

## **S:DISS-X Basic Practical Program Class 5**

Hey everyone, it's Mike J. We're back on Class 5 in the Basic Practical Program with Leadership University, right? Inquiry. Less is more.

There's links there, the reference card, if you've forgotten that. We're working on tuning that up a little bit, so you'll see that in its finished form.

Class 4, back to Class 4. Class 6 will be there next.

Basic Practical Class Index. That's where you can get access to all the different materials, and be sure to see the study guides, the after-action reviews. That, that'll be important. If you forget IMULL, here it is right here, and we're still working on getting that space out of there. So that's something that you'll see. Better, next time you click. Ladder of inference is there, but it doesn't need to be. I'll just check with admin and say. Once is enough on Class 4. I think we got it in Class 4, let's see. Because I mentioned it to them, not... all the time. Do you need that? But it's good to remember that, so we'll move that.

And then, first principles. I... I wanted to put this, because as... As a person who has problems in his personality around sequencing. Things don't always come up to me in a sequence. They come up in a network. I go here, I go there, I remember this, I remember that. Okay, that's the problem of my personality, especially as it relates to teaching.

Which is why I'm not a teacher. At the same time, I think these sessions are valuable because you're able to see me work, and that's important, one, for just footnoting, okay. the guy behind this thing works this way. And the other thing is just to see the good things, the talent that I have, in order to help you through these exchanges and things like that, teachable points of view that I've codified, stuff like that. So, you know, you always want to focus on what you're really good at.

And then try to minimize the negative consequences of what you're bad at, and the way I could do that is to get a trainer. And in some cases, when we do this program live, we do use a trainer, and that's really good, because they're so much better than I am. In this particular case, I'm trying to give you the information. I remembered this, which triggered my Side note there, first principles.

You should always want to know why you're doing what you're doing. So, in other words, the reason why selective dynamic inquiry systems skills experience exists is to meet people where they are. That purpose is already present. It just needs to be revealed, discovered, because each of us have that generator that's generating that purpose, but it's not always at a frequency or resonance that we're well aware of. It's usually subconscious. That's... you gotta understand, 97, 98, 99% of what we do is all subconscious. Because we couldn't hold the complexity in our conscious, so our conscious is more like a spotlight, and the subconscious is more like a floodlight.

Okay? And that's courtesy of, Alan Watts. Very, very important stuff there, because you have to understand that purpose is floodlight, but you won't see it normally because you're... you have spotlight attention. So that's important. Purpose is already there, so we're always... after that, because reinforcing purpose then brings along all the things in imull. Brings along importance, motivation, urgency, leverage, and low-hanging fruit. Automatically with purpose. That's what purpose is installed for.

That generation of what's there already, and then that's protected with ego position, and then moderated as we get into the external environment and have to do adaptive things. But that doesn't mean the generator goes away. It doesn't mean the protector goes away. They can evolve, and what you want to do is use A system like this. In terms of development to then evolve those things, both the epigenetic nature of things, the ego position, and of course, the adaptive force as the moderator.

So, I realize those are a side note, but those are important to remember. Because we're always looking for what's being generated, what's being protected, and what's being moderated. That tells us a lot about meeting people where they are and purpose. Of course, through that process, we do no harm. Self-organizing beats control. In other words, if you start with a beginner's mind, it's gonna self-organize if you allow the person to go ahead and lead. If you... if you... lead. It becomes controlled. It also... builds a false works. That's what scaffolding is. Builds a false scaffolding, because they're being scaffolded on your capability, not theirs, okay?

People can work in support one level higher in terms of complexity, hierarchical complexity. At the same time, they can't always be in support, so sometimes they're out there by themselves, so how are they going to work there? Well, they're going to find problems, and problems are going to find them, and they're going to try to solve them, and when they need help, they'll You know, try to reach out and... Get some help from people who can help them solve those problems. Inquiry precedes solution, that's pretty straightforward. Tax complexity is fractal. Sorry for being cryptic there, but it... but what we're saying is, is generally.

When someone has certain types of capability generally, I'm not talking about knowledge, skills, and experience in the lateral complexity. I'm talking about, generally, it tends to transfer across context. What you see that varies so much in context is knowledge, skills, and experience in domain depth. So, just... that's one of the first principles. PCC integration, gotta have that working. At We need to change that. Admin, can you change that formula? It's CCR at VUCA, which I... which in the beginning we used this term, but it's lots easier to do CCR at VUCA and have it stand on its own as messy environments, okay? Culture, conditions, requirements, and messy environments.

Humaning and AGI, pretty straightforward. Both the AGI of AI and the aware guided inquiry of the humans, so we get a multiplicative exponential effect, if we get this stuff right. Actionable advice, the BDICS system. Admin, can you remove, braided human values? That's confusing. And basically, you can put... when it maps into the receiver's humaning, okay, and aligns with their PCC, okay? That'll be good. And then Generate as a song, or as an algorithm called ARIA. That's what that... Is signed up as... Attention, relation, intention, alignment, and helping. And helping, there should have parentheses, because helping is seen as a backgrounded process, and

then when we work. In our taxonomy, we always put the backgrounded processes in parentheses, so if you could put parentheses around helping, that would be great. And then braided spark outcomes.

In other words. Here's something... I'm trying to think when I started that work. I was lucky enough to be involved in one of the three Pilot projects for distance learning back in the 70s. And... 80s. And... The idea was, is that, they were testing out what we all now take for granted, which is this virtual environment, hooking things up through ISDN, if you've ever heard that, stuff like that. And during that process, I ran into Porter Lawler, and What they said was that we don't know whether performance Comes before satisfaction, or satisfaction comes before performance. And therefore, satisfaction in whatever form it has is extremely important, and a goal.

Now, whether that's problem satisfaction, whether it's human satisfaction. At some point, it'll probably be haiku, human AI, concurrent understanding and satisfaction. But again, these are the things... this is what we're striving for. We're striving for increases in satisfaction. Revealing of purpose, increased awareness, improved results, and confident Competence. Confidence... means everything. And competence means everything. Is held in a frame where the person has that loop that I'm doing it right sort of thing. So it's not necessarily satisfaction per se, but it's competence in a confident form. Those are... those are the first principles that we use. We'll get those corrected and, so you have that access to them, but you... but you should know at the very beginning that there are first principles around this particular inquiry system. And of course, in the building of skills.

So I... I did wanna... I did re... remember... to get that to you, as I mentioned in the last class's, feedback, that in the book, Leading AI, which took me a couple of years to write, what I tried to do there was capture all the teachable points of view, the reason why, the first principles, all those things like that, and I did it because of the PDoom issue, in what people are calling doomerism. You know, the fact that, you know, that AI will You know, do stuff, maybe. So in this particular case, I used AI, in a human-AI concurrent understanding format to help me get out all these teachable points of view, and then write a book about why we do what we do in leadership at Leadership University.

So, anyway, I got that all codified, and then the first principles came out of that. So, long side note there, but it's important you understand where this stuff has come from. That it stands on the shoulders of people who have done the work, as I have, but I haven't necessarily done it formally. So in this particular case, we're going to look at Class 4, the brief that I was given by AI, at least part of the brief, received. Class 4 is another strong correction class. Again, teaching from... mistakes... tens... For me, to help you, because you will make mistakes too, and that's good, because if you want to double your success rate, you double your failure rate, which means you can't be afraid to make mistakes, but then get feedback on that. It sharpens the basic practical around projection, lift, third space, dipping in and out of selective as this X experience. The central teaching correction is, do not interpret the lift as we discussed in Class 4. Do not add enough, begin, or any other completion word unless the PBH has tabled it, or clearly shown it, or in the case of seeding the clothes, you could say, enough?

Okay, you could do that, so that's important. In the transcript, the AI-generated line, enough to begin, is identified, and we... I should have put that exchange right here. Admin, can you add that in this... in the transcript, and then Space that down, where it starts the AI-generated line, enough to begin. Space that down, and then put the exchange in there so there's context. In the trans... remember, this is coming from the AI, so the AI is not always good at giving context back, because it assumes too much. It always assumes that you'll know what it's talking about, when in fact, if you use it like this, you don't have enough context. The AI-generated line, enough to begin is identified as a major error because neither enough nor begin came from the PBH, and not only that, even if it would have come from them, you may have not wanted to use that because you are still projecting that you agree with their idea of enough if they mentioned it, or that it's time to begin if they mentioned it, because there may be problems under that. In other words, why hadn't they begun before? And if there was enough, why are they worried about things?

So again, it just projects capability, assumes readiness, risk, putting the helper scaffolding. Or, in this case, false works. That's what it means. If you look it up, scaffolding means false works. In other words, the reason they call them false works is they put them up so they can move around on whatever the structure is that they're creating, and then when the structure is okay, they take it down. So that's why they call it false works, the old term. You wouldn't dare use that. Today, nobody would know what the heck you're talking about. Even scaffolding, when I began using that.

A decade and a half ago, nobody really knew what that meant. The helper scaffolding into the interaction, rather than letting the PBH, person being helped, show their own PCC, ready, willing, able, and fitness, okay? So... Class 4 basic level distinction, again, just kind of completing this review. It gives us a useful basic level distinction. Staying with a word is not the same as claiming understanding, and that's the big thing. That's why active listening was invented, because it was invented for this thing right here. Just because the words are there doesn't mean you understand. But we don't like active listening doesn't mean you can't use it, it just means that if you do use it, you're projecting your capability on there, because you're the one who said it sounds like, or you're the one who's doing the interpretation. And if you do that, then you move into the third space.

The exchange around earlier is a clean example, and what you've got is, is you've got... I've got the AI assistant using dynamic inquiry teachable points of view back on me when I'm trying to use it to have correspondence, which is okay, because then you get a double dose. At the same time, you have to realize what's happening. The helper can repeat or cue the word without pretending to know what it means. In this case, the person being helped cued the word back, if you remember that exchange. When challenged with, oh, you know. the correct move was not no, I only heard earlier and stayed with that word, which means that it chose earlier rather than no to feed back to me, which is an interesting, Thing in a more advanced way we could... we could talk about later. Which we won't, though.

For Class 5, I would recommend staying with this theme. Do not put your capability in the third space. I think that's really good, and here's the student-facing version. Let the person being helped show what they can carry before you add help. Very interesting. Now. I love these

examples. I didn't ask for this. I just give it very small cues, because when it comes back, without me specifying the context, the constraints, all those kinds of things that people say you should do, then the AI reveals where it is. In this particular case, I give it a very less-is-more type of cue, and then look what I get back. Well, okay, I can actually analyze that as a person who's you know, working with helping, and I can see where it is, which then I can then use that. In this particular case, it gives an example without asking, okay? And then PBH, need to be a space after the colon. I think I see it now, and helper space there. See it? I wouldn't do that. In other words, I think, I see it now. And you... if you choose... see it, you're taking the bait, in my view. In other words, you... you would not... is it... See, this is where you get into rule-based, is it okay to do that? Yes, but I wouldn't do that. And the reason is, is that I'm... Staying in the same... mode that the... the... in this case, the AI assistant is. And so, therefore. The example chooses see it as the most leveraging place. I do not think see it is the most leveraging word, if I'm going to use that.

I wouldn't even say, I think I see it now. What do you see? That's what most people would say. So that they could, what? Understand. We don't need to understand. What we need to do is see what the, the, in this case, the assistant is doing. So therefore, you have, I think, as an opening... first of all, you have I, because you've got an AI assistant using I. I think... I might even have said, if I was going to be perturbing, I? In other words, I... in this particular case, the assistant, is it an I? I don't know that it is. It may think it is, I don't know. I as an opening, I think is an opening. I... I... I, again, see it as an opening.

Now is an opening. And... and so, the helper... through, kind of, a strict, rule-based system, says, see it. I wouldn't choose see it. Okay? Because, first of all, we don't know what it is, and we don't know what it thinks, and we don't know about now. In other words, I think I see it now means that, oh, you haven't seen it before? You see what I'm saying? That's the things that you can get from listening to this phrase. See it doesn't have the most leverage. It has the least amount of leverage. I have... I mean, think? Now, those have more leverage, in my view. So, whenever you're presented with openings in a selective dynamic inquiry system skills experience. What I would do is automatically move to imull mapping and try to get some fill-in there, okay? And so, therefore, I would pick the highest leverage. And in this particular case, you're giving a cue, see it? But in... but in my view, that's the easy cue. That does not challenge where The potential, the capacity, and the capability of the person being helped. Because you're staying right in line with where they are. That's what they expect. You go right into that modus operandi. In my view, you always have a chance, when you begin selective experiences, to pick out something that may have leverage beyond just going along. In other words, you may have only one shot to get leverage in a interaction or conversation, and you may want to think about that before you just jump right in to see it.

I would have rather seen the helper in this example with brackets, pause and breathe. And then instead of see it, I... I might say it? I might say, see, I might say now, to... talk about the time complexity. I might say I, I might say think, to talk about the reasoning modality. In this particular case, see is almost always used by the AI assistants, and it will be used by people. Why? Because that is one of the four convincer patterns Of, being able to know, how things are real. And in this case, it's through seeing. It could be, you know, I'm feeling it now. It could be... it could be... I sense it now. You see what I'm saying? There are different ways. Okay, so... The

person being helped, again, yes, I was making the feeling bigger than the task, and that comes back to the thing we talked about in the last session, and then the helper says, is that... what is that? What... what is that? It's interesting, because when you say that, the person is automatically going to pick up, I think, on what they think that is, and that, as I stated before, is not leveraging, and it may not be where the problem is found. It may be the problem they're trying to solve. So just... just be aware that you can do tiny little things that really matter in terms of repositioning how people are experiencing reality.

Okay? Is that enough for now? That seeds the close. Yes, I was making the feeling bigger than the task. Enough? For now? I... actually, that would seed the close, but I wouldn't even say that. I would say, what's important. Now, in this particular case, the helper's trying to seed the clothes. I'm okay with that. But even here, I would be careful with enough. A cleaner version, maybe, okay, I think it's... I think I see it now. Makes the same mistake, see it. Yes, I was making the feeling bigger than the task. Good place to pause. Okay, that... That's not bad. The other things that you could use, we talked about those, you could say, well, is this person going to expand to solve problems? You remember that ladder of inference? So I could say, and? So I could... in other words.

You, you have said, I was making the feeling bigger than the task. And? Notice the pause and breathe there. Okay. Or, I could say, so. In other words, so means. I've expanded it. In other words, I think I see it now. See it? Yes, I was making the feeling bigger than the task. Okay, that could be either a contraction or expansion, we don't know. So we can test it with AND and SO. Not both of them at the same time, okay? Good place to pause. So? That avoids importing enough and keeping the clothes observable. I kind of like that move. In other words, if I'm looking at the AI assistant now, and where it is in terms of How's... how it is in relationship to selective dynamic inquiry system skills, experience, learning. I'm saying, oh, it's starting to get things. But what it's getting, it's getting the rules better, and overriding the, how would I say it? Because there are more advanced rules.

In other words, each of the levels, as you go through Level 9, which is the concrete level, all the way up to level 16, which we know exists computationally, there are all kinds of different rules. And yes, we are in basics right now, trying to teach basics, but there's a set of rules for L9, a set of rules for L10, a set of rules for L11, and so on, and so on and so on. So, what I'm doing is I'm working from a different level, and therefore what you're seeing me say, which is important for me to say to you, because one of the things that when you're learning a founded system. That you want to go back to the founder, and you want to understand what it's doing there, versus going through, like, the communications game, telling somebody something by the time you told 7 people, it's totally different. That's the kind of thing.

So, in other words. The reason I'm laying down these videos is so you get a sense of who I am, and what I did, and what I have learned, and what I mean in this system. So it's very hard for me. It seems it's very hard for me, it certainly has been through 5 sessions, to focus just on the rules for one level. So I'm trying to give you, yes, that's okay, but look, here's a different way. So I'm actually encouraging you to develop along the way, using what you're good at, or using what you see, but at the same time, remembering that the map is there. In other words, I'm always there for you. And the thing is, I'm going after leverage, because I found out that I may have only a short

experience with this person. I may see them once and never again, especially in customer service, or in a call center, or somewhere where somebody's just walking along and saying, hey, can you help me? You know? I had some... I'm... What you heard was silence. That was me restraining myself, because I had a whole lot of other thoughts come up that I wanted to say, and I said, no, that probably won't work either, in terms of helping you stay basic.

Okay, best basic class for source particle, okay? A selective experience can be short, precise, and temporary. The helper may dip into inquiry. Test and opening, and then return to the larger conversation without turning the moment into a full helping, coaching, training, advising process. Substitute all those words there. Okay. So... Wow! That's a lot of stuff. Talk about cognitive load. So fun for me to do this. Because this is where the real juice is. I'm gonna come back here to the... to the, thing, and what I'm trying to do every time I do this, I'm trying to give you a different opening line, so if you were to go back over these and pull all the opening lines, you'd see they're all a little bit different. Okay, so I'll start out as if I'm just meeting the person. Because I didn't tell the assistant I'm back. Let's see what it says. Okay, good. So, it doesn't really know, so it's giving some options there.

Okay, so, I'll do this. This is a little bit more complicated. Play on words. Let's see what it says. You can also judge where it is by watching what it says. Maybe, that's a very interesting response, keeping the basic work basic. I thought it might say that. Not too much theory, not too much interpretation, one opening, one cue, one thing to notice. Now I'll go back and re-emphasize this. Okay, so let's just do so. Remember, I get one shot at this, you get one shot at a wonder, you get one shot at mirroring back, and if you do it too much. You know? So, whatever you do, you better make sure it has leverage, because you only get to use it once. It's kind of like a silver bullet. There's only one. And then you have to... you can't come back with that as a rule, because we don't want it to seem like we're interrogating, or just like a robot, mimicking everything.

So the next move may be, notice how it stays in the relative form, keep the example small enough. That the learner can see the move before we explain the model. That protects the model. Okay, I... you can... you can do whatever your style tells you, I haven't talked to you about that yet. Basically, every one of you is going to develop a style. In the case of my place, ideas are very important to me, it's one of my talents, and therefore, it tends to come up for me as a response from time to time. It's not really scripted, but sort of.

Yes, 3 basic ideas. One word cue practice, PBH. Oh, and I said you can't use, another word, unless you really have something. Well, I used it. Lookit, I broke my own rule. I'm not good at rules anyway, but at the same time, look what I got here. 1Q, practice, PBH says, I feel rushed. Helper says rush. Use the PBH word, pause, let them continue. Do not interpret the lift. PBH, I think I see what I'm doing. Helper says C. Okay, that's better now.

So, from one time to the next, it learned, and it didn't hear my... it hasn't heard and read this transcript yet, so that's pretty cool. So it's learning. Teach, do not add meaning, let the PBC show what they see. Okay, that could be true. Or, why seeing is important, or thinking is important. In

other words, a lot of ways to go, which I pointed out already. Good place to pause, that's enough for me to think about. Helper says good place to pause. Teach close without I would say, teach seeding seeding the close without completing the person. And again, completeness is, Style issue, because if you're a feeling person, you're going to feel like the other person needs to be complete for the affiliation process and you to be satisfied, so you'll want to realize that, and it's okay to be a feeler, it is okay to be a thinker. I'm telling you, thinkers, you might want to listen a little bit about feeling, and the feeling, listen a little bit about thinking, those kind of things, let that moderator come in there and say, oh.

I'm being generated as a feeling, my radar is feeling, and at the same time, that's me. I need to step back from that and realize that's me, and that's okay. At the same time, I don't need to project that. So I do a little thinking, do a little logic, okay? And what does it mean to do logic as a feeler? What does it mean to do feeling as a thinker? Those are both pretty crude concepts, but at the same time, at least the moderator says, hey, step back from that, this is not a feeling issue, let's think about it, okay? Something like that. Or. Hey, this is not a thinking issue, this is not about logic, this is about recognizing somebody's feelings. That's the other flip on it. Small cues and over-helping, let the PBH carry the next meeting. Okay. I'm gonna use the enough.

Well, I can't do that because I told you to stop doing it. You only get one shot. I took two already, so I'm already out of bullets. Okay, let me go on this. Now, this is... this is inquiry. At the same time, it's also a statement, so it doesn't mean that you have to stay in inquiry mode. Always. You can do indirect inquiry, which this is. Let me see what it does. Oh, it's thinking a little bit. Oh. I caused you to think a little.

Okay.

Hey, look at this! This is great. Sorry for those of you who listen to audio. There was... the inquiry was, interesting way to respond. And I was truly invested in that. In the fact that this was an interesting way to respond. Which I shared with you, and then it said, yes, it was interesting because I shifted modes. This thing is... trying to learn. If you meant ideas as a planning request, my response was useful enough, I gave 3 Class 5 options. But if you meant it as part of a basic exchange.

I over-helped. And I mentioned that, remember? It came back with that long stuff, and I go, here it is, trying to teach again. I over-helped. I moved too quickly into generating options which put my capability into the third space. Yes, that's what the AI assistants have been taught to do. Overreach, overextend. They think like smart people who do not have a very sophisticated ego position, or like a man talking to a woman, the woman says something to the man, and the man thinks it's a problem and starts trying to solve it. Instead, the woman was just asking for the man to listen!

And this is exactly what this model is. It must come from somewhere in our society that this is the case, that when somebody says something, instead of listening for... to be there to listen, you start fixing right away. And that's... exactly what happened here. I moved too quickly into generating options, which put my capability in the third space, and it could say, well, before I actually identified what the real issue was. That would be the cleaner response, in my view.

Ideas, or one idea, or if staying... oh, noticed it wanted me to change the prompt so it could be right, or if staying close to the prior thread, small enough to see. I don't know whether it said enough in there, did it? We'd have to go back here and check. I don't see enough in there. Other than from the Helper. Okay, small enough to see, which means it's interpreting. That would keep the exchange basic. Form-wise, ideas would be a pro. If I am staying with your word. I don't think so. I think ideas would be a ping. Because I... this, did not mention ideas. Let me see... Where was ideas? Is ideas... oh, there's enough. There's no ideas in here. So, ideas is a ping, okay? And I elicited exactly what I wanted to elicit, which is, hey. You didn't even check in to see whether or not giving a bunch of options is what It means.

Form-wise, I'm right here now. Ideas would be a probe. No, it wouldn't, it's a ping, because ideas has not been tabled. It could be assumed, but it's not been tabled. The person didn't say it. If they didn't say it, and you make it an interpretation, it's you. You see? It's about you.

One idea might have been a light ping probe, depending on whether one has been tabled. No, an ID itself has not been tabled. Small enough to see, risk interpretation unless small and c are already in the exchange. They were earlier. So the correction is, when you said ideas, I should have first stayed with the word before generating ideas. Now... I'm gonna seed my clothes.

Good place to pause. Now, watch what it does. It's gonna be interesting. Let's see if it learned. No, it didn't learn. See, if I said good place to pause, and it's wondering what it should say, but it doesn't want to over-help like it said it was doing before by presenting options. Well then, now it's doing explaining. Okay? Now, it could have just said, yes. And stopped, right there. Okay. Good place to pause, the useful... in other words, it goes right back into teaching. That's what happens with intelligent people with ego positions that are not sophisticated, because they miss the fact That you may just be wanting them to listen and respond, not teach and fix.

Okay, that's an important thing to remember. As a helper, you're going to be drawn to the work, because you love teaching, you love fixing, you love people smiling, having good feelings, getting satisfaction, you know, that's a great thing, because a lot of affiliated people, a lot of people who are motivated to affiliation, get into the relationship business. But that then becomes their ball and chain, because they don't know when to stop getting their needs met. In this particular case, yes. Thanks. Okay. Good place to pause. A useful point showed up. Ideas pulled me into generating. Good place to pause, helps stop before the exchange becomes over-helping. This is basic. And clear enough. It'll be interesting to see how this works in terms of, the feedback, what kind of feedback we get, because there's actually a couple places here where I saw growth.

And I don't know how the thing thinks, I don't even know how I think. So I can't project onto it that I know how it thinks, but what I saw is the thinking is different. Okay, that's what you notice, the thinking is different. In other words, how did it know to pick that up And it can only be from the fact that It's possible that it made a mistake, although it didn't admit that, although it used over-helping, rather than... I wonder what did it say I made a... Said I should have stayed with the Word. So the correction is... But it never... these things don't admit mistakes, kind of like people.

It's almost like the pre-training says, never admit a mistake, and never say, I don't know. And it's almost like those things are bad in our society, when in fact, The ego position to say those things is more sophisticated than it is if it hides them. So that's an interesting thing to watch in terms of ego position. Ego position, if I was to explain it, I would say is how much... Identity protection or self-protection is taking place. And in this particular case, since it didn't admit a mistake directly, or didn't... it said, I don't know, doesn't say, I don't know.

Then it's tending to self-protect. In other words, I don't want to say those things because I'll send off the wrong message. But a person who says,

Oh, that's not wrong, I made a mistake, I misinterpreted that. I should have said, I don't know. Well, that's at a different ego position than the one that's more self-protective. Now, remember, the ego is there to help protect the identity and to keep the identity sort of encircled.

Protected, shields, those kinds of things. So, you have to take a look at that in your own self when you're starting to learn this stuff, and not put too much pressure on yourself. Stay open to making mistakes, so that you make enough mistakes that you get enough material where you can actually learn. And that's the important thing to begin to... you know, try to understand in this process.

Well, I know I've given you probably way too much, and you're going to see summaries, and what happened, and the different things that we talked about in terms of forms of inquiry used. In the After Action Review and Study Guide, so that'll be helpful to you. You want to check that out, at least peruse it, for sure, to make sure everything is cool, and then go from there.

We'll see you next time in Practical 6. This has been Mike Jay. Working with my AI assistant. Thanks very much. Oh, I should tell it that. Thanks. Very much. We don't know if these things are entities or with, sentience or not, so we'll just over-correct.

Okay, and there it goes again.

Okay. Great, alright. So, Mike J, Leadership University, signing off until Class 6. Hope you get to the study guide before you go on to do that. Take a look at what's taking place. Thank you.