

Thought Integration

It's not the thought alone that counts. In addition to the thought, sufficient effort must be directed to the development of a strategy through which the idea will be assimilated by the person to whom the thought is being directed, whether we are that person or it is someone else. Having this skill is critical in communication. Having the ability to understand how a thought can be integrated by ourselves or by another person with whom one is sharing it, gives respect to the idea itself.

If I am to accept a thought and integrate it into my being, this integration may involve the following process. Say I hear an idea that I feel would be beneficial to myself. I try it. It is not unusual that even though I like the idea initially I may find it difficult to do it. I repeat the effort in using the idea, yet as so often happens before I can integrate the idea into my being, my frustration in trying to use it overwhelms me and I put the idea aside.

Let's say I want to learn Spanish. It is my feeling that we are born with an existing program to download languages. That's why they say that children can learn languages easily. However, when a child goes through puberty it's my thought that an enzyme is released that disconnects the language acquisition program. This is how a culture locks in its members. The cultural stuff is downloaded then locked and sealed by the disruption of a person's existing cultural downloading programs. That's why it is so hard for youth and adults to learn a foreign language. So when they attempt to learn a foreign language they don't download it like a child does, instead they have to memorize vocabulary and grammar. As the language parts are memorized they arrive in the memory as bits and pieces. They have memorized the vocabulary and the grammar but it really hasn't been integrated. Because it's all disconnected, unless one is living in a Spanish-speaking environment where the sound and rhythm of the language can also be absorbed and the student be reinforced in its practice it is unlikely that most students will develop language facility. Not knowing this it is difficult for a teacher to teach in an effective manner and for the student to learn.

The question then is how can I learn say Spanish after puberty? Some scientists have determined that we use only 5 -10% of our brain. With so much inaccessible brainpower, most of us are totally maxed out. When we have to learn a new task, it can be very difficult. To learn a new task, somehow we have to learn to access the dormant part of our brain. To understand how to do this let's use the metaphor of a computer.

Let's say I have bought the latest and most powerful laptop. When I bought it its hard drive and microprocessors, etc. was state of the art. It ran all my programs wonderfully and all of the accessories were perfectly integrated. A number of years later a couple of new programs came on the market and when I bought them the screen read "Insufficient Memory." Responding to the desire to use the new program I had an upgraded hard drive with sufficient memory installed to run the program. I then tried again to load the program, but only to find that while the hard drive can load the program, the existing processor is too slow to run the program efficiently. I then have a new processor installed, and finally I can utilize the new program. This metaphor in a way describes the problem of integrating a new idea into our life.

The new idea given its complexity may require us to access greater memory and processing speed in our brain. The brain has that ability, given the need, to access within

itself greater memory and it can also speed up its processing speed. However, it can't do this instantaneously. Like in the metaphor of the computer, the brain has to do the upgrading. In the brain, there is a sub-routine program, which resides in the subconscious, whose job it is to design the program and to build the hardware to run any degree of complex idea. I like to think of this sub-routine program as a guy named George, just so that I can begin to relate to it on a conscious level. When I get excited about an idea and want to do it that excitement creates an electrical charge, which is sent to George and alerts him to a new task. George receives the command, gets out his drafting table, and begins to design the program, which is the neurological encoding of the idea. When the program is designed, George then must build a neuro-net, a mini-computer within the brain to run the program. Then George goes over to the sleeping 95% of the brain and recruits a few billion neurons to be part of the neuro-net. Once the neuro-net is built then the program/new idea can be downloaded. At that point I am ready to learn Spanish.

The development of the neuro-net requires varying degrees of time, depending upon the complexity of the ideas and how consistent it is with the existing values of the person. The greater the complexity and the more inconsistent the new idea is with the existing values, the greater the time it takes for the George to develop the neuro-net. What happens, because we are unconscious of the mechanics of the process, is that we try to run the new program/idea before the neuro-nets are in place. The conscious mind and the environment of the Spanish class dictate the need and urgency to try the new idea right away. Applying what is shared above, because the neuro-nets are just starting to be formed, the new idea of taking Spanish cannot be operationalized. The result of the individual trying harder and harder to do the idea before it could possibly happen, given the time it takes for the neuro-net to be formed, is that the individual experiences increasing frustration. The individual starts to say things like, "This is hard." Soon it becomes, "This is really hard." Then with more effort expended, "This is too hard!" George has no way to understand feelings of frustration or discouragement, for it operates solely upon the direction of the commands it receives from the conscious mind. So as the individual says, "This is really hard!" George takes that statement as a directive to deprioritize the request to develop the neuro-nets. The harder the individual tries to do the idea, the less chance there is of success. So many great ideas are aborted inadvertently by giving the wrong command to the subconscious.

What starts the process is the excitement of the new idea. What destroys it is the frustration that comes with not understanding how ideas are integrated. This being the situation, a new idea benefits from being treated like the starting stages of a human being that begins with the sperm and the egg coming together. Once it's a single cell it begins to split and through the splitting process sub-splitting takes place that forms the various parts of the body. During the gestation period the fetus is protected and fed as it develops. So too an idea benefits from being treated as a being going through the developmental process. Once the baby is born there are years of growth that also require protection and support. This is the same for an idea. Eventually with sufficient maturity the idea now fully integrated within the mind can begin to be lived and expressed with competency.

As we explore the embedding of a new idea we come to the awareness that a new idea needs to be treated gently, and its use operationalized very slowly in the beginning,

so that the subconscious mind only receives commands that mean that new idea is meaningful and exciting. When a new idea is being integrated, with awareness to the process, the individual is careful to approach it slowly, and with only positive comments. Then with time, as the neuro-nets are being formed, the individual will be able to utilize more and more parts of the idea, until finally it is fully established. Remember, George who resides in the sub-conscious not only has to set up a neuro-net with sufficient memory and processing speed, it often also has to reorder the individual's value system to allow the new idea to run smoothly without conflict.

For an adult to learn Spanish, it would be critical for the teacher to be aware of the dynamics of George preparing the mind to download Spanish. Given that George needs to stay encouraged during this process, the Spanish teacher would introduce the language in an easy and exciting way, through a course titled Pre-Spanish. Pre-Spanish would be as follows. The students would watch movies in English with Spanish sub-titles, then the same movie in Spanish with English sub-titles. Many people know a few songs by heart. They would learn those same songs in Spanish so that in a few weeks the students would be able to be fluent in Spanish as long as they were using the phrases from the songs they learned. They would be given books to read with one line of English followed by the translation in Spanish. They would learn the Spanish words for foods they liked, and so on. In this way the approach to Spanish would be gentle and encouraging and during this Pre-Spanish course George would be continuously encouraged to continue to design and to build the neuro-nets for the Spanish download program and its specific operating system. As this is going on the student benefits from listening and watching only Spanish programming so that they can immerse most fully with Spanish. As George completes the task of developing the neuro-nets the student would naturally begin to download Spanish ever more easily, not through only studying grammar and vocabulary, but rather through Spanish phrases that are useful in life, just like a little child learning to speak. This immersion approach makes a lot of sense, and is quite effective.

Now, when we offer an idea to someone with awareness of how we integrate an idea into our being, it offers us the ability to organize our effort with a greater sensitivity and eventual functionality. This leads us to another set of dynamics that are very integral to the integration of a new idea. Not all ideas are of the same category. Some ideas are rather dry, technical, or intellectual in nature. Other ideas have to do with our values and these are filled with feelings that may or may not challenge the existing values of a person. There are other ideas that are threatening to the ego, where there is an emotional overlay. An example of this is an idea which when coming from a parent is immediately rejected by their child, yet if it had come from a friend, the new idea would have been more easily accepted.

There seems to be an internal mechanism that requires a certain type of thought to originate within the individual, rather than to be received from another. More succinctly, the proffered idea cannot be integrated until the recipient subconsciously blocks the origin of the outside source, and with it masked, the thought then can surface as an original idea, and begin the integration phase. However one of the variables that is highly subtle is the need of the person offering the thought to be acknowledged. It appears that this need can interfere with the ability of the recipient to assimilate the idea. Should the person who originally shared the idea claim credit for the idea when it finally surfaces from the recipient's subconscious this often results with the recipient rejecting the

“inspiration.” This rejection thus destroys the goal of sharing the meaningful idea. The sharer’s ego, the need for acknowledgment, activates the ego response of the recipient’s need not to be influenced by others, and this interaction of the egos defeats both parties. However, with this awareness in place the person originating the idea, knowing the mechanism of rejection, wisely praises the person and asks for a further explanation of the “newly” surfaced idea. In this mature manner the originator of the idea takes satisfaction that the person is integrating the idea.

Given this series of mechanisms, the person sharing the idea being aware of this dynamic offers the idea with further insight. There are numerous times that a shared idea is rejected by the recipients’ conscious mind and this usually results in the one sharing the idea to press harder. This only reinforces the recipient’s rejection. Being aware of the difference between the conscious and the subconscious mind the one offering the idea understands that even though there is a conscious rejection in play that the idea will still filter into the subconscious mind should the one offering the idea accept the first impression of rejection in a quiet and supportive manner. This requires awareness and patience for it may happen that the subconscious mind will actually act to evaluate the idea. Once the idea is evaluated and a benefit to it is realized the subconscious mind will start to develop the neuronets to integrate the essence of the idea. This is how the idea may eventually pop-up in the recipient as though the idea was originating from their own inspiration. So, when speaking to someone it helps for the speaker to be conscious of directing the conversation to the recipient’s subconscious. In this way one need not be frustrated when the one spoken to cannot immediately integrate the thought and give feedback as to its value. How many people get turned off to the recipient when the ideas they share are not met with immediate acceptance?

In addition to the above there is the benefit of being aware that many ideas require a set of skills that the listener may not have developed. Not being aware of this the process of integration may be completely frustrated when the listener attempts to apply the idea in their life. An easy example is when the person is motivated to try the suggestion that they may have more luck getting a girl or boyfriend if they would be able to be a good listener. However if they aren’t aware that listening is a skill and also requires a shift in their value system for this idea to be practiced, they very well likely will be frustrated and be challenged to interact with any hope of success. Learning how to listen requires sufficient time with a role model for the skill and the proper attitude to be attained. With this input, the integration process may begin and with enough practice with the role model the person may indeed develop the wonderful attribute when with others.

In reading this, it is important for the reader to apply these concepts personally. This enhances the possibility to become aware of the power of one’s own subconscious as well as enhancing one’s empathy; a critical variable in communication. This will develop into the reader coming to understand that when sharing an idea it certainly takes consideration, planning, evaluation, and the awareness to learn how to do this well. Give it time! After all this may be a new idea.