**Episode #30**

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

**Speaker 2** [00:00:07] How's it going?

**Speaker 1** [00:00:08] I am doing awesome.

**Speaker 2** [00:00:10] I am super

**Speaker 1** [00:00:10] How are you doing?

**Speaker 2** [00:00:11] I'm excited for today. We're going to do the last of the four DSRP patterns, deep dives, so we're going to talk about perspectives and the perspective circle move and all of the research we've done.

**Speaker 1** [00:00:24] perspective, the fourth of the patterns of cognition.

**Speaker 2** [00:00:30] May the fourth be with you.

**Speaker 1** [00:00:31] the fourth B, D, S, R, P, so it's the P in DSRP, the P.

**Speaker 2** [00:00:38] All right. So as you know, and hopefully you all know, too, we've been doing these slightly longer episodes going into a little more in depth of each one DSRNP, Distinction Systems Relation of Perspectives. We've been sort of following the formula where we talk about the pattern itself, the underlying elements of the pattern, our research around why and how it exists, research on the effectiveness of knowing the pattern. And then we move into, oh, we move into the moves, like, what are the ways that you can get? Yeah, that you get better at it.

**Speaker 1** [00:01:14] kind of more getting at the protocol of it. You know, like how to do it. So there's a little bit of theory on the front end and then how do you actually do it in your life?

**Speaker 2** [00:01:25] So perspectives are made up of two elements.

**Speaker 1** [00:01:30] point and view, like you can think of the word viewpoint, or point of view, the hyphenated concept of point of you, a perspective, a lot of people confuse the word perspective as being the same as the point, the looker, but a perspective is actually the interaction between the looker and the looked at, the point and the view. So. Every perspective has two variables, not one. The interaction between who or what is doing the looking and who or is being looked at. So we call those variables point and view. And when we think of the common word viewpoint, it's sort of telling you that there's two parts. There's the view and there's the point.

**Speaker 2** [00:02:25] Well, and I think what's interesting and what's important for people to realize is when you change the point, it's a different perspective. When you change the view, it is a different perspective. That's right. So for example, I can look at a sugar packet. I'm the point. The sugar packet is the view. And that's my perspective. Then I can look at the expo pen. So it's different view and it's my point. But it's different perspective because it's a different combination.

**Speaker 1** [00:02:53] And that becomes important because if you understand that all perspectives have these two variables, then you can really deeply understand how it is that we could possibly share a perspective or disagree on a perspective. So if we can have the same point and the same view, then we have the same perspective. Interesting. Right? If our point differs or our view differs, then we don't have the same perspective.

**Speaker 2** [00:03:22] Right, so that's the basis of all of the polarization conflict, like we all have a point, we're all a point and we may be looking at the same view like, I don't know.

**Speaker 1** [00:03:35] something a glass full of it's got some water in it. Yeah, we're going to go to blows over, is it half full or half empty? Well, you know, depends on your, you have the same view, which is the same glass, but your point is different. You're, you're emphasizing certain things, you are biasing certain things that could be based on your experience or what your beliefs or your biases or all kinds of things go into alterations at the point.

**Speaker 2** [00:04:02] Right, and so the view is what's being looked at, and the point is the looker.

**Speaker 3** [00:04:09] Looker.

**Speaker 2** [00:04:10] and that what you're getting at is the looker is a whole bag of experiences and bias and preferences and beliefs, mental models about things that we bring every time we're looking at something.

**Speaker 1** [00:04:26] Yeah, all of those things are mental models, essentially, whether it's beliefs or biases or experiences or whatever, all that is collectively their mental models. And so, you know, a classic example is me and you can go to the exact same movie, watch the, sit in the movie theater and watch the exact same movie and you could interview us when we both left the movie theater and we might tell you totally different things, totally different takeaways. We might reference totally different scenes that we remember. That's right. Maybe I took some life lesson away from that film and you took a different life lesson way or something. Whatever it was, you thought different parts were funny and I thought different part were funny. Maybe you hated it and I liked it. Maybe you liked it and I hated it. We literally watched the same movie. Same view.

**Speaker 2** [00:05:18] Same thing.

**Speaker 1** [00:05:18] different points, right? Same view, different points to two different perspectives.

**Speaker 2** [00:05:24] I think that's important. Well, so we all take perspectives. We're all perspective-taking machines, right?

**Speaker 1** [00:05:31] Yes. Automatically? Automatically. We can't not take a perspective. We can not be in a perspective

**Speaker 2** [00:05:39] I think you should slow down on that because I think that's interesting. We can't you said a double we can't not take a perspective meaning we're always taking

**Speaker 1** [00:05:46] We're always, yeah, and I would even distinguish between the word take and be in. So we are always coming from a perspective, from a point of view, right? We're all coming from that. And sometimes we'll call that like our base perspective, our root perspective, right. more. And oftentimes we were unaware that we're coming from that perspective. But because we are just a biological bag of mental models, we are always coming from a perspective and then we can learn to take other perspectives other than our own. But there's always a root perspective or a base perspective even when you're not willing to acknowledge it, even when your not making it explicit.

**Speaker 2** [00:06:40] meaning it's implicit and part of our job is to make it explicit.

**Speaker 1** [00:06:44] To the degree you can, yeah, there's a saying that I say a lot, which is choosing to be subjective is one of the greatest forms of objectivity, right? So to choose to be subjective is objective in a sense. Being aware of your own subjectivity is the beginning of being just a little bit more objective about things, right.

**Speaker 2** [00:07:06] Right, because you acknowledge and you know what bias you're bringing to a situation. And if you're aware of that bias, then you don't necessarily have to act using that bias. You can actually push your bias aside and say, okay, I'm going to be objective by recognizing my subjectivity, my bias.

**Speaker 1** [00:07:22] That's, in fact, one of the things that we try to develop in doctoral students during their doctoral studies is the ability to be very explicit about your particular biases in the study of whatever you're studying, and for the same reason, right? Which is we all have biases, we all bring biases or perspective to the whatever situation that we're in. one of the best ways to begin to be a little bit more objective about things is to recognize those biases, be aware of them, what your mental models are, what your experience is, what you're sensitive to, what you highlight, what low light, etc. And that's kind of the possible.

**Speaker 2** [00:08:15] Yeah, and I think it's, you know, I'm on a journey of life, and one of my life's goals is to actually become less and less biased. So I don't think people want to be biased. I don' think they often realize where they have bias. And so bringing it to your consciousness is a way to start to work towards that goal of being unbiased. And when you're unbiassed, it seems to me then you're seeing reality of situations more accurately, you're taking in information more objectively. which informs how you process it, how you act around it.

**Speaker 1** [00:08:48] It's the key to loving reality is trying to, I mean, you know, it's, there's a concept in, in our constitution, not in our Constitution, but in the framing of our country about having a more perfect union, well, it is actually literally written in to form a more perfect union. Yeah. In the Constitution. But, but it's also a big idea. And, in a sense... objectivity is a little bit like that. Will we ever attain perfect objectivity? Will we ever attain a perfect union? No, probably not. But the desire and the attempt to have more objectivity, to have a more perfect union, to always get a little better at being objective, to be more in love with reality, to get more in alignment with reality. Will you ever be totally in alignment with reality? Reality is pretty complex. You're probably not going to have a mental model that matches the complexity of the universe

**Speaker 2** [00:09:52] But you can get closer and closer.

**Speaker 1** [00:09:53] But you can get closer and closer, and perspective and the distinctions you're making and the relationships you're seeing and the part-whole structures that you're looking at will be huge in getting you a little bit closer to.

**Speaker 2** [00:10:08] in the degree to which you're in alignment.

**Speaker 1** [00:10:11] Exactly. Well, it's very relevant to loving reality.

**Speaker 2** [00:10:15] Well, so when we started all of this research many years ago, we set out to think about how do we wanted to see these patterns in both nature and in the mind. And so we set up some tests and some experiments to actually look at that. And in terms of nature, let's start there, where we see perspectives exist in nature. There are a couple of study, maybe two or three studies I wanted to highlight around that, that I thought would be useful. The first one, which was fascinating, was, if you remember, you emailed the researcher around Adams.

**Speaker 1** [00:10:52] Yeah, so one of the things that I've said this numerous times DSRP makes a bunch of predictions about the world. And so far, it's got a good track record in terms of those predictions being empirically proven, or supported. So one of predictions that DSRP makes, which is kind of batshit crazy, if you think about it.

**Speaker 3** [00:11:15] That's a technical.

**Speaker 1** [00:11:16] It's a technical term, yeah, is the idea that everything has a perspective. Yes. Not just people or animals that you think of as having perspective, but everything has perspective. Everything in the universe has a point that has a unique view. Not everything has eyes. So sometimes the language gets in the way of explaining this a little bit. We're not saying that everything has eyeballs and is literally seeing, obviously. We're even saying that everything is sort of processing at the level or the way that humans process or that mammals process or anything like that. But in their unique way, unique to them, they are experiencing their environment, their local context, and they're picking up on information in the environment and they're responding to that. information in a different way that maybe their neighbor is responding because their neighbor's in a similar but slightly different environment because they're occupying a different point in the universe. So DSRB makes this prediction that this is the case and one day I'm reading It was actually like a news article that said, you know, atoms have perspective. And I thought, Oh, that's interesting. And so I looked to see if there was any, you know, empirical work done on it, or if it was just some, you know, clickbait or something. Pretty nerdy clickbait. But, but it turns out that it's an article that was published in the physical physical review applied. So you know good journal- and it- I've read the article, it's a physics journal, paper on physics, and basically concludes one of the conclusions is based on this experimental data, atoms have perspective.

**Speaker 2** [00:13:28] Which is a pretty...

**Speaker 1** [00:13:29] To me, kind of obvious, but it's something that I realize people will have issues with. They'll sort of say, what are you talking about? So I wanted to make sure that, you know, in academia, you're trying to get your research out so you might say things a little differently in the public sphere than you would say in an academic sphere because the public might not understand the way you're parsing words in the academic space. So I wanted to give the person that. leeway that maybe they're writing in a popular journal, they're saying something in a way that is more popularly accessible. So I wrote to the author and I said, hey, I wanted to understand your research. Are you saying this metaphorically or are you saying that your experimental research is. literally showing that that Adams have a point of view. Yes. Or are you sort of saying it in a in a linguistic and metaphorical way so that people can kind of grasp a hard to grasp concept? Right. And he wrote back and he said, I'm absolutely saying it literally.

**Speaker 2** [00:14:50] Yeah, I mean, just for it's Zwick at all.

**Speaker 1** [00:14:54] at all.

**Speaker 2** [00:14:55] 2016, and what he did, which I think is why you and I were so interested, is he empirically tested the degree to which atoms were having a sort of sensory perspective on their environment. He used, correct me if I'm wrong, qubits, quibits? Quibits. Quibit. Quantum bits. Quantum bits, I'm not a physicist, sorry about that, quhibits, and he had them interacting in environments and watch the degree to which When they were taking a frame of reference of their physical environment that they

**Speaker 1** [00:15:29] change their behavior.

**Speaker 2** [00:15:31] So what his work empirically showed is that they do actually do that, that they have this sensory perspective that they take and that that adjusts how they interact.

**Speaker 1** [00:15:42] And we see this, again, we see more and more research is coming out on plants. We obviously see a lot of it with animals, low and high forms of animals. Plants are moving all day long. They're tracking the sun, so that's obviously, they're changing their behavior based on their unique sensory experience of their world. So... We're seeing this now across, again, from physics to chemistry to biology to psychology to sociology to economics to obviously business and anything social has perspective in it. So we're seeing across the disciplines.

**Speaker 2** [00:16:29] Yes, and then there was another piece of research that we found interesting. There was a behavior of bowerbirds.

**Speaker 1** [00:16:36] Yeah, I mean, there's hundreds of studies.

**Speaker 2** [00:16:39] But these are the things.

**Speaker 1** [00:16:39] Really thousands of studies, but hundreds of studies that we've now collected to show these different things happening. We're going to share, obviously we can't share hundreds of studies today. No, but I picked sort of the top few. Yeah, the bowerbirds is a fantastic example. I think most people can kind of grock that birds have perspective. What's interesting about the bauerbird is they're taking perspective to a slightly different level. Right. Because what they're doing, it's not just that the bower bird actually has a person is taking a point of view, they're taking a point of you of they're seeking a mate, their potential, their potential mate. Yeah. So they're actually kind of taking the theory of mind or the point of view of their potential mate, and they're building these beautiful structures, yes, to entice with colors and It's also showing that they're doing part-whole groupings and patterns and relationships and all kinds of things, making distinctions. along those lines, they're all with the intention of taking the perspective of a potential mate and attracting them sort of almost down a path that they can't refuse because it's so because they want to find me. Yeah, they really want to find that me.

**Speaker 2** [00:18:02] which is interesting but okay but let's slow down because what's interesting about that is there's two things happening there what you said they're taking the perspective of what would be attractive so they're taken a perspective of another bird yes in the hopes of attracting it and then they're they're sorting and organizing things from perspectives of color and grouping in patterns.

**Speaker 1** [00:18:25] and position because they're in their nest and they're trying to attract a mate to come towards them. So they're taking the perspective of where the mate, the potential mate, is coming from. Right, so not only do they have a perspective, they're taking a perspective of another bird that's not even a real bird yet. It's a hypothetical, potential mate. organizing part whole, making distinctions of color and structure, all for the attraction.

**Speaker 2** [00:19:02] It's proof positive that love is what makes everything.

**Speaker 1** [00:19:05] Right?

**Speaker 2** [00:19:06] Everybody wants to find somebody

**Speaker 1** [00:19:08] Yeah, he's looking

**Speaker 2** [00:19:09] And they'll do anything for it. They'll organize rocks into color piles and patterns.

**Speaker 1** [00:19:13] pieces of glass or whatever. Yeah, they're just finding all these cool things.

**Speaker 2** [00:19:18] The final thing I thought would be really helpful, because we said everybody takes perspective. And what's interesting is we often say, you're born with DSR and P. But perspective is a little different. It's something we develop a little bit later in life, right, young kids.

**Speaker 1** [00:19:37] Well, I would say we develop our D and S and R and P abilities throughout life. Yes. But perspective is unique in that when you're born, you're taking one perspective, which is your own, which has evolutionary benefit, right? Because you're literally self-centered. So you're literally, you know, focused on what am I hungry? Am I thirsty? Am I, do I want comfort? Do I want, you know, did I poop my pants or whatever? Obviously you're not conceptualizing all that quite yet. There's a need. There is a need, right? And, and you're focused on that need and that need alone and you cry or you, you know whatever. And so you are taking a perspective that that perspective is the one that you're in, right. Children up to about four or five years old, they're not really taking they're not doing what the bowerbirds doing. They're doing the first perspective of the bauerbird, which is they have a perspective. Yeah, but they're not doing the second part of what the Bauerbirds doing

**Speaker 2** [00:20:44] meaning they can't take the perspective of another.

**Speaker 1** [00:20:46] Yeah, which is sometimes called theory of mind, meaning that you can see your own way of seeing things, but you can also have a theory of somebody else's mind and see that their mind might see things differently than your mind, which has literally perspective taking.

**Speaker 2** [00:21:02] Yeah, but young kids can't do that.

**Speaker 1** [00:21:04] kids up to about four years old, they're just taking the one perspective, their perspective. But around about four-years-old, five-years old, because they're starting to be a little bit more functional, a little bit more social on the wild kind of thing. So they need to start taking perspective of others. And there's a great experiment called the Sally Anne Experiments, which are really fantastic experiments. That sort of proved this point. That showed us. The theory of mind comes with it. Yeah. I don't know if we want to go in. Do we want go in? I think we should sit down.

**Speaker 2** [00:21:41] I think we should say there's Sally and there's Anne.

**Speaker 1** [00:21:43] So Sally and Anne are dolls, and the researcher is hanging out with a kid, and they're kind of doing like a puppet show, in a sense. And Sally has a basket, and Anne has a little box, right? And the basket has like a cover and the box has a cover. yeah and sally that in the in the puppet show the kids watching this in the puppets show sally. puts a marble into the basket. Into her basket. Into her baskets. Yes. And then Sally leaves the room in the puppet show.

**Speaker 2** [00:22:22] leaves the stage.

**Speaker 1** [00:22:23] And then Anne takes the marble out of Sally. Anne's a little minx. She's mischievous. She takes the marbles out of Anne's basket and covers it and then puts it in her box and closes the box. And the kid is watching this. So the kid knows the marble's in the box But Sally's outside, so Sally doesn't know that the marble's in the box. Sally thinks that the marbles, where she put it, in the basket. Well now, in play, and then Ann leaves. Sally comes back. And the researcher asks a very simple question, which is, where is Sally gonna look for the marble?

**Speaker 2** [00:23:04] The researcher asked the kids that they're.

**Speaker 1** [00:23:06] They asked the kid.

**Speaker 2** [00:23:07] Where is Sally?

**Speaker 1** [00:23:07] Where is Sally going to look for the marble? Well, pre four or five years old, pre them taking perspective or theory of mind, the kid will say, well, Sally's going to look in the box because the kid knows that the marble is in the box. Right. Yeah. So the kid is not able to say Sally's mental model of the world is different than mine. Yeah, the kid just has their mental model. The marble is the box, Sally will look in the box. But around about four or five years old, kids will say, wait a minute, I saw that happen, right? The marble go in the box, but Sally didn't see that. Sally was outside. So she doesn't know that that shift happened. Right. So Sally's gonna think that the marble's still in the basket. And therefore, Sally's going to look in the basketball. Right. And that is a big shift. Yeah. Right, that's a big ship.

**Speaker 2** [00:24:04] and you're saying they showed that that ability to take that other perspective was not found in kids unless they were four or five years old.

**Speaker 1** [00:24:12] four or five years old and as an additional understanding that we got. And this has been since done on primates and other things, but the original experiment was done with Down syndrome kids, neurotypical kids, and autistic kids. Yep. And what they found was the Down syndrome kids and the neurotypical kids would... get it right around four or five years old. Autistic kids, less so. So that's why we know that part of the challenge with autism, some forms of autism is perspective taking, right? So that s really, but generally speaking, humans this ability for theory of mind around four or five years old. So if you have little kids, it's really fascinating to watch them when they only have this uni perspective. And then as they get to closer to the four or 5 mark, somewhere in that region, you're gonna start seeing them take theory of mine and things really get a little bit more robust and complex in that period, as we all know.

**Speaker 2** [00:25:33] Well, and the other thing that I think is interesting is, if you go back to our study of 34,000 people, what people tend to do and tend not to do, and you take the results from the 34,00 people and you distill it down to, if you had a team of 10, we showed that, you know.

**Speaker 1** [00:25:53] The first five out of 10 people get stuck. They're asked to do something or solve a problem, whatever. Yeah, five out 10, the other five, they make identities of distinctions and ignore the other for part whole.

**Speaker 2** [00:26:10] part whole two and a half out of ten are able to break things down into parts but they don't actually put them back in a wider context so they zoom in but they don't zoom out

**Speaker 1** [00:26:18] Zero people zoom out.

**Speaker 2** [00:26:20] Zero people's room out.

**Speaker 1** [00:26:21] Two and a half people zoom in.

**Speaker 2** [00:26:23] So then for relationships, which is the one we just did, it's down to one and a half people.

**Speaker 1** [00:26:28] One and a half people see any relationships, which is crazy.

**Speaker 2** [00:26:32] Well, so here's the news. So for perspective, we're down to less than 1% takes more than a single perspective.

**Speaker 1** [00:26:40] Less than one.

**Speaker 2** [00:26:42] Less than one person, yeah.

**Speaker 1** [00:26:44] Yeah. Well, less than one person out of 10 takes perspective, right? That's right. And zero people recognize that they have a perspective.

**Speaker 2** [00:26:54] Which is frightening, zero out of 10. I mean, we've all been there, right? Zero out of ten people realize that they're taking a perspective.

**Speaker 1** [00:27:00] So that I mean, again, what this research shows us is what we tend to do, but it also importantly shows us what we tend not to do. And what we tend not do in the DSRP structure is what we need to do more of. Right. So yeah, keep making identities, but see the other. Yeah, keep breaking things down into parts. But see the whole and we need to get more people to do that. see some relationships and get more people to see relationships and zoom into the relationships, you know, and see not just the action, but the reaction to things, you know.

**Speaker 2** [00:27:43] Well, and also to look at webs of causality.

**Speaker 1** [00:27:45] webs of causality. That's right. See that you have a perspective, a point of view. Yes. And see that others have different points of view

**Speaker 2** [00:27:54] Well, I think one of the things that there are a few things that we were not good at in terms of perspectives. So, A, we're not good it being explicit about the perspective we're taking. Most of our perspectives are implicit. We don't even.

**Speaker 1** [00:28:07] Meaning acknowledging.

**Speaker 2** [00:28:08] Yeah, we don't even know that we're taking it in perspective. We just take it.

**Speaker 1** [00:28:12] We either don't know or we manipulate and pretend that there isn't one. That's right. A lot of the political things that are happening across the spectrum is manipulations of perspective that are quite purposeful. They're very purposeful, but they're not transparent about the perspective. Right. So then, you know, the bias doesn't show. So that's how we get people, right?

**Speaker 2** [00:28:41] Yeah, and even though we're technically capable of taking other people's perspectives from age five on, we don't. We don't take other people perspectives. And we definitely don't look for or take multiple perspectives, other perspectives when we're thinking about things. We take only ours. And then the other thing we found was that most people, what we don t do is we don We tend to associate perspectives with living things, animate things, things that have eyeballs. We're not really good at taking conceptual perspectives. That's right. We tend be more, I could take the perspective of a frog because of eyeballs, but I can't take the perspective of sustainability because it's, you know.

**Speaker 1** [00:29:25] That's another prediction that DSRB makes, which is really quite profound actually, which is that any concept or thing, any concept, or thing can be a point of view. Yes. Meaning you can, obviously, I think most people have an easy time understanding that another person could be a Point of View. Yes. They understand that a frog could have a Point Of View or an elk could have point of view. Maybe they understand that amoeba could have a point of view, right? That's kind of animate. Yeah That is they start to have more difficulty around that, you know a rock or a plant or or an atom and then and then The I the concept of Financial yeah. Well, you can take a financial perspective right the concept economic the concept you know, structural, the concept of dynamical, right? You can take a structural perspective. You can a dynamical perspective. You can you can take perspective from any of those constructs, concepts, but you could also take a perspective from concepts like red. Yeah. Let's look at this room from the perspective of red. Oh, there is nothing red or oh, your cup is red, right. So. certain things will be highlighted and everything else will be low-lighted, right?

**Speaker 2** [00:30:57] Yeah, but you can also take the perspective of this cup, my cup on your cup, and then mine feels short.

**Speaker 1** [00:31:03] Exactly. You're kind of anthropomorphizing. I anthropomorphize my cup. Right, so you can literally take a point of view of anything. That's what this remarkable human mind is able to sort of put itself into all kinds of things and see the world from those places if you train it to do that. So we're actually remarkable perspective-taking machines if we train ourselves. If we're aware of Yeah. and we're aware of the importance of it, and we are aware of good effect of it. You know, we actually can be very, very good at.

**Speaker 2** [00:31:45] Yeah, I mean, the way I think about it is awareness of these things leads to more alignment with reality, and that alignment leads to better actions. So...

**Speaker 1** [00:31:57] I was going to make the connection to the fish tank study.

**Speaker 2** [00:32:00] So when we showed a group of people a fish tank and they described what they saw, and then we taught them about perspective, point view perspectives, and then, we asked them to describe it again. We had the same results that we did previously with D, S, and R, which is we saw increased complexity in their answers after learning about perspectives.

**Speaker 1** [00:32:22] Highly statistically significant increases, yeah.

**Speaker 2** [00:32:26] The other thing we should mention just because we're on that sort of continuum is we also did the study around confidence and competence and we're seeing the Dunning-Kruger effect and that was also true for perspective taking that we're...

**Speaker 1** [00:32:41] which is people are more confident in their abilities than they are competent. Yes. That's not great.

**Speaker 2** [00:32:49] Yeah, but I think that's pretty common with perspective. I think you see it a lot. I mean, you remember Bob. Do you remember about?

**Speaker 1** [00:32:57] I do, because you tell the story, and yeah.

**Speaker 2** [00:33:00] All right, I'll make you go find the bomb story. I won't say it again. No, no, no.

**Speaker 1** [00:33:02] No, no, no. Tell, you should tell that story. Just don't tell any, any, uh, identifying countries. Well, first of all, it's not actually Bob.

**Speaker 2** [00:33:11] We were at a big session with a large group from a very large company.

**Speaker 1** [00:33:16] We always name everybody Bob, just to give everybody the name Bob.

**Speaker 2** [00:33:23] We're at a very, very specific. to professional development, executive training with executives, I would think there were probably a.

**Speaker 1** [00:33:34] This is an executive training with executives.

**Speaker 2** [00:33:38] That's very exciting.

**Speaker 1** [00:33:40] It's like executive squared.

**Speaker 2** [00:33:42] I'm good with not knowing everything. Thank you for listening. I'm confident in not knowing everything. So we remember we were at this executive education. We were running executive education with a group of executives, obviously, because it's executive education, from a very large company. We had broken them into groups, and they had all taken the TQ, the thinking.

**Speaker 3** [00:34:09] So there you have it.

**Speaker 2** [00:34:10] So they had gotten their scores on DSRMP, their skill levels for DSRM. They also were taught to hold their confidence and their competence level.

**Speaker 1** [00:34:20] So this is just I think people might be confused by this. So this is a test that we call the thinking quotient test. Yeah. And it's, this is a terrible example. But but it because people are familiar with the Myers-Briggs, it's like the Myers-briggs of thinking, let's say it's a it's a test, that you take. Right. So Bob and all of his colleagues take this test.

**Speaker 2** [00:34:45] They've taken the test, they're all given their results.

**Speaker 1** [00:34:48] and they're at this table.

**Speaker 2** [00:34:49] And they're all reading their personal results, but they're not reading each other's results. They're reading their own results. And Bob is reading his results at the table and he says out loud, he says, oh my gosh. He said, I am terrible at taking perspectives. And everybody at the tables busted out laughing. And they were like, Bob, how did you not know

**Speaker 1** [00:35:11] Because they knew Bob was not good at taking perspective. But Bob thought he was great at it, which is a huge blind spot. Bob was a walking Dunning-Kruger effect.

**Speaker 2** [00:35:20] He took it in stride though.

**Speaker 1** [00:35:21] He did. He kind of had to swallow it hard, but then he was like, oh, okay. Everybody at this table knows what I didn't know, what this test just showed me. And I got to take a hard look at that, perspective taking.

**Speaker 2** [00:35:42] meta perspective.

**Speaker 1** [00:35:43] Yeah, it was a big moment for Bob.

**Speaker 2** [00:35:45] It was a big moment for Bob, but I will say Bob really took a dart.

**Speaker 1** [00:35:48] Yeah, he was pretty good.

**Speaker 2** [00:35:49] and he really worked on improving his perspective taking and did very well. Okay, so you alluded to the fact that we're going to talk about our studies on perspective taking in the mind. So we started with just wanting to see how, if and how people could see, could take perspective on a group of objects. They were given a group Some are blue, some are orange. And they were asked, if you could only see blue, how many objects would you see? And what we found is that 90% of people got the right answer, which is that there were four blue squares. So that was one way that we showed people are actually taking perspective and are able to discern among a group of things using a perspective that they were given.

**Speaker 1** [00:36:43] It's kind of a baseline question, it's kind of a question that you might find on an IQ style test. Yeah. And so it's a very basic question, but it's sort of getting them to be in the mind of somebody who could only see blue. And then what would you see if you could only see blue? You obviously wouldn't see the orange, and therefore you would see a certain number of squares. Right. So, yeah, then we move to the fish tank. extended fish tank studies where we ask them, so rather than asking them to just tell us what you see, open-ended, in this particular study we showed them this fish tank scene and then we asked them to identify certain things.

**Speaker 2** [00:37:32] Yes, by clicking on them.

**Speaker 1** [00:37:33] In other words, we highlighted using a perspective prime, we asked them to find something by clicking on them, so we can see the heat map of where they click.

**Speaker 2** [00:37:46] So for example, we said click on the red and green plants.

**Speaker 1** [00:37:50] Yes, one of the things we noticed in all of the descriptions of the original fish tank study was nobody mentioned the red and green plant. No. Not a single person mentioned the Red and Green Plant. Almost everything else in the scene statistically across the group was mentioned, but not the Red Green Plant for some reason.

**Speaker 2** [00:38:08] Very lonely plant

**Speaker 1** [00:38:10] So we knew that the red green plant was not something that people kind of normally saw. Yep. So we wanted to just, you know, quick test, hey, if we if we ask people to find the red green plant, will they find it? Well, of course they do, right? Because they we've shifted their perspective to sort of ignore everything else and zero in and zero in on the red, green plant.

**Speaker 2** [00:38:37] Yeah, 82% of people got the red-green plan, which, you know, Zero had seen it before until they had made it. And then they clicked on things like the filter, the fish's eyeball, and they all did that well in between 85 and 92%. That's right. But then, remember the liver?

**Speaker 1** [00:38:57] Yeah, so we wanted to ask people so we we kind of baselined it with the eyeball. Can you can you find a fish's eyeball and ever you know everybody clicks on the you know an eyeball pretty easily.

**Speaker 2** [00:39:10] It was the highest.

**Speaker 1** [00:39:12] highest rate of all of them.

**Speaker 2** [00:39:14] Everything we ask and the eyeball is...

**Speaker 1** [00:39:15] So easy to click on a fish's eyeball. But then we asked them click on the fish's liver. Well, there is no visual representation of a fish is liver. But they were able and this is where we see that they're able to do part whole and perspective taking simultaneously, right? Because they basically took the fish took it apart in their mind identified where a fish would go, right? So the relationship between the liver and the fish is anatomy, and then clicked, right? And they're able to find something that literally isn't in the picture. It's not visible in the pictures. There is no fish liver in the picture

**Speaker 2** [00:40:06] but they clicked on it with the same rate of the things that were actually visible.

**Speaker 1** [00:40:10] Which is amazing. Which is interesting. Yeah, really interesting.

**Speaker 2** [00:40:12] that they could suppose where it would be and success.

**Speaker 1** [00:40:15] with our mind's eye.

**Speaker 2** [00:40:16] with their mind.

**Speaker 1** [00:40:17] Not their eyeballs, but visually, but with their mind's eye, they're able to take a perspective and find a distinct thing in a part hood of fishness.

**Speaker 2** [00:40:29] So then we had one more thing for them, which is we asked them, listen to this, to click on the not fish, not vase, not castle, not plant. Like click on.

**Speaker 1** [00:40:43] As a meaning all of those click on something that's none of those things.

**Speaker 2** [00:40:49] surprisingly, what we found was fewer than like 55% could click on something that wasn't those things. Which is interesting because the thing that wasn t any of those things was the water.

**Speaker 1** [00:41:05] Yeah, basically all they had to do is click on like basically a space that was kind of not anything.

**Speaker 2** [00:41:12] but they couldn't do it.

**Speaker 1** [00:41:13] Well, they did it to what degree? 55%.

**Speaker 2** [00:41:18] down from like 85 and 90 percent which is interesting because it interacts with what we did in distinctions.

**Speaker 1** [00:41:24] Non-objects are tough.

**Speaker 2** [00:41:26] Um, then we wanted to test conceptual versus, I'm sorry, non-animated, non-eyeballed perspectives versus, uh, and animate.

**Speaker 1** [00:41:37] We sometimes call this conceptual versus anthropomorphic, but anthropomorph is a big term that just means kind of human-centered. Yes. So things that are animate with eyeballs, you know, people have an easier time taking perspective from things with eyeballs imagining a perspective, imagining that a thing with eyeballs has perspective. They don't have an easy time taking that perspective, but they have an easily time Imagining that something with eyeballs could have a perspective. Yes. And things with eyeballs tend to be more animate.

**Speaker 2** [00:42:13] Yes, and so we asked them to describe the tank from both the perspective of the fish and also from a financial perspective.

**Speaker 1** [00:42:22] Yeah, so a conceptual financial is a conceptual perspective. Again, with their mind's eye, looking at something, but in this case, not a liver, which is a tangible thing, but something a little less tangible, like financial that has a lot of different components to it, yeah.

**Speaker 2** [00:42:39] Well, and what we found, statistically, is that they took, A, that when you give them a perspective, they can take it, the point, but the things in the view that they saw based on changing the point they changed. The things that they thought changed when you changed the point from which they were

**Speaker 1** [00:43:00] Yes, when they look at the tank from the perspective of the fish, they see a whole different world than when they looked at the tanks from the financial perspective. So wow, that's interesting. Wow, that is point view. The other thing I think that is interesting here that might not be totally obvious is because sometimes when you hear the way research is done, you go no duh, like you ask them to find the red and green plant and they found the red green plant, like why is That's interesting. when you give people a perspective to take, they're very good at it. Yep, that's right. If they're left to their own devices, they're really bad at it, they don't do it, right? That's really remarkable, meaning there's this thing called perspective taking, it has these two variables, point and view. It's really, really important for success in all domains of life. And humans are really good at it if you ask them to do it. But if you don't ask them do it, there's a high probability they won't. Right, because you're, right. I mean, just like follow that logic. Wacky. It's like, if you follow the breadcrumb of that logic, it's sort of pointing to. If we bring perspective point of view into awareness and into consciousness, make people aware of how important it is, they'll do more of it and they'll actually get really good at it.

**Speaker 2** [00:44:35] Exactly.

**Speaker 1** [00:44:35] But if we don't...

**Speaker 2** [00:44:38] Well, and that's the difference between making it conscious versus unconscious, right, which is what we've been.

**Speaker 1** [00:44:45] Talk about a cognition or just awareness, yeah.

**Speaker 2** [00:44:48] OK, so there are a couple more. There's a lot in perspective, because we did some pretty interesting things. So the next thing we did is we wanted to see or, I guess, get a sense of, could you have the same view, the same object in view, and when you change the context or the point, how would that change what you saw? So we wanted to test that a bit more. Remember, what is what?

**Speaker 1** [00:45:14] And we wanted to use something that was fairly, you know, well-known or something like that. Uh-huh. Yeah. So we call this the bat study. Yeah. So we showed them a picture of a bat.

**Speaker 2** [00:45:26] Baseball

**Speaker 1** [00:45:26] A baseball bat.

**Speaker 2** [00:45:27] A wood baseball bat.

**Speaker 1** [00:45:28] Yeah, a wooden baseball bat. Just a picture. And we said, what is it?

**Speaker 2** [00:45:35] Yes, and I had four options. Bat, firewood, weapon, and hat. So they could pick between those four.

**Speaker 1** [00:45:43] like you would think, a vast majority of people picked bat, right? Then we showed them the same picture, asked them the question, but we did one little piece of priming.

**Speaker 2** [00:45:58] Yes, which is when you're in your home and an intruder comes in.

**Speaker 1** [00:46:03] So you're in your home, an intruder has entered your home. You look around, you see this thing, what is it? What is it. And the options are the same options. It's a baseball bat.

**Speaker 2** [00:46:20] firewood, weapon, or hat. So what's interesting about this is 44% of people said weapon, and 54% still said bat.

**Speaker 1** [00:46:31] But how many people in the baseline said weapon? One percent. One percent? So you've got a 43 percent increase in people saying that it's a weapon.

**Speaker 2** [00:46:43] Right. So what they saw changed based on that change in the point and the context. Okay. So then we did one more. We said, okay, you're lost and alone in the woods and it's cold. What is it? Bat, firewood, weapon, or hat. And 61% of people said firewood. So that's a bigger shift, right? Where only 2% had said that in the baseline. So what that shows is exactly what you were saying is change the point, change the view. When you change the, you know, the point. The context. The context, then the view is gonna. They'll change.

**Speaker 1** [00:47:22] They'll change their perspective in a changing context.

**Speaker 2** [00:47:25] Right, even for the same object.

**Speaker 1** [00:47:27] for the same object.

**Speaker 2** [00:47:28] That's pretty cool.

**Speaker 1** [00:47:29] It is cool. It's a cool study. And there's a second story that happened after the study, which just made me laugh. And probably I shouldn't tell this story, because I think a lot of folks aren't familiar with the whole publication process and scientific publication. And they assume, like most people assume about systems, that they're not, you know. Intimately aware of that. It's just this like perfect system and it or maybe they don't I don't know Maybe they assume it otherwise, but it has lots of flaws scientific publishing needs a reboot. Yes, and You know, but we have this review process. It is good intention, but has a lot of flaws And you have a good review. You have a review process so you submit your paper to the journal They have reviewers and those reviewers criticize your paper or whatever and then you go back and forth a little bit. Anyways, one of the reviewers is looking at this particular study and they say this is a ridiculous study because it's a bat. In all three examples, it's a baseball bat.

**Speaker 2** [00:48:45] Many people might.

**Speaker 1** [00:48:46] Which is a perspective, right? I just found that to be remarkable. I mean, this guy was going to this guy wanted to go to throw down with with the fact that how could you say that it's firewood? How could you say that? It's a weapon.

**Speaker 2** [00:48:59] Because it is a-

**Speaker 1** [00:49:00] Because it is, by definition, a baseball bat. But is it a baseball bat, if you dropped it from a plane into a tribe, an uncontacted tribe in the Amazon, is it baseball bat then?

**Speaker 2** [00:49:19] They don't even know what piece.

**Speaker 1** [00:49:20] You know, is it a baseball bat to a gaggle of squirrels? I mean, what makes it a baseball bat?

**Speaker 2** [00:49:31] Yeah, I mean.

**Speaker 1** [00:49:31] our life experience is it a baseball bat to to somebody who comes from a country where there's no baseball right it's like and has never seen yeah the gods must be crazy with the coke bottle

**Speaker 2** [00:49:40] The Coke bottle, it's the same thing, like out of context, what is it?

**Speaker 1** [00:49:45] Like what? Yeah. So like it's only a baseball bat because we've decided that this is a baseball bat, right? But you change the perspective and it becomes something totally different. Yeah. The whole point is that we distinguish things based on a perspective. Yeah. Right. We make distinctions based on a perspective and this is super important because if you understand distinctions, we talked in that episode that distinctions are made up of an identity and an other. Yep. Well, once you understand that every distinction. has these two variables, identity and other, you also sort of come to the realization that in order to get the identity, since the other is also in some other alternative universe, an identity, and the identity in a different dimension is an other. Well, you start to realize, oh, this distinction I'm making is from a perspective. It's from the perspective that's friendly to this being the identity and this being the other. Yes. But we could take another, we can make another distinction from another perspective. Yep. So this is perspective one. But perspective two, this could be the identity, and this could be the other Yes. And so we see that, that this identity has its own unique perspective, and this identity has its own, unique perspective. Yes. And in this case, the other is being defined in terms of this identity. And then this case, The other is being to defined in terms of this. Yes, identity. So in mathematics, when we say x in terms of y, we're making a distinction from a particular perspective from the perspective of why.

**Speaker 2** [00:51:34] Yes, that's right.

**Speaker 1** [00:51:35] right? We're seeing x from the perspective of y.

**Speaker 2** [00:51:39] Well, how many times you asked a question when you're like, well, in what context? Yes. In what context are you asking me that question? Because I can't answer it until I know the perspective, what the in terms of is. Exactly. Exactly. So they're everywhere, all the time.

**Speaker 1** [00:51:53] All the time.

**Speaker 2** [00:51:53] But we're not aware of them. In fact, they're the thing we're the least aware of. That's right. Which means we should work on it.

**Speaker 1** [00:51:59] we should work on.

**Speaker 2** [00:52:00] So let's talk about how we work on it, how we worked on getting better at.

**Speaker 1** [00:52:04] Well, we did a study on that. We did. The moves. The move study. And yeah, you start with this basic idea that you have this pattern called perspectives. And it's made up of a view and a point. And those are the elements of perspective, right? This thing equals that. It's the interaction between these two things, right. And then you understand that this is happening universally in mind and in nature. And then we have the move, right? Which the move is what we call P circle. So we discovered that these moves are very powerful. Yes. And they're kind of just versions of this pattern.

**Speaker 2** [00:52:52] Yeah, I think of them as the actionable, the action you can take to see and be better at this pattern. That a move is sort of a manifestation of.

**Speaker 1** [00:53:03] And these moves are basically just predicated on a question. Yes. What we sometimes call a think query, like a thinking question that is also a query, a question? Yep. So P circle is sort of like, can we look at x from different points of view? Yeah. So that's the question. So here's the questions. Here's the move. Here's the pattern. This is a pattern. And so what does that look like in terms of the move? It's very simple. You just, let's say you have X over here. Well, you can look at X from a circle of you can encircle X with perspectives, with points, points of view. And then you can see how X changes, how the parts of X change, how relationships change, how the distinctions that you make change, X itself changes based on the different points view. And it doesn't have to be this many. And a P circle could be two or more perspectives, essentially.

**Speaker 2** [00:54:25] So let's do a couple, because people like to see what we actually do with them. So let us make X a piece of art. Let's do something simple. One of the things, one of my favorite art teachers, she knows who she is, originally from Fairfax, Virginia, showed us was that she teaches students to look at art from color, line.

**Speaker 1** [00:54:51] Color, line.

**Speaker 2** [00:54:54] emotion.

**Speaker 1** [00:54:55] Emotions.

**Speaker 2** [00:54:57] And what was the other one? I was shading.

**Speaker 1** [00:55:00] Shading. Shading Shapes.

**Speaker 2** [00:55:02] Yeah, maybe shapes.

**Speaker 1** [00:55:04] It can be whatever you want it to be, right?

**Speaker 2** [00:55:06] But just think about this. You look at a piece of art, and first you see the richness of the color. Then you pay attention to the lines. Are they straight? Are they squiggly? So you see different parts of this piece of.

**Speaker 1** [00:55:20] Yes, like, in modern terms, this sugar packet could be a piece of art, right? Lots of things can be art.

**Speaker 2** [00:55:26] Somebody paid a lot for that

**Speaker 1** [00:55:28] So, you know, from the perspective of color, they're utilizing yellow and blue only, and a little tiny bit of red. From the perspective line, you, know, it's, there's no straight lines, except, well, there's some straight lines here, mostly curved, some curved, and some cursive, right? So it changes what you look at by looking at from the point. And so what she was doing with students is getting them to see the art from lots of different kinds of places and then bringing it all together into, you know, an appreciation of art. That's right. A love of art.

**Speaker 2** [00:56:09] That's right. So let's do another one. So let say you have an initiative at work. I try to give various examples. So you have initiative at.

**Speaker 1** [00:56:21] initiative.

**Speaker 2** [00:56:22] And so then you're gonna need to look at that initiative from many different.

**Speaker 1** [00:56:27] Let's just do three to show them that perspective circle doesn't have to have a certain number of points. It could have any number.

**Speaker 2** [00:56:35] So let's say you do it from, I don't know, engineering, sales, and customers. So that initiative, what you focus on in that initiative will be different if you're taking the point of the customer. Like what does the user want?

**Speaker 1** [00:56:51] Yeah, so the customer might be interested in value and price and things like that. Sales might be interesting.

**Speaker 2** [00:56:59] How are they going to sell it?

**Speaker 1** [00:57:00] How are they going to sell it? What's the messaging? You know, what is the value statement? Profit and commission and things like that. And then engineering is interested in the technical specs and building it, whatever it is.

**Speaker 2** [00:57:16] around.

**Speaker 1** [00:57:18] That's a P circle. You can do P circles on anything. It's a universally applicable thing.

**Speaker 2** [00:57:25] So let's say we wanted to really understand what the different things are that each one of these points is seeing in this thing. How would we map that?

**Speaker 1** [00:57:34] Yes, now you're talking about kind of a move mashup. So you're taking say zoom in, which is breaking things down into parts and P circle and combining them together. So for example, we want to know like work initiative from different perspectives is going to have different parts. We can use, for example color, to we'll say customer, the customer perspective is going be red. So when we look at this product or work initiative, let's say it's a product that we're developing, the customers are gonna care about the value, right? And they're gonna care about the price, right. And the features. Yeah, and the features, right, well, let's engineering, you know, engineering's, let say blue, well, they're going to care about features too, right and

**Speaker 2** [00:58:32] Well, but that's their focus.

**Speaker 1** [00:58:33] That's mostly their focus, and sales is going to focus on maybe.

**Speaker 2** [00:58:38] That's great.

**Speaker 1** [00:58:38] Let's make sales green, you know, sales is going to be focused on messaging.

**Speaker 2** [00:58:47] Yes. And also.

**Speaker 1** [00:58:52] and also price, and communicating value, right? So you can sort of see the different, you know, and in seeing that, perhaps you would say to yourself, well, as we roll this out, we really want engineering to focus on, we want engineering to focus here. We want engineering you know, to focus here. you know, or something like that, because they're not focusing here. We want everybody on the same page of what matters, messaging, value, price, and features.

**Speaker 2** [00:59:27] Yes, but the point of this whole visualization and this move is being able to discern what are the things that different perspectives are.

**Speaker 1** [00:59:38] Focus on. Focus on, yeah.

**Speaker 2** [00:59:40] And then identifying gaps, similarities, things you might want to change, and those kinds of things.

**Speaker 1** [00:59:47] Or you might say actually the main thing that matters is value to the customer. So even though these are all important we have to have everybody focused on value.

**Speaker 2** [01:00:03] Right, because they have to build the value, they have to sell it.

**Speaker 1** [01:00:06] And they have and that's what I care about value because then if they value it then the price can be higher and blah blah blah Yeah, so it becomes You know, you obviously are gonna work it out however what's ever important to you but it gives you a sense of this thing can be looked at in different ways and At the same time we need everybody to look at it in a similar way and also with their different blends

**Speaker 2** [01:00:31] Yes. And the only other thing I would add, which is interesting about this, is let's say engineering and sales are having a disagreement. Well, it might be because they're focused on and seeing different parts of this initiative and not seeing that the other one is seeing different parts. So they're talking about the same thing, but their focal part of that thing is different, and they have to see that they have different perspectives on it.

**Speaker 1** [01:00:59] Different perspectives, yeah.

**Speaker 2** [01:01:01] in order to understand each other.

**Speaker 1** [01:01:02] That's right. Yeah. So you might, you know, you're essentially saying that there's a relationship between sales and engineering. And if that relationship is strained, it's largely because of their differences in perspective. So if you can, at the very least, get them to understand the other's perspective, to see the other, yeah, distinction, identity other, and to take the other's perspectives, then, then you can get this relationship real functional. rather than, you know, rather than dysfunctional.

**Speaker 2** [01:01:36] To me, the whole point of perspective circle is first to recognize that there are more perspectives than yours, and to be able to then say, hey, well, what's your perspective on this? And then dive deeper to understand the difference in how I see it versus how you see it. And then you come to an understanding of each other, and then sometimes you actually have to build a shared perspective to move forward on things.

**Speaker 1** [01:02:04] Yeah, so I mean, you just kind of went through DMS and R&P, which is, you've got to see something, you got to recognize the other and identity other. You got to recognize the other, recognize that the other is its own identity that has its own perspective on things. Yes. And then be curious enough to sort of delve into, well, what is that perspective on something that we care about, that we're both viewing? How do you organize the parts? Which parts do you see? Which relationships? How are things related? Because that's gonna change the system that you're looking at. The relationships and the parts and what it's a part of and all that kind of stuff is gonna change based on the perspective. So there's an old saying, which is when you change the way you look at things, the things you look change. And that's really deeply DSRP because If we change the perspective, the distinctions we're making change. The relationships that we see or don't see change. The part-whole systems, the part-Whole organization of things changes. And that is different. That's what makes perspectives different, is that we're making different distinctions, organizing things differently and seeing different relationships. Right and incidentally we we did a study on these moves with complex things, complex issues that we ask people to

**Speaker 2** [01:03:35] Yeah, we gave them a scenario, a problem scenario. Basically, it was around a community issue. They read the scenario, and we asked them to think it through, and they recorded it. We captured how they thought it through. Then we taught them just this move of taking a perspective circle, and then we had them re-approach in a minute.

**Speaker 1** [01:03:57] We taught them in less time than today than this podcast.

**Speaker 2** [01:04:03] We taught them the perspective circle move, and then we had a third party rate the quality of their answers before they learned the move and after they learned the move, and we found, what was it, 4.47 increase.

**Speaker 1** [01:04:18] 147 percent increase.

**Speaker 2** [01:04:21] in their ability to solve problems, have a more clear decision-making process and all that. And that's not insignificant.

**Speaker 1** [01:04:29] No, most highly statistically significant. That's pretty significant.

**Speaker 2** [01:04:32] You know, and I think when you see this, oh, I didn't know there were research.

**Speaker 1** [01:04:36] It's just, it's just.

**Speaker 2** [01:04:38] Given that I'm the least funny person in our family.

**Speaker 1** [01:04:41] Wouldn't that be cool? That would be like a research comedian.

**Speaker 2** [01:04:47] That's not something I can imagine.

**Speaker 1** [01:04:50] I thought that was funny.

**Speaker 2** [01:04:51] That's because you're a nerd. You're both nerds.

**Speaker 1** [01:04:54] I think there should be a whole world of research science comedians.

**Speaker 2** [01:04:59] Well, that's your perspective.

**Speaker 1** [01:05:03] That was funny.

**Speaker 2** [01:05:04] Anyway, what I was saying was, it's not just increases in problem solving. It's also connected to empathy.

**Speaker 3** [01:05:13] Oh, for sure, yeah.

**Speaker 2** [01:05:14] how we relate to one another, just the idea that, oh, there's more perspectives in the world than just mine and maybe I should bother to find out what they are. That completely transforms.

**Speaker 1** [01:05:25] Yeah, you bring up a really important point, which is a lot of folks think of like, you know, DSRP and systemic thinking as being, uh, you know, very analytical, very sort of analytically oriented, right? You're trying to figure something out. You try to solve a problem. And that's true. It is. You're are trying to solve problems. They're trying figure things out. You're try to make better decisions, understand systems better, all that stuff. But they think it's completely divorced from the emotional, social and personal and even ethical side of things. And we should probably do another old podcast on the ethics of these patterns.

**Speaker 2** [01:06:06] Write that down. We're going to do one. That'll be good.

**Speaker 1** [01:06:09] You know, there are really huge ethical, social, you know, emotional implications of these patterns. for example you can't have empathy, you can have sympathy, you can not have compassion without perspective. Right, those things don't exist, they go away without perspective, too.

**Speaker 2** [01:06:33] In other words, the foundation of all of those things is the ability to take perspective.

**Speaker 1** [01:06:38] Yeah, those things are built on a foundation of perspective taking. So, you know, yeah, it's perspective taking can be a powerful analytical and synthetic tool to take things apart and bring people together, synthesize and all that. But it is also literally the foundation of empathy, compassion, caring, love, you know, all these kinds of things getting along with others. Playing nicely. So that's the pattern. That's the move that had a 447% increase in just by showing it the move and practicing the move. Remember, you can't just learn it conceptually, you have to practice it, you got to burn the neurons. Why do you have the burn the neurons? Because when you get in a complex situation where the shit hits the fan, where everything's crazy, where there's social pressures and social chaos or whatever, or just like regular everyday life kind of stuff where you're thinking about all these different things that are happening. You're not gonna do it if you're not practiced, right? You're gonna go to your default. Well, we told you what your default is, right. Your default is not to take other people's perspectives or other things perspective. Your default does not to be even explicit about the perspective that you have. That tends to be most of our defaults. So if we don't practice this move and burn the neurons over and over again, just like we practice, you know, curling and build the build the muscle. Yeah, you got to practice the move and burn the neurons and build a muscle

**Speaker 2** [01:08:12] because then it becomes automatic.

**Speaker 1** [01:08:15] then then in whatever situation you're in you're going to just fast and you're aware of it. Yeah.

**Speaker 2** [01:08:20] It's fast and it's already fast but it's fast and you're aware of it. Yeah like it happens all the time but now you're aware of that happening.

**Speaker 1** [01:08:28] Yeah, which totally changed and you can purposefully use it. Yes. The pattern is very simple. It's perspective, perspective taking, it's made up of a view and a point. The interaction of those two things, they're always there, no matter what, whether you like it or not, whether you see it or whether you acknowledge it or that's always happening. The move it comes, you know, is P circle, we just showed you that. And the question is, you know what does X look like from different perspectives, different points of view?

**Speaker 2** [01:08:58] which is a question we should be asking ourselves a lot.

**Speaker 1** [01:09:01] We should ask that all the time, about things that are important to us, whatever is important to us. X is whatever's important to use. What does it look like? What does this situation look like from different perspectives? What does the problem look like, from different perspective? What does system look like. What does person, you know, if we look at the situation from different perspectives, we're going to see different stuff. Find different solutions. find different solutions.

**Speaker 2** [01:09:27] And connect to everybody else who's involved. Well, I think we've done it. I think that we've definitely gone through everything that we wanted to tell you about perspectives.

**Speaker 1** [01:09:38] Well, yeah, there's lots more, but get started with the move and the question. That's what you can do right away. Get started with a move in the question, just start seeing it in regular everyday things, start seeing that in as you deal with regular everyday things and, you know, start looking at more complex things.

**Speaker 2** [01:09:57] I think the way to think about it is practice bringing it into your consciousness. Practice being aware of it. Like what is the perspective I'm taking right now, right? What is the prospective Johnny's taking, Bob is taking? Ask them about their perspective.

**Speaker 1** [01:10:14] try to understand them. Just get it into your daily life, start practicing it, start visualizing it. Yes. Make it real, make it explicit. And then, you know, this is one of those ideas, all of the, I mean, I'm massively ABD, and I get bored pretty easily. It's true. These ideas are so deep, like the notion of the interaction between point and view making a perspective. And that's related to the distinctions you make and the relationships that you see or don't see. And the way that you organize parts into whole at different levels of scale. I mean, that's, you can spend your whole life understanding the depth of that kind of stuff and just see more and more and so there's a long, there's lot more to get out of these concepts. Yeah. The starting point, just like there's a lot more to get out of the gym, right? But like the starting point is like, do a pushup, you know, and if you can't do a pushup you know go on your knees and do a pushup on your needs and you know work your way up to doing pushups and then do more pushups. And pretty soon like a whole world opens up to you that is health and nutrition and all these kinds of things. Well The same is true. in the fitness of your mind. And if you practice these simple moves, these simple questions, like all you have to do is be able to ask yourself these questions. You know, what is and is not. That's a distinction question, you know. What does X look like from different points of view? That's the P question. Yeah, yeah. What's the relationship between blank and blank? X and Y. That's that relationship question. How are the parts of X related is another relationship question, or what are the part of X? That's system's question.

**Speaker 2** [01:12:19] and what it's a part of.

**Speaker 1** [01:12:20] What is X a part of? That's a systems question.

**Speaker 2** [01:12:23] Five simple questions.

**Speaker 1** [01:12:25] Really simple.

**Speaker 2** [01:12:26] five moves, and they're gonna make all the difference.

**Speaker 1** [01:12:30] But you'll start doing this. And within a day, you'll starts seeing things that you didn't see before. And then within a week or two, like we've said in the other episodes, you'll just, you know, within a weak, people will be like, oh, it's interesting. And then pretty soon you'll wonder like, how did I make it whatever number of years I've been on the planet without doing this? Like, this is so kind of amazing that this is all happening. all the time.

**Speaker 2** [01:13:01] Well, and then it starts with something that is so simple, but has such profound effects. I mean, that's the thing that is really remarkable about it for me. It's simple to implement, and it has huge effects. Huge effects. All right, so that's a wrap on perspectives. Point view perspectives, viewpoint perspectives, all the perspectives. This is when we have to remind people, first, we thank you. Thank you. Second, we ask you to like. Subscribe, follow, download.

**Speaker 1** [01:13:33] Download share with your friends share with you friends. Your friends should learn this. That's him. I think I don't know I I think if you like the podcast Share it with your friend because You know, we wouldn't we want to get the word out there about these amazing things and help people help themselves Yes, this this thing you have up here is free to use These moves and these questions are free to use. you know, cost you nothing to have a remarkable ability. cost you is a little bit of time and practice. That's right. And you can just have remarkable abilities. So. And you should share that with your friends. Share that with friends and your family. And if you're getting something out of the podcast, then share it. Because we really want to have as big of a positive effect as possible.

**Speaker 2** [01:14:33] That is true. And on that, we will wrap.

**Speaker 1** [01:14:37] WRAP IT!

**Speaker 2** [01:14:42] There's