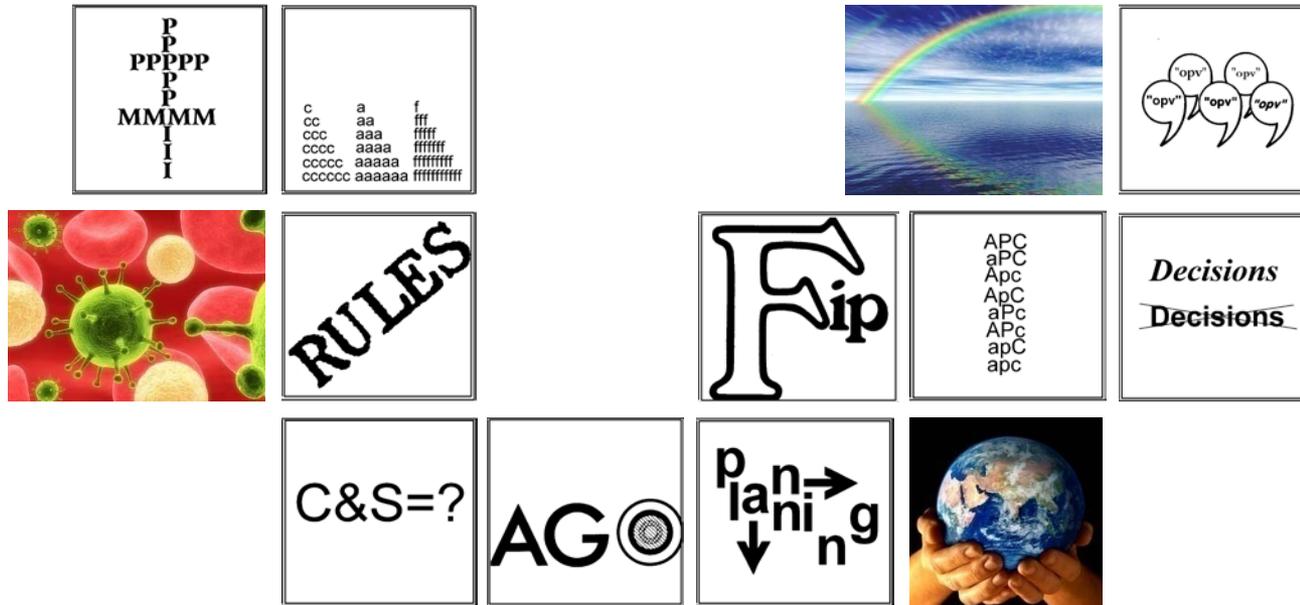


Perceptions Based Reality; Thinking with CoRT

Cognitive Research Trust

Part 1 - Presented by Dale S. Deardorff

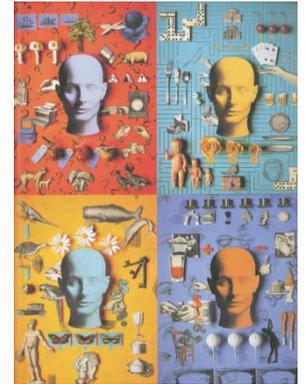


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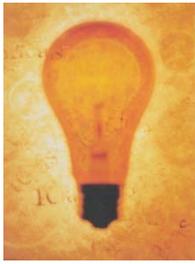
April 23, 2009

Canoga Park, California, USA

Overview

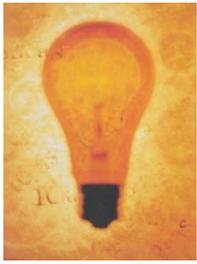


- Introduction
- Edward de Bono
- *CoRT* History
- General Thinking
- *Recognition*
- **Perceptions**
- **Judgments**
- *CoRT* Tools
- *Thinking* Exercise
- [**PMI**] Situation
- [**CAF**] Thinking
- [**RULES**] Action
- Break



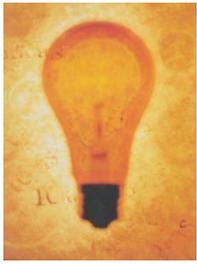
Introduction

- Your **Brain** is the most Important thing you have!
- Lets ask a question.....Then why don't you enjoy using it?
- Because **Thinking** is hard work and serious, and even boring at times!
- **Thinking** has to deal with messy **Situations** in which information is incomplete.



Introduction

- **Thinking** is concerned with exploring our own ideas, experiences and that of others.
- Logic itself is only a device to enable us to see clearly what is implied in the starting ***Assumptions***.
- To be effective, **Thinking** requires an ***Information Base***, it's absurd to Think that if we had enough information it will do our **Thinking** for us.
- In most cases, we have to supplement ***Inadequate information*** by use of our **Thinking Skills**.



Introduction

- The specific purpose of **CoRT** Lessons is to ***Broaden Perceptions*** so that in any Thinking Situation we can see the Obvious, Intermediate and Egocentric.
- **CoRT** stands for Cognitive Research Trust – Initially a research program in Cambridge England constructed with 60 Tools teaching **Constructive Thinking**.
- It encompasses ***Generative & Creative Thinking, Operational*** and ***Constructive Thinking*** methods. Six sections broken into **Breadth, Organization, Interaction, Creativity, Information** and **Feelings & Action**.

Edward de Bono

- Edward de Bono was born in Malta in 1933.
- British Physician, Author, Inventor & Consultant.
- Originator of the term ***Lateral Thinking***.
- Medical Degree from Royal University in Malta.
- Rhodes Scholar at Oxford in Psychology and Physiology.
- Appointed Da Vinci Professor of Thinking in 2005



Edward de Bono



- He has written over 82 books published in 41 languages.
- Spent the last 30 years teaching **Thinking**, including working with Governments, Corporations, Organizations and Individuals.
- Started the World Center for New Thinking based in Malta.
- Argues that most of the problems in **Thinking** are at the **Perceptual Level** by people jumping to the wrong conclusion & then behaving irrationally because all the relevant facts are not known.

CoRT History



- **CoRT** Lessons have been in use since 1970
- A great deal of experience in the ***Direct Teaching*** of **Thinking** has been accumulated.
- **Excitement** and **Novelty** are no substitute for ***Practicality*** and ***Experience***.
- **CoRT** has been heavily used in the US, UK, Ireland, Canada, Australia, New Zealand, Israel and Malta.
- In Venezuela, after a 1 year pilot program, **CoRT** Thinking Lessons have been added on the curriculum of every school in the country.

CoRT History



- The **CoRT** lessons have been designed to be **Practical & Usable** in a wide variety of situations – ranging from the jungles of Venezuela to IBM Corporate Headquarters in Paris.
- They have been used in elite schools & schools in disadvantaged areas.
- The theoretical basis for **CoRT** Thinking is simple and rests on the concept of our mind as a Pattern-Making and Pattern-Using system.
- Like tools on a workbench, they are independent, but can be used in a coordinated manner to achieve a specific purpose.

CoRT History



- **CoRT** encapsulates certain aspects of Thinking in operations that can be looked at Directly and used Deliberately.
- Considering only Part of the Situation – the most common fault in **Thinking** and most *Dangerous*.
- When only part of the **Situation** is considered, and the conclusion is based on limited information, the result can be incomplete Thinking.
- An incomplete **Thinking** situation can not prove the conclusion is wrong by showing an error in the logic because - there is no such error.

CoRT History



- The success of **CoRT** Thinking Tools has depended upon two things:
 - An increasing interest in the teaching of **Thinking** as a basic skill.
 - The Practical nature of the Tools.
- **Thinking** is a skill that can be improved by Focused Attention and the practice of some basic skills.
- The tools are designed to be Simple, Easy to Use and Practical.

CoRT History



- The **CoRT** method involves crystallizing certain aspects of Thinking into definite tools. They are called “Tools” because they can be used in different situations.
- The Tools are independent of the Context of what is being thought about.
- The Tools are neutral – they do not give **Right** or **Wrong** answers. You can look in a direction and see something...or nothing!
- Each Tool stands on its own – they are not part of a interlinked hierarchical system.

CoRT History



BREADTH CoRT MODULE (1-5)

- **Treatment of Ideas (PMI)** – deliberate examination of an idea for good, bad or interesting points, instead of immediate acceptance or rejection
- **Factors Involved (CAF)** – Looking as widely as possible at all factors involved in a situation, instead of only the immediate ones.
- **RULES** – The basic purpose and principles involved, drawing together **PMI** and **CAF**.
- **Consequences & Sequel (C&S)** – Consideration of the immediate, short, medium and long term consequences.
- **Objectives (AGO)** – Picking out and defining objectives, being clear about your own aims and the aims of others.

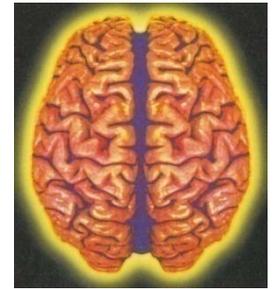
CoRT History



BREADTH CoRT MODULE (6-10)

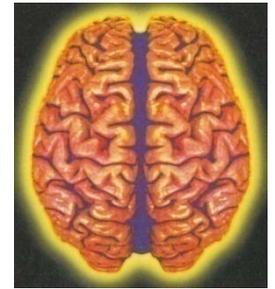
- **PLANNING** – The basic features and processes involved.
- **Priorities (FIP)** – Choosing from a number of different possibilities and alternatives putting priorities in order.
- **Alternatives (APC)** – Generating new alternatives and choices, instead of feeling confined to the obvious ones.
- **DECISIONS** – The different operations involved.
- **Other Peoples Views (OPV)** – Moving out of one's own viewpoint to consider the Points-of-View of all others involved in a situation.

General Thinking



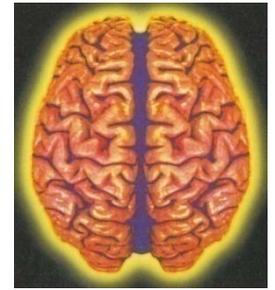
- The **Mind** moves from one thought to another. Each thought in turn becomes the starting point for a new thought.
- The overall result is a haphazard ramble that can stray from the subject being considered.
- **Point-to-Point Drift** - Often the Drift from Idea-to-Idea is very eloquent and each is more reasonable. At first sight it seems well argued but in fact it is nothing more than Drifting.
- **Judge First and Think Later** - This is the tendency to take up a position on a point (prejudice, second hand opinion, instant judgment, whim) and the use of Thinking to defend only that position.

General Thinking



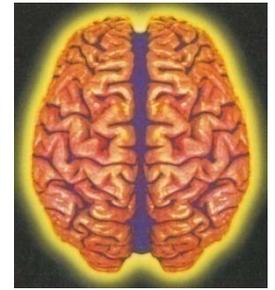
- **Taking Things to Extremes** – This tendency to take things to an extreme is a symptom of a lack of confidence in Thinking. The Thinker flees to a secure, absolute position which prevents them from thinking at all.
- **Subject Thinking** - The subject matter is kept firmly in mind so there is no longer a free drift from idea creating a tendency to move from an Idea back to the Central Subject.
- **Directed Thinking** - The central subject matter is surrounded by a ring of specific directions in which to Direct Thinking. There is much less reliance on Drift. Thinking is more purposeful and the whole Thought can then be explored.

General Thinking



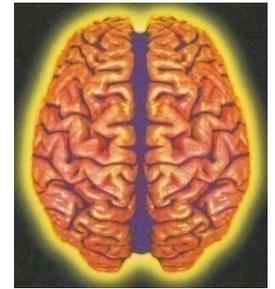
- Some people believe that **Thinking** is just a matter of Intelligence.
- They assume that if you are born with a high IQ, then you can **Think**.
- Many highly intelligent people are poor thinkers.
- They may know how to defend their Point-of-View (POV) , but that is all it is.
- Many people with lower IQ's are much better **Thinkers!**

General Thinking



- Intelligence is like the horsepower of a car.
- A powerful car has the potential to drive at high speeds, but you can have a powerful car and drive it badly.
- Someone with a less powerful car may be a better driver.
- Like the horsepower of a car, Intelligence is just potential. **Thinking** is the driving skill with which each individual drives his or her Intelligence.
- **Thinking** is not a matter of getting the right answer – it's a matter of consciously using your mind, and enjoying using it.

General Thinking



- Anyone can develop a high degree of skill in **Thinking** if they want to – that means making some effort.
- There is no point in expecting schools, or Universities to develop your **Thinking** skill for you.
- When **Thinking** is taught, this is usually of the Analytical and Critical type.
- This is useful, but it is only part of **Thinking** – so its up to YOU!



Recognition

- You get home by following the road you know
- You get thru life by dealing with the things you know
- It would be useful if everything were labeled



Apple



Ship



Fly



Kettle

- In fact most things are labeled, but the labels are supplied in our minds!
- Just as our Minds put labels on all of the things with which we are familiar, so our minds put all of the same label into the same box.



Recognition

Can you guess which of the Four types of mushrooms is **Edible** and which is **Poisonous**?



A



B



C



D

In your groups spend 10 min. discussing it and write down your recommendations – explain WHY you think so!



Perceptions

- ***Perception*** is by far the most important part of **Thinking**.
- ***Perception*** is the way we see the world around us at any particular moment.
- All ***Perception*** is based upon experience.
- ***Perception*** is based on our Mood, our Needs at the moment, and on our **Thinking**.



Perceptions

- If a jury could see clearly whether a defendant was innocent or guilty, it could give its verdict immediately.
- If we could see every situation absolutely clear, and our desires and values equally clear, then there would be no need to **Think**.
- We need **Thinking** to sort things out.....
 - to bring in information
 - to explore the situation
 - to look at things in different ways
 - to challenge our dogmatism
 - to decide what we want to chose.



Perceptions

- **Practical Thinking** occurs in this *Perception* area of trying to see things clearly.
- The brain can only see what it is prepared to see!
- Unless we prepare the Brain by creating possibilities, we are unable to see ***New Patterns*** and ***New Ideas***.

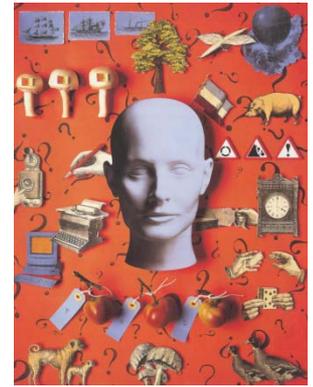
Judgment



- In some ways, ***Judgment*** is the most fundamental operation of Human Thinking.
- In our Minds we have an Idea of how things should be – we then Judge whether something matches this Idea. Recognition is based on ***Judgment***.
- Experience gives us mental pictures of how things work and what happens under different circumstances.
- We then judge whether our actions are “Right” depending on whether these actions fit our Mental Pictures.

Thinking Exercise

The picture shows a triangle of 10 coins, set up your coins to look identical to the pattern



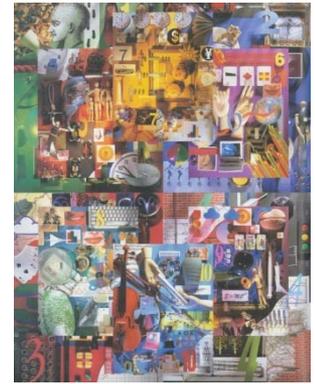
The Triangle is pointing up !



How can you get the Triangle to point down ?

You have 10 min. to move the smallest number of coins you can in order to achieve this – Move only the coins

CoRT Tools



- CoRT Module 1 is “**Breadth**” designed to help facilitate the broadening of perceptions by demonstrating a number of different directions thinking follows.
- Consists of 10 basic tools with the following triggers:

PMI

PLANNING

CAF

FIP

RULES

APC

C&S

DECISIONS

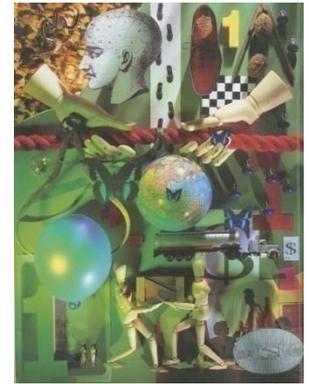
AGO

OPV

What is a Trigger (Not an Acronym) ?



PMI



PMI: THE TREATMENT OF IDEAS

- P = Plus** The good things about an idea - why you like it.
- M = Minus** The bad things about an idea - why you don't like it
- I = Interest** What you find interesting about an idea

- Instead of just saying that you like an idea, or don't like an idea, you can use a **PMI**.
- When you use a **PMI** you give the good points first, then the bad points and then the points that are neither good nor bad but are interesting.
- You can use a **PMI** as a way of treating ideas, suggestions and proposals.



PMI

EXAMPLE:

Idea: All the seats should be taken out of buses.

P: More people can get into each bus.

It would be easier to get in and out.

Buses would be cheaper to make and to repair.

M: Passengers would fall over if the bus stopped suddenly.

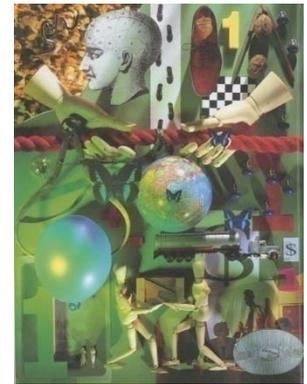
Older people and disabled people may not be able to use buses.

It would be difficult to carry shopping bags or babies.

I: Interesting idea that could lead to two types of buses, one with and one without seats.

Interesting idea that the same bus would do more work.

Interesting idea that comfort may not be so important in a bus.

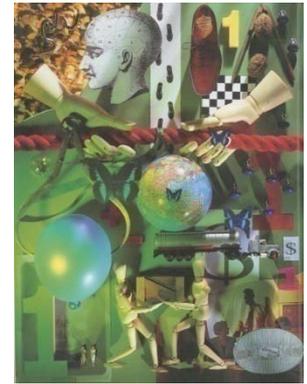




PMI

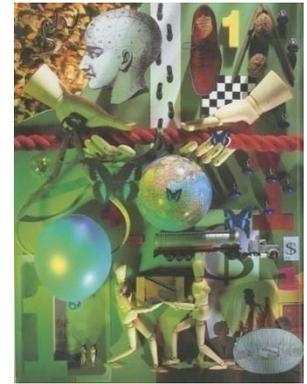
PRINCIPLES:

- The **PMI**, is important because without it you may reject a valuable idea that seems bad at first sight.
- Without a **PMI** you are very unlikely to see the disadvantages of an idea that you like very much.
- The **PMI**, can show that ideas are not just good or bad but can also be interesting if they lead to other ideas.
- Without a **PMI**, most judgments are based not on the value of the idea itself but on your emotions at that time.
- With a **PMI**, you decide whether or not you like the idea after you have explored it instead of before.





PMI



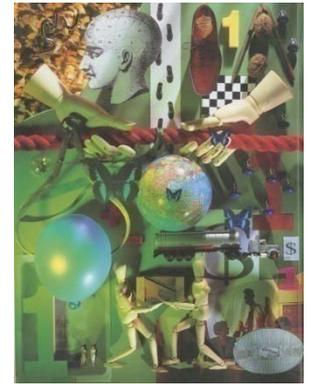
PRACTICE EXERCISE:

Do a **PMI** on the system which allows a lawyer to sue on behalf of a client and then take a percentage of the damages awarded by the courts.

If the lawyer does not win the case, then he charges no fee.



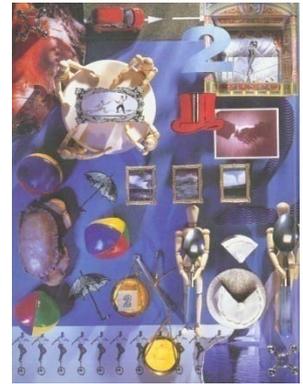
PMI



PROCESS REVIEW:

- When is a **PMI** most useful?
- Does one always look at the good and bad points of an idea?
- Does a **PMI** waste time?
- Is it easy to do a **PMI**?

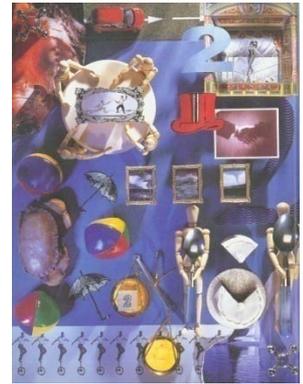
CAF



CAF = Consider All Factors

- When you have to choose or make a decision or just think about something, there are always many factors that you have to consider.
- If you leave out some of these factors, your choice may seem right at the time but will later turn out to be wrong.
- When you are looking at other people's thinking, you can try and see what factors they have left out.

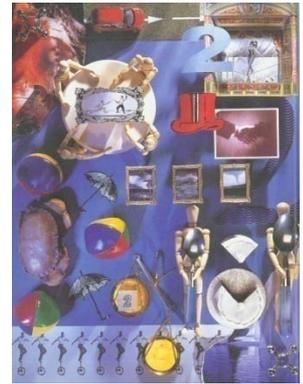
CAF



PRINCIPLES:

- Doing a **CAF** is useful before choosing, deciding or planning.
It is better to consider all the factors first and then pick out the ones that matter most.
- You may have to ask someone else to tell you whether you have left out some important factors.
- If you have left out an important factor your answer may seem right but will later turn out to be wrong.
- If you do a **CAF** on someone else's thinking, you may be able to tell the person what has been left out

CAF



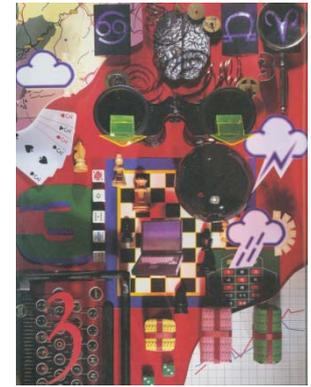
PRACTICE EXERCISE:

Do a full **CAF** on the factors involved for an inventor who has invented a breakfast pill which is very tiny but contains all the food and vitamins you need.

After you have eaten the pill, you do not feel hungry for five hours. Should this pill be allowed?



RULES



- Some **Rules** are made to prevent confusion: for example, the rule that cars must drive on one side of the road.
- Some **Rules** are made to be enjoyed: for example, the rules of football make the game of football.
- Some **Rules** are made by organizations for their own members: for example, the rule that soldiers must wear a uniform when on duty.
- Some **Rules** are made to prevent a few people from taking advantage of everyone else: for example, the rule that you must not steal.
- In general, the purpose of a **Rule** is to make life easier and better for the majority of people.



RULES

PRINCIPLES:



- A **Rule** should be widely known and understood and also possible to obey.
- A **Rule** is not a bad rule just because some people do not like it.
- A **Rule** should work for the benefit of most of those who have to obey it.
- Those who have to obey a **Rule** should be able to see its purpose.
- From time to time, **Rules** should be examined to see if they still make sense.



RULES



PRACTICE EXERCISE:

In most countries, cars are driven on the right-hand side of the road. In Britain, however, they are driven on the left-hand side.

You are a member of a committee which is trying to set up some *Rules* for a suggestion that Britain should change from the left-hand side to the right-hand side to be like other countries.

Can you think of four main *Rules* ?



RULES



PROCESS REVIEW:

- Which *Rules* are good and which are bad ?
- Who makes *Rules* ?
- What are *Rules* for ?
- When are *Rules* useful ?



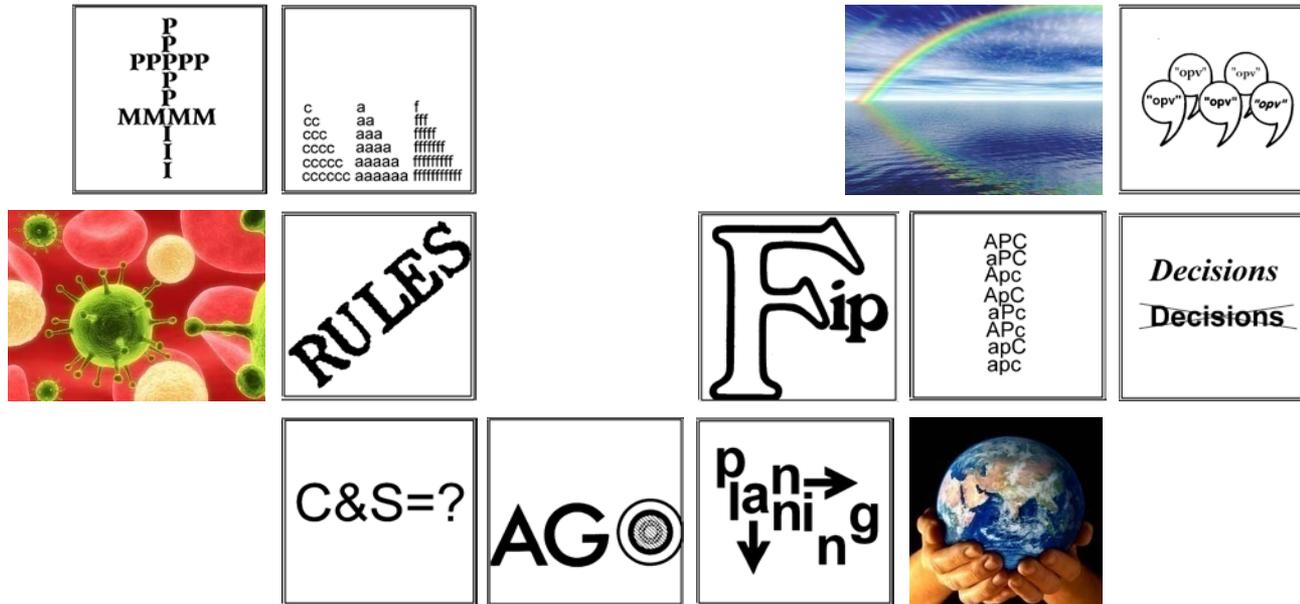
Session Break

- So lets make some **Rules** for the session break ?
- Be back in 1 hour
- Talk to someone from the session you do not know
- Get some fresh air and do something fun
- Come back ready to do a **C&S**

Perceptions Based Reality; Thinking with CoRT

Cognitive Research Trust

Part 2 - Presented by Dale S. Deardorff

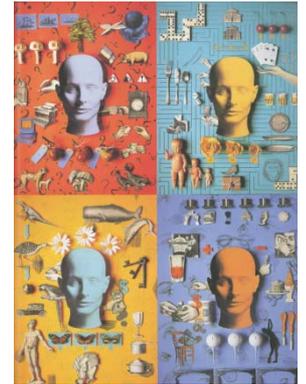


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April 23, 2009

Canoga Park, California, USA

Overview



- **C&S** Tool
- *Judgment* Exercise
- **AGO** Tool
- **PLANNING** Tool
- *Alternatives* Exercise
- **FIP** Tool
- **APC** Tool
- **DECISIONS** Tool
- *Values* and *Feelings* Exercise
- **OPV** tool
- Conclusion
- Next Steps

C&S=?

C&S

C&S = Consequence and Sequel



The invention of the petrol engine made possible automobiles, airplanes, the oil industry and a great deal of pollution.

If all the consequences could have been foreseen at the time, electric or steam engines might have been used in cars.

A new invention, a plan, a rule or a decision all have consequences that go on for a long time.

In thinking about an action, the consequences should always be considered:

Immediate consequences

Short-term consequences (1 - 5 years)

Medium-term consequences (5 - 25 years)

Long-term consequences (over 25 years)



C&S=?

C&S

EXAMPLE:

- A man introduced rabbits to Australia to provide hunting for his friends.
- The immediate consequences were good because his friends had plenty to shoot at.
- The short-term consequences were also good because the rabbit provided an alternative source of meat.
- The medium-term consequences were bad because the rabbit multiplied so much that it became a pest.
- The long-term consequences were very bad because the rabbit spread all over Australia and did a great deal of damage to crops.



C&S=?

C&S



PROCESS REVIEW:

- Do long-term consequences matter?
- If it is not easy to see the consequences, should you bother with them?
- When is it most useful to look at consequences?
- Whose business is it to look at consequences?

C&S=?

C&S



PRACTICE EXERCISE:

A new law is suggested to allow school children to leave school and start earning a living as soon as they want to after the age of 12.

Do a **C&S** on this from:

- 1) the point of view of someone who leaves early
- 2) the point of view of the schools
- 3) the point of view of society in general

C&S=?

C&S

PRINCIPLES:

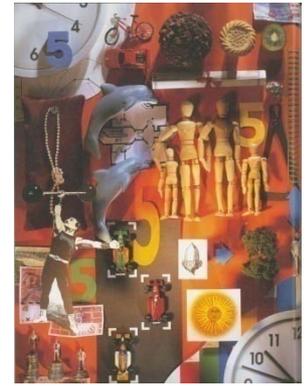
- Other people may be able to see the consequences of your action more easily than you can yourself.
- It is important to know whether the consequences are reversible or not.
- The immediate consequences and the long term consequences may be opposite: immediate consequences may be good and long term consequences bad, or the other way round.
- You should look at the consequences not only as they affect you but as they affect other people as well.
- You should do a full **C&S** before deciding which consequences you should consider.





AGO

AGO - Aims, Goals, Objectives



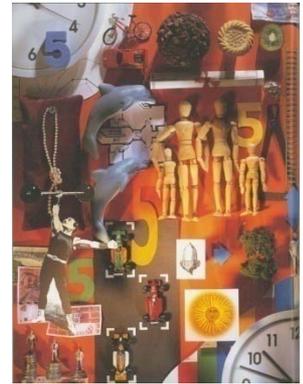
- You can do something out of habit, because everyone else is doing it, or as a reaction to a situation.
- These are all “because” reasons.
- There are times when you do something in order to achieve some purpose of objective. It can help your thinking
- If you know exactly what you are trying to achieve, it can also help you to understand other people's thinking if you can see their objectives.
- In certain situations, the words “aims” and “goals” are more appropriate than objectives, but the meaning is the same.



AGO

EXAMPLE:

- A developer who is building a large new shopping center has the objective of making a profit for his corporation and for himself.
- He also has the objective of putting up a shopping center that will be successful.
- He must have the objective of pleasing the potential shoppers.
- He must have the objective of fitting in with the planning authorities.
- In addition, he has the objective of working so well (on time and within budget) that he will be asked to develop more shopping centers in other places.

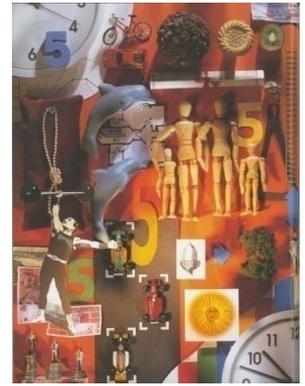




AGO

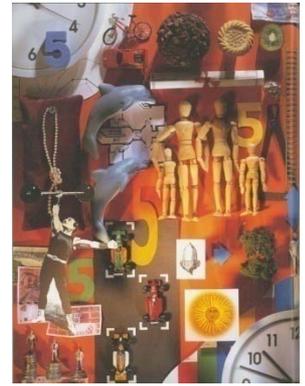
PROCESS:

- Is it always necessary to know your objectives exactly?
- When is it most useful to know the objectives?
- What happens if you do not have objectives?
- How important are other people's objectives?





AGO



PRACTICE EXERCISE:

Do an **AGO** for the following:

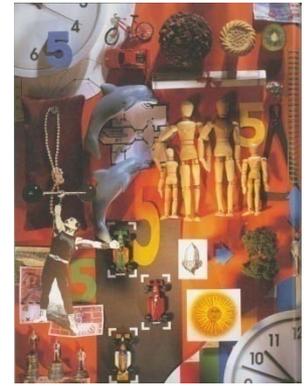
You are the commander of a spacecraft approaching Earth from another planet.

- 1) What different Aim's might you have?
- 2) What different Goals might you have?
- 3) What different Objectives might you have?



AGO

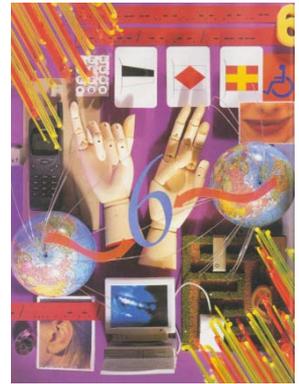
PRINCIPLES:



- If you know exactly what your objectives are, it is easier to achieve them.
- In the same situation, different people may have different objectives.
- On the way to a final objective, there may be a chain of smaller objectives, each one following from the previous one.
- Objectives should be near enough, real enough and possible enough for a person to really try to reach them.
- There may be many objectives, but some are more important than others.



Planning

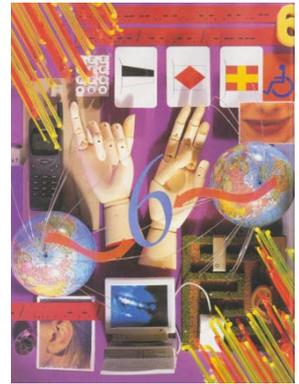


EXAMPLE:

- A general plans how he is going to win a battle.
- A boy plans his holiday.
- A football coach plans how he is going to win a match.
- A family plans a picnic.
- A railway manager plans how to organize the train schedule.
- A girl plans her career when she leaves school.



Planning



PRACTICE EXERCISE:

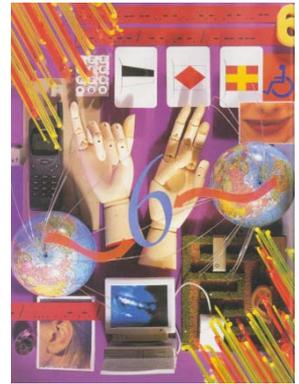
Your objective is to make money.

You have the choice of three of the things listed here:
5 bicycles, a horse, 2,000 old books, one ton of red paint, a printing machine or a recipe for sausages.

Make a plan showing how you would use your choice of the three things.



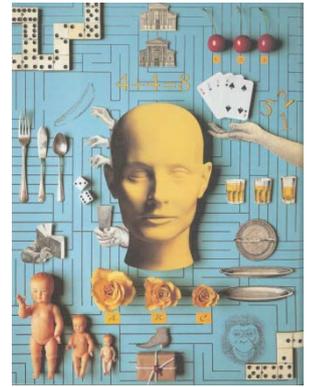
Planning



PRINCIPLES:

- In planning, it is important to know exactly what you want to achieve (**AGO**).
- Always have an alternative plan ready in case anything goes wrong with the first plan.
- The value of a plan depends upon its consequences (**C&S**).
- Keep the plan as simple and direct as possible.
- Consider all factors (**CAF**) very carefully and get as much information as possible before making your plan.

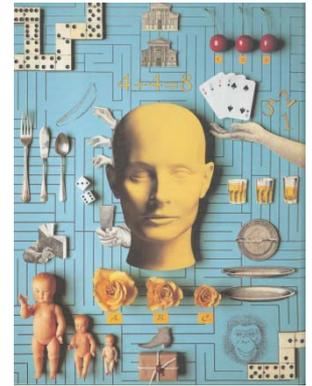
Alternatives Exercise



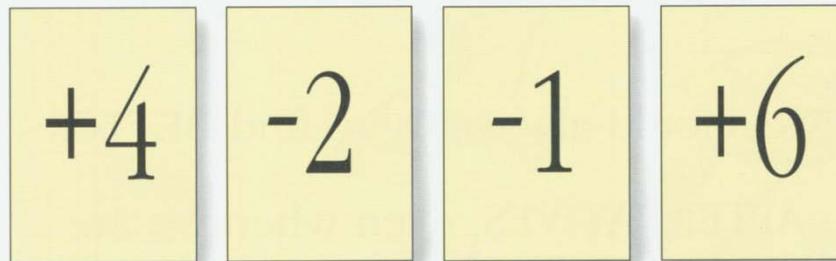
- Sometimes ***Alternatives*** are presented to you, but at other times you have to create **Alternatives**.
- If the **Alternatives** are presented, then all you have to do is choose between them (relatively easy).
- In other cases, you have to create possible ***Alternatives*** first and then choose from them.

Alternatives Exercise

Four tiles containing numbers and either an Addition or Subtraction sign are shown below



Write down (5) five different ways in which you could reach a total number of 22



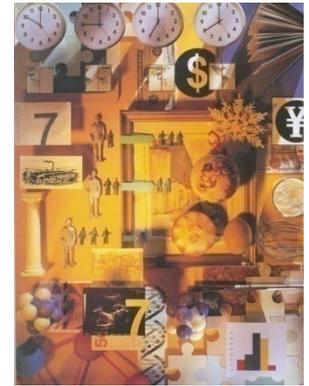
You can try using each number as often as you like.

For instance you could use +4 six times and then use -2 once.



FIP

FIP - First Important Priorities

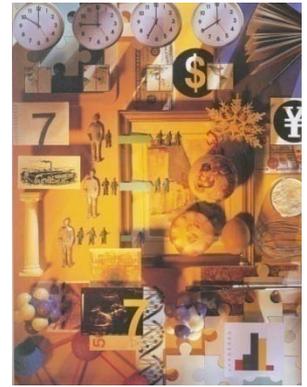


- Some things are more important than others. Some factors are more important than others.
- Some objectives are more important than others. Some consequences are more important than others.
- In thinking about a situation, after you have generated a number of ideas, you have to decide which ones are the more important ones so that you can do something about them.
- After doing a **PMI**, **CAF**, **AGO** or **C&S**, you can do an **FIP** to pick out the most important points: the ones you have to give priority to and deal with first.



FIP

EXAMPLE:

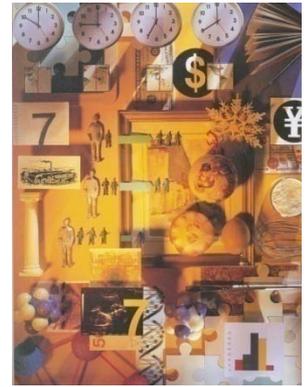


- Someone wants to borrow some money from you.
- From the different factors, you pick out the following as being priorities.
- Do you have the money?
 - Can you afford to lend it?
- Do you trust the borrower?
 - When will the borrower pay it back?



FIP

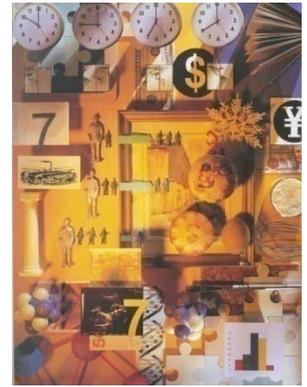
PROCESS:



- Are priorities natural or should you make a special effort to choose them?
- Are the priorities always obvious?
- When is it most useful to find priorities?
- How do you choose priorities?



FIP



PRACTICE EXERCISE:

A nineteen year-old boy wants to spend a year traveling around Africa.

He asks his parents for some money.

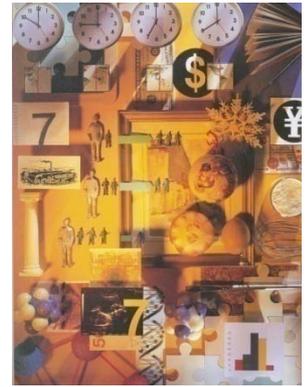
What should their priorities be in deciding whether to help him or not?

Give the top three priorities.



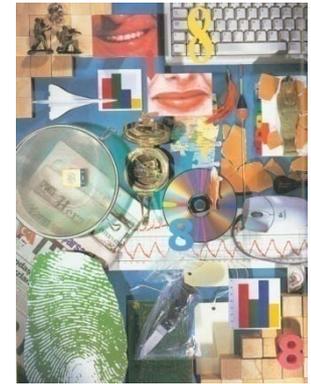
FIP

PRINCIPLES:



- It is important to get as many ideas as possible, and then to start picking out the priorities.
- Different people may have different priorities in the same situation.
- You should know exactly why you have chosen something as a priority.
- If it is difficult to choose the most important things, then try looking at it from the other direction: drop out the least important and see what you are left with.
- The ideas not chosen as priorities must not be ignored. They too are considered - but after the priorities.

APC

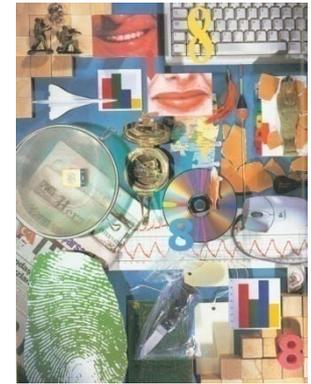


APC = Alternatives, Possibilities, Choices

- When you have to make a decision or take action, you may at first think that you do not have all the choices at your disposal.
- But if you look for them, you may find that there are more alternatives than you thought.
- Similarly, in looking at a situation, there are always obvious explanations.
- If you look for them, you may find that there are possible explanations that you had not thought of.



APC



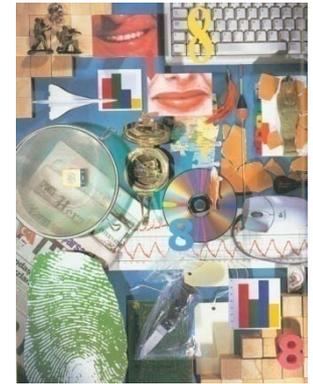
EXAMPLE:

A car is found in a ditch and the driver is deceased. What could have happened?

- APC:** The driver had a heart attack or fainted.
- The car had a puncture, blow-out or mechanical failure.
- The driver was drunk.
- The driver misjudged the curve of the road.
- The driver was attacked by a wasp and lost concentration.
- The driver fell asleep.
- The driver was murdered and then placed in the crashed car
- The driver was on their cell phone.

APC

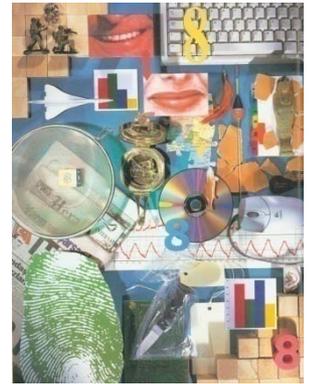
PROCESS:



- What is the point of looking for more alternatives?
- How do you tell which is the most likely or best alternatives?
- When do you stop looking for other possibilities?
- When is it most useful to find new choices?

APC

APC
aPC
ApC
ApC
aPc
APc
apC
apc



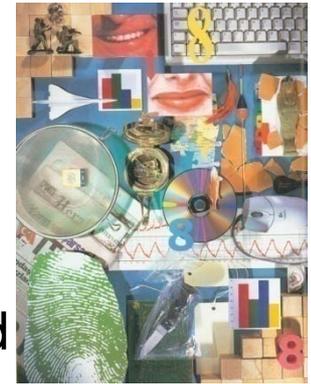
PRACTICE EXERCISE:

In the state of California, fewer people want to be scientists.

What possible explanations are there for this and what possible action can be taken?

APC

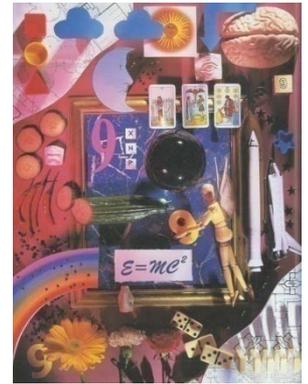
PRINCIPLES:



- If you cannot think of any alternatives yourself, you should ask someone else.
- You go on looking for alternatives until you find one that you really like.
- There is almost always an alternative, even if there does not appear to be one at first.
- You cannot know that the obvious explanation is best until you have looked at some others.
- To look for alternatives when you are not satisfied is easy, but to look for them when you are satisfied requires a deliberate effort.

Decisions
~~Decisions~~

Decisions

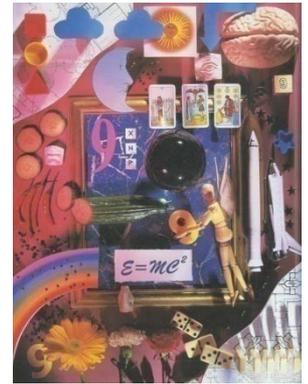


PROCESS:

- Why are some decisions easier than others?
- What are the most important things to **Think** about in making a decision?
- How can you tell that the decision you have made is the right one?
- Is it better to think about decisions or just to make them and see what happens?

Decisions
~~Decisions~~

Decisions



PRACTICE EXERCISE:

The head of a big International business is kidnapped, and the kidnappers demand a large sum of money for his release.

The local police know that if the money is given, then other people will be kidnapped for money.

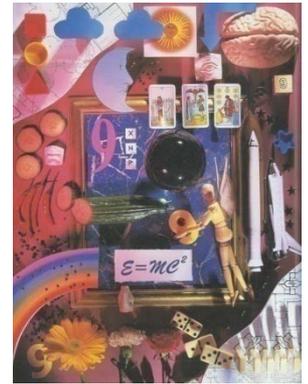
If the money is not given, the man will be killed.

How should the *Decision* be made?

What *Decisions* could you make?

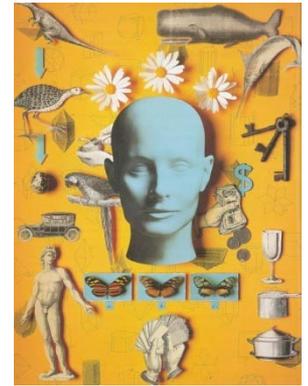
Decisions

PRINCIPLES:



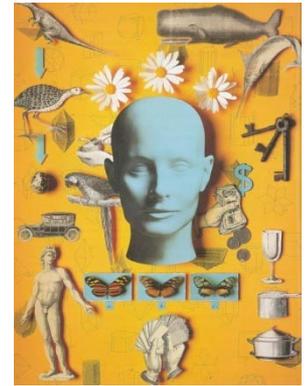
- You should always tell yourself the real reason behind any *Decision* you make.
- It is important to know whether a *Decision* can be reversed after it has been made.
- Not making a *Decision* is really making a decision to do nothing.
- *Decisions* are very difficult to make if you are not prepared to give up something in order to gain something.
- In making a *Decision*, you should consider all the factors (**CAF**), look at the consequences (**C&S**), be very clear about objectives (**AGO**), assess the priorities (**FIP**), and find all the possible alternatives (**APC**).

Values & Feelings Exercise



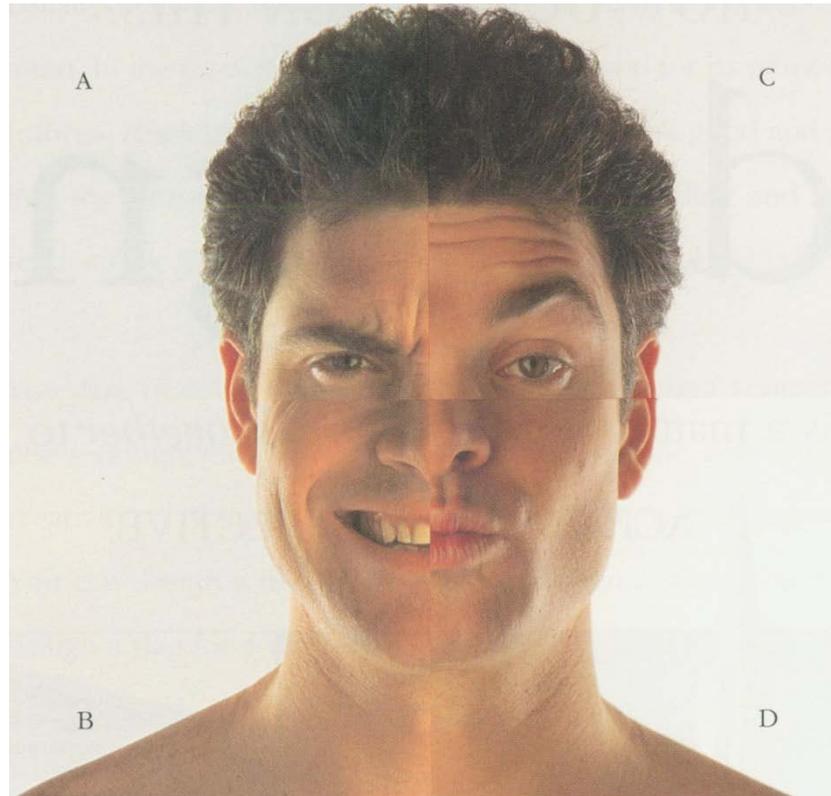
- There are at least two (2) big problems with **Values** and **Feelings**.
- The first problem is that your **Values** and **Feelings** may not agree with the **Values** and **Feelings** of other people.
- The second problem with **Values** and **Feelings** is that something that has a high value at the moment might have a negative value.

Values & Feelings Exercise



Look at the four quarters of this face...

What is your first impression?



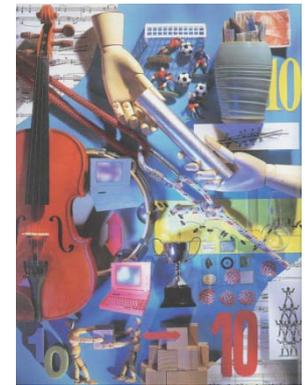
Try to identify the different feelings that are being expressed

A.....B.....C.....D.....



OPV

OPV = Other People's Views

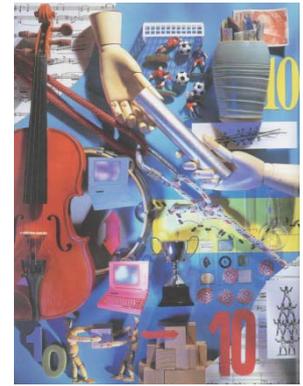


- Many thinking situations involve other people.
- What these other people think is just as much part of the situation as the factors, the consequences, the objectives etc.
- These other people may have a very different viewpoint.
- Although they are in the same situation, they may look at things very differently.
- It is a very important part of thinking to be able to tell how other people are thinking; trying to see it from another person's point of view is what doing an **OPV** is all about.



OPV

EXAMPLE:



A salesperson is trying to sell you a used sports car.

The salesperson's point of view is to show you how sharp it is,

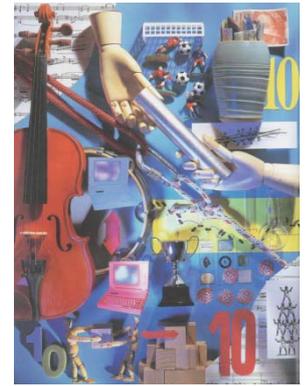
- how powerful the engine,
- the new tires,
- how it suits you,
- what a good buy it is.

Your point of view is to see whether it has been in a crash, how much spare tires cost, how worn are the parts, how much fuel it uses, how it compares to other cars you have seen.



OPV

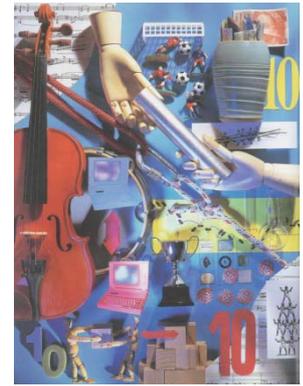
PROCESS:



- Is it easy to see other viewpoints?
- Whose point of view is right if two points of view differ?
- If other people cannot see your point of view, should you bother about theirs?
- Why is it necessary to see someone else's viewpoints?
- Should your action be based on your own viewpoint or someone else's as well?



OPV



PRACTICE EXERCISE:

A boy refuses to obey his teacher in class.

The teacher reports the boy to the principal who suspends him.

The boy's parents object.

What are the viewpoints of:

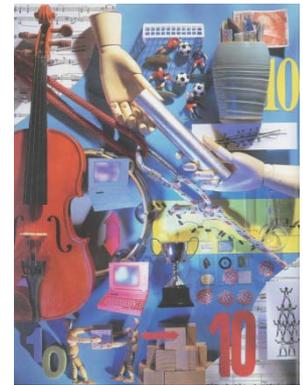
- 1) the boy
- 2) the teacher
- 3) the principal
- 4) the parents
- 5) his classmates



OPV

PRINCIPLES:

- You ought to be able to see the other point of view whether you agree with it or not.
- Every point of view may be right for the person holding it, but not right enough to be imposed on others.
- Different people have different positions, backgrounds, knowledge, interests, values, wants etc., so it is not surprising that in the same situation viewpoints may differ greatly.
- Try to see whether the other person can see your viewpoint.
- Be able to articulate the differences and similarities between viewpoints.



Conclusion



- The understanding of Tools is not the same as the use of a Tool.
- You may understand how a chisel works and yet be a poor artist.
- You may understand how a frying pan works and be poor at cooking
- The whole of this session is directed towards the idea that understanding has to come first and then use will follow.
- The important point is that CoRT operations are Tools to Direct Attention – which can be subjective and as individual as each one of you.



Next Steps

So what's next..?

- Establish Timed Sequences that understand the final objective and create Thinking Modules.
- We have established 10 “Trigger Labels” for thinking actions which can improve your focused thinking in defining areas to clearly understanding the values and objectives of any situation.
- PRACTICE - PRACTICE - PRACTICE
- By practicing the CoRT Perception Tools deliberately you can make the basic operations of Thinking second nature so they can be carried out automatically, smoothly and without fuss or effort.