What did you say? Born this way. Greater. But so but there's a lot of controversy around. Well, there's a little bit of controversy on IQ, right, That it's sort of bias towards. So this is we are saying inputs. So if I if I think about that in relation to people are saying the IQ test is really biased based on socioeconomic status. Is that how you mean like the inputs? So if I come from a certain background because my inputs are different, I'm likely to have a better IQ test. I'm kind of confused by that.

**Speaker 1** [00:03:50] Yeah. So there's, there's sort of psychometric tests and edu metric tests, as you know. And as you metric tests are tests that you can kind of do better on psychometric tests or tests that you can that that are sort of quote unquote, measuring who you are fundamentally. I find the latter to be a little bit suspect. And I'm not sure that they're really measuring because because there's so much range in what you can achieve by just practice.

**Speaker 2** [00:04:20] Right?

**Speaker 1** [00:04:20] Right. So if we just gave you a test that said, you know, like you're going to be a good basketball player, you're going to be a good violinist. Well, any any person that put some agency behind it.

**Speaker 2** [00:04:32] For.

**Speaker 1** [00:04:32] Effort and practice could blow that test out of the water. Because I.

**Speaker 2** [00:04:37] See.

**Speaker 1** [00:04:38] Because evolution works. Because. Because practice works. Because skill is built on daily, you know, incremental change. So I personally don't put a lot of weight in tests that tell me like, who I be, you know, who I am. And that's sort of an immutable. Characteristic of me because. Because so much can change based on your your effort. So much can change based on where we are so fluid and so plastic, what's called plastic, which I don't like the word plastic because plastic is kind of rigid. Yeah, if you think about it.

**Speaker 2** [00:05:17] You mean like moldable?

**Speaker 1** [00:05:18] Yeah. In cognitive science, when we talk about plastic, we mean, like, really moldable. I guess in that sense, plastic is moldable. But what? The output of plastic is kind of hard. So it doesn't to me it's very fluid. Yes. Our our personalities, our skills are very fluid. We we can change virtually anything through incremental daily practice.

**Speaker 2** [00:05:42] Practice. Okay. So maybe we should talk about the big myth of separating IQ and IQ. I guess what I want to do is situate where is where does teach you, which is thinking quotient? How does that interact with both? Is it in between them? Is it part of both? Like that would be confusing.

**Speaker 1** [00:06:00] Yeah. So again, I look at it as TCU's an edge metric test, which means you can take it over and over again and you should get different results if you practiced in between, right? Yeah. A psychometric test. Hypothetically, the more you know, no matter how many times you take it, you would get the same thing because it's if if it's telling you what your personality is, for example, then, you know.

**Speaker 2** [00:06:24] That's just who.

**Speaker 1** [00:06:25] That's who you are. Right. So it shouldn't change. Of course it does change because you learn the test. And criminals are amazing learners. So are you. Grow up. Yeah, exactly. So so I mean the big the big difference is that at TCU, the thinking quotient is designed around a being edu metric, meaning like you take it and take it over and over again and you can and you can improve by definition, like the whole goal is to improve through.

**Speaker 2** [00:06:52] Practice, which means we can do things to improve our ability to think absolutely better about. Yes, yes. There and and there are things you can do inputs to practice that you can do to increase your support.

**Speaker 1** [00:07:05] Absolutely. And whereas the the the reverse is not the case like you you know, what I'm looking for is what is what is measurable, you know, from a scientific perspective, what can we measure, but also what is valuable and what is practicable, what is what is practicable such that we can improve it over time. So what what can we do about that score? And so if I just tell you, you know, you're you're a genius, you know, well, maybe if you just sat around and did nothing and didn't learn anything new, that genius would know.

**Speaker 2** [00:07:42] I'd still be a teacher.

**Speaker 1** [00:07:44] Right? Exactly. Or if I just go, you know, like like they told me when I was kid, you know, you're stupid and lazy or whatever.

**Speaker 2** [00:07:53] That's another podcast.

**Speaker 1** [00:07:54] That's a different podcast. But, you know, then then that's just your that's your fate. Right? But that's not that's not the case. And so what I'm interested in is like, what can I practice?

**Speaker 2** [00:08:07] Yes.

**Speaker 1** [00:08:08] To increase my scores. And I think most people who, you know, most people are willing to work for something. And if you give them the the measure of how to, you know, just like a scale, you know, like you're willing to work to lose weight. Okay, Well, the scale tells you how much away you're willing to work to to lift more iron, you know. Okay. Well, the the little thing the little plates tell you how much you're lifting, Right? Or. Yeah, you're willing to work to get a deeper stretch while the depth of the stretch tells you you'd have to do this. That's right.

**Speaker 2** [00:08:39] The whole world is going to know your work. You're not doing this.

**Speaker 1** [00:08:42] That's hard. So, yeah, so.

**Speaker 2** [00:08:47] So we can practice.

**Speaker 1** [00:08:47] You can practice. I think that's the big difference.

**Speaker 2** [00:08:50] So yeah, what you're saying is IQ and IQ are sort of static numbers or scores that you get and you can't actually do anything technically to change them because they're psychometric tests. But the, the, the alternative is this ag test, meaning you're measuring, you're taking a snapshot in time of your level of skill right across certain things. And I guess.

**Speaker 1** [00:09:13] Well, I should correct one thing in case it's mis misunderstood. It's not that you can't it's that the, the, the premise of the test. Implies that you can't. But, but, but it's not true that you can't. Right. You can, Bill. You can become a better thinker which will make you smarter, which will make you, you know, more capable of dealing with more complex situations and things like that. You can. But it's implied when we say that we're going to measure your personality or we're going to measure your IQ, or we're going to manager your IQ when, when, when that is an immutable characteristic, then it is implied that there's really very little you can do about.

**Speaker 2** [00:09:58] It, right?

**Speaker 1** [00:09:59] Right. Right. And that's just not really terrifically in line with what we know about how humans work.

**Speaker 2** [00:10:06] That's a political term, not terrifically aligned with.

**Speaker 1** [00:10:10] Yes.

**Speaker 2** [00:10:10] Meaning it's completely out of whack.

**Speaker 1** [00:10:13] It's there is reason to question its basic premise.

**Speaker 2** [00:10:19] And validity.

**Speaker 1** [00:10:20] Its validity.

**Speaker 2** [00:10:21] So let's dive a little deeper into the T. Q and what it tells you. I know the TCU is a test obviously now. Yeah. And when you take the test, when you get your score or a report back, what does it tell somebody about their thinking abilities? How how does that work? What do they learn about themselves? Yeah.

**Speaker 1** [00:10:41] So the TCU so again, I want to be very, very transparent about any measurement. I mean, you know, if you measure your weight. Yes. Does that give you a comprehensive. Does that number signify your comprehensive health? No, it doesn't. Right. And you could fluctuate 5 pounds or 7 pounds in a day, depending on how much you drink or alcohol or under water or, you know, how dehydrated you are or any number of things. If you have an injury or something. Right. So that the first thing is any number, any measurement is an indicator. It's not it's not an absolute thing. Right. Okay.

**Speaker 2** [00:11:24] We said that earlier. It's an indicator. Meaning? What does that mean? Actually, it's an.

**Speaker 1** [00:11:29] Indication of where you're at, but it's not the whole story. There's there's qualitative.

**Speaker 2** [00:11:36] It's like, you know.

**Speaker 1** [00:11:37] What you want to do is kind of take the qualitative. This is why mixed methods in research are important. But you know this, right? You know, because you want to you want to see whether the qualitative data and the quantitative data, do they kind of like point to each other and that's where you get greater validity and things like that.

**Speaker 2** [00:11:53] So you're saying basically don't take it as gospel or the end all. It's sort of an indicator of that moment.

**Speaker 1** [00:11:58] Is a great indicator.

**Speaker 2** [00:11:59] Where you are. Yes. On certain sets of skills. Yep. Right. Okay. So talk about the skills and things that are measured and what the report looks.

**Speaker 1** [00:12:07] Yeah. So the other the other thing I would mention is what it measures, what's unique about the and what took us nearly 20 years to, to build this validated test is what's unique about it is it's measuring kind of metacognition. So it's measuring. It's measuring what you're what you're doing that you don't really know you're doing. And that's not easy to to measure. And so so the first thing you'll notice when you take the TCU is the questions are quite different. Yes. Yeah. You probably not been exposed to such questions or questions quite like this before because they're measuring what you're doing kind of.

**Speaker 2** [00:12:54] Subconscious.

**Speaker 1** [00:12:54] Subconsciously or metacognitive. Right. And they're measuring the way we organize information more than the information itself. Right. And so that's the first thing. But what it's then doing is it's it's measuring to what extent you're doing these organizational patterns that we know about. I'm not going to go to deepen.

**Speaker 2** [00:13:20] Models of.

**Speaker 1** [00:13:20] Thinking, patterns of thinking and to what extent you're doing them in complete ways. So we know that people will buy a certain patterns over other certain elements over others. Right. And so what we're doing is measuring, you know, how much are you biasing one versus the other. And your scores will kind of reveal to what extent are you seeing the different aspects of these patterns?

**Speaker 2** [00:13:46] Yeah. So in English. Yeah. Sorry for a second here. What you're saying is basically your score is going to tell you across these skills that we're talking about, these underlying skills, patterns of thinking. Where you have where you have room for growth, where you have strengths. And and it gives you an indication of at that moment how good you are at those things. Yes. Yeah. And then it tells you what? That. So then you know that you know what you're good at and what you're not good at. Areas of. Yeah, like what you say pros and grow pros.

**Speaker 1** [00:14:20] And grows their strengths and weaknesses.

**Speaker 2** [00:14:22] Yeah. We don't like the word weakness.

**Speaker 1** [00:14:23] And it would be like, is it like weakness anymore?

**Speaker 2** [00:14:25] Although we have weaknesses. Yeah. I mean, I have weaknesses. Yeah.

**Speaker 1** [00:14:29] What we want to do is kind of buttress up our weaknesses and keep doing more of our strengths. Right. So that's the results of the test really are five different numbers. Yes. The four patterns and then the the way we mix and match those patterns. And so those five numbers are are super important to understanding, kind of like where your strengths, what you're strong and what you're weak in or where you can where your pros are and where your grows are. And. And so, you know, the what you do with that information. Yeah. Is pretty simple. It's like I will buttress up your weaknesses by practicing.

**Speaker 2** [00:15:11] Yeah.

**Speaker 1** [00:15:12] And remind yourself to keep doing kind of what your defaults are.

**Speaker 2** [00:15:17] Right? And, and so I think it's also important to mention so there's those five things, but there's two things on each. There's your competence or your skill level and your confidence level. And we did that purposefully. Yes, we did that purposely. So where people have blind spots, meaning their overconfidence, they're more confident than they are confident. That's a blind spot. Yeah. Do you remember, Bob?

**Speaker 1** [00:15:40] Yeah.

**Speaker 2** [00:15:41] But that confirm.

**Speaker 1** [00:15:41] Yes, exactly.

**Speaker 2** [00:15:43] So we should tell the Bob story.

**Speaker 1** [00:15:45] We've had many bob stories.

**Speaker 2** [00:15:46] I know, but this is where my favorite.

**Speaker 1** [00:15:48] Classic mom stuff.

**Speaker 2** [00:15:49] He was so sweet about it, Bob. He took it well. Yeah. So we were at a conference, an international conference. We had a group of people at all. We had just handed them their scores, their scores.

**Speaker 1** [00:16:01] Everybody got their scores and the whole like, room of people. And then they were at tables, right?

**Speaker 2** [00:16:07] There are tables because they were about to tune out discussing their scores.

**Speaker 1** [00:16:10] Yeah, Yeah. And they all work together.

**Speaker 2** [00:16:12] Yeah. They all friendly now know each other.

**Speaker 1** [00:16:14] Yeah. So everybody knows Bob.

**Speaker 2** [00:16:16] Yeah. And you remember what Bob said?

**Speaker 1** [00:16:18] Bob got a low perspective score. He test he and Bob sitting at a table with like six other of his colleagues and says, Wow, my, my perspective taking score is really low. Like, we're still in there. And like, all six people are like, really?

**Speaker 2** [00:16:38] Bob And they're all same.

**Speaker 1** [00:16:42] I was surprised. Bob And he was shocked. He was like, Wow.

**Speaker 2** [00:16:45] He was nice. He was good about it though, because then he's like, now I know what I should pay attention to because he was fine on everything else. And he had no idea, ironically, that he was not taking a lot of other perspectives.

**Speaker 1** [00:16:58] But everybody else knew. Well, yeah.

**Speaker 2** [00:17:00] But he took it to heart. Yeah, it was good.

**Speaker 1** [00:17:03] Anyway, so that's what the test does. It just helps, you know, like where you're where your weaknesses are. And then, and then what we do is we take the results of that. Yeah. And we just kind of say, okay, well what we know from research, what are the things that you have to practice that's really important? That's, I think probably the most I embarrassed to say this actually, you are I'm sort of embarrassed, but I sort of like it's sort of simultaneously embarrassing and also like super like what's the word? Like profound and like.

**Speaker 2** [00:17:40] Meaningful.

**Speaker 1** [00:17:41] Meaningful. Yeah, like over 20 something years of studying this stuff, we've learned a lot of things. We have, you know, a lot of things and have a lot of good research findings and all kinds of stuff. But the single most important thing that I would say I've learned something that I wouldn't have said 25, 30 years ago, something that I that I didn't think 25, 30 years ago or didn't know at a at a deep level seems so obvious. Which is practice.

**Speaker 2** [00:18:13] Yeah.

**Speaker 1** [00:18:14] Like you have in practice, you just learn. Yeah. Because think of it in our education system that we grow up in, right. And in society that we grow up in, like information is everywhere. And we think that when we cover information, that that means people learned it, right? I mean, in education, we actually call this the coverage curriculum, right? The whatever the teacher covers is what gets learned. Right. Right. So we think if the teacher stood in front of the room and talked about it, then the students learned it. Right? That's that's the idea. We covered the general. We covered that. Yeah. It's not they learned that that's those are thought of as synonymous but they couldn't be more different. Yeah, right. Just because you covered something. As you know, we've taught many, many students. Yeah. Just because you've covered something doesn't mean at all that anybody learned anything. And the same thing happens in corporations and businesses, right? Like you.

**Speaker 2** [00:19:11] Send out, you.

**Speaker 1** [00:19:11] Know. Yeah. You send out a memo, you send out a PDF, and you're like, I shared the information.

**Speaker 2** [00:19:16] Everybody knows.

**Speaker 1** [00:19:16] Everybody knows it. You're like, Nobody knows.

**Speaker 2** [00:19:18] You act upon it.

**Speaker 1** [00:19:19] Yeah, like nobody knows that. There's a huge difference between knowing something and information. Information is not the same as knowing, right? Knowing or meaning is information and organization. So they don't organize it the same way you do. Then they don't understand it.

**Speaker 2** [00:19:39] Or they just understand it differently.

**Speaker 1** [00:19:41] Yeah. If they organize it differently than then. Right.

**Speaker 2** [00:19:44] So. So we're talking about practice. So you're saying the thing we can practice is the organizing, organizing rules, the organizing print, the principles of organizing your information, what you're talking about.

**Speaker 1** [00:19:56] Yeah. So, I mean, the thing that we've learned, though, since. The most important thing that we've learned is you can practice it and we can. And then what we did some I don't know how many years ago, over a decade ago is start is start researching. Okay. What do people need to practice? Right. Right. Because when we realize that we're like, practice is the thing. And thinking is a skill that you can learn and all you need to do is practice. And thinking drives everything. So, yeah, what do you need to practice? So what kind of coming full circle here to what we were talking about is once you know what your strengths and weaknesses are, then that then the challenge becomes, okay, what do, what are the specific things that I need to do to build a practice around it? Yeah, right. And so this isn't so crazy. Like if if you find out your legs are weak, then what are the things that I need to do? Is it better to do squats or is better? Do you know leg extension or like curls or, you know, dropping jacks or, you know what? What do I do? So what we've what we've done is sort of connect. Well, okay, so if you're weak in this, do work on this. If you're weak in this work on this, if you're weak in this, work on that. And that's what we call planning, you know, creating an.

**Speaker 2** [00:21:11] Action, carrying the action.

**Speaker 1** [00:21:12] Yeah.

**Speaker 2** [00:21:13] So, so a person gets their report, they understand like Bob, where their need, need work. Like Bob understood, he needed to work on perspective. And then we were actually in the room to say, Hey, here's a couple of things you could practice to get better at that. But now, thankfully we can share that without actually having to be in the room. So we're not a bottleneck for that. So everybody learns, yeah, everybody has their bob moment where they realize where they might have a little bit of, well.

**Speaker 1** [00:21:42] You know, that thing you mentioned of that it's broken into competence or skill and confidence. That's really important because you can imagine if somebody isn't very good at something, but they think they're really good at something that's kind of a dangerous personality, right? Like that's somebody that's going to get you in trouble.

**Speaker 2** [00:22:04] We've met those.

**Speaker 1** [00:22:04] People. Yeah, we met them. There's a lot of folks like that. So what you want to know for yourself is like, if if my competence is here and my confidence is here, maybe I should be like, you know, ideally you want these two things to match because we want to love reality, right? That was our.

**Speaker 2** [00:22:23] Nice classic.

**Speaker 1** [00:22:24] Callback. That's right. So you ideal, you know, a lot of people think, I want my confidence to be lower than the confidence. Yeah. But actually you want your confidence in your confidence to be right on target. You want them to be, you know you want it. You want to love reality.

**Speaker 2** [00:22:37] Right? Right.

**Speaker 1** [00:22:38] But you can imagine if your confidence is higher than your confidence, competence, confidence. If your confidence is higher than your competence. Did I say that backwards? Your confidence is higher than your competence. Your skill?

**Speaker 2** [00:22:52] Yes.

**Speaker 1** [00:22:53] Yeah.

**Speaker 2** [00:22:53] If you're more confident than your skill, yeah.

**Speaker 1** [00:22:55] If you think more highly of your skill than you, then the skills that you have, that's kind of dangerous. And if you're down here, then that's kind of like you're not going to pipe up. You're not going to. Right?

**Speaker 2** [00:23:05] Well, that's, that's to me that's is problematic. Being under confident is as problematic as overconfident. And I see it all the time in a lot of our students actually, where they're actually there's they're so under confident like you said, that they don't contribute where they can contribute and they actually have a lot to say that could actually crack into whatever problem they're trying to solve. You imagine that on any like team, if one of your smartest people is so under confident that they don't speak up and help you solve problems.

**Speaker 1** [00:23:37] Yeah and they literally have the solution, but they don't. Yeah.

**Speaker 2** [00:23:41] So they won't say.

**Speaker 1** [00:23:41] It so they don't say it. Yeah.

**Speaker 2** [00:23:42] Yeah.

**Speaker 1** [00:23:43] So yeah that's, that's both ways. So what we want is people that are kind of right there.

**Speaker 2** [00:23:48] Yeah.

**Speaker 1** [00:23:49] Skill, perception of skill, right. And so the test measures that as well so that you again because that's a really important metacognitive trait. Yes. And metacognition the research on metacognition just is is pretty clear that you know. Yeah. Increasing your metacognitive awareness of how you think and how you go about thinking the patterns of thinking increases your your effectiveness and success in all domains.

**Speaker 2** [00:24:17] Yeah. And I'm glad you actually meant to mention that because for me, when I was starting to sort of really get into this many, many, many years ago because as you know, I came up a different path.

**Speaker 1** [00:24:28] Yeah, yeah. Yes.

**Speaker 2** [00:24:29] It what's interesting to me is if you think about IQ and IQ, a lot of people don't realize that you can have this set that you that you possess this set of thinking skills that you can equally apply to analytical information type problems as you can, your own understanding, your own self. So when I was saying earlier, does TCU live in between IQ and IQ, I. Yes. When I'm thinking about it, it it actually is more I mean, thinking is in both intellectual and emotional. But I don't know that people often associate it because emotions, they think of feelings and thinking.

**Speaker 1** [00:25:12] I know that's one of the great misconceptions out there.

**Speaker 2** [00:25:15] So to me that making TCU unique and very.

**Speaker 1** [00:25:19] Powerful, yeah, I would even go so far as to say that that TCU is an in between TCU drives both of those. Yes. CQ Is that the engine of those things? Yeah I think it dog Yeah. I mean you got tons of dogs.

**Speaker 2** [00:25:32] Which is talk to me about.

**Speaker 1** [00:25:32] Brewing. You should have a whole pass.

**Speaker 2** [00:25:34] Let's blame it on grew.

**Speaker 1** [00:25:36] We.

**Speaker 2** [00:25:36] Of a series.

**Speaker 1** [00:25:37] Of song.

**Speaker 2** [00:25:40] Well, we were talking about that. You get the report, it gives your scores, and then it creates an action plan, which is sort of a personalized way for you to figure out how to get better at the things that you want to get better at.

**Speaker 1** [00:25:54] Well, so be more specific. It does create somewhat of an action plan because it tells you like where you're. It tells you what your scores are. You can see which scores are lower than others. It gives you a lot of information about, you know, what that means and how to interpret that. But then what the action plan is, is really for you to decide like what you want to work on.

**Speaker 2** [00:26:21] Right.

**Speaker 1** [00:26:21] Right. And and what resources in think you that you want to, you know, partake in. So from that from those scores, you can simply look at them kind of like rank order them from weakest to strongest. Right. And then we can map from the weakest score, let's say your weakest scores and perspectives. Okay. Well, then we know why. One of the pieces of research we've done is we know that there's a parade of law. Now, that just sounds like a quite a crazy thing that people don't want to understand. But. But all in all, it really means it's an 8020 rule. So if you think about like if you think about an athlete, you know, you can put 20% out for it. If somebody puts 0% effort, they're going to be not a very not very good at, let's say, you know, anything, but let's say, you know, pole vaulting. Right. Or whatever. So, you know, I'm.

**Speaker 2** [00:27:21] Pretty sure that's true. You put sharks at everything.

**Speaker 1** [00:27:23] But 0% ever, you're not going to be good. But if you put like 20% effort, you're going to be pretty good. You know, over time, you're going to become like a pretty good pole vaulter. Now, you're not going to become an Olympic pole vaulter. No. So with 20% of effort, you're going to get to about 80% of the population. And and so that 20% gets you the 80%. Now, that 80%, if you want to go from 80% to like 90 or 90 5 or 100%, right. That's Olympic level 99, 100 level. Well, that could take you 80% of the effort to make that last 20%.

**Speaker 2** [00:28:07] Okay.

**Speaker 1** [00:28:07] Does that make sense? So 20% of the effort is going to get you 80% of the benefit to get that last 20% of benefit. It's going to take you 80% effort.

**Speaker 2** [00:28:17] Like a lot more effort. Yeah. So how does that relate to what you were just saying?

**Speaker 1** [00:28:20] So with thinking it's the same as the same as any other skill, right. So you're saying 20% of the of an effort is going to get you 80% of the benefit and compared to the population that isn't doing anything? Yeah. That's a huge benefit. An absolutely monstrous, massive benefit. Yeah. So we know what that 20% is. We know exactly what it is. We know what the 80% is to that. Yeah. Yeah, but. But, you know, that's for people that really want to take it to the level. But for most people, they just want to get like significantly better competent or super competent at thinking. And the 20% is these five moves. So that's the parade a lot, these five moves. So it's is is not list part party. Yeah. Zoom and zoom out.

**Speaker 2** [00:29:11] Ideas.

**Speaker 1** [00:29:11] Cards and peace circle. Right, Right. Those are the five moves and they kind of map to the four patterns and and mix and match, which is the five scores that you get. So if you're low in D, for example, distinctions, identity, other distinctions, then you should be practicing is is not list.

**Speaker 2** [00:29:32] And there are several different. You were saying resources. Yes.

**Speaker 1** [00:29:36] Yes.

**Speaker 2** [00:29:37] That allow you to there's videos that of course there's all.

**Speaker 1** [00:29:40] Kinds of stuff. So that's up to you what you choose. If you're maybe you like reading, maybe like watch a video, maybe you like doing mapping. You know, there's all kinds of things and think you that you can do right. And there's all kinds of people that can help you do it. Or you could do the challenges. Like there'll be a challenge that there will.

**Speaker 2** [00:29:57] Be a challenge.

**Speaker 1** [00:29:57] Is is not blessed challenge or something like that. So that's kind of that the specific plan is personal to you. And the other thing that's really important is the information that you're the situation that you're that you're practicing on is personal to you.

**Speaker 2** [00:30:14] Right. You might want to in my world, you're saying I'm going to I'm going to take. So the things you're going to tell me to do, I'm going to apply to what I'm doing that day. So if I'm feeding five big dogs, I'm going to figure that out. Or if I'm trying to figure out the difference between a sales effort and a marketing effort I can use is is not list.

**Speaker 1** [00:30:33] Yeah. If it's personal problem or professional problem relationship problem, you know, a societal problem. Whatever the thing that you care about it.

**Speaker 2** [00:30:41] Or if I'm Bob and I'm sitting in a meeting, I'm going to remind myself to take every other person's first.

**Speaker 1** [00:30:48] Yeah, that's a, you know, relational social problem.

**Speaker 2** [00:30:51] Piece of it. Yeah, that's.

**Speaker 1** [00:30:52] Right. So is, is not is for D distinctions for systems part whole. It's zoom in zoom out and part party. Those are two those are actually zoom and zoom out you could think of as two moves, but you could also think of it as one then as one. Yeah. So, so that those 2 or 1 move and then part party is another move. Yes. So you'd practice that. If you're looking at relationships that also involves part party and art.

**Speaker 2** [00:31:18] Yes, yes.

**Speaker 1** [00:31:19] Barbells. Yes. And if you're looking at perspectives as a weak score, then you're then you're just hitting on piece circle perspective circles. And then there's mix and match, which is learning how to mix and match those.

**Speaker 2** [00:31:32] How to enter.

**Speaker 1** [00:31:33] And if your score is low there, you can start to combine, you know, part party with cards. And there's lots of ways to practice those. But there's literally five moves that you can practice and immediately see benefits, right? Immediately. Like, you know, in practice for a week, you'll be like, wow, amazing.

**Speaker 2** [00:31:51] Yeah. And I think it's interesting when you say mix and match, I mean, that seems abstract, but really what it means is so maybe I'm going to change my perspective to see a different distinction or a different relationship or whatever. So that's right. It's just having more than one of those patterns in the same.

**Speaker 1** [00:32:10] Or you do part party just means relating the parts of something which people tend not to do, believe it or not, seems pretty basic, but people tend not to do it. Yeah. So let's say you have four parts, there's six possible relationships. Well, you can mix and match with art. Yes. So you just did part party define the six relationships and then each one of those relationships is a possible art. Yes. So that's combining part party with art. Yes. And you get a wildly complex little, little set of things.

**Speaker 2** [00:32:42] Yes. While the.

**Speaker 1** [00:32:43] Complex which matches the very complex city of.

**Speaker 2** [00:32:46] Reality packed reality we're always talking about. Yeah.

**Speaker 1** [00:32:49] Yeah.

**Speaker 2** [00:32:50] That's awesome. In a nutshell, the take.

**Speaker 1** [00:32:53] You take it, get your results, get your report, read your report.

**Speaker 2** [00:32:59] Have your bob moment.

**Speaker 1** [00:33:00] Have your bob moment with your report.

**Speaker 2** [00:33:02] And then move forward.

**Speaker 1** [00:33:04] Rank order your, your skills, your scale, your your scores. Yeah. And then tie those to the five moves which it does for you in the report and. Yes. And then and then then your plan which there's a form for, for you to fill in, you know, for your own planning purposes is okay what, what courses do I want to take? What challenges do I want to do. What what, you know. Yeah.

**Speaker 2** [00:33:33] Because some of the courses are like ten minutes, 15 minutes, summer hours. It depends on.

**Speaker 1** [00:33:38] How much time do you want. Do you want to do ten minutes a week, your ten minutes a day? Or do you want to do, you know, an hour a day or an hour a week or an hour a month? Like it's up to you?

**Speaker 2** [00:33:49] I think that's a wrap.

**Speaker 1** [00:33:51] I think that covers pretty much all the things you need to know.

**Speaker 2** [00:33:56] That's a wrap.

**Speaker 1** [00:33:57] That's a wrap.

**Speaker 3** [00:34:00] For.