



AWAKEN YOUR EXPERIENTIAL INTELLIGENCE (EI) THINKING NEW THINKING FOR THE NEW MILLENNIUM – EDWARD DE BONO YOUR EI/VBC'S® JUDGEMENT PATTERNS RESPONSE REPORT

ENTER YOUR CHOOSING/RANKING NUMBERS BELOW THAT YOU RECORDED ON
YOUR 4 COMPLETED SWPS™ PORTRAITS LEFT TO RIGHT ORDER 1, 2, 3, 4 BELOW

4 OUT OF 7 SWPS™ SERIES CHOICES:

SWPS# 1 SWPS# 4 SWPS# 5 SWPS# 7

4 CHOSEN SWPS PORTRAIT #'s	<u>1</u> <u>4</u> <u>5</u> <u>7</u>	SUMMATION BOX (SB's) #'s RANKING	<u>1</u> <u>2</u> <u>3</u> <u>4</u>	<u>1</u> <u>5</u> <u>7</u> <u>4</u>
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4 CHOSEN SWPS PORTRAIT #'s	<u>1</u> <u>4</u> <u>5</u> <u>7</u>	CONCLUSION BOX (CB's) #'s RANKING	<u>1</u> <u>2</u> <u>3</u> <u>4</u>	<u>5</u> <u>7</u> <u>7</u> <u>4</u>
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RANK YOUR 4 SWPS CHOICES				
4 CHOSEN SWPS PORTRAIT #'s	<u>1</u> <u>4</u> <u>5</u> <u>7</u>	SWPS PORTRAIT #'s RANKING	<u>1</u> <u>2</u> <u>3</u> <u>4</u>	<u>4</u> <u>1</u> <u>7</u> <u>5</u>

EI/VBC'S® TRANSFORMS REASONING HABITS

This new method of thinking, "2D <=> 3D perception & 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/VBC's 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): WMM

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 motivated 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



NEW THINKING FOR THE NEW MILLENNIUM – EDWARD DE BONO

SHARED WISDOM PATTERNS SNAPSHOTS (SWPS™) HOTSPOTS OF 2D <=> 3D INSIGHT

EXPERIENTIAL INTELLIGENCE (EI) & VALUES BELIEFS CONVICTIONS® (VBC's)

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 comprehensional leap forward in better understanding the influences of life's EI transitional power, along with the manipulative power on our minds of 2 distinctive and interactive EI realities.

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

NEW THINKING FOR THE NEW MILLENNIUM

To millions of people worldwide, Edward de Bono's name is synonymous with creativity and new thinking. He is the undisputed world leader in what may be the most important field of all in the future: constructive and "operacy" (the skills of doing) thinking. In his book de Bono asks: who will succeed in the new millennium? Those who rely on the traditional, centuries-old way of thinking - "what is" - or those who combine it with new thinking skills - "what can be?" De Bono demonstrates his tried-and-true methods of bringing about creative problem-solving, ability to design the future, skills to create values to live by, and the development of new ideas. This book also introduces the PMI thinking tool and CoRT program that focuses on correcting the issue that 90% of thinking mistakes are those of perception, not logic. Edward de Bono's numerous books have been translated and published in 34 languages - many are required reading in schools and universities.

HOW TO COMPLETE A SWPS SERIES™ FOR AWARENESS ENHANCEMENT

CHOOSE 4 SWPS PORTRAITS

chose 1, 4, 5, 7

REASONS NOTES

Skim/read the statements positioned around the RTH thinking head clockwise, 1,2,3,4 (or 1-8). Then scan the content in the Summation Boxes (SB) and Conclusion Boxes (CB) on each SWPS Portrait. Review all 7 SWPS Portraits in this series. Choose your 4 favorite SWPS Portraits and note this in the upper right hand corner of your chosen SWPS Portraits. 1st "✓" here to CHOOSE this SWPS _____

What new interpretive EI/VBC's insights have appeared? Write what you deem important on the feedback lines at the bottom of each chosen SWPS portrait.

EI/VBC's Judgement Insights:

RANK YOUR 4 SWPS PORTRAITS 1-4

Was it more EI self-awareness satisfying NOW to use your evolved complete brain focus as you rank your 4 chosen SWPS Portraits, 1-4, of this series?

Now RANK the 4 Summation Boxes (SB) on the 4 SWPS Portraits you chose.

Rank this Summation Box: 1 2 5 3 7 4 4

Rank given to this SWPS:

14 21 37 45

Now RANK the 4 Conclusion Boxes (CB) on the 4 SWPS Portraits you chose.

Rank this Conclusion Box: 1 5 7 3 1 4 4

RECORD/RETAIN

Now RECORD the choosing/ranking numbers (#'s) from completing this SWPS Series on the Response Report (page 10). RETAIN your 4 chosen SWPS Portraits and Response Report for future reviews to enhance your life success and satisfaction.



SHARE your recorded EI/VBC's Judgement pattern report with others. Email your 4 SWPS and Response Report with your comments to

INFO@EIB4AI.COM

TAKE A MINUTE TO REFLECT

Were you aware of any 2D<=>3D mental "intentional" shifting as you read the RTH Thinking Head statements? Can you recognize if you engaged your whole brain to choose your 4 SWPS Portraits? Were you aware of your EI/VBC's® Judgements forming in your thoughts? Did your reasoning go from left brain to right brain and back and forth as you ranked the SB's 1-4, CB's 1-4, on your 4 chosen SWPS?

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

Shared Wisdom Patterns Snapshots™ (SWPS™ #4)

New Thinking For The New Millennium – 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 ____

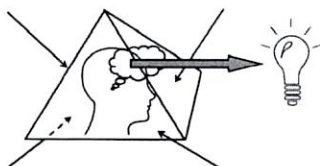
SUMMATION BOX (SB): *CoRT 1 Tool-Scan Plus/Minus/Interesting Points Teaching Assessment*
Judgment works on a crystallization of the past. Experiences are crystallized into words in language and standard situations. In a stable world the system gets richer and more competent all the time. We learn to 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
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Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. But if the world is not stable, then the standard situations from the past 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 communication 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): *Capture/Savor/Preserve "Operacy" Learning Skills of Doing*
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
Page
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*De Bono projects some important questions about our
Gained EI/VBC's insights: rapidly changing daily lives function
on how we maintain operacy. The shells of doing
— especially when it comes to finding a way to
capture and poses examples of how one teaches
Self-Understanding/VBCs that contradict what
AI "intelligence" is doing rather operacy
↓ knowledge*

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

SUMMATION BOX (SB): *CoRT 1 Tool-Scan Plus/Minus/Interesting Points Teaching Assessment*
Education is a prime example of 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.

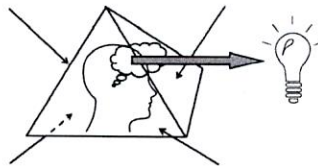
Book
Pages
10, 13



Experience intentional 2D<=>3D 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 are poor on the input or storage 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): *Capture/Savor/Preserve "Operacy" Learning Skills of Doing*
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
Pages
10, 13

*I was a student that "stored" remembered
Academy lesson info different for test recall.
Gained EI/VBC's insights: But the questions of the exams
expanded possibilities of the correct answer, and
using the required answers stored from lessons
did not - for me - really embrace the potential
of the exam question response but cut it short.*

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

SUMMATION BOX (SB): CoRT 1 Tool-Scan Plus/Minus/Interesting Points Teaching Assessment

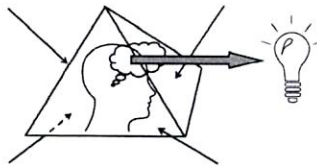
Our traditional approach to thinking has been extraordinarily limited. We have focused almost entirely on logic when as much as 90 percent of the mistakes of thinking are mistakes of perception. The CoRT program (to be "hotspotted" in a future SWPS 7 series) addresses this deficiency. It is truly astonishing that thinking, the most important human skill of all, is not the central subject in all schools. Usually it is not there at all.

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Experience intentional 2D<=>3D 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 are already teaching thinking?

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

CONCLUSION BOX (CB): Capture/Savor/Preserve "Operacy" Learning Skills of Doing
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.

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I learned my "thinking methods" from parent/school rules of proper response. Gained EI/VBC's insights: scripture that was - for me - a state-unspicing way to teach/learn myself. I used field trips - exploring and deciphering lost, ignored people, native american relics of previous eras and then building a story into reality - I learned.

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

SUMMATION BOX (SB): *CoRT 1 Tool-Scan Plus/Minus/Interesting Points Teaching Assessment*
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. But a thinking tool can be learned and used in a few minutes.

Book
 Pages
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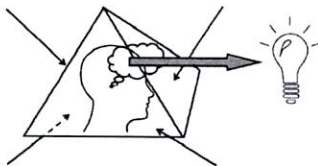


Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

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

Teaching Yourself to Think - 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 situations. Teachers can quickly learn to teach it and students love it.



4. an example of a CoRT 1 tool "PMI". 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 scan.

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 useful perceptual 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): *Capture/Savor/Preserve "Operacy" Learning Skills of Doing Teaching the PMI with its acronyms is very 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 – with ease. 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
 Pages
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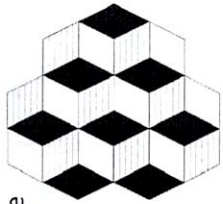
I wonder what a 4th grade class I experienced really accomplished in teaching Gained BI/VBC's insights: the how to be in daily life events with a child's "balanced view" - how could I share/confirm decisions that were shaping their attitudes when parents/classmates/Local community demanded their thinking guidelines



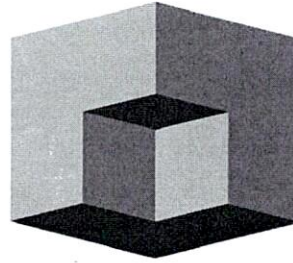
Ready to evolve your reasoning habits in a way that enhances the benefits of using your Experiential Intelligence?

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**

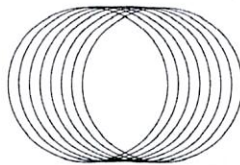


Black and White Cubes:
The figure reverses so that either 6 or 7 cubes are perceived.
(Sensation + Perception Page 321 Figure 17.15b Schiffman)



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):

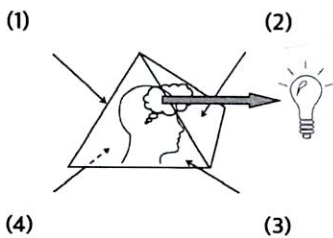
An introduction to the book's hotspot of the author's shared knowledge.

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

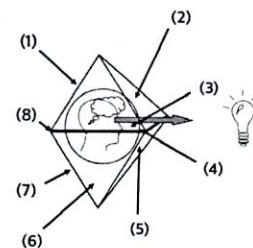
Thinking Head Commentary Collective



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 SWPS™.

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

SUMMATION BOX (SB): *CoRT 1 Tool-Scan Plus/Minus/Interesting Points Teaching Assessment*

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.

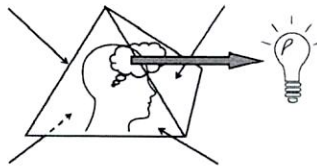
Book
Page
12

no choice

Experience intentional 2D<=>3D shifting below: read statements clockwise around the RTH encapsulated thinking head

1. In most countries there are examinations of some sort in place and teachers have to prepare students to get through those examinations – that is what parents expect.

2. It is what students need in order to pass through the gate ways into a successful and financially rewarding life.



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

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

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

CONCLUSION BOX (CB): *Capture/Savor/Preserve "Operacy" Learning Skills of Doing*

Where is the examination in practical thinking? Where is the examination in value creation? So schools and teachers are locked in by existing exams and by the needs of universities. The people who run the system have grown up with the existing system and 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 the other parts. So goodwill and a sense of the need for change come to nothing.

Book
Page
12

Gained EI/VBC's insights: _____

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

SUMMATION BOX (SB): *CoRT 1 Tool-Scan Plus/Minus/Interesting Points Teaching Assessment*
Education is a sort of pyramid. The purpose is to bring out the more able youngsters, who will then go on to university and provide the skills and leadership that society needs.

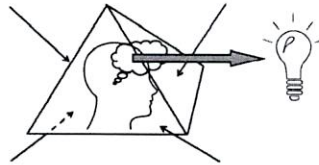
Not chosen

Book
Page
13

Experience intentional 2D<=>3D 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 able and more academically inclined would then be able to take a special stream that would flow on to university.

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

CONCLUSION BOX (CB): *Capture/Savor/Preserve "Operacy" Learning Skills of Doing*
This is different from the present system of coaching everyone to run and then neglecting those who are not good at running.

Book
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13

Gained EI/VBC's insights: _____

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

SUMMATION BOX (SB): CoRT 1 Tool-Scan Plus/Minus/Interesting Points Teaching Assessment

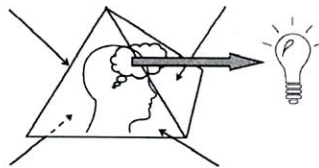
If you want to see current thinking at its worst, scan almost any newspaper or online media publication. There will be many editorials that mix advocacy with dishonesty; taking things out of context, selecting information to make a point, and explicit dishonesty. Pick out the shading words like "so-called"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

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Pages
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Experience intentional 2D<=>3D 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 too much choice because the brain is wired to give either/or recognition – as in 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 judgements and decisions, which could then be followed by fast versus delayed definite action.

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 really 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.



NO
CHOICE

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

3. Telephone numbers provide a fine 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): Capture/Savor/Preserve "Operacy" Learning Skills of Doing
"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 bean 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 on which we aim for first.

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Pages
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Gained EI/VBC's insights: _____
