Wisdom Management
Methodology

Executive summary of

Method for Creating Wisdom from Knowledge
-For Task Realization and problem solving-
-which also prevents hit-and-miss at problem solving.
-DTCN (Design to Customers’ Needs) Methodology

Integration of Componential Thinking and Methodologies

executive summary
by
Michihiko Esaki, Ph.D.
Translated by Chris Chikara Nishihama

The most comprehensive “Method of Creating Wisdom from Knowledge” in the world
Development began from 1975 and there were some applications until its full development. For example, in
1979 and 1985 it was successful in the creation of Design to Cost procedure which led to the further
development of the Method for changing Knowledge to Wisdom (1999)

As a result, the English version of the Method for Creating Wisdom from Knowledge was presented in 2010.
The entire contents of this methodology has been put on the public domain from September of 2011
(http://dtcn-wisdom.jp/00001-E-wisdom%20book.pdf) and can be utilized by anyone around the world in
order to ‘Save the Earth, create and satisfy customers’I hope that in the future, the knowledge of this
methodology will be taught to student before entering to society, in order to contribute to world peace.
(12/1/2011) Dr. Michihiko Esaki
Executive summary of the 'Method of Creating Wisdom from Knowledge' which also prevents hit-and-miss at problem solving.

1. Explanation 1:

'Problem solving by utilizing the Method for Creating Wisdom from Knowledge'

In conventional problem solving methods, the difference (hereafter called 'gap') between the ideal state and conditions (physically realizable range) and actual states is bridged by solving the problem. Selecting what to 'fill in' this gap with had been done with 'Decision Making' (H. Simon and others). However, the method to logically grasp this ideal state or the rational way of filling in this gap were conventionally vague. In addition, there had been no definite method utilizing the upper purpose for the ideal state and conditions. Moreover, there were no explanation concerning the classification of the words 'goal/task' and 'purpose'.

If a figure of problem solving were drawn up, it would look like the following figure 1 and 2.

**Figure 1: Conceptual diagram of a conventional problem solving method**

![Diagram](#)
2. **Explanation 2:**

‘Filling-in’ the gap by using the method for Creating Wisdom from Knowledge mindset:

**Fig. 2:** Grasping the ideal state (Main Keyword) and confirming the upper purpose.

(a) After grasping the ideal state by grasping the **Main Key word** (Function expression for the ideas written as **Verb+Noun with minimum adjectives and adverbs**), the method of filling in this gap (which is physically realizable, optimizable and includes cost) is the **'Method of Creating Wisdom from Knowledge'**.

This method can be started from **under the task before or after ‘replacing the problem with the task’**.

(b) **By switching the problem with the task, on upper purpose of the task can easily be identified.**

The method which clearly shows this feature is the PMD methodology.

After the task is established, by using the **'Purpose Measure Diagram' (PMD) method**, the upper purpose is identified and the 'Main Keyword' is grasped. (Entire explanation of the PMD method can be found at URL [http://dtcn-wisdom.jp/00001-E-wisdom%20book.pdf](http://dtcn-wisdom.jp/00001-E-wisdom%20book.pdf) on pages 18-29 and 36-69 in the book ‘**Method for Creating Wisdom from Knowledge 2009 edition**’.)

The result of the **Main Keyword** is made as the result of the upper purpose and it then becomes the goal and the feasibly ideal state and conditions.

By establishing the **'Purpose Measure Diagram'** which indicates the **Direction of Will** and its **'Main Keyword'** which shows the realization process level under the **Direction of Will**, then it can be said that it was **'Will Decided'**. (The method of making a **PMD** is indicated on pages 18-29 and 36-69.)

Also, in order to realize the **'Will Decision'**, one needs to find an expression which states where to
start. This expression can be found easily at the bottom of the Purpose Measure Diagram and it will become the Entrance Keyword.

After the 'Main Keyword' is grasped, it is used as the 'Key', for the result by the 'FBS (Function Breakdown Structure)' technique found in the Method of Creating Wisdom from Knowledge (pages 110~125).

The contents of the target/goal under the upper purpose result, which is the ideal state and conditions, can be clarified by the FBS technique.

(c) Usually, three extremely different, but feasible proposals are then created using the FBS technique, and the most suitable proposal will be found to lie somewhere between them.

By creating comparative proposals of the first and each lower measure level, the comparison evaluation, selection and judgment through the Steplist Method (method for creating the procedure) process, the optimized ideal state at each level (the final FBS structured result) can be made.

The optimization process of FBS for realization (real-world conditions) is carried out by the Steplist procedure method which has inductive and deductive approaches (Pages 70-160).

What is important here is to confirm the result level of the upper purpose as the ideal state which is indicated in Fig. 2.

(d) The problem and task positions are interchanged and the upper level purpose is clarified by making a PMD. (Details on the PMD concept can be found in the book on pages 27-69.)

In this figure, it needs to be recognized that when the upper purpose changes, so will the ideal state and conditions. As well, when the lower level measure (idea) changes, the scope of the upper level purpose will become broader.
3. **Explanation 3:**

Rough positioning of the "Method of Creating Wisdom from Knowledge"

**Fig. 3:** Rough position of the "Method of Creating Wisdom from Knowledge"

Component ① of Figure 3 is the 'chaotic' state when considering where to begin. (Conventionally, one does not know how to prevent a hit-and-miss situation in problem solving when there is no background information in new situations.)

Component ② is an image of the ideal state result (target/goal) under the upper purpose.

4. **Explanation 4:**

Detailed methodology and component theory behind the "Method of Creating Wisdom from Knowledge" (Refer to Fig.4)

At the end of this essay is a table 'Relationship of knowledge, Will wisdom and "New knowledge by result of wisdom"'. If this relationship is understood beforehand, the contents of this essay may be more easily comprehensible.

The following is a summarization of Table 1.

Knowledge is made up of 2 components, the information concerning the cause-effect relationship Wisdom from Knowledge for wisdom management.
of the input and output (more specifically, the ‘cause-result’ relationship) and the information of what structures, components and/or systems exist.

To have wisdom:

To "Have wisdom" indicates wanting to realize something (having the will) and having the "information of how to go about doing it", that is, "having information of knowledge". In addition, when this information can be conveyed onto others, it becomes “New Knowledge”. If this “New Knowledge” is added to conventional knowledge, the accumulated information becomes (legacy data) and it can further create new wisdom. Through this cycle, a new future scenario can be created for the people on Earth.

The ‘starting key’ for this cycle is the Main Key Word created by the PMD method and it will be discussed afterwards.
Fig. 4 Fundamental diagram showing the componential methodologies according to the purpose-measures relationship

A rough explanation of components ③, ④, ⑤, ⑥, ⑦, ⑧, ⑩, ⑪, ⑫ and ⑬ in Figure 4.
Component ③ is the mechanism of decision and judgment of “will” by Information of Difference (Jelly doughnuts theory). Refer to Fig. 5.

**Fig. 5: Jelly doughnuts theory**

<table>
<thead>
<tr>
<th>The relationship between purpose and measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>What to do (purpose)</td>
</tr>
<tr>
<td>Keep health</td>
</tr>
<tr>
<td>How to do (measure)</td>
</tr>
<tr>
<td>Eat few sweets</td>
</tr>
<tr>
<td>Do not eat sweets</td>
</tr>
</tbody>
</table>

Two jelly doughnuts exactly the same appearance. Which will you take?

Suppose there are two jelly-filled doughnuts which are exactly the same in appearance. There would be hesitation for a moment over which one would be chosen. Then an imaginative comparison would be made between the two as to which has the more or less filling, then a decision or judgment would be made.

From this phenomenon, we can identify that a judgment or action is made after acquiring some appropriate Information of Difference. If the information of difference (*) could not be obtained by changing the view point or by deep thought about the subject matter, hesitation to reach either one will not be overcome. At the same time, whether the one with more or less jelly in it is chosen depends upon the Direction of Purpose-Measure relationship (i.e. ‘in order to and how to relationship’, hereafter called Direction of Will).

* Includes distance of hand to doughnut.

A person who is mentally tired by heavy brain work will most likely choose the doughnut that seems to have more sweet jelly in it since taking in sugar will allow quick recovery from fatigue. A person who is slightly conscious of their health knows that it is necessary to choose the doughnut that seems to have less jelly in it.

So from this phenomenon, we can acknowledge that for a mechanism to choose something to
exist, there must be a purpose-measure relationship (‘in order to do something, how to go about doing it’ relationship) and information of difference. And there is no way to obtain the Information of Difference other than through comparison, and in order to have comparison there must be more than two plans to be compared or one plan and a standard to be compared with. (To eat or not also consists of two plans.)

Component ④

Usage of the questions "In order to do what, how to go about doing it" and "Why":

“Why” Questions are directed to the past and “In order to do what” questions are directed to the future, refer to fig.6, below.

Generally speaking, the question "Why?” is mostly used negatively.

And it is usually used to question someone pertaining to what unfavorable thing was committed and it mostly points to the past.

Fig.6 Exact usage of the questions "In order to do what, how to go about doing it" and "Why"

Then, what kind of questioning is there in order to point to the future? The answer is, "In order to do what, how to go about doing it?”. As can be understood from Fig. 6, the question, "Why?” deals with past events and "In order to do what, how to go about doing it?” is directed to the future.

Therefore, if we allow both questions to coexist, as indicated in Fig. 6, the direction of the questioning becomes reversed and one of them must be denied. This would also make attaining a suitable answer difficult. The correct line of questioning is necessary and indispensable for "problem solving", but even more so for "task realization". Here, let us organize the method of asking the correct question.

"Why” Question: about the past, or going back to a certain known knowledge.

Therefore, if the question "Why" is used when thinking of something unprecedented, the thought processes come to a stop.

"In order to do, how to do?” Question: directed to the future and creates wisdom with respect to the future.

What one needs to be careful here is that the question, "For what purpose?” sometimes causes one to deal with problems quickly and carelessly. An example of this may be during pre-war times where people may answer, "for the country” or "for the king".
How should questions be stated to draw correct knowledge and wisdom?

I believe it is clear now that to draw out the required knowledge, the line of questioning must be suitable. Then, if stated more specifically as to how the question should be asked, it will be as follows.

To grasp the correct knowledge of the past: The only way is to grasp the correct “cause-result” relationship (refer to pages XXXX in this article) or the knowledge of the mechanism and component of things. The line of questioning will be: "How did that come about?" or "How is it that that is happening?"

Let us think why it is not possible to draw correct knowledge by asking, "Why?" If I get right to the point, it is because the person answering the question will discontinue the reasoning when it is convenient for them.

(note)
While the "In order to do what, how to go about doing it?" question' makes the focal point of the question directed towards the future from the present point B, the "Why?" question makes the focal point of the question face the past towards point C directly from point B, making it abstract. It forces one to recognize it and become burdened by it. Then, one reflects upon it and passes it through to point D. In the end, it reaches point A, where one recalls what the purpose was. From point A it moves toward point B while pondering how it should be handled and returns to point B.

For instance, assume a child asks, "Why is it possible for a goldfish to live under water?" Then, parents who do not know the answer may say, "Because God made them that way," and cut off the explanation. On the other hand, if we change the question to "How do goldfish live under water?" what will the outcome be? The parents must answer with a correct “cause-result” relationship. That is, they will need to specifically answer, "Goldfish can live in water because there is air in the water and the fish use their gills to breathe that air".

In order to draw out the correct “cause-result” relationship, one must ask, "How to do it?" Then, it deals with things in the future. That is, in order to grasp the purpose-measure relationship that has consistency, the question should be phrased: "In order to do what, how to go about doing it?" From this, wisdom is created for the future, that is, the value direction (Will direction) is clarified and the purpose-measure relationship can be grasped.

The question, "Why?" arrives at a dead end.

In one’s experience, one may have shrunk back from being asked persistently, "Why did you do such a thing?", "Why?", "Why?" by seniors students, teachers or superiors. This kind of questioning allows one to take a dominant stance and corner the listener. It cannot be helped if others believe that the asker has some ulterior motives. If someone asks, "Why?" in regard to some unchangeable event and corners that individual, there is no way of evading that question. However, if a correct purpose-measure relationship or knowledge of the cause-result relationship can be grasped, an explanation starting with "Because..." can easily solve this issue.

"Because" in regard to "Why?"

On the other hand, in government organizations there are times according to the fiscal law that one has to answer questions that begin with "Why?" Because the “Why?” question was asked after the correct relationship of the contents was grasped in order to realize the reasonable objective result, by answering with "Because"
suitable measures and budget acquisition approvals can be attained.

(Note) There are five Why questions that lead to the same result, but the above questioning style that creates wisdom reaches the result more rapidly, than Toyota’s questioning style.

Component ⑤
Switch "Problems" to "Tasks", but when it is a task to begin with do not make the switch.
This was stated in “Explanation 1”

Component ⑥

Fig. 7 (Step1 to Step 5) shows the image example of a PMD that has the Key Word or the expression of basic function "Have on-off circuit for small electric bulb and battery" which creates the image of things more easily. This is the method of creating a 'visible' direction of value, the Key word and the Entrance key word among the people concerned, in order to create a key image structure of the objective result and procedure to reach the objective result.

The following is a brief explanation of how to go about doing so. (Refer to Fig. 7.)

PMD (PMD: Purpose Measure Diagram) method: Method to create a visible direction of will (consensus) among the people concerned and to get the exact expression of the basic function for the result under the upper purpose.

By using this method, we can

1. Get a visible direction of “will” among the people concerned to decide something, according to the decision mechanism stated in the explanation of component ①.

2. Get the correct algorithm of the purpose - measure relationship (especially when we create a completely new thing).

3. Get the most appropriate expression of the objective result (the Main Key Word is the key for creating the procedure and the image structure of the idea for the objective result). In other words, this is the expression of the basic function or focused specific needs which connects "wants" and "measures" or “seeds”.

4. Find the Entrance Key word expression where we can start to realize the objective result.

5. The Procedure to Derive and Choose the Key Word by using the PMD method

This procedure can be performed either individually or in a small group or sometimes in a large group. When we are speaking or discussing, we have a theme or subject. This method starts
with the theme or subject. Therefore,
(a) Identify the theme or subject.
(b) List all of the possible "verb and noun" expressions which come to mind on a piece of paper answering the questions:
(1) "In brief, what are we going to do with the subject?" and/or
(2) "In brief, at least what must be done?"
When writing a brief "verb and noun" response to this/these question(s), you can add the least number of adjectives, adverbs, or phrases and clauses to the "verb and noun" expression.
(c) After writing all the expressions which come to mind, cut apart the piece of paper into small cards so that each card shows only one answer expression to the question:
(d) Compare arbitrarily two cut expression cards.
You can start with any two cards and then arrange all the cards on a large sheet of paper in "In order to, how to" sequence from top to bottom so that it is possible to read each expression in the repetition sequence manner as:
   In order to do "X," it is necessary to do "Y."
   In order to do "Y," it is necessary to do "Z."
   In order to do "Z," it is necessary to do "A."
When comparing and arranging the cards repeatedly, if you find expression cards which cannot be ranged top-down by any means, place these cards side by side in the same level in order of priority. Also, you can add blank cards where there must be some expression, but is not yet clear.
(e) After arranging all the cards, read them in a repetitive order, "In order to do ..., it is necessary to do ..." sequence to check whether it is in a logical order or not. If you feel it is not logical or you are uncomfortable with the sequence of cards, re-arrange them or add new ones to arrange them in a logical sequence. When satisfied with the order, affix each cards on a large sheet of paper using transparent tape.
   By doing this, all written cards can be arranged in the series of expression of purpose measure relationship. In this case, sometime it is necessary to adjust the expression of some card.
(f) Seek out the most concrete and appropriate expression level which satisfies both the higher and lower expression of words. This is usually found near the center of sequence. You can find it very as if magically with the entire agreed consensus.
   This is the expression of "Key Word".
In the sequence of expression, at the lowest level expression from top to downward, we can find the quite ready entrance expression that shows where and how we can start the procedural action.
to reach the expressions of the key word or the objective result.

We call this lowest expression as "Entrance Key Word".

So, "Key Word" is called sometimes as "Main Key Word".

The Entrance word may be singular or plural. If it is plural, it shows the division of starting operations. We can use this procedure visibly in a team of several members, because paper cards are used.

The sequence read downward is repetition of purpose and measures, and when read from the bottom up, gives rough process or conditions realize the desired result under the upper purpose.

As the suggestion, you can use colored cards for each member, to identify easily minset of which cards

Component ⑧, ⑨ are main method components.
Component ⑩ is organization form which enable inductive approach and deductive action for realizing the objective result.
Component ⑪ and ⑫ are supplemental methods for components ⑧ and ⑨.
Figure 7 shows the example How to make PMD (Purpose Measure Diagram)

How to make PMD (Purpose Measure Diagram)

Step 1
Identify theme or subject expression of the task
Example theme: Small handy light
Ask the question “In brief, what are we trying to do with it (subject)?” “In brief, what do we at least have to do?” in relation to the theme.

Step 2
1. Have on/off circuit for small electric bulb and battery combination
2. Create a better configuration plan than that for the conventional small handy light
3. Gives enough light to look at something up to one meter away in the dark
4. Be a handy size and mechanism
5. Integrate a cheaper and more reliable idea than the idea which was used for the conventional small handy light
6. Seek the most feasible plan by creating and comparing two or more

Step 3
Cut and arrange them repeating of “in order to do and, how to do”

PMD of Small handy light

In order
To do,

It is necessary
to do

Step 4
Identify main keyword
Main Keyword*
The most appropriate expression of the function
(Expression of basic function in its theme level)
* "Key word" is Japanese style English expression. This must be understood as the Key

Entrance key

Example of the simplest handy light configuration image idea derived from of major keyword of “Have on/off circuit for small electric bulb and battery combination”

1.3V Lenz Bulb

Push battery body here to turn the circuit on or off.

Integrated case hinge

Plastic case

Wisdom from Knowledge for wisdom management R8.doc
**Component ⑦** is the method to create the faultless procedure inductive and deductive approaches to reach the goal. This method entitled as “Steplist” method.

**Component ⑧** is the method to create the objective result figure.

This method is called the FBS（Funtion Breakdown Structure）technique.

According to the Keyword that was grasped by the PMD, create 3 extreme but realizable proposals for results of the purpose, which include the mechanism and components of things and systems and the scope of the original proposal. The idea is such that within the 3 extreme proposals, which forms a triangle, lies the most suitable state and conditions.

The Steplist, which utilizes both inductive and deductive approaches, will optimize and make it realizable.

Followings are brief explanation of **component method.⑦**.

**Component ⑦ Steplist:**

(1) **Basic faultless 4 frames work concept**

![Faultless four frame model of process for boiling delicious rice in Steplist thinking](image)

**Fig. 8** and 9 illustrates a phased procedure using the 4-frame model of a faultless procedure for cooking what is thought to be delicious rice in Japan.

As a result, both the PERT model which has a critical path and the 4-frame which allows both right- and left-sides of the brain to function alternately (input: work is done, output: evaluation and judgment are done so that it can be used in the next phase) are constructed so that relationship of the input and output of each phase becomes a faultless procedure.
Fig. 9 Steplist format

In the phased procedure of the Steplist, the 4 phases of the induction approach and the 4 phases of the deduction approach, which make the results realistic, are constructed and both the mindset and tasks are made faultless. Especially, the task in each phase (evaluating and judging the output so that it can be used in the next phase) will become a quality assurance by securing the QC (Quality Control), which creates a faultless quality of the mindset and task within the process.
Component ⑨ FBS(function Breakdown Structure) Technique

Figure 10  FBS (Function Breakdown Structure) technique

With reference to Fig.10, Steps (1) and (5) are Things/Systems WBS (Work Breakdown Structure of things/systems), Steps (2) and (6) are FTS (Function Tree Structure), Steps (3) and (7) are both 3 extremely different, but feasible ideas with respect to Function, Step (4) indicates the process of comparing, selecting and for one of those ideas, conducting a comparative evaluation and selection.

As mentioned in Explanation 2-(c), the FBS technique is a method of comparing the 3 extremely different, but feasible proposals at the fundamental level (of the mechanism and components of things and systems) after grasping the Main Key Word (which is the Main Function) that satisfies the most suitable function level conditions of the PMD and while optimizing the task from the upper purpose viewpoint (within a realizable scope) a hierarchy is made downward. Gradually refining this process is the Steplist procedure.

Component ⑩ RO (Root Organizing) method is a method of creating and maintaining the organizational structure that holds both functions of inductively thinking and optimizing from various viewpoints within a realizable scope and deductively realizing it after prospects of success are seen.
Figure 10: RO (Root Organizing) method

The mindset for the preliminary groundwork and its actions can be made by the PMD which allows for the consensus within the organization, that is, by combining the alignment of the Direction of Will and the confirmation of the Key Word level, an organization that can act will be created.

Recently, it has been said that this methodology is suitable for IPT (Integrated Project Team).

Components ⑪ and ⑫ are supplemental to the methods in ⑧ and ⑨).

The method in Component ⑪ is a supplement to the Steplist method of ⑧ and it can be broken down into 3 parts, i.e. Phase I: rapid embodiment, Phase II: transitional/intermediary step until the most suitable conditions are seen and Phase III: details of the final most suitable condition (what can be realized by the procedure of an 8-phase Steplist). When trying to make development but the next step is not apparent, use 5 phase improvement below.

Fig. 11: 3-5 improvement method for component ⑪
However, when this is still insufficient, in the next phase, realization can be achieved if certain conditions are met and this is done in phase IV. Moreover, at this point it is unclear what conditions need to be satisfied and so after an investigation, what can be realized up to V will be divided into 5 parts and called the "3-5 Improvement Method". 

(Note) The meaning of phase-0 implementation plan is planning a document to show the policy of using the idea of the 3-5 improvement method to improve something.
Component ⑫ is a supplementary method of (9) and it is called the WBS theme phasing technique.

Fig. 13 WBS Phasing theme technique for component ⑫

This method is used after the ideal conditions of things and systems are achieved. And in the maintenance phase, it is used to separately study in advance the themes 'what should be done' and 'what will happen' when certain problems occur. In addition, when problems do occur themes that need to be allocated and studied in a timely manner such as 'how should the problem be solved' and 'where should the knowledge to solve the problem be sent to' (in other words, what should be done about the 'server') can be studied and proposals collected by this method.

Moreover, by organizing the sense of values of individuals using the PMD, the contents and results are transformed by the FBS and the contents of things and systems are picked up by the WBS expression using the 100% rule. Through this combination, the know-hows of senior staff can be passed down to junior staff in a compact, easy-to-understand method.

Note: A summarization of Component ①－⑫ is illustrated in Fig. 4.

Component ⑬ for Design to Cost Implementation indicates that by using the methods mentioned above,

Design to Cost (Unit Production Cost and Life Cycle Cost) activities can be conducted. Details of Design to Cost methodology can be found in Chapters 6, 7 and 8 of the Advanced Project Management Methodology (in the public domain).

http://dtcn-wisdom.jp/E-nannni%20tukaeruka.html

As a result, satisfying the customer (the upper purpose of ② in Fig.4) and achieving the most
suitable conditions which includes oneself can be attained.

What needs to be noted here is that, Fig. 4 not only indicates a rough procedure, but it also includes ideas from the results. It is not just the creation of a procedure from a basic Steplist. The Steplist creates a faultless procedure and the FBS refines the ideal results and conditions and incorporates it into the rough procedure formed from the Steplist.

Table 1 shows the Relationship of knowledge, Will wisdom and “New knowledge by result of wisdom”

The brief explanation given of the above method is fully explained in The Method for Creating Wisdom from Knowledge (2009 Rev.1). This book is in the public domain (http://dtcn-wisdom.jp/00001-E-wisdom%20book.pdf) with a file size of about 17 MB.


Fig. 14 The cover of Advanced project managenet methodology


Revealing the:
• Method for Changing Knowledge to Wisdom (Appendix. G)
• Integration method to combine creative method, management method and Accounting method (Appdx. I. And K)
• Procedure of how to implement Design to Customers’ Needs and Design to Cost (Chap. 6-8)
• Method how to create an effective scope and to have the same consensus among the people concerned. (Chap.1.2, 1.3, 2.1, 3.1, 4.1, Appendix L )
• Method to create a faultless phased procedure and Management layer (Chap. 3.2)
• Redefinition of WBS which has been in some chaos.(Fig.4.1-4)
• Procedure of how to create the most effective WBS and Function Tree Structure and its relationship (Chap. 2.4)
• Many Intuitive new thinking and example procedures to support conventional Project Management seamlessly.
### Table 1: Relationship of knowledge, Will, wisdom and “New knowledge by result of wisdom”

<p>| 1. Have Knowledge: If one has the knowledge of the Method for Creating Wisdom from Knowledge whether consciously or unconsciously, people can proceed to action lines 2 to 4 without fail |</p>
<table>
<thead>
<tr>
<th>Have Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have information on cause-effect relationship. To have knowledge means that if something is done, a certain result can be expected (for example, having knowledge that if the light switch is turned on, the light bulb will shine.)</td>
</tr>
<tr>
<td>1. Have information on the existence. Information on the existence of ‘things’ or ‘information’.</td>
</tr>
<tr>
<td>(ex.) Information that a building exists somewhere</td>
</tr>
<tr>
<td>(ex.) Information that the following “Information on wisdom” exists</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Method of acquiring knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have knowledge through experience</td>
</tr>
<tr>
<td>Experience gained through experience, have sensory knowledge. (ex.) To know how to ride a bicycle. (characteristics) To unconsciously know the cause-effect relationship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Have Will</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Have wants, needs and seeds</td>
</tr>
<tr>
<td>Wants means to have the desire or wish to do something. Needs means to have the demand to want something that is realizable. Seeds indicates having the seed or means that a thing can be used for something. Having one or more of these things is acceptable.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Method of acquiring knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have knowledge through studying.</td>
</tr>
<tr>
<td>To have knowledge in the narrow sense obtained through reading and hearing.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Organizing the Will (Organize in the Direction of Will and the Main Keyword).</th>
</tr>
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<tbody>
<tr>
<td>In order to realize any one or the combination of the above wants, needs and seeds one will have to grasp the Main Keyword and the Entrance Keyword, which will realize the Main Keyword and show where to start, by asking oneself “In brief, how to do it?”, “In brief, to do what?” (The PMD (Purpose and Means Diagram) is very effective in organizing this. In addition, by grasping the Main and Entrance Keywords, the mechanism of decision making and judgment through Information of Difference will be able to be used to realize it.)</td>
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</tbody>
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<table>
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<tr>
<th>Have Wisdom</th>
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<tbody>
<tr>
<td>A Have procedure in order to realize the following</td>
</tr>
<tr>
<td>1. Based on 1., information relating to a “Faultless Phased procedure”, which shows how to realize the desired results, will be created. (example) Information relating to a Faultless-Phased procedure such as “In order to brighten a dark room, a lighter will be used to find the light switch on the wall so that it may be turned on.” (The Steplist method is very effective in creating this procedure.)</td>
</tr>
<tr>
<td>2. Information concerning the mechanism and components of ‘things or systems’ are created so that one may understand what ‘things or systems’ are needed in order to realize it. (ex.) Information relating to the mechanism of things need to be on hand or must be created so that one may know what kind of reinforcements are necessary to design a house capable of withstanding an earthquake with a magnitude of 7. (The FBS (Function Breakdown Structure) method is very effective in creating an optimized structural component.)</td>
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</tbody>
</table>

<table>
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<tr>
<th>Have Wisdom</th>
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<td>B Have the structural component of things or systems of the desired results</td>
</tr>
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</table>

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<th>Order of Information to be arranged</th>
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<th>4. Have new knowledge as a result of using wisdom</th>
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<td>By being able to explain to others the above wisdom, this wisdom then changes into ‘new knowledge’. Then, it can be passed on to others as knowledge.</td>
</tr>
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</table>

By returning the result which has the new information of 4. back to ‘Have knowledge’ of 1., it can be used to create new wisdom by the newly created ‘Wisdom Engine’.