

**What part of this do you want in
your work plan and where?**

I am Right, You are Wrong

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□ Our thinking system

▲ Some of the topics that are covered in this book are listed below:

- Why humour is the most significant characteristic of the human brain and why humour has always been neglected by classical philosophers.
- Why, contrary to our traditional view, the brain may be a very simple mechanism acting in a highly complex way.
- The very important difference between our usual 'passive' information systems and 'active' information systems.
- Why the very excellence of language for description has made language so crude and inefficient for perception.
- Why we are able to see only what we are prepared to see.
- Why it may be much easier to learn things backwards rather than forwards.
- How patterns have both broad catchment areas and also knife-edge discrimination.
- Why the classical thinking traditions of truth and reason that we inherited from the Greeks may have set civilization on the wrong track.
- How we became, and remain, so very obsessed with history.
- Why I call our traditional reasoning 'table-top' logic.
- How we can have been so successful in technical matters and yet made so little progress in human affairs.
- Why the analysis of data cannot by itself produce new ideas and is even unlikely to discover the old ideas in the data.
- How we can move from the behaviour of a neurone in a neural network to the behaviour of the mind in politics, economics and world conflict.
- How we can have a patterning system and yet enjoy free-will.
- Why we have completely failed to understand creativity and why something that is logical in hindsight may be inaccessible to logic in foresight.
- Why logical argument has never been successful at changing prejudices, beliefs, emotions or perceptions. Why these things can be changed only through perception.
- How beliefs are cheap and easy to set up in a self-organizing system and how they provide the only perceptual truth.
- How traditional logic has trapped us with the righteousness of its absolutes.
- How we can design specific creative tools that can be used deliberately to generate new ideas.
- Why there may not be a reason for saying something until after it has been said - the logic of provocation which is mathematically necessary in a patterning system.
- How a simple, randomly obtained, word can be so powerful a creative tool.
- Why there is an urgent need to create many new words to help our thinking.
- Why there is a need for the functions (such as zero-hold) carried by the new word 'po'.
- Why the established scientific method and its call for the most

'reasonable' hypothesis is perceptually faulty.

- How the Laffer curve (more is better) is such a problem in our traditional thinking.
- Why our cherished argument mode sets out to provide motivated exploration of a subject but soon loses the 'exploration'.
- Why our underlying model of progress - evolution through muddling along - is bound to be ineffective.
- Why philosophy can never again be more than a word-game unless we take into account the system behaviour of the human mind.
- Why the false dichotomies we constructed in order to operate the logic principle of contradiction have been so especially disastrous.
- Why poetry and humour both illustrate so well the logic of perception, which is different from the logic of reason.
- Why we left perception to the realm of art and why art has done such a poor job.
- Why truth is best described as a particular constellation of circumstances with a particular outcome.
- How we may eventually derive a new ideology from information technology just as Karl Marx derived one from the steam-engine technology of the industrial revolution.

▲ Summary of Practical Outcomes

- At this point we have reached the end of a progression which had the following stages:
 - ★ 1. A look at the self-organizing model of the

brain and a contrast between self-organizing information systems and table-top systems.

- ★ 2. A look at how the behavior of perception arises directly from the behavior of self-organizing systems.
 - ★ 3. A look at the impact of an understanding of perception on our traditional thinking habits and their defects.
 - ★ 4. A look at thinking in society and its institutions.
- I would now like to pull together and summarize in this section some of the practical outcomes of this exercise. There are many, ranging from the very specific (such as creativity tools) to the more general (such as concern with the deficiencies of language). Some of the points are simple but others open up huge areas of further consideration. To repeat a point I have so often made in this book, I have not set out to provide all the answers but to indicate that these matters now need very serious attention. There are other points implicit in the book which I have not listed here but which individual readers will note and consider.
 - The practical outcomes fall into two broad areas:
 - ★ 1. Practical points arising directly from our understanding of the nature of perception.
 - ★ 2. Defects in our traditional thinking habits made visible by our understanding of perception.
 - Complacency
 - ★ The most astonishing thing is our remarkable complacency and self-satisfaction with our traditional thinking systems. We are so locked into

table-top logic that it has almost become a belief system. We can see the world only in these terms, so that what we see reinforces our way of looking. We are so bemused with the success of our thinking in technical matters that we account for its relative failure in human affairs by saying that these matters are simply intractable owing to the perversity of human nature.

- ▲ The Need for More Effort and Attention
 - We need to pay far more attention to our thinking systems and the matters that have been considered in this book. This is the most fundamental of human concerns (the very nature of our thinking) and yet the most neglected. After many years I moved out of the academic area (Oxford, Cambridge, London, Harvard) because it was not possible to find a way of pursuing these matters. This is because they do not fit into psychology or philosophy or mathematics, but cut across many disciplines.
- ▲ System Basis
 - For the first time in history we have a system model for the brain. This is the self-organizing model described simply in this book. This reopens the whole area of thinking and perception in particular. We can now see how the brain might be a simple mechanism that is capable of behaving in the complex ways we know as mental activity.

- ▲ Traditional Philosophy Is Dead
 - Traditional philosophy can continue only as a word-game. Many philosophers had come to this conclusion anyway. In future philosophers will need to have a good understanding of systems behavior and different models of information systems, in particular self-organizing systems. Anything else is just the exploration of the inadequate words we use to describe things we do not understand.
- ▲ Perception
 - Our understanding of the difference of behavior between passive information systems and active (self-organizing) systems allows us for the first time to explore perception, as I have been doing in this book. We can begin to understand the logic of perception. With an understanding of this logic we can look forward to big changes in human affairs.
- ▲ Mental Illness
 - The self-organizing model of the brain can give us new insights into mental illness. For example in paranoia there is an 'excess of meaning'. In schizophrenia there is 'disorganized meaning'. In autism there is a 'lack of meaning'. In the model we can pinpoint the defects that could give rise to this type of behavior. At any of these points a defect would give rise to what we see in that type of mental illness. For any type of aberrant behavior there may be many possible points. And at any of these points a number of things might be wrong. But we can move from the purely descriptive to the hypothesis stage and begin to test different approaches.
- ▲ Free-Will

- We can begin to understand the physiological basis of such matters as free-will. We can begin to understand how it is possible to be free in a deterministic system. This has profound implications. For example it may sometimes make sense to punish offenders even if they could not help what they were doing. This is totally contrary to our ideas of justice.
- ▲ Evolution for Change
 - We need seriously to reconsider our traditional model of evolution for progress. For many reasons this is grossly inadequate. For example, in order to go forward we may need to take to pieces existing concepts so that the elements may be recombined in different ways. Paradigm shifts also require this type of change.
 - Our complacency within the evolution model has made us rely on critical thinking, argument and problem-solving as methods of change. All these are flawed and limited in their effectiveness.

Teach your child how to think

- ☐ Part one
 - ▲ This book is not for you if believe...
 - ▲ Introduction: Why we need new thinking about thinking
 - ▲ Note about the author
 - ▲ How to use this book
 - ▲ Age and ability
 - ▲ Thinking behavior
 - ▲ The nature of thinking
- ☐ Part two
 - ▲ Carpenters and thinkers
 - ▲ Attitudes
 - ▲ The six thinking hats
 - Introduction
 - White hat thinking and red hat thinking
 - Black hat thinking and yellow hat thinking
 - Green hat thinking and blue hat thinking
 - Six thinking hats in sequence
 - ▲ Outcome and conclusion
 - ▲ Forward or parallel
 - ▲ Logic and perception
 - ▲ CAF: Consider all factors
 - ▲ APC: Alternatives, possibilities, choices
 - ▲ Values
 - ▲ OPV: Other people's views
 - ▲ C & S: Consequence and sequence
 - ▲ PMI: Plus, minus, and interesting
 - ▲ Focus and purpose
 - ▲ AGO: Aims, goals, objectives
 - ▲ FIP: First important priorities
 - ▲ First review section
- ☐ Part three
 - ▲ Broad and detail
 - ▲ Basic thinking operations
 - ▲ Truth, logic, and critical thinking
 - ▲ Under what circumstances?
 - ▲ Hypothesis, speculation, provocation
 - ▲ Lateral thinking
 - ▲ Provocation and Po
 - ▲ Movement
- ▲ The random word
- ▲ Second review section
- ▲ Principles for thinking
- ☐ Part four
 - ▲ Structures and situations
 - ▲ TO/LOPOSO/GO
 - ▲ Arguments and disagreements
 - ▲ Problems and tasks
 - ▲ Decisions and choices
 - ▲ Third review section
- ☐ Part five
 - ▲ Newspaper exercises
 - ▲ The ten minute thinking game
 - ▲ The drawing method
 - ▲ Final word
- ☐ Appendix
 - ▲ Thinking clubs

de Bono's Thinking Course

- Note on Author
 - ▲ The leading authority in the world on the direct teaching of thinking as a skill
 - ▲ "Thinking about thinking"
 - ▲ Lessons widely used in
 - ▲ Background
 - ▲ Invented lateral thinking
- Author's note
 - ▲ Most people think their thinking is pretty good
 - ▲ Improving thinking skill
 - ▲ Wisdom vs. cleverness
 - ▲ Thinking is the ultimate human resource
 - ▲ Summary
- Thinking as a skill
 - ▲ Intelligence and genes
 - ▲ Intelligence and education
 - ▲ The intelligence trap
 - ▲ Practice
 - ▲ Education
 - ▲ Critical thinking
 - ▲ Perception
 - ▲ The tool method
- The PMI
 - ▲ Scan
 - ▲ Interesting
 - ▲ Use of the PMI
 - ▲ Two steps
 - ▲ Practice
- Alternatives
 - ▲ About alternatives
 - ▲ The APC
 - ▲ Situations in which we may want to "do an APC"
 - ▲ Practicality
 - ▲ Alternatives and creativity
 - ▲ Exercises for APC
- Perception and patterns
 - ▲ Perception
 - ▲ Crossing the road
 - ▲ Pattern making
 - ▲ How patterns are formed
 - ▲ The use of patterns
 - ▲ Exercise
- Lateral thinking
 - ▲ Progress
 - ▲ Pattern changing
 - ▲ Humor
 - ▲ Hindsight and insight
 - ▲ Creativity and lateral thinking
 - ▲ Lateral thinking as process
 - ▲ Judgement and provocation
 - ▲ The word "po"
 - ▲ The steppingstone method
 - ▲ The escape method
 - ▲ The random stimulation method
 - ▲ General use of lateral thinking
 - ▲ The logic of lateral thinking
- Information and thinking
 - ▲ Operacy
 - ▲ Experience scan
 - ▲ CAF
 - ▲ C & S
 - ▲ Dense reading and dense lighting
 - ▲ Logic
 - ▲ Getting more information
 - ▲ Questions
 - ▲ Experiments
 - ▲ Selecting information
 - ▲ FI-FO
 - ▲ Two uses
- Other people
 - ▲ Most thinking has to do with other people
 - ▲ The problem of the clash system
 - ▲ Exlectics
 - ▲ EBS (Examine Both Sides)
 - ▲ ADI (Agreement, Disagreement, Irrelevance)
 - ▲ Logic-bubbles
 - ▲ OPV
 - ▲ Constructive Design
 - ▲ Negotiation
 - ▲ Communication
- Emotions and values
 - ▲ Gut feeling and thinking
 - ▲ Emotions at three points
 - ▲ Changing feelings
 - ▲ Values
 - ▲ HV and LV
 - ▲ Value-laden words
 - ▲ Awareness
- Making decisions
 - ▲ Decision preframe
 - ▲ Generation of alternatives
 - ▲ Values and priorities
 - ▲ Decision methods

- ▲ Decision postframe
- ▲ Emphasis on fit
- ▲ The future
- ☐ Thinking and doing
 - ▲ Operacy
 - ▲ Three ways of doing things
 - ▲ Setting objectives
 - ▲ AGO
 - ▲ Targets
 - ▲ Strategy and tactics
 - ▲ Course of action
 - ▲ If-box method
 - ▲ Planning
 - ▲ The terrain
 - ▲ People
 - ▲ Risks
 - ▲ Constraints
 - ▲ Resources
 - ▲ Future
 - ▲ Business and daily life
- ☐ Deliberate thinking
 - ▲ What can one do about developing thinking as a usable skill?
 - ▲ Self-image
 - ▲ Time discipline (two to four minutes for thinking about an item)
 - ▲ Harvesting
 - ▲ Thinking about thinking
 - ▲ Thinking structures
 - ▲ Deliberate practice of thinking
 - ▲ Thinking clubs
 - ▲ General thinking skills
 - ▲ Formal and informal
- ☐ Summary
 - ▲ Matters of understanding, appreciation, putting things in perspective, undoing misconceptions and attempting to trigger insights into thinking
 - ▲ Creation of new words
 - ▲ Descriptive phrases
 - ▲ Specific tools
 - ▲ Practice
- ☐ Reference

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<http://www.edwdebono.com/course/index.htm>

* Part 1: Basic Thinking Tools

- ❑ 1. Are you a thinker? This section looks at your self image as a thinker and at thinking skills
- ❑ 2. P.M.I.
 - ▲ Analysis of Plus, Minus and Interesting points.
 - ▲ This is a powerful tool for considering new ideas
- ❑ 3. A.G.O.
 - ▲ The examination of Aims, Goals and Objectives.
 - ▲ A.G.O. is used to clarify thinking , for example, when considering new initiatives
- ❑ 4. CAF
 - ▲ CAF involves a structured process to the Consideration of All Factors.
 - ▲ It is often used when considering situations prior to developing ideas.
 - ▲ CAF helps ensure that no possibilities have been overlooked.
- ❑ 5. O.P.V.
 - ▲ O.P.V. is an extension of CAF that gets you to consider Other People's Views.
 - ▲ Almost any thinking activity involves other people, at least indirectly: choices, decisions, plans, and so forth.
 - ▲ O.P.V. tries to get the thinker inside the heads of those involved.
- ❑ 6. FIP
 - ▲ FIP is a basic tool like the others.
 - ▲ It provides a deliberate instruction to you (or to others) to focus directly on priorities (in general or at a particular moment).
 - ▲ FIP stands for First Important Priorities.
- ❑ 7. A.P.C.
 - ▲ A.P.C. is another of the convenience tools that we can use with ourselves or with others in order to direct our minds to carry out some task.
 - ▲ A.P.C. involves looking for the Alternatives, Possibilities or Choices (whichever is appropriate) in that situation.
- ❑ 8. C.& S.
 - ▲ " C" stands for Consequences,
 - ▲ " S" stands for Sequel.
 - ▲ Doing a " C&S" means focusing upon and spelling out the consequences that might arise from a decision, course of action or change of any sort.

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- ❑ 8. Opportunity and initiative:
 - ▲ "Greenfield" thinking.
 - ▲ Much of our thinking is reactive: we are forced to think about something.
 - ▲ In this Section we look at initiatives: we set out to think about something because we want to.
 - ▲ Looking for opportunities.

* Part 3: Creativity and Lateral Thinking

- ❑ 1. The need for lateral thinking:
 - ▲ Realising the need to improve the quality of our thinking.
 - ▲ Application of thinking to different areas.
- ❑ 2. Basic level creativity:
 - ▲ The cure for arrogance and the deliberate search for alternatives: concepts and explorations.
 - ▲ The mechanics of new routes.
- ❑ 3. Judgement and movement:
 - ▲ The difference between perception and processing.
 - ▲ Patterning systems, and the concept of idiom, humour, logic and lateral thinking.
- ❑ 4. Escape:
 - ▲ The first technique of lateral thinking.
- ❑ 5. Stepping stone:
 - ▲ The second technique.
- ❑ 6. Random juxtaposition:
 - ▲ The third technique.
- ❑ 7. The treatment of ideas:
 - ▲ Constraints, shaping, using and harvesting.
- ❑ 8. Focus:
 - ▲ How to define the creative thrust.
 - ▲ The creation of idea sensitive areas for the generation of creative thinking.

Six thinking hats

The six hats is a method for doing one sort of thinking at a time

- We wear only one hat at a time
- Each color represents a type of thinking
 - White hat
 - Facts, figures, and information
 - What information do we have?
 - What information do we need to get?
 - Red hat
 - Emotions, feelings, hunches and intuition
 - What do I feel about this matter right now?
 - Black hat
 - Caution. Truth, judgement, fitting the facts
 - Does this fit the facts?
 - Will it work?
 - Is it safe?
 - Can it be done?
 - Yellow hat
 - Advantages, benefits, savings
 - Why it can be done
 - Why there are benefits
 - Why it is a good thing to do
 - Green hat
 - Exploration, proposals, suggestions, new ideas
 - Alternatives for action
 - What can we do here?
 - Are there some different ideas?
 - Blue hat
 - Thinking about thinking
 - Control of the thinking process
 - Summary of where we are now
 - Setting the next thinking step
 - Setting the program for thinking
- Combining each of the separate colors produces full color