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Version 1

Current Reality Tree (CRT)

Topic: FI Learning Problems

CRT`s are a Theory of Constraints (TOC) thinking process by Eli Goldratt, presented in *Its Not Luck*.

Original Brainstorm

Goals

- Even when people have a goal, they often don't know how to judge success or failure at the end.
  - Even when people have a goal and could judge final results, they often can't judge intermediate results. Are they part way there? Are they going in the right direction?

Forgetting

- People forget to follow up on discussions.
  - People abandon discussions to start new discussions.
    - People go back to the start of a discussion they are in, asking questions for which things that were already said provide an answer. They act like previous information wasn't already provided.

Upset

- People get upset during discussions.
  - People get upset by criticism.
    - People give up.

Confusion

- People get confused during discussions.
  - People don't know what to do next.
    - People aren't confident in their ability to solve problems.

Social Status

- People get upset by things that could lower their social status.
  - People socially posture about being more capable than they are.
    - People overestimate *other people's* capabilities and don't want to be worse than other people. (And often they aren't worse and it's actually a reasonable judgment to think "Eh, I'm at least similarly good to that guy.".)
      - People don't want to be or appear childish.
        - People don't want to work on learning childish topics.

Bad Learning Process

- People avoid important issues like not overreaching.
  - People do things without knowing what their goal is.
    - People seek compromises instead of decisive, win/win solutions.
      - People allocate resources poorly, e.g. overbooking their schedule or planning to learn something while allocating way too little time and money (partly they underestimate the effort needed for learning, partly they're careless or don't think about project planning).
        - People overestimate their capabilities.

Emotional Resistance

- People get bored by stuff that's too hard for them to succeed at, let alone stuff they can actually succeed at.
  - People resist working on stuff that is within their capabilities.
    - People hide their problems.
      - People try to avoid and downplay conflict.
        - People waste most of the resources they use on learning projects. Lots of stuff actually would be pretty easy if they stopped sabotaging.
          - People sabotage their learning.

Proper Learning Process

- People need to work on childish topics.

CRT Steps

- Brainstorm UDEs (Undesirable Effects)
  - Link UDEs with clear logic like *if/then*.
    - If a connection is sketchy, try adding a node in the middle.
      - Find related nodes using intuition which comes partly from experience.
        - **Result:** Find core problems causing the other nodes.

- People resist working on stuff that is within their capabilities.
  - People socially posture about being more capable than they are.
    - In order to maintain social status, people want to work on impressive stuff.
      - People get bored by stuff that's too hard for them to succeed at, let alone stuff they can actually succeed at. This is a way of resisting losing social status.
    - People get upset by things that could lower their social status.
      - People hide their problems because weakness/problems is low social status.
        - People sabotage their learning (social dynamics related static memes) because they try to hide that a learning and problem solving process is happening (to hide weakness) and because they don't want to allow some key topics (like childish topics) into their learning process.
          - People waste most of the resources they use on learning projects. Lots of stuff actually would be pretty easy if they stopped sabotaging.

- "Childish" topics include many easier and introductory topics.
  - Schools fail and people don't already know all that stuff.
    - Working on things that builds on childhood topics, if you're confused about childhood topics, doesn't work.
      - People need to work on childish topics.
        - People work on stuff that's too hard for them, e.g. because it builds on knowledge they don't have, like childish topics, so they fail.
          - People don't want to work on learning childish topics.
            - In order to have or appear to have high social status, people don't want to be or appear childish.
              - People want high social status.
                - This makes lots of social status concerns bigger. It's an amplifier.
                - People overestimate other people's capabilities and don't want to be worse than other people. (And often they aren't worse and it's actually a reasonable judgment to think "Eh, I'm at least similarly good to that guy.".)
                - Children and childish traits are low social status.

- Children are frequently punished by parents, teachers and other authorities based on social dynamics.
  - Lots of punishments, rules and orders don't make rational sense.
    - Children give up on the world making sense.
      - Children focus on social in order to cope better and get punished less.
        - Children try to "grow up" so they can be the authorities instead of the victims. Growing up basically consists of gaining social status so they are above instead of below some people.
  - Childish topics remind people of being punished during childhood, which they hated.

- People need to think and speak critically for discussion to be productive.
  - People don't think and speak critically during discussions.
    - People have unproductive discussions.
- People get upset by criticism.
  - **If** people get upset by criticism, **then** people will get upset during critical discussions.
  - People don't think and speak critically during discussions.
- People try to avoid and downplay conflict in order to avoid upsetting people and in order to have social rapport with people.
  - People have unproductive discussions.

- Even when people have a goal, they often don't know how to judge success or failure at the end.
  - Even when people have a goal and could judge final results, they often can't judge intermediate results. Are they part way there? Are they going in the right direction? (The solution to this is dividing larger projects into sub-goals.)
  - People have discussions without goals or without knowing if they are succeeding or failing at their goals.
    - People abandon discussions to start new discussions because they're discussing without goals and/or goal evaluation, so the discussion doesn't lead to goal success.
      - People often give up because their discussions don't lead to goal success.
      - People "forget" to follow up on discussions (the observed behavior is usually just ignoring previous discussion – often they do remember some of it if asked, though sometimes not) because they are abandoning discussions they don't view as successful.
      - People don't try to build on stuff that they don't view as successful.
        - People go back to the start of a discussion they are in, asking questions for which things that were already said provide an answer. They act like previous information wasn't already provided. Basically they are ignoring stuff instead of trying to build on it, because they don't see success or value in that stuff.
    - If people act/discuss without clear goals and/or without clear goal evaluation, including sub-goals for larger projects, **then** they won't know if what they're doing is working.
      - People get **confused** during discussions because they don't know if what they're doing is working.
- Big picture goal is learning.
  - People won't learn without goals.
    - People have discussions without goals or without knowing if they are succeeding or failing at their goals.
  - People won't learn without evaluating success or failure.
- People need to have achievable goals, try to achieve the goals, and objectively measure/test/check/evaluate success or failure at their goals.
  - People have discussions without goals or without knowing if they are succeeding or failing at their goals.
  - People won't learn without evaluating success or failure.

- How people get confused
  - People get confused because they can't understand and evaluate individual, small parts of discussions, such a single paragraph or even part of a sentence..
  - People work on stuff that's too hard for them.

- People give up on rationality and reality, and focus on the social world.
  - This limits people's knowledge of rationality and reality. They have some from childhood. They get rid of some. They don't learn much more as adults.
    - People allocate resources poorly, e.g. overbooking their schedule or planning to learn something while allocating way too little time and money (partly they underestimate the effort needed for learning, partly they're careless or don't think about project planning) because of their limited knowledge of rational, reality-oriented problem solving.
      - People seek compromises instead of decisive, win/win solutions.
    - People often don't know what to do next because that takes rational reality-oriented problem solving skills they don't have.
      - People aren't confident in their ability to solve problems.
    - People do things without knowing what their goal is.
- Knowing what your goal is before acting is a rational way of dealing with reality.

- People avoid important issues like not overreaching because they fear it'd make them do childish/easy/unimpressive stuff and lead to loss of social status.
  - In order to succeed, people need to work on projects they can succeed at.
    - When people overestimate their capabilities, they choose projects requiring capabilities they don't have, which leads to failure.
      - People's projects fail.
  - People want to be grown up and high social status, so they try to view themselves as grown up and claim they are grown up already.
    - People overestimate their capabilities.