**Episode #54 (AMA #3)**

**Speaker 1** [00:00:02] That's

**Speaker 2** [00:00:07] It's AMA time.

**Speaker 1** [00:00:09] I know, this is one of my favorite episodes to do. So this is the Ask Us Anything. People inside of training camp go in to ask doctors Derek and Laura, and they pose their questions. And then, we answer them all. They have a great question. So, we have great question today. We're going to answer them, all as promised.

**Speaker 2** [00:00:29] It's a lot. It's fun. Let's get started.

**Speaker 1** [00:00:31] Some of them are super deep.

**Speaker 2** [00:00:32] It's crazy some of the questions they have. They're very deep.

**Speaker 1** [00:00:36] Are you ready? This first question comes from our very good friend, MD. One of the coolest parts of DSRP is the reorganization of elements and patterns and the dynamics of how this happens. Is there a physics or chemistry of DSRP?

**Speaker 2** [00:00:53] The answer is yes, if you think about physics and chemistry is the physics and chemistry of DSRP. Say more. Well, the field of physics is doing nothing more than D and S and R and P. I mean, think about Einstein's theory of relativity, that was all about perspectives, if we have two people in two spaceships and there's no mediating article that they can sort of grab onto, you don't know which one's moving. When this one's move, that's the relativity of it. That has deeply to do with perspective, for example, and the distinctions being made. And you look at chemistry and all the bonds and the complexity behind all those bonds and the different molecular combinations and that if you change one part, you get, you know, different molecules and you change the way they're bonded and I mean, that's just part whole. You shift the parts and you shift the relationships and you get slightly different kind of sugar.

**Speaker 1** [00:02:09] Yeah, that's right. That's true. That's interesting. This is from our good friend Sasha. He had just been listening to the idea of MIO. And he asks, how do you know that reality or nature is organized using DSRP? And how did you validate that this statement is not a reality or confirmation bias? Now that's an interesting question.

**Speaker 2** [00:02:33] It is. It's one that that we've taken very seriously. It's it's certainly one that is always, always, always going to evolve in its under in its validity. Right. So it's not like we've arrived and we know that everything. But I will say that there's over 200 different studies. I can't remember the last count, but have been collected across the disciplines, and we've done an analysis across the disciplines and the whether it be physics, chemistry, biology, psychology, sociology, economics, astronomy, business, you name the discipline, and there are things inside of that discipline, empirical work that's been done inside that discipline that shows these different structures existing. And so we've tried to show that these structures exist across the disciplines. now. Obviously, there could be hundreds of thousands of studies. I think AI makes this much, much more possible for us to check this. If you just argue with AI for a little bit and sort of say, is there anything that isn't a distinction? Is there anything doesn't have perspective? Like an example of that would be the. the physics study that shows that atoms have their own unique point of view in the world, Single atoms, which is something DSRP predicted.

**Speaker 1** [00:04:19] I understand that the question is about the research, and I know, I mean, we started way, way back on the existence studies, right? Can you see DSRP in mind and nature? And one of the things that I have thought about as we've been doing that is, don't just trust the studies. I mean look around the actual world. I mean everything that you see in reality is DSRNP.

**Speaker 2** [00:04:45] Yeah. In fact, one of the things that impressed me so much about Darwin and his Origin of Species, if you read that remarkable book, one the greatest books ever written in science. If you read that book, Darwin is so baller. He literally is like, hey, if you don't believe my theory, just find me one example in the world, in the entire world that doesn't adhere to it.

**Speaker 1** [00:05:14] That is pretty baller.

**Speaker 2** [00:05:15] Right? Yeah. He says nine different times. He says, if you find even a single example, it annihilates, he uses the word, annihilate my theory. Yeah. If anyone finds even a single example where this is not the case, it annihilate my entire theory. Yeah. I just think that's-

**Speaker 3** [00:05:35] That's cool.

**Speaker 2** [00:05:36] That's pretty cool. And I would say the same thing about DSRP. Like find me, find a single exam.

**Speaker 1** [00:05:42] of something that does not have DSRP structure, or a thought that you've had that does have DSRP structure. All right, there you go. There's your challenge. Find it. Try to find it. We want to know if you can. All right. You ready for the next question? This is from our new friend, Oustin. I've been playing with ThinkQuery and Otis tools to explore different topics through DSRP. I found them super helpful as a starting point. What I noticed is that using them made me spend more time actually thinking and connecting the dots on my own, right? Then I trained Schatz GPT to do the same research for me but at a deeper level. What it generated covered more ground perspective, relationships and so on than what I did on my home. When I was reading through the responses and had a few aha moments, it took zero effort to find new ideas, perspectives and relationships, things I hadn't already thought of. It was like watching a gym coach doing push-ups for me. So the question is, which method actually makes us better thinkers?

**Speaker 2** [00:06:44] Yeah, so I'll give you the quick answer up front, both. Both, okay. Both, it's not an either or. The difference is kind of what Otis does and think where he does and even AI does, which is what Otice is utilizing AI to do, is it takes a move which is new to you. This underlying structure, being aware of it is new you. So you're trying to learn something new. And at the same time that you're trying to learn something new, you're try to apply it to something that's important or relevant to you, right? Maybe even something you haven't figured out yet. So that's a lot of cognitive load. There's new and also you're tryna solve a problem with it. So what it does is it immediately makes the move, the cognitive move, which is abstract and information agnostic. relevant to you by adding information. The AI can add information. So you can tell it, hey, I'm interested in skateboarding. Make me an RDS that's all about skateboarding, and then you get an Rds, which you don't understand what an RdS is yet, but you understand skateboarding enough to be like, oh, interesting, that's something I hadn't thought of. So you then see the value of the move. That relevancy is going to increase your motivation to learn the move, and you're going to learn the move because you see it. So if you just type in 10 times as fast as you can, RDS, 10 different topics that you're interested in, you're gonna see 10 RDSs in things that you care about. That's going to immediately teach you why RDS are important, which is metacognition. Yes. You're now aware of RDS which is a move.

**Speaker 1** [00:08:28] Which means you'll be looking for them.

**Speaker 2** [00:08:29] which means you're looking for them, you're seeing them, you know, you, you you're aware of them. The next step is you can't just let these things do the work for you. Like, like he said, you can hire a trainer and have the trainer do the pushups.

**Speaker 1** [00:08:44] Wouldn't that be good?

**Speaker 2** [00:08:45] And part of the reason for that is reality is happening all around us all the time. And we don't always have AI with us. Number one, I mean, just to put it in very basic terms, right? We have to deal with reality with what we have in our backpack. And this, the backpack is this human bag of skin, right. And so if we don' do that training, then, then when we need it, we won't have it. And that's called mental fitness. That's the difference between metacognition is I can poke you and get you to be aware of it, but it doesn't change your default. And mental fitness is metac cognition plus repetitive training. And that changes your default mindset into a mind flow, a more dynamic, adaptable mindset. The answer is both, inevitably.

**Speaker 1** [00:09:37] No, I think that's good. I get that. I like that distinction between awareness and fitness, right, that it's the combination of the practice that actually develops that muscle and makes it fit. This question comes from Claude, who asks, do you have any advice on how to make the infinite complexity that DSRP unveils more manageable? Sometimes I lose track of what's relevant and find myself endlessly wandering. Yeah. through infinite possibilities, especially when I'm thinking about perspective.

**Speaker 2** [00:10:09] Yeah, I think it's very simple, but it takes practice. And it's what we call a frop. And ironically, a frot just means framing and stopping. Framing and stopping rules. Like I was saying, ironically, a frat is really just a perspective with sometimes some parts. And so the most basic frot is think about what the goal of what you're trying to do is. So that's one part of the frot. So this is the FROP and then think about the scope of what you're trying to do, right? This is what you are going to do. You're going to start thinking about X, whatever X is, right. Then, so think about what is the goal of me thinking about X, what I'm about to think about, and what is this scope, meaning how long do I have? Do I have a team? Do I budget? Or is it just me in 10 minutes? And then the key to a FROP is you use this as a perspective. You take this system and turn it into a perspective, So a FROP is the same as an S to P.

**Speaker 1** [00:11:20] You're taking a system.

**Speaker 2** [00:11:21] you're taking a system, this is a part-whole system, and you're turning it into a perspective on what you're about to do. A FROP is just more DSRP, but it's like a little micro DSRP map that says, but what I'm trying to do is reach this goal, that tells me the framing and also when to stop within the scope which tells me of the depth. and degree to which I should go to. So if I've got 10 minutes to figure something out, am I gonna go 23 levels deep? No, I'm not. If I've gotta five years to figure something out like in a doctoral study or something, yeah, I might go many, many levels deep on a zoom in. But if I got 10 and I gotta do a report to my boss in 10 minutes, I may go two levels deep.

**Speaker 1** [00:12:09] So that allows you not to go down every rabbit hole and all the possibilities of your thinking.

**Speaker 2** [00:12:14] It really is very simple, and it just means spend a minute on the front end. Einstein was famous for saying, like, you know, if I was going to solve a problem, I'd take 95% of the time to understand the system and 5% solving the problem.

**Speaker 1** [00:12:35] This is the framing matter.

**Speaker 2** [00:12:36] Because the framing matters. So it's like, just take a few minutes to really think about what is my goal in doing this and what is the scope of me doing this, and then do it.

**Speaker 1** [00:12:47] And I also think we're not trained to do this.

**Speaker 2** [00:12:50] We just go, and then things are crazy.

**Speaker 1** [00:12:53] But if we if we get used to the idea of what are the boundaries of what I want to do Then you won't go down all those revenues. Okay. Are you ready for the next one? This is from our good friend Gabriel. Hi Gabriel. How are all problems preceded by mental models? We were just talking about this the other day

**Speaker 2** [00:13:11] Well, I mean, the the simple thing is that the I mean problems don't exist in reality. Right? They don't I mean they exist in the reality of your thoughts and your thoughts are part of reality. So in that sense, they exist. But their thoughts problems are thought emotions are driven by thoughts. Yes. Behaviors are driven by thoughts, but problems are actual thoughts. Yes, that's right. Like you're imposing you're you're, you're like putting an overlay on the real world. puts a problem in there.

**Speaker 1** [00:13:50] meaning we might be framing something as a problem before we've even understood the wider system.

**Speaker 2** [00:13:56] I would go further than that. We are framing something as a problem.

**Speaker 1** [00:14:00] and that's an inherent bias.

**Speaker 2** [00:14:02] It's a mental model that we're imposing on a system and then acting like it was in the system. Yes, I see. A system behaves a certain way. We make that behavior a problem. I see A system behave a certain ways. A system shows certain qualities. Whether or not it's a problem is up to us. To determine, we're projecting that onto. So problems are literally just mental models. They're not in the reality. So what we want to do is understand systems rather than solve problems.

**Speaker 1** [00:14:38] Yes, I think that's right. And we work a lot on that with our students. Just slow down. Slow down.

**Speaker 2** [00:14:46] Understand our students come to us as you know yeah, you know they come to our program two-year program and things like that And they they they come and they have a problem that they want to solve and they already know the solution They already know. The problem. They already. Know the solution what they what they realize is Oh this system That I'm interested in is really complex. Yes, and they spend two years figuring that out yeah, and then The problem that they thought was the problem isn't what they're focused on anymore. Yes. And the solution that they thought was a solution isn't what they are focused on any more. They're focused on different stuff because they understand the system.

**Speaker 1** [00:15:28] It's interesting because you say problems are just mental models. You know, in the book Flow, Chick-Sat-Mihai says stress is just a mental model. It's not real. It doesn't exist. We create it.

**Speaker 4** [00:15:39] It's the same thing.

**Speaker 1** [00:15:40] It's just something we need to be conscious of. So are we ready for the next one? OK, this is from our good friend Hoyt. How do we apply DSRP to improving business productivity and setting realistic objectives that everyone in the organization can engage in, not just the upper management?

**Speaker 2** [00:15:59] What I would do is I'd figure out what we mean by increase. So I'd zoom in there. What does increase mean? How would we know? What are the metrics that would show increase? So there's some number of parts there. Perhaps they're related. I would wanna know what productivity means. So I would zoom out into that, into all the part party of what makes up that. I don't know exactly in his question what the relationship between productivity and objectives are, and are the objectives the same as the metrics by which we would measure, increased productivity, etc. So those might be- So you'd have to zoom in. So you have to do an is-is not here, and you do an Is-is-not here, and you'd do an, Is-Is-not-here, and then you do a part-party here, possibly a part party here, possibly a part party here. When I say possibly, it's only because if you do an is, is not here, and an is is not here and these are the same thing, then you've just made your system significantly simpler. Right? So a big part of thinking clearly is understanding when you're using different terms for the same things. Yes. In any case, once these terms are really delineated and they're understood what it means and what the parts of them and how they're related, And then... You just have to resolve this problem, which is you have to get this group of people to have a shared mental model, which you've just built of these things.

**Speaker 1** [00:17:35] So to summarize, what you're saying is, you first use DSRP to articulate and explicate the mental model of the things you're thinking about.

**Speaker 2** [00:17:45] which might be these people, for example, they could be the ones that are doing that. It doesn't have to be those people, but in the way the question was framed, it's probably these people doing that

**Speaker 1** [00:17:55] Right. So you use DSRP to articulate the mental model, get it out, then.

**Speaker 2** [00:18:00] clarity of it.

**Speaker 1** [00:18:01] Yes, and then it's the leadership's job to communicate that to everyone to have the same mental model.

**Speaker 2** [00:18:08] Yeah, and when you say communicate, I don't mean just like send an email, right? It's literally, it's the leadership's job to make sure that everybody changes their mental model of this thing, and that that change is shared by all of the agents in the system. That's organizational learning. And then once that happens, the mental model will be shared and that's culture. So you're building essentially culture by getting a shared mental model. Yes. Which starts with having a clear mental model because if you try to share, get a bunch of people to share a very complicated and unnecessarily complicated mental model, you're just making your job way, way, harder.

**Speaker 1** [00:18:57] Okay, here's an interesting question from our very good friend Lori. How does a system thinker approach hot or controversial topics like politics?

**Speaker 4** [00:19:05] It depends what the context is, right? I mean.

**Speaker 1** [00:19:09] I mean, I think it's a lot of what you say about the middle way, right, and both, not either or. You don't get sucked into the binary of politics and the...

**Speaker 2** [00:19:19] I go in a lot of directions on this question because it just depends. There's this whole notion of speaking into people's listening and there are some people that the only thing that's going to get in is whether or not you agree with them. True. In that case, a systems thinker understands the system and understands that there's no point. Yes. that you have to come up, you have to do a bunch of things first. like build trust and all kinds of other things before you can have that conversation. Because a lot of people today are just listening for, do you agree with them? And if you give them any indication that you don't agree with their political agenda and opinions, then they will immediately cancel you as a thinker, right? They'll immediately turn you off.

**Speaker 1** [00:20:13] It's interesting because we both had different perspectives on the question.

**Speaker 2** [00:20:16] Yeah, I have your perspective, too. Once you're ready to engage with the person, then it's taking the middle way, the and both kind of thing, multiple perspectives, you know, P circle, all that kind of stuff. But I think there's a first step, which is, you know approach with caution.

**Speaker 1** [00:20:35] Yeah, I mean, I didn't read it to be how do you how do you have conversations with people who disagree with you? I read it, to be like, how do you as a systems thinker approach understanding and sorting through information that's coming to you about politics or controversy? That's what I thought the question.

**Speaker 4** [00:20:54] You might be right.

**Speaker 1** [00:20:55] In which case, I mean we might both be, I don't have to be wrong.

**Speaker 2** [00:20:57] Do we want to start over with-

**Speaker 1** [00:20:59] No, no, no. I think this is healthy. Okay. So for you and me, like around elections, we have a lot of conversations about politics. And I think we're kind of unique in the way that we speak about and process politics. For sure. And voting and all of those things. And if I were to characterize it, I would say... We purposefully look for evidence. We don't get sucked into the bivalency. We don' We're sort of looking at like what parts of what are true and you know, we're sort of sorting things out. Yeah, so I think.

**Speaker 2** [00:21:28] Yeah, so I think I think there's there's, there's two things that the distinction of a statement, right, versus validating that statement. And those two things are different. So person x says this person y says this, okay, great, I now understand what they say I understand what They say, is there any validation of those things? So I think differentiating between those two things. Obviously, perspective circle, hearing from lots of perspectives on an issue is important. Yes. But just because somebody has a perspective, again, doesn't make it valid. So connecting these two concepts. The other thing that I think is really important is understanding percentages as a function of part-whole, which is somebody could say something and you don't have to take all of it. in zero sound.

**Speaker 1** [00:22:29] Right, you can take the degree to which you agree.

**Speaker 2** [00:22:31] You could take a part of it or you could take a part of it. You don't have to take the whole of what they're saying. That's right. You could be more nuanced. You can you could be more nuanced and say, well, this part has a lot of validity, but this part and I'm not gonna I'm not gonna throw away the whole statement, right? Simply because this part is not valid. I'm gonna keep the parts that are and leave the parts that aren't

**Speaker 1** [00:22:59] Yeah, I like that.

**Speaker 2** [00:23:00] And over time, you can take multiple perspectives, keep the parts that are relevant or not, and you can build a pretty solid foundation over time. It takes time, especially in this climate where it's hard to know what a fact is. Pretty solid foundation for your policy approach or whatever. Yeah, I think that's good. Those are a few tips. Obviously, you're doing a lot of DSRP in this, but. Yeah. Those are some tips that I would use.

**Speaker 1** [00:23:33] One, I think the overarching message is just be thoughtful about the mental models you're building as you're building them.

**Speaker 2** [00:23:39] You know, the other thing I would probably add here is be familiar with the rhetorical techniques, which is a part whole system, you know, ad hominem. Yeah. Attacks, emotional, please. appeals to authority, red herrings.

**Speaker 1** [00:24:06] All of those things.

**Speaker 2** [00:24:07] straw men, pay attention for those things, because oftentimes those are the indicators that somebody's full of shit or trying to manipulate or, you know, they know that their argument is flawed or weak. So I would pay attention to these as indicators, not, you, know, that they're for sure, but as indicators.

**Speaker 1** [00:24:33] All right, here's another question for us. OK, our next question is from our new friend, Jennifer. Jennifer is curious about your neurodivergence. And she wants to hear more about how it's impacted systems thinking and the overall creation of your research program. She has a neurodivision child. And what she says is that her child sees the world incredibly differently than most of us. And so, when you mentioned that you were neurodivergent. She was really excited to hear more and learn more from you because, you know, her daughter's always gotten new perspectives and different ways of thinking about things, situations, and she just wants to learn more.

**Speaker 2** [00:25:14] I'd probably be dead without it. That's true. I developed DSRP to survive. I don't think I would have survived without it, I needed to discover a way that I could negotiate the planet, you know, and negotiate what was happening in my head with all these different directions and things like that with what was real and have a language to be able to see what was going on because it was going but I couldn't. talk about it, I couldn't create it, I couldn' put it into words, I couldn', because I couldn see it, I couldn do something with it. DSRP is a tool that has the requisite complexity to deal with the complexity that my mind is capable of seeing and that reality is capable being.

**Speaker 1** [00:26:10] I like that.

**Speaker 2** [00:26:11] And so without that tool, without that awareness, I think it would have been very, very difficult.

**Speaker 1** [00:26:21] Yeah, you would have been lost.

**Speaker 2** [00:26:22] I would have been just so lost.

**Speaker 1** [00:26:24] One, I think, if I think of it.

**Speaker 2** [00:26:26] And I just would have believed everything that society told me about myself. Yeah. About your difference. No, they didn't say it was different. They said I was.

**Speaker 1** [00:26:34] lazy and stupid.

**Speaker 2** [00:26:36] Yeah, had they said I was different, that would have been a blessing, because it is a difference, not a disability, but they don't say you're different. They say you are stupid and you're lazy and you lack discipline. They have all this judgy shit that they throw at you. It's not one individual person. It's what I call death by a thousand paper cuts. little paper cuts every single moment of every single day, everywhere you go to the point where you learn that you have to just completely mask yourself in order to exist, or you're gonna bleed to death by paper cut.

**Speaker 1** [00:27:19] very slowly.

**Speaker 2** [00:27:20] very slow. Yeah, I mean, like, so I know that's sort of like a little jarring maybe, but that's how it feels.

**Speaker 1** [00:27:28] Well, I think it's accurate. I think, so for example, knowing you very well and knowing your journey, if I were to advise Jennifer on how to help her daughter, I would say how DSRP could help is if her daughter starts to understand, A, that it's a difference, not a disability, and B, that her brain just might be like a race car, you know, in a field of horses, who knows? but to have the ability to understand how she's thinking about things and develop awareness for herself, then she'll have, what would I say, like a footing for slowing down and understanding her own thoughts and then communicating them.

**Speaker 2** [00:28:11] Yeah, I mean, I would think of it like imagine you have a world going on inside you of what you see and what you experience, but there is no language and English isn't the language for that world. And so what DSRP does is it gives you the structural language for that word so that you can capture it and structure it and and explicate it. so that you can communicate with the world, so that can engage with the word, you know, engage with other people who are not seeing it in the full dimensionality of what you're seeing. So it gives you a language, it gives a model, it gives, it give you a lot. I mean, it's hard because, you know. I think young people maybe have a little bit of an advantage because we actually know something about these things and we don't deny them and we actually recognize that they exist. You know, when I was young, there was no thing. There was no, there wasn't even a label. There wasn't a thing. There wasn' t even knowledge. There weren't books. There weren' t anything, I mean, about these thing. Yes. So. you just had, you kind of had to assume a bunch of things and you had to do so much masking just to kind of, so sometimes I wonder like, is that, is that me or is that mean masking? Like it's not entirely clear which is me and which is the mask.

**Speaker 1** [00:29:49] interesting.

**Speaker 2** [00:29:50] because it's so built into you over time that you have to mask.

**Speaker 1** [00:29:55] Right, but what if a young person in today's world was told from the beginning, don't mask?

**Speaker 2** [00:30:01] Don't mask, you're different, non-disabled, yeah, absolutely.

**Speaker 1** [00:30:05] It would be a totally different experience.

**Speaker 2** [00:30:07] Yeah, it's totally different.

**Speaker 1** [00:30:09] I connect to this a lot because I've watched your struggles, and I can imagine a mom of a daughter who sees things differently wondering, how do I help my kid?

**Speaker 2** [00:30:20] I think it's inevitably an and both. These things are, they're potentially a gift and potentially a curse, right? You can't look at it as one or the other. You can exacerbate the gift or exacerbate a curse based on what you know about it, your awareness, and based on your action. Yeah, it certainly can be very difficult sometimes, but it doesn't have to be It can be like one of the coolest gifts in the world if you understand it and also if you understand neurotypicality or, you know, sometimes we call this neurodivergent, neurotypical or now they're calling it neuro spicy. For real? Yeah. RRRRRRRR

**Speaker 1** [00:31:07] That means I'm Neuromiles?

**Speaker 2** [00:31:09] I don't think I like that. You're like neuro-British food.

**Speaker 5** [00:31:15] I am not happy with that. Just kidding. Why can't we embrace the beauty of both?

**Speaker 2** [00:31:21] I know, there is beauty in-

**Speaker 5** [00:31:22] I mean, we need both in this world.

**Speaker 2** [00:31:23] 100%. I love neurotypical people. Obviously. I love, yeah, literally.

**Speaker 1** [00:31:29] Obviously. I just think that there's a complementarity.

**Speaker 2** [00:31:32] They can do things I can't do.

**Speaker 1** [00:31:34] there's a complementarity to the existence of both. You don't want only one or the other.

**Speaker 2** [00:31:40] And there's not just two, I mean, there's a whole spectrum of different people.

**Speaker 1** [00:31:45] All right. Well, Jennifer, I'm hoping that answered your question. If not, send us a note directly. We'll talk more. How would you distinguish the relationships in an agent based model?

**Speaker 2** [00:31:56] Well, the relationships are interactions between the agents. The agents could be anything. They could be ants. They could people. They could cars in a traffic. They could companies in a marketplace. They could countries in a geo-global politics. So the agents are just units that are interacting. They're autonomous or semi-autonomous. And they're interacting. So the relationships, are those interactions. but those interactions are governed by rules that the agents shared, simple rules. It depends what you're talking, the relationship is governed by the simple rules that the agent's hold, but the actual relationship is the interaction that occurs as a result of those agents bumping up against each other. And those relationships are in complex adaptive systems. There's many, many, many relationships. but there's a simple set of simple rules, a small set of a simple rules that are governing all those relationships. The relationships together are called collective dynamics because a dynamic is like a relationship but these are the collective dynamics and the collective dynamics lead to the emergent property. So the simple rules govern the individual interactions between agents. We multiply all the interactions of the agents as a set. Those are the collective dynamics and that leads to the emergent properties or the behavior of the system.

**Speaker 1** [00:33:30] I like to think of it as outcomes of the system, but.

**Speaker 2** [00:33:33] the way the system behaves.

**Speaker 1** [00:33:35] the way it should be. Ah, this is a second question from our new friend, Ustin. How does our thinking process influence our motivation?

**Speaker 2** [00:33:45] Well, so there's three legs of cognitive science, right? There's emotion, cognition, and conation. Conation is the scientific word for motivation, right, and motivation is simply like what gives you the motive, the motility, the movement, right. So what causes you to move? And our mental models drive that for sure, and our emotions drive that, for sure. Our mental models driver our emotions, and our motions and mental models drive our conation.

**Speaker 1** [00:34:23] whether or not we're motivated.

**Speaker 2** [00:34:25] So, I guess in a pragmatic sense, the answer maybe that he's looking for is, how do you increase motivation? You really take an introspective look at your mental models and whether or not the way you're framing things is motivating you. And if the motivation is low, then you have to change your mental model. And if there's an emotion that's negatively affecting your motivation, then you have to change the mental model that's causing the emotion so that you get a different emotion to affect your motivation. If this is cognition, emotion and conation, this can go direct. This is conation motivation. It can come from here or it can go this way.

**Speaker 1** [00:35:16] Yeah, through all three.

**Speaker 2** [00:35:17] So you could go this way, you can go this, or you can this way direct. There's only two ways to get there. Yes. Those are the two ways. You can change this to change this, or you could change this.

**Speaker 1** [00:35:33] And it just goes to, extends what you've been saying about mental models lead to behavior decisions, emotions, problems. I think we did it.

**Speaker 3** [00:35:43] Nice. That's it.

**Speaker 1** [00:35:44] We've answered them all. I hope other people realize when you come to training camp, you get the chance, the opportunity to talk to us directly through the network and also in podcast episodes where we will actually answer your questions directly with great pride and fun. Yes? Yes. So go to CabreraLab.org, go to training camps, join us, take the opportunity to interact with us, ask us questions. We love it. We love hearing from you. And other than that.

**Speaker 2** [00:36:13] That's.