**Episode #36**

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

**Speaker 2** [00:00:05] Hey. Hey. How are ya?

**Speaker 1** [00:00:07] I'm doing swell.

**Speaker 2** [00:00:09] Swell. Yeah. Swell's a good word.

**Speaker 1** [00:00:11] Super, super good.

**Speaker 2** [00:00:13] It's like a 50s word. Yeah. Like, golly gee, I'm feeling swell.

**Speaker 1** [00:00:17] Yeah, my football coach used to, in high school, used to say, oh, Phil sticks. Diddle sticks? Yeah, he would never swear, but he would say shh. When he was really mad, he'd throw his clipboard on the ground and say, aw.

**Speaker 2** [00:00:31] Really? I had a friend who said fudge.

**Speaker 1** [00:00:34] Fudge, yeah.

**Speaker 2** [00:00:35] I was like, oh my goodness, what? See, we're already off topic and we haven't even started.

**Speaker 1** [00:00:39] I don't even know what the topic is.

**Speaker 2** [00:00:40] I wanted to think about outlining and thinking about how people can build a way to practice things at a level that they're comfortable with.

**Speaker 3** [00:00:53] I would be doing practice

**Speaker 2** [00:00:54] Like beginning practice. I think sometimes we forget there are people who haven't even started and are just trying to get started and I want to speak to those people, having been one of those people many, many years ago. I think first of all, you've alluded to or specifically talked about why we need to practice. Thanks for watching!

**Speaker 1** [00:01:13] Yeah, and we should probably mention what we're practicing. We're practicing thinking and why, yeah, yeah. I mean, you know, I think most people think of thinking as something that just happens. Yeah. It does, and it happens poorly, you now, and it it happens with a lot of bias and a lot mistakes and things like that. So, practicing one's thinking or more accurately practicing one what's called metacognition, so thinking is a common word for it. what's called cognition in science, and then metacognition is thinking about thinking. So those are just big words for thinking, and then thinking about, thinking or being aware is more, it's not even that you're thinking about your thinking per se, it's that you are being aware of the way that you were thinking.

**Speaker 2** [00:02:04] Yeah, I think that's a fair point. I remember way back in the day when I was just starting to learn all of these things and we were starting to work together. It is definitely pulling subconscious into the conscious with purpose. Like actually, and it's almost like training wells, forcing yourself to say, oh wait, I need to ask myself, what is, how am I thinking about this thing? Am I making a relationship that's not there? Am I taking a weird perspective? Am I biased?

**Speaker 1** [00:02:34] Totally.

**Speaker 2** [00:02:34] that kind of thing.

**Speaker 1** [00:02:35] Yeah, I think it's really important for people to understand that when we say thinking, there are some folks who I've heard talk about thinking, and they propose or allude to the idea that thinking is what's happening consciously, and then some other thing is happening unconsciously. And I think that's a terrible distinction because we're already making a distinction between conscious and unconscious. So the distinction's there, they're different because one's conscious and one's unconscious. But the process that you're using is the same. So if you understand how you're processing in your conscious thinking, then you understand how you are processing in you're unconscious thinking and you can bring more of what's unconscious to the surface. So I wouldn't think of thinking as simply what you're aware of, because most of us go through life we're not aware of our thinking at all. What we want to do is understand thinking, the processes that are happening when we're thinking, and then as a result of understanding those processes, we can kind of let more of our unconscious stuff come to the surface. And that's where our bias is, and that's were our mistakes and thinking errors are, and all the costly things that we do.

**Speaker 2** [00:04:04] I mean, I think when you say the conscious versus unconscious thing, I remind myself, so for example, if I'm having a conversation and there's a moment where I'm like, oh, I just realized, I'm sorry, I was thinking of it this way, or, oh, I was taking this perspective, but I wasn't aware of it at the time that I was talking to you about, which that's the subconscious stuff that is creeping into the interaction that I wasn' aware of at the. Right. How many times, you know, hindsight's 20-20, right? And just how many times do we say, oh, my bad, I wasn't thinking of it that way, or?

**Speaker 1** [00:04:40] Well, in hindsight, being 20 20 is a great example of why meta cognition has been shown scientifically to be so powerful, like one of the most powerful things you can do for human performance, human change, you know, decreasing bias, decreasing thinking errors, all that kind of stuff. Meta cognition, the reason we have hindsight is 2020 is because we have a little bit of medical, you go, Oh, I see, like at the at the time I was thinking this way. but now I see that I should have been thinking this way. So it's literally, hindsight being 2020, aside from possibly new information, it's also the awareness that comes with looking back, because you're looking back at the situation, and that's a form of metacognition. Well, the truth is, we can have that metacongnition in the moment if we practice, and that why practice is so important.

**Speaker 2** [00:05:36] The only other thing I wanted to add, because it just made me think about when you're talking about is, you have that moment where you're actually having an emotional reaction to something and you don't know why. To me, that's part of the unconscious piece where your subconscious is making relationship with something maybe in your past or something that's bothered you before to something that happens in the present. Even they're totally unrelated in reality. but my subconscious is sort of making a connection. It brings up emotions that I'm not quite aware of. And why am I feeling this way in this situation?

**Speaker 1** [00:06:13] Yeah, it's so critically important. One, to dispel this myth that people have, which is thinking is analytical and it doesn't include emotional intelligence and all that. Metacognition drives emotional intelligence. Like, emotional intelligence is almost entirely metacognitions. In fact, meta-analyzes, and there's a lot of meta in there, but meta-analyzes, which are kind of the gold standard of... science because it's taking lots of different studies and putting them together and seeing what they all are saying sort of as a collective, meta-analytic studies on metacognition, sort of too much meta, show that if you want to develop emotional intelligence you'd be better off teaching metac cognition than teaching directly to emotional intelligence, which is a mind-blowing fact.

**Speaker 2** [00:07:10] Meaning awareness of how you're thinking about things is the root of being able to respond in a moment with emotional intelligence, awareness, pro-social stuff.

**Speaker 1** [00:07:21] Yeah. And the reason that's so critically important is, especially with emotion, like you said, sometimes an emotion will just appear out of nowhere. You don't even know why you're feeling it. Well, that's because the thought that preceded the emotion, the thinking, the mental model that caused the emotion to come into play was subconscious. Right. Right? So you something subconsciously. spurred on an emotion and now that emotion is showing up in your conscious life.

**Speaker 2** [00:07:56] In a moment that isn't necessarily connected to that.

**Speaker 1** [00:07:59] In a moment that might not be a good moment to have that or you know whatever, you might not be related to the situation that you're in, it might have just reminded your thought process of something and then that spurs this emotion or it could be related, somebody could be saying something or doing something that that is bringing amfamotion.

**Speaker 2** [00:08:17] But the only way to figure that out is to be aware of it and think it through.

**Speaker 1** [00:08:20] is to be able to see that thought that happened. And with practice, that's the key, with practice that thought can become brought immediately out of your subconscious and into your conscious so you can go, oh yeah, like I'm totally reacting right now. I am full blown reacting right now so I'm going to pause, you know? I'm gonna take a breath before I send that email. You know, I was like, this is a review where I have that snappy, snippy retort before I press send on the email, before I...

**Speaker 2** [00:09:00] We're not speaking from personal experience. All right, so let's start at the beginning, then you said, okay, we're talking about practice, we need to practice, practice. Where do we, let's at the very beginning of basically where somebody would need to start.

**Speaker 1** [00:09:14] One, what are we practicing? We're practicing thinking, we're practicing trying to be more aware of our thinking, which is metacognition. Thinking is both subconscious and conscious, right? So we're really trying to bring more of our subconscious to the surface. Why do we wanna do that? Because it's going, you know, thinking drives all human change, all human performance in any realm. Metacognition will increase our success in any realm, personal or professional. You'll be better at whatever it is you're trying to do, whether that thing is physical, whether it's conceptual, whether it.

**Speaker 4** [00:09:56] Emotional.

**Speaker 1** [00:09:56] emotional, whether it's logistical, family, personal life, professional life, it doesn't matter, whether you're organizing a team. I'm always kind of interested in, when I hear Arnold Schwarzenegger talk about his, when he was Mr. Universe, and when he, when he was figuring that out as a young man. You know, this is like weightlifting and bodybuilding, literally body sculpting was what he was doing. He was a deep thinker about that. And if you listen to what he's saying and what he is inventing, you know, now we know all this stuff. But when you listen to what was inventing for the first time, he was an innovator in that space. He was talking about when you're doing a curl, focus your thought on the muscle. Right. Focus your thought on the muscles and be aware of your form and you know, the rain and all, blah, blah blah, right? So it might not be completely obvious to people how well, how is thinking part of working out? Well, the way you work out is determined by the mental model you have of what is the right way to work out. Yes, that's right. So if you're working out in ways that are ineffective, in ways that are, you know, not functional.

**Speaker 2** [00:11:27] demotivating.

**Speaker 1** [00:11:28] demotivating, you know?

**Speaker 2** [00:11:29] Yeah, I changed it already.

**Speaker 1** [00:11:30] You gotta change the way you think to change the way you work out. The reason Arnold was so remarkable at sculpting one's body and showed us, you know, the possibilities of this kind of world is because he was thinking deeply about these kinds of things and then changing his practice based on changing his thoughts. Right. Things change when thinking changes. Universally. Universally, See you next time. No matter what it is. So, if you want something to change, you have to change your thinking. Yes. So, the only time that this is not necessary is if you're totally cool.

**Speaker 2** [00:12:11] Oh, meaning you don't need to say that.

**Speaker 1** [00:12:12] want anything to change about your life, you don't need to change your thing. You're good. Everything's good. Well. Unless you just want to like get good. Yeah, but even that's change, right? So if if there's anything about your life, personal, professional, or otherwise, about yourself that you want to change for whatever reason that you wanna change it, the the starting point of that change is changing your thinking. because that mental model will cascade into behavior, beliefs, you know, emotion, action.

**Speaker 2** [00:12:48] But it's interesting because a lot of people, when they're starting to try to change something, they'll focus on changing the context or changing the variables to the problem. They're not realizing that they have to go back a step further and think about what was the mental model that got me here? How was I thinking about it when I got into this situation? And go back and sort of interrogate the mental model and change the way they were thinking about it to actually have the change in the.

**Speaker 1** [00:13:13] Yeah, and what does changing the context mean? It means, first you have to have the thought that the context is somehow influencing. Yes. Second, you have the have the though that there's a difference between possibly a negatively influencing context and a positively, and so you're making a distinction between those things, and those are systems made up of parts, right? And then you have say, oh, okay, now I have to move from, I have change my surroundings. from this kind of surrounding to this kind of surrounding, right? And that starts at when I go shopping at the grocery store or when I choose not to bring things into the house. It starts with changing my friends who want to party all the time or whatever, right. It starts, right, the way that you come up with the action plan is to think differently about what the problem is. So thinking is driving that action plan. That's right. Otherwise you wouldn't know what to do. If you didn't think about it, then it'd be like tumbleweeds. It'd just be like.

**Speaker 2** [00:14:22] How does a person know what that means, thinking?

**Speaker 1** [00:14:25] Well, yeah, the classic story was, I mean, you'll remember this, but many, many years ago, we were doing a case study in a classroom. I forget what grade that was. Fifth grade. Fifth grade, fifth grade. And I see you know the story right away because we've told it so many times. The teacher was saying, you know, show me your thinking, tell me about your thinking. Really emphasize, think about it. Think about it, and the little girl came up to her and said, you know, Mrs. Smith. You keep saying, you know, think about it, think about it. And I don't know what you mean by that. What is thinking? An absolutely brilliant question. What is thinking? It's a question that our research has spent, all of our 30 years of research, has spent simply answering that question.

**Speaker 2** [00:15:17] Well, I would say, and that was a pivotal moment for us, as that was early on, and we're like, oh, wow, we should probably start at the beginning. What does it mean to think about something, to think something true?

**Speaker 1** [00:15:29] So what we know, 30 years later, is thinking is we distinguish between this and that. And we're doing that constantly, every day, every minute, every second of every day. We're distinguishing between this in that. Even to take a footstep, we're distinguising between, you know, an unstable landscape and a stable landscape, like a floor versus rocks or whatever. I mean, we are distinguishing with our tongue, we distinguish with our ears, we're distinguishing with our eyes. And we're distinguishing concepts with our brain. So we're constantly making distinctions between identity and other. So that's the D in DSRP. We're breaking things down into parts and grouping them. So we have breaking stuff and we're grouping stuff. That's part whole.

**Speaker 2** [00:16:14] breaking it down and integrating it up.

**Speaker 1** [00:16:16] So that's the S in DS, R&P. We're constantly relating cause and a factor or action and reaction. Like something happens and then something changes as a result of that action. And that we call that relationships. So we're constantly related.

**Speaker 2** [00:16:32] Well, we're looking for connections.

**Speaker 1** [00:16:33] between stuff. And we're doing all that from from our or from different perspectives. And when we change the perspective, we change the frame, we changed the things in the frame right, just like when I'm you know a director goes like this. When he changes the frame he changes what's in the frame. He changes how things in or relate in the frame. What's seen, what's not seen, right. The distinctions, all that kind of out. So when we answer the question, what is thinking? When we answer that little girl's question, the answer is, thinking is the process of organizing information to make meaning, or mental models. Mental models and meaning are the same thing. So we take information, we organize it in DSRP ways.

**Speaker 2** [00:17:25] Meaning we distinguish it, we relate it, we group it, look at it from different perspectives.

**Speaker 1** [00:17:30] In a very dynamic process, DSRV is very dynamic, so it's not this and then this and this.

**Speaker 3** [00:17:35] No, yeah, sorry.

**Speaker 1** [00:17:36] at the soda on buckets, but you know, so we take information out in the world, we organize it in a particular way, and out of that we get meaning or mental models. And that process is called thinking. That's what thinking is.

**Speaker 2** [00:17:50] So at the very basic level, the first thing to do when we say practice is just realize that you are organizing information to make meaning. That's right. Just be aware of that.

**Speaker 1** [00:18:02] Yeah, so when you practice, one of the things you can do is create what we call a Patterns-Questions-Moves table. Okay. Right? Mm-hmm. So if we just make a simple table, Patterns, Question, the Moves, what we're going to do over here is we just talked about the patterns. Yes. So the patterns are distinctions, and distinctions are made up of identity and other.

**Speaker 2** [00:18:27] Meaning one thing and another thing.

**Speaker 1** [00:18:29] So these are called the elements, so we could think of this as patterns and elements. And then systems is made up of, this is the D and this is S, is made of a part interacting with a whole. So those are the elements of S. And then relationships is made-up of action interrelating with reaction. And perspective... is this is my own position writing or something like that.

**Speaker 5** [00:19:04] I know, it's good.

**Speaker 1** [00:19:05] terrible writing but point and view and that just means like the observer and the observed right yeah some people get confused by the word point and view but if you think about a point of view is a perspective and it requires a point a looker and a view a looked at or an observer and be observed The first thing to practice, because we need the language of thinking to help us facilitate the understanding of thinking. So we need words for some of the things that are happening. Just like if you went and you started baseball for the first time, you would need to know some new words. You'd need to what a glove is. You'd to know what a baseball diamond is. You need to to know a bat is. You need know what helmet is and the ball and the first base, second base. All this new language would have to happen. So the first thing you have to practice just so you can have a facility with thinking. is these terms, like practice, memorize these terms and practice remembering, you know, okay DSRP I can remember that, DSRP, DSRB, okay, that helps me remember that there's four things. One is distinctions, one is systems, one is relationships, one as perspectives. And then you ask yourself, well, what are those things? Oh, well distinctions is when we. distinguish between an identity and an other, between this and that, between us and them, between mug and table, you know, or glass and table.

**Speaker 3** [00:20:32] Glass and mud.

**Speaker 1** [00:20:34] Systems, well, what do we mean by that? Oh, systems is the relationship between part and whole. Right. Right, and it's saying that every whole has parts, and every part can be a whole that has parts.

**Speaker 2** [00:20:49] So let's say that again.

**Speaker 1** [00:20:51] every the little every hole.

**Speaker 2** [00:20:53] everything.

**Speaker 1** [00:20:54] has parts and every hole can be part of a larger hole and every part can have some parts inside of it.

**Speaker 2** [00:21:03] So you're saying a cross scale.

**Speaker 1** [00:21:04] Yeah, so we think in this way. So you might say, I think that, you know, government is made up of X, Y, and Z. And I go, yeah, but X is also made up of PDQ. So government's made up with X, Y, Z, and PDQ, right? So we can think that. We can think those thoughts. Then we get to relationships. We remember R in DSRP. And so we remember relationships. And we ask ourselves, well, what do we mean by relationships? Oh, we mean... Some action, something is acting upon some other thing, and that other thing is reacting to that action.

**Speaker 2** [00:21:41] Yes, meaning something has led to something else.

**Speaker 1** [00:21:43] Something has led to something.

**Speaker 2** [00:21:44] Then you want to decide what, which is which.

**Speaker 1** [00:21:47] Yep, exactly. And then perspectives is that some thing is looking at some other thing. Yes. And that thing could be anything, right? You could have perspectives like stakeholders, or it is a very common perspective. And that's typically humans or roles, like a veterinarian is looking at the dog, or the HR representative is looking at HR issues, or some conflict, or whatever. So those are stakeholder people kind of points of views, but you can also obviously, you know, anything with eyes could have points of use, like frogs and elk, and I always use those. But also, you can have conceptual perspectives or analytical perspectives, like, you could look at something from the perspective of cost or from the

**Speaker 2** [00:22:41] sustainability.

**Speaker 1** [00:22:42] Sustainability, equity, you know, whatever.

**Speaker 2** [00:22:45] We had a final one, I think, who looked at, what was it, war from the perspective of...

**Speaker 1** [00:22:52] Yeah, exactly.

**Speaker 2** [00:22:53] Something like that, I don't know.

**Speaker 1** [00:22:54] And it's fascinating. Yeah, you could start on your oars and probably have either an impact or exactly. So the first step in your practice is in your table, just write these down, just write them down. And if you, I mean, we just spent five minutes talking about this, but you could probably write this in, you know, 30 seconds or something like that. And it just 12 terms, distinctions, systems, relationships and perspectives. So four patterns. Four patterns and then eight elements. which is identity other, part whole, action, reaction, point, view.

**Speaker 2** [00:23:27] and the elements are the things that make up the patterns.

**Speaker 1** [00:23:30] Yeah, so if you want to define what these things are, you have to understand the elements.

**Speaker 2** [00:23:36] You have to know it there.

**Speaker 1** [00:23:37] That's driving all of thinking.

**Speaker 2** [00:23:40] So the very first part is just realizing that we're organizing information using these four things to make meaning, to build a mental model. And then once you've got that, then you're like, okay, well, what does it mean to actually distinguish something? What am I calling the idea? What am seeing as the thing? And what is something that's not the thing, so.

**Speaker 1** [00:24:00] So then you get to this next column, which we call questions or think query is a funny name that we came up with, which just means to think and also ask, you know, to query. And this becomes very important in this new age where prompting AI is so important. It's all about asking better questions. Really intelligence is about asking questions because oftentimes there are multiple answers to any issue. so your ability to ask questions. is actually deeply a part of what we call smart or intelligent.

**Speaker 2** [00:24:36] It's funny you say that. I was talking to an educator yesterday, and we were just talking about strengths and weaknesses of current practice. And he said, you know, we have spent too much time focusing on the answers, and now we need to develop skills of questioning. How do we question to get better knowledge?

**Speaker 1** [00:24:53] Do you understand? That's very astute. One thing that people are always doing with the Turing test and things like that, and that's coming up a lot with AGI or artificial general intelligence or AI. Bye! is, you know, what's the difference between artificial intelligence and human intelligence? What defines intelligence? And to me, what I think is really interesting is when we try to train people at the high level, one of the things we, you now, the highest level of science, one of things you try to training them in is having a little humility about what they know and don't know. And being able to say I don't know is a deeply scientific thing. Being able to I, you what, but we don't know. where there's a lot of things we don't know the answers to. There's some things that we know through experimentation and the science and all that kind of stuff, but there's lot that we don' know. And one thing that's really interesting that I think really distinguishes between human intelligence and artificial intelligence, you'll never have an artificial intelligence engine say, I don't now.

**Speaker 2** [00:26:12] Interesting, meaning it always has.

**Speaker 1** [00:26:14] It'll never answer that. It always has an answer. Yeah. Because we've trained it. should just have an answer.

**Speaker 2** [00:26:24] any answer.

**Speaker 1** [00:26:24] It always has an answer.

**Speaker 2** [00:26:26] Interesting

**Speaker 1** [00:26:27] And if it doesn't have an answer, some people have noticed it just makes one up. It's like a, you know, like a freshman college student. Like they just make, they make shit up. So questions are so much more important than answers, first of all, and that's why we have a question column in our practice table.

**Speaker 2** [00:26:46] All right, so we're going to take each one of these and turn it into a question.

**Speaker 1** [00:26:50] Bingo. So all we're going to do is take these, you know, columns and so what are the questions for distinctions if we convert this very deep construct of identity other distinctions to a very simple question. It's what is blank.

**Speaker 2** [00:27:11] meaning whatever you're thinking about.

**Speaker 1** [00:27:12] And a sub-question would be what is... So what is and is not blank? That's a very powerful question. Yes. So if somebody said, hey, I've got a job for you. Quick, what's the first thing you gotta know? What is it? What is and what is it not?

**Speaker 2** [00:27:35] Yes, but I don't think we're always aware of the what is it not.

**Speaker 1** [00:27:38] Completely.

**Speaker 2** [00:27:39] I think that's sort of subconscious we're trying to make a boundary. So we think we're asking what it is, but we're actually deciding what it is based on both of these.

**Speaker 1** [00:27:46] And that's really important because if you think about the most important things in your life, like who are you, what kind of job do you want, what kind of person do you wanna spend your life with, a good portion of your life is spent finding out what you don't wanna do, who you're not, and who you don t wanna be with. We often find out what the thing is not before we kind of zero in on what the is. And the same happens in science all the time, when we're trying to get construct validity or zoom in on what is this thing? We go, well, we definitely know it's not that. Yes. We still don't fully know what it is yet, but as we eliminate possibilities, we kind of zoom in or zero in on, on what it it is. So it turns out that understanding the other or what it's, not is, Almost more important than understanding what it is because what it's not gets us to what it

**Speaker 2** [00:28:51] When you ask this question, you actually, you find the boundary of the is. That's right. You know the line, but that's something is and isn't.

**Speaker 1** [00:29:01] And that's so important, because a lot of folks make the mistake of thinking that distinction is a thing, right? But when you're making a distinction, you're actually drawing a boundary between two things, between identity and other or not identity, right. And some of that's subconscious, a lot that's sub-conscious, because you're usually just conscious of the identity that you're making, but you're totally unconscious of the boundary that you are drawing. and the externalities that you're creating in the system that are outside the boundary, which are called other, all that kind of stuff. This episode is sponsored by Training Camp, the ultimate online spot for building the mental fitness that drives personal and professional change and success. At Training Camp you'll have access to the science and practice of thinking with personalized thinking assessments, tiered training, and best of all,

**Speaker 6** [00:29:58] practice.

**Speaker 1** [00:29:59] improves skill.

**Speaker 6** [00:30:02] Go to CabreraLab.org to learn more. And now, back to the episode.

**Speaker 1** [00:30:07] So understanding disquiet, it's a very simple question. What is and what is not blank, right? Kind of like Mad Libs, old Mad Lib with the blanks. Then the question for S, systems, right. Part whole? Part whole is, what are the parts of blank? And what is blank a part of?

**Speaker 2** [00:30:33] And those get to what we were talking about earlier here, which is seeing a thing across levels of scale. So you see it as a part of a larger whole, but you also see it as a thing that also has parts. So you're understanding it more deeply because you're seeing it up and down.

**Speaker 1** [00:30:52] Simple question, but again, our research shows that people very rarely ask this second question. Yeah. And that actually lots of executives and people that are trying to bring up middle managers into executive positions, they're interested in them having this skill. They call it enterprise thinking in business, which just means that you're thinking at the enterprise level at the that the whole business level rather than like a division level or something like that, but all that all that means is I'm thinking several levels up. I'm taking several levels up from where the task is or where the project is or the division is. I think a couple levels up about how these things connect up above me.

**Speaker 2** [00:31:38] seeing the bigger picture. Right, and it is very obvious to me in many contexts that we're really good at breaking stuff down, breaking stuff, making lists, hierarchies, breaking stuff. And we don't, like you said, don't often go the other direction in our thinking. So that's why we're so good at that.

**Speaker 1** [00:31:56] Yeah, I would say we're much better at breaking stuff down than building stuff up, than going up.

**Speaker 2** [00:32:01] I just think it's a bad habit.

**Speaker 1** [00:32:03] It's a bad habit.

**Speaker 2** [00:32:05] Anyway, all right.

**Speaker 1** [00:32:06] Then we get to relationships, and there's two questions there, which is, are the, how are the parts? How are the parts? Connected mm-hmm, and there's kind of a question of or not. How are they not connected or related and then the second question is how is blank related to

**Speaker 2** [00:32:33] Right, meaning you're trying to figure out the relationship between two things.

**Speaker 1** [00:32:37] Yeah, because what this question is saying is, well, how are or are not the things related? And then we can take any one of those relationships and zoom into them and say, well, okay, well, exactly are these two related? How are these related? How are they over here related?

**Speaker 2** [00:32:55] So it's almost building off of what are the parts of blank and then how are those parts connected? Because we don't often ask ourselves, we are good at listing the parts, but we don' actually connect them and relate them.

**Speaker 1** [00:33:06] And then for perspectives, the question is pretty simple. It's what are some points of view? that we can or should. look at. black.

**Speaker 2** [00:33:29] Questioning the way we're looking at something and see if there are other ways to look at that's right from other points to look at it

**Speaker 1** [00:33:35] Again, we've taken quite a bit of time to go through this, but this can be practiced. This whole thing that we've shown you so far could be done in three minutes.

**Speaker 2** [00:33:45] Well, you mean in terms of writing it down.

**Speaker 1** [00:33:46] In terms of daily practice, we call these warmups. We call these warms ups. It's like literally you go into the gym and you kind of do some stretching. You kind of get ready for the workout. And sometimes when you first start at the gym, the warmup is the workout, right? Yes, yes. So these are warmups, you know, if you can do this and spend just a few minutes every day just getting this down to the point where you can Do it kind of like backwards and forwards. then the warm-up isn't exhausting anymore.

**Speaker 2** [00:34:20] Yeah, but yes, and let me speak to my own experience with this stuff many, many years ago. I took a little, not too long, a little bit of time for me to just understand, to think about how I was organizing information and to remember I'm making distinctions, I'm organizing things into systems, I'm relating things, I'm taking perspectives. Then the next step was, oh, well, let me really think about what does it mean that I'm a making a distinction? And then I start thinking about identity and other. you know, what is the thing and not the thing. And then I'd start thinking about, you know parts and whole. So I started thinking at the sort of elemental level. And that took a little bit of just conscious practice to bring it into my awareness. But that didn't, once that was done, I lived in the questions for a really long time. The questions are very helpful.

**Speaker 4** [00:35:08] Very powerful.

**Speaker 2** [00:35:09] Because A, they're English, they are easy to remember, and because you have these blanks, it reminds you, I can ask these questions, any of them or any combination of them, not all of them. In a situation, I might be thinking, oh, well, what is the relationship I'm making between what you said and what I said, and you know, or they come in handy in the moment a lot, right? Or I'm in a meeting and I'm getting an assignment, like you're saying, from my boss now. when I had a boss, you know, and they're giving me, I'm like, well, wait a minute, does it include this or does it not? Well, that's, it's just not, like, what is the boundary of what is expected of me, right? So I would say these are very prime.

**Speaker 6** [00:35:51] Very practical.

**Speaker 2** [00:35:52] And they're easy, they're easy to implement to every situation as they apply, right? So I don't want to make clear, you don't have to go through all of these questions in every single situation of your life. No. But if you're sitting in a moment and you're trying to understand what something is and isn't, you know that this is the question. Yeah. If I'm trying to figure out your perspective versus my perspective on something, I know that I need to be asking this question.

**Speaker 1** [00:36:18] Yeah, if people are arguing about a particular thing, you know, that's two different perspectives arguing over a distinction, usually. Yes. You know, it's arguing over distinction. Yes. You know? I see it this way. Well, I see this way, well, I this way and then, and you're like, well okay, so you're just making different distinctions. That's right. You're seeing it from a different point of view and you are making different distinctions. Maybe you're including, one person's including. you know, some parts and another person is including different parts in their world view. And okay, that's not terribly confusing when you look at it that way. It's not, I have different parts than you have. And I have a different, I make different, I draw the line in a different place, the boundary in a place, then you draw the boundary.

**Speaker 2** [00:37:08] Right, but that also means the conversation moves to what is your mental model versus what is my mental model, not you're right and I'm wrong, or I should have said you're wrong and I am right, if I wanted to be more accurate.

**Speaker 1** [00:37:20] Which is why that, y'know, the webblogging- Was he? Sure.

**Speaker 2** [00:37:24] You missed it!

**Speaker 1** [00:37:25] I did miss that one.

**Speaker 2** [00:37:26] You're right and I'm wrong and I was like no actually it's you're wrong and I'm right but I was joking because we don't actually have that problem.

**Speaker 1** [00:37:32] So that's why it's so important that we kind of keep in mind that M equals I L meaning or mental models is equal to information and organization, right? And, and the organization, the information is everywhere. It could be different for every situation, but the organization is D S R and P. This is the way we're organizing information to make meaning. Yes. So if meaning, the meaning we're making is the thing that we're using. to decide what action to take, to decide what to feel, to decided what to do, to decide how to react. Yes. The way we're organizing that information is absolutely critical to creating that meaning. Yes. And that meaning is driving all of your actions, all of your change efforts, all of your behaviors, all of your beliefs, all of your mental model, everything. Yeah. Meaning or mental models are equal to information and organization, how we organize information. And the DSRNP is answering the question, well, how do we organize information? Well, we make distinctions, we organize it in the part whole, we see relationships, and we take perspectives.

**Speaker 2** [00:38:42] in the non-linear order.

**Speaker 1** [00:38:44] Yeah, in a very dynamical way, because your brain's super dynamical. It's not following like.

**Speaker 2** [00:38:49] So sometimes you're thinking it's a relationship that's, you're organizing information into a relationship to understand it and you know. Okay. So all I was trying to do is you might spend a little bit of time here in terms of applying this into your daily life. I remember spending a bit of time in just asking myself these questions as situations, you know, presented.

**Speaker 1** [00:39:11] Yeah, again, going back to the javelin example that we use a lot is that, you know, if you go out right now and practice javeline for five minutes, throwing the javelopin, you're gonna be better at throwing the Javelin than 80% of the world's population. I mean, that's mind blowing if you think about it. I spent five minutes and I'm all of a sudden better at throwing this stick than most 80% the world population. Yeah, so it's very important to understand that these aren't just any old questions, and these aren' just any all patterns. These are the patterns that are gonna immediately make you better than 80, 85%, just a little bit of practice is gonna make you a better thinker than most of the population. And that's what our research has shown, and so that's pretty important.

**Speaker 2** [00:40:07] Well, and also, I would say, what's remarkable about that is when you incorporate this for yourself, there is a moment where you realize that you understand things differently and better. And you also see, I guess I want to say economies of scale, where once you get really good at one or more of these things, it happens everywhere sort of naturally. and then you realize you're thinking. in your own opinion is you're faster, you're getting things more accurate.

**Speaker 4** [00:40:40] But I-

**Speaker 2** [00:40:40] I have less misunderstandings, fewer conflicts in conversation and once that happens, then I started to realize over time I'd be sitting at a table in a meeting and I was not nervous about speaking. I felt like I understood things and then people started listening to me more. And so it's a nice trajectory.

**Speaker 1** [00:41:01] You have more clarity of thought, faster and more clarity of thoughts, more awareness of what's driving your emotions, which leads to less conflict and silliness and things like that.

**Speaker 2** [00:41:14] You'll feel it for yourself and then you'll see it and other people will see it eventually.

**Speaker 1** [00:41:19] So the next thing we're going to talk about is moves, but I do want to make one point about these columns is a lot of people think, oh, wow, there's all these things I've got to know. There's four patterns. This is the question version of those patterns, right? And then we're gonna talk about the cognitive moves of those pattern, right. So this is just different ways of seeing the same thing. There are four patterns, and if you're more of a linguistic person and you like questions, like you, For me, I'm much more visual, so I like the moves. We're gonna show you some of those. But if you like words and you like questions and things like that, then this is the question version, the beginner question version of these patterns.

**Speaker 2** [00:42:04] Choose the column that suits you.

**Speaker 1** [00:42:05] Yeah, exactly.

**Speaker 2** [00:42:06] You know, whatever works, it's the workout that works, right?

**Speaker 1** [00:42:10] Andy Galpin says that, he's a sharp guy. He says, yeah, I always ask him because he knows so much about physiology and workouts and all this kind of stuff, high performance. And they ask him, what's the best workout? Blah, blah, blah. Should I do this split or that split or what? And he always says, the best workout is the one you'll do. Just, yeah, so the best warmup, the best workout for mental fitness is the one you'll do. Whatever floats your boat, whatever gets you excited, whatever suits your style, grab that and work it out. And you will start to notice some real difference.

**Speaker 2** [00:42:54] So here's the visual version is what.

**Speaker 1** [00:42:56] Yeah, so the moves are kind of, they're just like physical moves except they're mental moves. They're cognitive moves and they're literally like you start at one point and you can go to another point and this is the move. It is the movement, the cognitive movement version of the questions which are the cognitive, which are questioning method or move version of patterns. So, in this move, we're going to start with just the move names. and then we'll tell you what they are. So the move name for this one is called is, is not list. And the move named for this is called zoom in and zoom out. So you can think of these as two different moves or one move, zoom in, zoom out? Yep. There's two moves in this. One is called part party. Because parts like to pray. Because parts. like to party, so there's always an exclamation point at the end.

**Speaker 5** [00:43:55] you've added to that.

**Speaker 1** [00:43:57] And then there's another one called barbell, which is like a relationship between two things, looks kind of like a barbell. And we use a term called RDS, which we'll tell you what that means in a second. We call this an RDS barbell because it's a particular type of barbell And then the name of this move is called P circle, which just means perspective circle, in circling something with a set of perspectives. So then, when we Think about the moves, we think about them as visuals, or maps, little cognitive maps, which are critical. Why are they critical? Because we have more neurons hooked up to these eyeballs and these hands than the rest of our body combined. Meaning your brain is more hooked up to these eye balls and these hand than the whole rest of the body combined, what it's actually not hooked up to the ear very relatively as much. Yet, you know, most of our educational system is kind of built on listening, and we need to move more into object-oriented stuff. We can move around with our minds, with our eyes, and with our hands, and that's why visual maps and stuff like blocks can be very helpful because it speaks to our brain.

**Speaker 2** [00:45:16] When you and I have road trips, we'll put a book on tape and you can listen to that book and you will remember that book. I struggle so mightily to connect to the book in an auditory version. But if I had a pen and paper and I could take monkey bar notes, I would remember it. But we'll listen for hours to a book, we'll be done with it. I don't know what.

**Speaker 1** [00:45:39] But you're an amazing reader, through which I, you know, I have to like...

**Speaker 2** [00:45:44] This is why we work.

**Speaker 1** [00:45:47] Exactly. So we're just going to show you the move visuals real quick. What we start with is whatever concept.

**Speaker 2** [00:45:53] Well, I always like to do like dog.

**Speaker 1** [00:45:55] Dog. Okay, so we'll start with dog. Dog is the, you know, so we're gonna put like a square, a rectangle here and we're going to do dog is, and then we're to do, dog is not. It's called an is is not list because we're going to make a list of what it is and what it's not. So we're just kind of doing parts of what it is and parts of it's not. And so dog is furry, dog is pet, dog is lovable, dog is not a cat, dog is not a machine. It's not bald. Well, I guess they're bald dogs. Yeah, they are bald dogs, right? So this is where you're finding that boundary.

**Speaker 2** [00:46:43] We're an interesting conversation we're having now.

**Speaker 1** [00:46:46] So that is the move. It's a very simple thing to draw. It's very easy, but we need to do more of this.

**Speaker 2** [00:46:53] Right, but just as a side note, you just drew a line here. And what I think is important is remember, we're doing these two lists to get this boundary, to know what the dog is.

**Speaker 4** [00:47:04] Exactly.

**Speaker 2** [00:47:05] And remember, anything could replace dog. It could be peace. It could...

**Speaker 1** [00:47:10] The initiative that we're working on.

**Speaker 2** [00:47:12] an initiative. It could be your water bottle, it could be whatever.

**Speaker 1** [00:47:15] Then we go into zoom in. Zoom in is simply you start with whatever and you break it down into parts, right? So this could be, you know, galaxy and you could break the galaxy down into part.

**Speaker 2** [00:47:29] You always pick science-y things up, and I pick simple things. But can you ask me the parts that, well, I guess I could do parts of a concert. Okay, so...

**Speaker 1** [00:47:38] And then zoom out just means you start with galaxy, let's say, and you zoom out. So it's a part of this, which is a part of this which is apart of this. And you get to determine how many of these you wanna zoom out, sometimes you just need to zoom out once, maybe twice, whatever. And sometimes this galaxy could be part of numerous holes that you could think of.

**Speaker 2** [00:48:02] Right, right. But just to put it in another context, so if this was a project, that project could be part of an initiative, that initiative could be a part of a strategy, right? And then that would be part Thank you very much. Have a great day.

**Speaker 1** [00:48:15] Then what we wanna do is we wanna take those parts and we're gonna do a part party, which just means you relate the parts. You just, you just hypothesize. Parts wanna party, they wanna relate, they wanna connect, right? And then it's helpful sometimes to name the parts, name the relationships rather. So we're, you know, what is, how is this related? How is this relate, how was this related and that's part party. RDS barbell, we're going to take two things, which could be these two things or these two things, and we're gonna take them off to the side and say, okay, how would we distinguish the relationship? So now we're using distinction to distinguish what is the name of this relationship? What's the identity of the relationship. And then we're use zoom in to zoom into the relationship, so we're see some parts, but instead of seeing the parts in this thing and that thing, we're seeing the parts in the relationship.

**Speaker 2** [00:49:12] Yes, meaning we're understanding, so it's often that we relate things, but we don't actually think about what that relationship is. So when you take the step to name it, right? So if you think of, you know, we've done the mom and dad and the relationship could be marriage or the relationship you could be divorced or it could be whatever. You know, to understand that thing, we need to name it and we need break it down to its parts. Yep. Right, and that's why we do that, because we know. We make relationships all the time, but we don't actually expose them or articulate them.

**Speaker 1** [00:49:46] And then P circle is just, we're gonna take some thing, anything like dog, and then we can think about what are the circle of perspectives that we might wanna look at dog through. So we could look at a dog from the perspective of a veterinarian. We could look a dog from the prospective of another dog. And we could a dog from the prospect of... Cost. Cost, sure. just sort of see these as little eyeballs here. These are the points and these are the views and then you can break dog down into parts based on these different views. Yes, and so for example- These different points, rather.

**Speaker 2** [00:50:27] A vet's looking at a dog and what they see is anality or tethered and a dog's looking at their dog and they see their friend or their mate. And cost is, dogs are sponsors, you see like food and vet, actually that's interesting the cost also involves the vet.

**Speaker 1** [00:50:44] So that is what we call the patterns, questions and moves. It's a simple table that really you're just kind of seeing the patterns from different points of view in a sense. Each column is a different way of seeing the patterns. They're the same things. These are just the names of the moves and these are the sort of visual representations of the move. Now obviously as you get into it and we'll do more advanced stuff in future episodes, but right now we're just learning these moves separately. but eventually you'll start combining them, and that's where things get crazy.

**Speaker 2** [00:51:22] and you'll combine them in a moment.

**Speaker 1** [00:51:24] Yeah, and you'll just do it right, you'll do it naturally, yeah.

**Speaker 2** [00:51:26] So that means if you're a visual thinker, maybe this is something that resonates for you, is remembering how these things are structured. If you're more question oriented linguistic, maybe you start by learning the questions and then eventually you can do both.

**Speaker 1** [00:51:43] That's right. But I want to show you something.

**Speaker 5** [00:51:47] Oh no.

**Speaker 1** [00:51:47] for people than us.

**Speaker 5** [00:51:48] so much.

**Speaker 1** [00:51:49] That's a lot. Yeah, and we and you can practice these every day or every other day or just like, you know Just like when you warm up at the gym, but let's take just one column. For example, the moves, right? Mm-hmm, and let's say We want to practice the moves Okay, right. So we have we're gonna do the move maps and Then this is the patterns and elements. All right. Yeah and Eventually what you want to do? I'm gonna give you my watch You can time me.

**Speaker 5** [00:52:21] Ooh, I like this part.

**Speaker 1** [00:52:23] So eventually you can do this very fast, because we just took, I don't know how long this has gone, but 30, 40 minutes to talk about this. But I want to show you how fast it can really happen for you to get to the point where you're just so accustomed to it that you can just do it really, you can bang them out really quick. Okay, ready?

**Speaker 5** [00:53:15] 32 seconds.

**Speaker 1** [00:53:16] 32 seconds. What that's doing is burning the neurons. First of all, you understand, you're remembering the language, right? And you're burning the neurones on all these moves, right. 32 seconds, if you can afford 32 seconds... Now in the beginning, it's not gonna be that fast, but you practice to the point where you can, you just have them in your head. In order to draw these things, I have to have them in my head. I have to know them very quickly. What this means is that when I'm up on the board and I got 10, 15, 20 executives in the room, I'm not worrying about remembering all these things and being able to draw them. I can listen to what 20 different people are saying and I can map it for them, right? Right. But that's because I practiced. Yes. Right, so what I wanna just show folks is In the beginning, take it slow as smooth, smooth as fast. So don't try to go this fast. Slow is smooth, smooth is fast. The reason I can do it fast, burn the muscle memory, burn the neurons, write it out, but eventually it'll be just da-da-da, da-de-da. And you just.

**Speaker 2** [00:54:26] It's a lot like what you were talking about with basketball. You practice your dribble slow, you get good at it, then you start to get fast, then you start practicing a shot. And that's slower, and then you get faster, and faster, and faster.

**Speaker 1** [00:54:37] slow as smooth, smooth as fast. So, you know, eventually, eventually the only thing that's slowing me down is just moving my hand fast enough, but my brain could do it even faster.

**Speaker 2** [00:54:47] Well, the goal is that eventually it's all just happening up there.

**Speaker 1** [00:54:49] It is and it all is happening up there. It's just you know, you're not aware of it So what this allows you to do is be so fast that you can keep up with your subconscious mind

**Speaker 3** [00:54:59] Yes, that's it.

**Speaker 1** [00:55:00] and your conscious mind, that you can keep up with it. Because it's the mistakes, the errors, the biases that we have that are making costly mistakes, that's all happening because the movie that is our mind is on fast forward. Yes. So we just don't see a lot of scenes. Yes. Now think if you could slow the movie down and you could see it all, that what DSRP allows you to do, is stop watching life on fast forward, where you miss a bunch of scenes. Then it goes to play instead of fast forward or three X speed or whatever, it goes play and you're like, oh, oh, this is a good scene. This is interesting. All these things are happening and I can notice all of them because my brain is able to keep up with all the things that are happening, all the information inputs. Yes, yes. So it just allows you to be faster. and keep up with what's already happening every day and every minute.

**Speaker 2** [00:56:04] Yeah, and it's faster, but also more aware.

**Speaker 1** [00:56:06] which is a more ad-part. Yeah, I think that's probably a good place to stop for today because it maybe feels like a lot, but remember it's just a table and you're just doing the patterns and the elements. You're doing the questions. You're doin' the move names and then you're doin the move maps. And you can just start with the first column. Yep. And then add the second column and then add third column and the fourth column. And just practice that. You know within a week here, you'll have it. You'll have mostly down

**Speaker 2** [00:56:39] And just remember, make the analogy to any time you're trying to learn a physical thing or a sport, you start with the basics, you get a little better, you do this, you do that, and then before you know it, you're out there. Totally. Rockstar.

**Speaker 1** [00:56:54] That's a wrap.