



EXPERIENTIAL INTELLIGENCE BEFORE ARTIFICIAL INTELLIGENCE

Shared Wisdom Patterns Snapshot (SWPS™) Hotspots of 2D <=> 3D Insight

New Thinking For The New Millennium by Edward de Bono

EXPERIENTIAL INTELLIGENCE (EI)

EI is your VALUES BELIEFS CONVICTIONS® (VBC'S®) personal legacy of a “Senses Driven” ability to perceive & interpret everything you encounter 24/7, your whole life. The SWPS™ 7 series choose & rank thinking tool provides a comprehensonal leap forward in better understanding the influences of life’s EI transitional power, along with the manipulative power on our minds of 2 distinctivte and interactive EI realities.

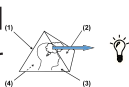
- (1) The constant autonomic (unnoticed) perspective shifting with 2D<=>3D perception of any digital or printed image.
- (2) The merging of human cognitive (intentional) Q&A thought and AI generated Q&A programmed “thought” that creates our thinking identity.

To millions of people, Edward de Bono’s name is synonymous with creativity and new thinking. He is the undisputed world leader in one of the most important fields for the future: “operacy” (the skills of doing) and constructive thinking. De Bono asks, “Who will succeed in the new millennium? Those who rely on traditional thinking, ‘What is it?’ Or those who combine it with new thinking skills, ‘What can be?’” De Bono demonstrates his creative problem-solving, ability to design the future, how to create values to live by, and the development of new ideas. This book also introduces the PMI thinking tool and CoRT program. This focuses on correcting the issue that 90% of thinking mistakes are those of perception, not logic.

HOW TO COMPLETE A SWPS™ SERIES

CHOOSE 4 SWPS PORTRAITS

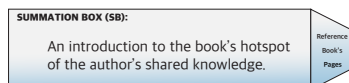
Skim/read the statements positioned around the RTH thinking head clockwise, 1,2,3,4 (or 1-8). Then quickly scan the subject matter (Summation and Conclusion Boxes). If this SWPS Series Portrait has a strong and meaningful appeal to you, mark it as a chosen SWPS in the upper right hand corner. 1st "✓" here to CHOOSE this SWPS ____



CHOOSE 4 SWPS Series Portraits.

Set aside the 3 Portraits you did not select.

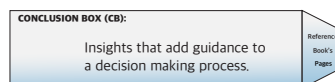
Now reread/reskim the 4 Summation Boxes on the 4 Portraits you chose. **RANK** them 1-4 on page 10 of the SWPS Series Response Report - in the appropriately labeled 2nd row rectangle.



4 CHOSEN SWPS PORTRAIT #'s	SUMMATION BOX (SB's) #'s RANKING	1 2 3 4
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Now reread/reskim the 4 Conclusion Boxes. **RANK** these 1-4 in the second row in their rectangle on the SWPS Series Response Report (page 10).

4 CHOSEN SWPS PORTRAIT #'s	CONCLUSION BOX (CB's) #'s RANKING	1 2 3 4
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RANK Now that you have ranked your SB and your CB boxes on each SWPS Portrait, rank your chosen SWPS Portraits. Use your autonomic and rational reasoning to put them in order Write the numbers of the SWPS you chose in the yellow box on the left, then how you rank those choices in the yellow box on the right.

GAINED INSIGHTS

REASONS Use the space below each SWPS Portrait to capture the insights you gained by completing the 2D<=>3D perspective shifting SWPS Portrait

Gained EI and VBC's insights: _____



RECORD your EI and VBC's thinking patterns on the the last page of the packet, this is your VALUES BELIEFS CONVICTIONS Judgement Pattern Report.

RETAIN your VBC's Judgement Pattern Report for future reflections and to enhance self-awareness that benefits life development.

Go to www.EIB4AI.com/NOWWHAT for further uses and suggestions.



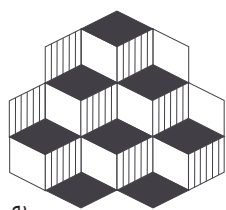
SHARE your recorded patterns with others. Email your 4 SWPS and CR4 Response Report with your comments to **INFO@EIB4AI.COM**



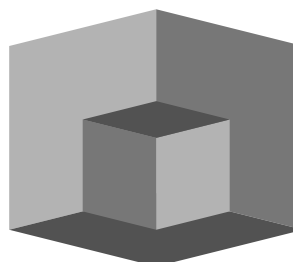
Ready to evolve your reasoning habits in a way that enhances the benefits of using your Experiential Intelligence?

Connect with your self awareness to gain perspectives of your comprehension skills from whole brain, left brain, right brain that evolves complete brain thinking.

**Automatic Shifting
Autonomous Reasoning**

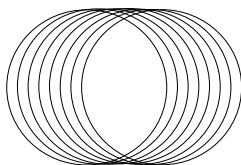


Black and White Cubes:
The figure reverses so that either 6 or 7 cubes are perceived.
(Sensation + Perception Page 321 Figure 17.15b Schiffman)



With continued inspection, the 2D drawing shifts from a cube with a corner missing to a cube in the corner. (Source unknown)

Friendly tip: Turn this page 90° to the right to enable quicker shifting.



Series of Rings: Either end of the series of rings may be seen at the near or far end of a tube.
(Sensation + Perception Pg 321, Fig 17.15d Schiffman)

**Intentional Shifting
Rational/Intuitive Reasoning**

SUMMATION BOX (SB):

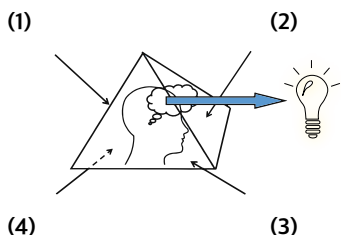
An introduction to the book's hotspot of the author's shared knowledge.

Reference
Book's
Pages

Read statements related to the hotspot topic clockwise, as they go around the 2D<=>3D RTH encapsulated thinking head.

4-sided RTH

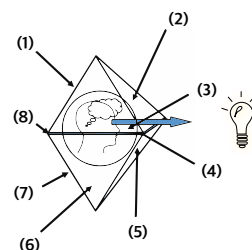
Thinking Head Commentary Collective



The RTH Thinking Head Commentary Collective (4 or 8 sided) transcends 2D<=>3D "this or that" perception habits and escalates a complete brain understanding for viewing. The SB and CB components of the SPWS Portrait allow a left to right brain - back and forth shifting.

8-sided RTH

Thinking Head Commentary Collective



CONCLUSION BOX (CB):

Insights that add guidance to take action or a decision making process.

Reference
Book's
Pages

Retain these "Complete Brain" insights of awareness-shifting as you choose/rank your 4 chosen SWPST™.

Shared Wisdom Patterns Snapshots™ (SWPS™ #1)

Six Thinking Hats

By Edward De Bono

1st “ ✓ ” here to CHOOSE this SWPS ___

Rank given to this SWPS:

1___ 2___ 3___ 4___

Rank this Summation Box: 1___ 2___ 3___ 4___

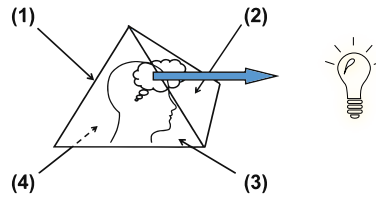
SUMMATION BOX (SB): Education is a system that has evolved to the point where it is no longer capable of further evolution. For example, education is obsessed with literacy and numeracy. Yet “operacy” (the skills of doing) is almost entirely neglected. As soon as a youngster leaves school, that youngster is going to need operacy.

Book's
Page
10

Experience Rational 2D shifting below: read statements clockwise around the RTH encapsulated thinking head.

1. The Socratic idea that “knowledge is all” is nonsense unless it also includes the knowledge of doing.

2. The academic game is a very special game. You're required to take in and remember quite a lot of information.



4. Youngsters who on the retention side have no chance at all in the academic game.

3. You have to store this. Then, on demand, as in examinations, you're required to sort through the stored information and give it back in an ordered and structured manner.

Rank this Conclusion Box: 1___ 2___ 3___ 4___

CONCLUSION BOX (CB): In my experience, however, these youngsters may be very good thinkers. If they are asked to think about something that does not depend on stored knowledge, they perform very well. Indeed, in the thinking lessons, such youngsters surprise their teachers and their classmates. A boy who was regarded as dumb is suddenly seen to be a very good thinker.

Book's
Page
10

Gained EI/VBC's Judgement Insights: _____

Shared Wisdom Patterns Snapshots™ (SWPS™ #2)

Six Thinking Hats

By Edward De Bono

1st “ ✓ ” here to CHOOSE this SWPS ___

Rank given to this SWPS:

1___ 2___ 3___ 4___

Rank this Summation Box: 1___ 2___ 3___ 4___

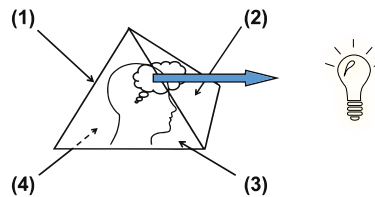
SUMMATION BOX (SB): There are a lot of very talented and highly motivated people in education, possibly more than in any other sector. Yet they are locked into a system and have to follow that system.

Book's
Pages
4-5

Experience Rational 2D shifting below: read statements clockwise around the RTH encapsulated thinking head.

1. In most countries there are examinations and teachers have to prepare students to get through those examinations, and that is what parents expect.

2. It is what students need in order to pass through educational gateways and onward to a successful and financially rewarding life.



4. Traditional subjects and universities may have very little to do with real life.

3. Yet the examinations are in traditional subjects and the have traditionally been set by universities.

Rank this Conclusion Box: 1___ 2___ 3___ 4___

CONCLUSION BOX (CB): Where is the exam for practical thinking? Where is the exam for value creation? Schools and teachers are locked-in to existing exams and the needs of universities. The people who run the system have become experts at running it, so they see no need for change. In any case, change would be very difficult because a change in any one part would put that part out of sync with all other parts. Therefore goodwill and the sense for the need to change amount to nothing.

Book's
Page
12

Gained EI/VBC's Judgement Insights: _____

Shared Wisdom Patterns Snapshots™ (SWPS™ #3)

Six Thinking Hats
By Edward De Bono

1st “ ✓ ” here to CHOOSE this SWPS ___

Rank given to this SWPS:

1___ 2___ 3___ 4___

Rank this Summation Box: 1___ 2___ 3___ 4___

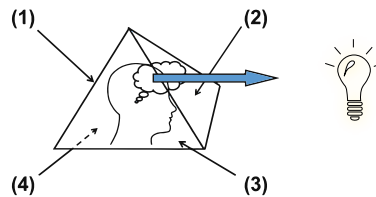
SUMMATION BOX (SB): Education is a sort of pyramid. The purpose is to bring out able youngsters, who will then go on to university and provide the skills and leadership that society needs.

Book's
Page
13

Experience Rational 2D shifting below: read statements clockwise around the RTH encapsulated thinking head.

1. Perhaps we could turn the system around.

2. Perhaps all students should primarily be taught life skills such as operacy (the skills of doing), basic thinking, value creation, and so on.



4. This is equivalent to teaching everyone to walk and then giving special coaching to those who showed an ability to run.

3. The more academically inclined would then be able to take a special path that would flow to university.

Rank this Conclusion Box: 1___ 2___ 3___ 4___

CONCLUSION BOX (CB): This is different from the present system of coaching everyone to run and then neglecting those who are not good at running.

Book's
Page
13

Gained EI/VBC's Judgement Insights: _____

Shared Wisdom Patterns Snapshots™ (SWPS™ #4)

Six Thinking Hats

By Edward De Bono

1st “ ✓ ” here to CHOOSE this SWPS ____

Rank given to this SWPS:

1__ 2__ 3__ 4__

Rank this Summation Box: 1__ 2__ 3__ 4__

SUMMATION BOX (SB): Judgment works on a crystallization of the past. Experiences are crystallized into words and standard situations. In a stable world, the system gets richer and more competent all the time. We learn to discriminate more finely between situations. We improve our standard responses to identified situations. We should get progressively wiser and more clever. To a large extent we have done just this.

Book's
Page
35

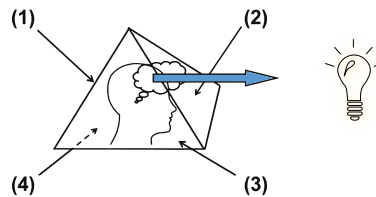
Experience Rational 2D shifting below: read statements clockwise around the RTH encapsulated thinking head.

1. But if the world is not stable, then the standard situation may no longer describe the world around us.

2. Is education really the same in the days of the Internet and digital technology/AI as it was before?

4. Is democracy the same in times of mass media as it was before?

3. Is industrial development the same in times of ecological sensitivity as it was before?



Rank this Conclusion Box: 1__ 2__ 3__ 4__

CONCLUSION BOX (CB): We cannot judge something we do not know. The best we can do is try to break it down into parts we do know. This is a powerful process of analysis, which so dominates education. The difficulty is that the nature of the parts may not indicate the function of the whole. The second way of understanding something we do not know is to compare it to something we do know. New situations are always being compared to historical precedents. Usually the comparison may seem to be plausible, but often there is a superficial and misleading resemblance.

Book's
Page
35

Gained EI/VBC's Judgement Insights: _____

Shared Wisdom Patterns Snapshots™ (SWPS™ #5)

Six Thinking Hats

By Edward De Bono

1st "✓" where to CHOOSE this SWPS ___

Rank given to this SWPS:

1___ 2___ 3___ 4___

Rank this Summation Box: 1___ 2___ 3___ 4___

SUMMATION BOX (SB): Attitudes are gradually built up over time. They arise from role models, from the environment, and from behavior that is rewarded and reinforced. You cannot just switch on an attitude. You cannot "do" an attitude. For example, the attitude involved in taking a balanced view may take years to build up. However, a thinking tool can be learned and used in a few minutes.

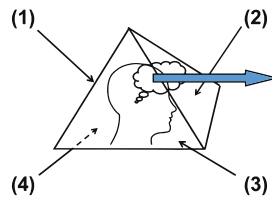
Book's
Pages
40-41

Experience Rational 2D shifting below: read statements clockwise around the RTH encapsulated thinking head.

1. The CoRT thinking program is a tool designed specifically for the direct teaching of thinking as a school subject.

Teaching Yourself to Think by Edward de Bono pages 48,49,50

2. Students practice the tools on a variety of short thinking items. They build up skill in the use of the tools, which can then be used on any other situation. Teachers can quickly learn to teach it and students love it.



4. Here is an example of a CoRT 1 tool "PMI," derived from, Plus, Minus, and Interesting. The PMI system that is taught in schools asks the thinker to scan for the Plus points, then the Minus points, and finally the Interesting points. This result is a quick assessment.

3. The CoRT Program is divided into six sections, each of which deals with one aspect of thinking. CoRT 1 contains certain basic "attention directing" perceptual tools. Each tool is assigned a name so that the tool can be learned and used deliberately. These names have a perceptually useful purpose. The names are derived from the initials of the process that is being requested.

Rank this Conclusion Box: 1___ 2___ 3___ 4___

CONCLUSION BOX (CB): Teaching the PMI, with its acronym, is much more powerful, and quicker, than trying to teach the attitude of the balanced view. Design the game, ask people to play the game, and they will. As a result of playing the game, their perceptions are much improved. As a result of better perceptions, their actions and feelings are more appropriate. There is a huge difference between seeking to teach attitudes and teaching a thinking tool.

Book's
Pages
40-41

Gained EI/VBC's Judgement Insights: _____

Shared Wisdom Patterns Snapshots™ (SWPS™ #6)

New Thinking for the New Millennium

By Edward De Bono

1st “√” where to CHOOSE this SWPS ___

Rank given to this SWPS:

1___ 2___ 3___ 4___

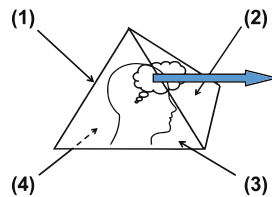
Rank this Summation Box: 1___ 2___ 3___ 4___

SUMMATION BOX (SB): If you want to see current thinking at its worst, scan almost any newspaper or online media. There will be many editorials that mix advocacy with dishonesty. They take things out of context, selecting information to make a point, and explicit dishonesty. Pick out the shading words like “so-called” or “claims,” which are pure expressions of subjective emotions and nothing to do with exploration of the subject.

Book’s
Pages
140-141

Experience Rational 2D shifting below: read statements clockwise around the RTH encapsulated thinking head.

1. Sometimes we set up either/or choices when these are not required. In fact we do not have much choice because the brain is wired to give either/or recognition. Think of those pictures that flip from one interpretation to another but never show both at once; we find it extremely difficult to hold several “maybe” positions in mind at the same time. No doubt biological survival needed strong judgments and decisions, which could then be followed by fast definite action.



4. The brain seeks to adapt to and to learn about the world as it is. How could it adapt to possible future worlds? The better we are at adapting, the less motivated we might be to design changes. To design changes, you need to have a strong sense of value. You also need to have a strong sense of the value that is not there, or insufficiently there.

2. Where are the schools that teach constructive thinking, the most important of all human skills? Where are the schools that teach the skills of doing? Where are the schools that teach how value is created in society; by business, by government, and so on? Education is driven by continuity, not by regard for the needs of individuals or the needs of society.

3. Telephone numbers provide an example of discrimination. You can pick up a telephone in London and choose a number and talk to one person in the United States out of the many millions who live there. This is a superb example of “what is” thinking. To meet new people, however you might have to try the Internet, which opens up possibilities of “what can be” thinking.

Rank this Conclusion Box: 1___ 2___ 3___ 4___

CONCLUSION BOX (CB): “What is thinking” is concerned with truth; “what can be thinking” is concerned with value. There is value in truth. There is value in finding out how the villagers make soup and repeating a recipe. There is also truth in value. If you decide to put Pernod in pumpkin soup, you get a fine new taste. It all depends for which we aim for first.

Book’s
Pages
140-141

Gained EI/VBC’s Judgement Insights: _____

Shared Wisdom Patterns Snapshots™ (SWPS™ #7)

New Thinking for the New Millennium

By Edward De Bono

1st “ ✓ ” here to CHOOSE this SWPS ___

Rank given to this SWPS:

1___ 2___ 3___ 4___

Rank this Summation Box: 1___ 2___ 3___ 4___

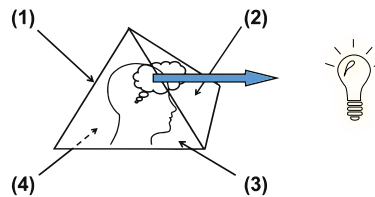
SUMMATION BOX (SB): Our traditional approach to thinking has been extraordinarily limited. We have focused almost entirely on logic when as much as 90 percent of the mistakes of thinking are mistakes of perception. The CoRT Program addresses this deficiency. It is truly astonishing that thinking, the most important skill of all, is not the central subject in all schools. Usually it is not there at all.

Book's
Pages
4-5

Experience Rational 2D shifting below: read statements clockwise around the RTH encapsulated thinking head.

1. Is this because thinking is not considered important?

2. Is this because many people believe that thinking cannot be taught?



4. Is this because we believe academic scores, as a measurement of intelligence, is enough?

3. Is this because we believe we already teach thinking?

Rank this Conclusion Box: 1___ 2___ 3___ 4___

CONCLUSION BOX (CB): Each of these attitudes is seriously out of date. Thinking is very important. Thinking can be taught. The thinking we now teach is limited and insufficient.

Book's
Page
287

Gained EI/VBC's Judgement Insights: _____



AWAKEN YOUR EXPERIENTIAL INTELLIGENCE (EI) THINKING YOUR VBC'S® JUDGEMENT PATTERNS RESPONSE REPORT

New Thinking For The New Millennium by Edward de Bono

USE THE 2 YELLOW SCORING BOXES BELOW TO RECORD YOUR SWPS™ CHOICES AND RANKINGS.

4 OUT OF 7 SWPS™ SERIES CHOICES:

SWPS#___ SWPS#___ SWPS#___ SWPS#___



RANK YOUR 4 SWPS CHOICES

4 OUT OF 7	___	___	#1	
	___	___	#2	RANK
SWPS #	___	___	#3	
	___	___	#4	

NEXT, RANK YOUR SUMMATION BOX and CONCLUSION BOX FOR EACH OF YOUR CHOSEN SWPS™ IN THE PURPLE BOXES.

4 CHOSEN		SUMMATION	1	___
SWPS	___	BOX (SB's)	2	___
PORTRAIT	___	#'s RANKING	3	___
#'s	___		4	___

4 CHOSEN		CONCLUSION	1	___
SWPS	___	BOX (CB's)	2	___
PORTRAIT	___	#'s RANKING	3	___
#'s	___		4	___

EI TRANSFORMS REASONING HABITS

This new method of thinking, “2D <=> 3D perspective shifting,” reveals insights as you record both obvious and hidden judgments while you recognize your choice-making patterns. Ultimately, you’re using your personal legacy of VALUES BELIEFS CONVICTIONS® (VBS's) that influence and define all aspects of your daily identity.

Use your EI Choose-Rank-Reasons-Record-Retain (CR4™) pattern-revealing report to communicate multiple dimensions of meaningful feedback. Articulate new or evolved questions and possible unforeseen answers/solutions, as this SWPS™ series prompts you.

NAME (optional): _____

AFFILIATION (optional): _____

OUR VISION: AN ONLINE SWPS™ PATTERN MATCHUP CENTER

Let’s use AI to discover ways to meet humanity’s needs and provide fulfillment. Together we can compel Change Agents and Influencers to build an online space where SWPS™ are correlated and matched-up by a beneficially focused algorithm. The possibilities for improving mental health at all ages of life are endless and may build an exciting new frontier of hope, positivity, and unity.

Yes! This SWPS™ series created motivation for me to impact social media/digital tech’s future development. I am sending my CR4™ response report & my selected 4 SWPS™ with my feedback/suggestions to the email below.

INFO@EIB4AI.COM