An Analysis of the Ideologies, Strategies and Applications of Chess and Martial Arts With Respect to Transferable Skills

Torriente Toliver

Langston University

Follow this and additional works at: http://dclu.langston.edu/mccabe_theses

Part of the Other Arts and Humanities Commons, Sociology Commons, and the Sports Studies Commons

Recommended Citation

This Thesis is brought to you for free and open access by the Student Works at Digital Commons @ Langston University. It has been accepted for inclusion in McCabe Thesis Collection by an authorized administrator of Digital Commons @ Langston University. For more information, please contact jblewis@langston.edu.
AN ANALYSIS OF THE IDEOLOGIES, STRATEGIES, AND APPLICATIONS OF CHESS AND MARTIAL ARTS WITH RESPECT TO TRANSFERABLE SKILLS

By

Torriente Toliver
Acknowledgements

This work would not be possible without the training in the skills that I learned to transfer. I want to thank Allen Hammond, my high school chess coach and world history teacher, who taught me the value of information, research, and critical thinking. I would also like to thank the staff of Beverly Pagoda Martial Arts Academy who taught me to put my critical thinking skills to use with practical application and not to waste them on pontification. I would like to thank Sensei Kates Jr. specifically because it was he that taught me about transferable skills and inspired me to create an effective way to analyze my skills and teach others to do the same. I would finally like to thank those who supported me in the creation of this work and convinced me that it was something special.
Table of Contents

Abstract 1.

Introduction 2.

Review of Literature 5.

Methodology 11.

Analysis 14.
   a. Ideology 15.
   b. Strategy 17.
   c. Application 20.

Conclusion 25.

Works Cited 27.
Abstract

Chess and martial arts are used to show how to transfer learned skills. Transferable skill is the process by which one uses a learned skill in a different situation. The artifact explains different ways to transfer skills to promote critical thinking. The artifact also shows how to apply the results of attempting to transfer skills to the original skill to enhance understanding of said skill. The artifact defines and describes multiple aspects of chess and martial arts such as tactics, strategy, and thinking. Critical thinking, not results, is the objective of the research.
Introduction

Chess is considered the thinking man's game. Martial arts bridge mortal combat with peaceful intentions and beauty. It is easy to see that they both represent a fight in one way or another. The fight is probably the most basic way of explaining either. The other aspects that these two activities are obscured by the way people attempt to avoid critical thinking in everyday life. It is also not recognized by those who have not attempted to reach an expert level in each field. This claim is supported by the quote “One man cannot know another until he has walked a mile in his shoes”. I do not know what it is like to be a high level politician nor do I understand astrophysics.

Interestingly enough by the end of this report I can almost guarantee that can understand these two seemingly unrelated fields through my expert knowledge in one field and by learning the basics in one of the aforementioned fields of study/professions. I can do this by applying an ideology taught to me by one of my martial arts instructors. This instructor taught me that transferable skills are an integral part of the martial arts and life. Everything learned is applicable in other aspects of life. For example, if I were to have learned the uses of a martial arts technique then I should not only be able to apply the same theory as a tactic on the chessboard but should use that same theme in a debate and in the creation of a dinner dish. I thought that this was wishful thinking at best and unrealistic until I continued to hear the phrase “It's like chess”. I have heard that phrase on basketball courts, on television, in dojos, and in countless other places and situations. I have run into that phrase during my workouts in martial arts. I had a problem because I am a reasonably strong chess player and martial artist but the people who used this phrase usually did not have a strong chess background. Some could not even play the game. The
dilemma was how could one who does not have a true expertise in a field comment on that field. I have heard that "Those who can do do and those who cannot teach" but this is on another level. This personal crisis prompted two questions. "Is chess so universal that everything could be compared to it?" "Does expertise in one field make someone an expert in other fields as long as one has an understanding of the basics?" The answers to these two questions can not only change the world with respect to teaching and learning, but they may transform a once incomprehensible unknown to a known. This could turn the math wiz who failed English into an English wiz in moments.

Transferable skill is critical thinking using a mastered skill as the rubric for learning all other things. That also means that multiple if not infinite things can be discovered in one thing. I am proposing that chess is a theological manual no different from the Bible. All thoughts and creations have unlimited potential and consequentially proves that people have unlimited potential through each persons understanding of such concepts.

I am going to expand on multiple ideas from both chess and martial arts showing how both are not limited to their current purpose and how skill in one should promote skill in the other. The three main aspects of chess and martial arts that will be examined are their ideologies, strategies, and applications. This is the least that will be examined thoroughly, but there are so many other aspects that will be briefly described to show the theme of transferable skills. This is a theory that I have used and have seen applied intentionally and unintentionally multiple times. I believe that anyone not inflicted with a major mental disease or illness can use this theory to create a world of productive critical thinkers.
The review of literature will show the history of chess and martial arts. Texts on many aspects of chess and martial arts will be examined. If I had not used texts on history, techniques, ideology and practice then I would not be able to prove that the theory works in all applications. I will describe in detail the significance of this study as well as the reason I used the comparison between chess and martial arts. I intend to also explain this theory’s significance to education and specifically English language arts. This is not an experiment and I did not approach it as such. This is a description of a phenomenon that became a revelation of which I have found supporting evidence that supports it. I will show how this product is limited by the depths of my thinking although I have evidence from experts in the fields discussed. The texts are organized and examined by the same process the theory suggests should be taken. The findings may be subjective because the purpose of the research was not to present facts but define processes. This project is nothing more than a creative thinking seminar. If this project meets scrutiny later then the theory is still supported because of its effect. This will all be explained further later. I am writing about a way of life that many have adopted but may not have given a name. I have used my transferable skills to turn this into a pagoda; this is a multi leveled shrine that serves the purpose of learning through learned concepts.
Review of Literature

The history of chess and the reasons for its development are not a mystery. The uses of martial arts are rooted in its definition. These things are not debated or thoroughly discussed here because in the grand scheme of things it is mostly irrelevant to this theory. What will be discussed are things that I have discovered through my research of chess and my practice of the martial arts. The research is personal observation and understanding. The cited experts are noted simply to support my claims of expertise. I am only quoting published works to show that my claims are not the rants of an individual who does not know any better. It is my belief that the idea of transferrable skills has been in existence for ages but I do not believe that the theory's full potential has been explained in the way I am presenting it.

Psychologists and teachers have done extensive research on how the human brain operates and effective forms of learning. It is more than fair to say that I am ignoring their studies. Transferrable skill is a personal journey and should be treated as one. The effectiveness of using this process is completely dependent on the learners' ability to use analogies and the learners' expertise in a field. This is the reason that I have refused to study works that discuss learning. The results of other learning techniques are supplemental to using transferrable skills. The significance of someone testing this on themselves is more important than any other tests or work written about this. If one wanted to use an accepted name for it then transferrable skill is like Jean Piaget's theory of assimilation. The difference in my analysis is that I am using a learned skill to create a high level skill in an unknown field. It is my understanding that assimilation creates a
situation where a learned skill is used in a situation that is new or strange. I am applying all learned skills to any and every event to unlock unlimited potential.

The importance of this process is to create a universal way of learning that revolves around personal experience and not on fact alone. The intent is to purposefully create critical thinkers at every age. The literature will reflect different stages in chess playing and thinking. This will also be so with martial arts. The beginning stages are to show ideas that one represents and how the other can be shown to either validate or reject the previous claim. Many of these ideas are personal but they are supported by the rules and regulations of the activities analyzed.

I could make the claim with my knowledge of chess that a fight can only be won with self control regardless of all the techniques and conditioning. This is a claim that an expert chess player can make by only having seen martial arts on television and in movies. This is important because a tournament chess player is bound by the rules of "touch move". When in a tournament setting or for serious chess encounters as a whole, the player must move the first piece that is intentionally touched as long as it is legal to do so. This rule forces an international grandmaster (GM) to show self control; in all games at all times. If a GM were to lose this control he may lose to a person with less talent, skill, and preparation. The knowledge that martial arts represent a confrontation of personally selected movements is all that the chess expert has to know in order to make the claim.

I could also make the claim that martial arts is like chess because each player must react to the previous move in an intelligent way or difficulties could ensue. This claim, if following transferrable skills, can be made by an expert martial artist who only
knows that players alternate turns in chess. The martial artist does not need to know any tactics, strategies, or even how the pieces move. The fighter would use the knowledge that he acquired to deduce that a game that takes turns and makes moves that are chosen not at random or chance are done in response to a previous move. This is typical of a martial artist. In fact, martial artists are not trained to be robotic, but to move and act according to their surroundings. The martial artist can use all aspects of his fighting, forms, concentration, and conditioning to become an expert chess player, theoretically of course.

The most important part of transferrable skills is their use for critical thinking. The two above examples show strategy and application as a product of choice. Anyone who reads either of the above examples can now use a transferrable skill to explain the power of choice and order. A language arts teacher can now make the claim that chess and martial arts are like writing. Victory or effectiveness in writing or debate is dictated by self control, word choice, and argument order. The self control is to stay calm and think in an argument or when writing in order to stay on topic and keep personal bias out of the equation. The word choice will elicit a specific response that effects both interpretations and emotions. The argument order effects organization and the goal. If one were to need to capture an audience’s attention then the first argument must be one that does so. The teacher needs not know anything more than the two paragraphs above and theoretically the teacher can speak as an expert on chess and martial arts by transferring the skills of language arts.

The books examined are just works on chess openings, strategies, and endings. The martial arts books focus on specific arts and systems. It is important to note that the
professional thoughts in the literature are only used as basic knowledge where I use my transferrable skills to show parallels. I wanted to use chess and martial arts because those two fields are specialties of mine. I can support the theory by showing that expert knowledge is important to creating more expert knowledge. I am not an expert in religion but through my basic knowledge of some religions and my expert knowledge in other fields I could speak as a religious authority or analyze with high level principles.

I have read many books on chess. I found five main categories of books. There are books on openings, strategy, endings, tactics and thinking. These kinds of books tell the reader that there are many aspects of chess and it is not just memorization or principles. To fully understand the complexities of these books I will describe the category in detail. The beginning is the opening.

There are collections of openings like Modern Chess Openings, Standard Chess Openings, and Unorthodox Chess Openings. These books give the history of each opening. It also describes basic themes and gives different variations. Beginners learn of different formations and how they interact with opposing formations. The openings teach the intermediate about complications between theory and reality. Advanced players check to see if the latest databases show any new ideas on their favorite opening or insight to a once unclear position.

Strategy and tactics are known to be the same but they are not. The strategy is the theme. The tactics are the ways that the theme is implemented or the goal achieved. A smoothing strategy is implemented by a "removing the guard" and "undermining the defense" tactics. All levels growth through research.
Endgame books, like Pandolfini’s Endgame Course, tend to focus on two things, theme and memorization. The idea that a position is won with a twenty-seven move forced combination seems daunting but that is the way a rook and king mate. Experts just push their limits to either memorize all practical endgames or challenge themselves to be able to recognize the theme long before the endgame arises.

So many books have tried to focus on chess thinking. They tend to create a system that is not time consuming and is effective. The time is important because of the pressure that is inflicted in tournament chess. The systems try to isolate certain strategies and principles. The problems arise when a player with limited knowledge is asked to think critically. The player usually fails and blames the system. This is true for all chess books. The player is only as good as his or her understanding unless they move by rote.

There are the same types of books written about martial arts. These books are written on styles, systems, forms, fighting, and philosophy. The categories are quite comparable to chess. To be fair we will start with the forms.

Forms are patterns that are set to represent a fight. These can be considered similar to an opening in chess. They are structured to give basic ideas and show common responses. Forms change depending on the level of the practitioner. Tae Kwon Do by Yeon Hee Park states that “More than any exercise or drill, the practice of form is the most important element in the development of Tae Kwon Do technique (51).”

A style is a fighting method. A system is the compilation of various styles. Bruce Lee’s Jeet Kune Do is a styleless style that can use all techniques from all styles thus making it a system. Karate is a style but there are systems of karate. Systems generally have a striking/standing, clinch, and ground methods of attack and defense. Styles tend to
attempt to keep fights to one of these aspects. Aikido takes a standing opponent to the ground. Aikido is still a style though there are systems of Aikido. The fighting in cooperation with the style and system forms the strategy and tactics. Judo might not incorporate a jump spinning axe kick but Tae Kwon Do does. The many techniques are tactics while the style dictated the strategy.

Thinking is sometimes a forgotten aspect of martial arts. There is a process but it is both personal and systematic. Practitioners grow daily in the thought process of martial arts. Many books, like Miyamoto Musashi’s The Book of Five Rings and Yamamoto Tsunetomo’s The Hagakure, are examples of manuscripts on the martial mind. Other books like The Little Capoeira Book teach about the culture of the martial art and consequentially instill a process of evaluation. All of these sources give knowledge that is transferrable.
Methodology

This section will explain the structure of the research and the reasons behind its involvement in the organization of this work. First and foremost, this research was not undertaken to find an answer to a question or hypothesis. It was created to show how I have learned to extract an infinite amount of knowledge at a minimal amount of time and how that process, when repeated, can combine with further research to make it possible to think critically.

There is no question about if this process works. That fact was proven centuries ago and is not under debate today. What should be considered is the limitation when using a particular system. I came to the realization that people use their skills to meet an end to one particular problem and then shelve those skills till the same or a like problem arises. The approach taken to use transferrable skills is to maximize all skills in relation to all problems. Thus a math skill should bring insight to religion. Religion should bring insight to sports. Sports should bring insight to politics. All of these things should bring insight to education. What I am describing is what people want to do with their education but may not have a systematic way of execution.

The analysis is of two fields where I have excelled. I have been a strong chess player in high school as well as the national tournament circuit. I am not the strongest but I have been able to create tournament strength players at all levels. I am a martial arts instructor and competitor. I again am not the best but I have been able to strengthen men, women, and children of all ages. It is because of my success that I have been considered an expert on chess and martial arts. The limitations of the process of transferrable skills lies with the level of expertise one has in a single field.
A person who has only limited knowledge of chess openings and variations should not be able to understand the high level complications of master level forms and self defense techniques. What will happen is that person will take the complicated work and consider the work as a beginner’s variation. Specifically, a man who only knows that a pawn is worth one point and has no knowledge of promotion and position will look at a situation where something seems to be of little value and that person will not fear loosing that seemingly low value thing to attempt to win a game or achieve a goal. The problem is that any strong chess player will tell you that a pawn can be worth anywhere from less than a point to all the pieces on the board. A pawn is not a point. A pawn is potential. A beginner chess player may not know this and will try to transfer limited knowledge to an advanced situation. The same goes for the word pawn. That word is used to describe something of little value but any strong chess player will say that one cannot forget about the potential in a pawn. I, in a game of chess, gave up my queen and two rooks because of the promotional potential of three pawns. Mathematically I lost nineteen points for three.

The limitations of the process and my approach to the process were dangerous because I had to make sure that all of my thoughts and examples were valid with respect to their level of difficulty. Using the same example, an intermediate chess player knows the potential of pawns so he may use the term as something of little value with potential. The problem then becomes what happens as the intermediate student learns more about gambits and sacrifices where a pawn’s potential is intentionally disregarded for its immediate value. The result is the effect of transferrable skills on learning. One must become more educated so all aspects of one’s life changes. This person will never have
the same outlook on the value of anything without considering both potential and position. The best part is now this person knows how things can change. With this knowledge he might want to continue to apply his current knowledge to all situations or he might seek further education to again change all aspects of his life.

The method is to show one how to apply learned knowledge. The how part means that there is no right or wrong. The investigation to the limitations alone means that somewhere in the investigator’s past is knowledge that promotes proof, research, and scrutiny. Finding the process valid shows the use of a transferrable skill. Finding the process invalid shows the use of a transferrable skill. The right or wrong does not matter. It is the journey. My method is to show parts of my journey and how transferrable skill elevated both my chess and martial arts abilities and knowledge.

There was no need for a scientific experiment. The only question I had to ask myself was whether I was thinking and using multiple aspects of my knowledge bank. That means my research is limited by my critical thinking skills. This means that my research is unlimited because I am forcing scrutinizers to do and think in ways that they have not to prove me wrong. The result is critical thinking, which is the process that I am promoting.
Analysis

My analysis is not objective. It is an example of multiple uses of transferrable skills and a loose but effective way of application. This is the most difficult part of my research to accept. I am proving that the theory of transferrable skills is used but not to its full potential. My analysis will show a stream of consciousness that uses critical thinking in all circumstances.

The process is to use the skill that one is the most proficient in and apply all knowledge through that skill. The skill will then become stronger because the initial understanding will have greater information due to the feedback of the experiment. The key is to continue to elevate not only the most proficient skill but all others as well. That means that a skilled chess player who transfers his skills must still study chess to be able to have other understandings that can be transferred. The process continues because the basics of other skills are not enough to claim complete proficiency or reliable high level thought. This was explained earlier with the description of how pawns change value as chess players grow in strength. The purpose is to have a main skill that one trains and uses to aid in the training of other skills. The thought process should always revert back to the strongest skill. That is if one is in a life situation and does not know what to do then he should apply the same idea that he would use in a proficient skill. The attempt to apply ideas and begin thinking is the beginning. It is not easy to apply ideas to different media but it can be done. The key is to try to think. Many do not know how to think and this analysis will give many examples to aid in the training of constant critical thinking. The process is loose because people think in different ways and in different orders. A rigid system would be no more effective than any past system that promoted thinking.
This system makes learning an individualized and personal experience. This should guarantee that the user understands the results.

Ideologies of chess and martial arts

I am strong in chess. I believe that chess is a fight for superiority and survival in all aspects of the game. “The Latvian Gambit” by Kosten demonstrates a match where a computer defeats a human. The ideology that was in question is mental control and balance. A computer is supposed to consider the goal and nothing more. This case showed “the greedy nature of the computer (47)”. The lesson learned is that winning is more important than the feeling of winning. The mental control to focus on the goal and not the emotions or points achieved is an ideology that chess teaches. The transfer of this skill in martial arts is simple. One should be effective and nothing more. A technique should not be excessive nor neglect the long term goal.

The basics of martial arts teach that one must consider the effect before giving an attack. In the case above, the computer calculated a chance to win material when all that was necessary was an improved position. Although complete destruction works it does take longer. This length of time is transferred to the legal world. The legal definition of self defense and battery is roughly the difference in winning and overkill. This skill is transferred to literature when one is writing and is destroying an idea or moment by making the work filled with unnecessary words. The world of dating has rules of coming on too strong. These are all examples of doing too much at an unneeded time.

What takes this idea to the next level is the affect that the victim has to the action. Kosten calls the computer greedy. There is no doubt that a man in a fight who could have lost and gets completely destroyed wants revenge. There is a backlash to going beyond
the adequate. Finally in chess, if you turn up the heat and try to take all of the pieces, then you lose sight of the final goal for an immediate objective and you could lose.

Another chess idea is that chess stimulates the mind and can inspire other educational pursuits (Ashley, 7). The theory is that if someone enjoys an activity that requires a skill, then that person will seek to involve themselves in that skill. This is a common training theme in martial arts. Many instructors use many activities that do not have anything to do with martial arts. These activities are used to inspire research or desires in later drills that involve the same skill. I have my children’s karate class jump over obstacles to gain their interest in jumping attacks. This same idea can be transferred to education. All activities in school should require a skill taught in that school. That means that if a student enjoys a single activity then that student should not be a complete failure.

The final ideology is that the chess world is not revolved around sixty four squares with nothing else mattering. This is a relative idea that keeps the clock in the equation. Using this ideology a strong chess player who knows the basics of martial arts learns the valuable lesson of how to think in a fight. In chess the players move the pieces but if a martial artist holds to the above skill directly he will then know the truth is that the pieces matter and the player also. A person’s beliefs, attitude, and technique are all factors. Time is a factor. Emotions are a factor. Martial artists do not always know that fighting is not the only way to not lose. There are stalemates that an anxious or frustrated person might accept. In politics that means that an issue is as important as the people surrounding it. For religion in the Bible there is a story in the book of Genesis where Jacob sold his birthright to Esau because he was under time pressure to eat. In sewing this
means that the creation of the product is not only a machine and material but it is the creator and the process as well.

All of these ideas can be transferred together to any skill to show high level thinking. In culinary arts there is an idea that cooking is a struggle to create a masterpiece. It is a timed battle just like chess. There are things that can be made or activities that inspire one to want to be in the culinary arts. The claim that can be made is that all aspects of life are struggles of multiple factors. The high level lesson learned is that there is no such thing as a one step problem. One plus one equals two is a basic mathematical problem but it still has multiple factors. The obvious is whether the question is literal or theoretical. One plus one can be eleven because eleven is one with another one next to it. This multi factor way of thinking allows for things that were once impossible and impractical to be natural. The first step is to try. Failure is okay because it gives information to allow for a more educated analysis. The continuation of the process and the use of other skills in transference create a critical thinking mind.

Strategies in chess and martial arts

Chess begins with an opening. An advanced martial art strategy is to attack the closest target of the opponent. In the creation of a defense, a martial artist will only have to know the way the pieces move and his opening will be automatic. A defense becomes a question of style. A response to a king pawn opening will be met with a blockade, restraint, or counter attack on the pawn. The martial artist will then act in that same way until it becomes ineffective. Once this happens the martial artist will have to use more of his skills to solve the problem or ask the right questions.
When one learns how to think that person starts asking the valid questions. The question in this instance is how are chess tactics transferrable to martial arts and other skills? The first is the pin. A pin is when a piece either cannot move or doesn’t want to move because of an undesirable consequence or it is illegal. This chess tactic transfers to martial arts at the primary level by teaching control. Aikido uses many controls that eventually pin an opponent to the ground lest the opponent have a limb broken or suffer intolerable pain. The high level principle in martial arts is to think of ways to pin an opponent’s mind to a point and then control that opponent. This is possible in techniques that cause a distraction and pin the opponent’s thoughts to a feeling of helplessness. As an opponent strikes the idea is to respond with a strike to his face and eyes with a palm heel strike. Hitting the target is not necessary because the desired effect is temporary blindness and distraction. The aikido user can theoretically perform any lock and control he wants. The idea of a pin transfers to all things like interior design. If one wanted to know how to control a room’s effect then one would want to pin an artifact or principle to all aspects of the room. The process of thinking about what one wants as the theme or how to pin the theme is no different than one thinking of which piece to pin or use in the pin.

Another high level martial art idea is to pin the opponent’s reaction to your preprogrammed attacks. If one were to continually attack at another’s head then the latter will begin to only defend his head to the same rhythm of the attacker’s attacks. The freedom of thought and possibilities becomes pinned to the pseudo reality of only head attacks. In reality nothing has changed and the attacker can feel free to attack any target
at any rhythm and speed to gradually take advantage of the now programmed response of solely defending the head.

The fork is a tactic where one piece attacks two targets simultaneously. Martial arts uses this theme regularly to keep an opponent one step behind. In grappling, many chokes and strangles involve the head and an arm. Both are important because in the event that one escapes the other is trapped. The transition from a triangle choke to an arm bar is a perfect example of this proverbial “choose your poison” situation. The elevated thought process an inexperienced fighter should try to obtain is how one attacks two nonphysical things at the same time. Transferrable skills exceed assimilation at this point because transferrable skills demand questions that are not basic. It is not normal to consider a physical activity on a mental level. The real meat of transferrable skill is to apply the same basic theme at a high level in the same field. How can a chess player attack multiple targets of his opponent at the same time? A well timed check can attack the nerves of a player under time pressure while changing the focus of the game immediately to king safety and attacking the time it takes to react to the move. This is of course even more threatening when the check is also a fork of the king and another valuable piece. This example shows how a basic theme on an advanced level can be applied to the original context and the elevation in thought can now be transferred to other situations.

The skewer and discovery attacks are opposites of the same theme. The discovery is when a piece moves out of the way and the piece behind it is attacking thus making the attack a discovery. The skewer is an attack on one piece that prompts that piece to move in order to attack the piece behind it thus creating a skewer to attack the piece in the
background. This is a martial art theme that allows for one to remove an obstacle to gain an attack. Tae Kwon Do is both linear and circular to guarantee that all targets can be hit regardless if there is a guard or not (Chun, 7). To transfer the theme one has to just analyze all situations by asking three questions. What is obstructing my goal? What does it take to move it? Can I still achieve my goal after it is done? For Tae Kwon Do if it takes a jump-spinning axe kick to remove a guard then will there be enough momentum to still attack the intended target. If not then don’t do the attack. The mental question is if it is you or your opponent that is blocking your goal. The high level thought begins when one thinks about the multiple ways to force an obstacle with little effort or create attacks by moving away. In his book *Iceman*, Chuck Liddell wrote that “if you don’t fight you don’t truly know if you can win” (117). This is true on multiple levels but evasion can also lead to victory. A boxer can not accept a fight and force an opponent into another fight that could weaken them or expose them to a weakness. This is one way to win a psychological fight.

Application of chess and martial arts

An aikido practitioner should have universal unity. Tetsutaka Sugawara said “If every thing is you, then you will no fights”. Later on in the same text he says how one’s thoughts should not be known (210). This is how one who is a master of martial arts and can be extremely deadly in an instant does not give off a murderous look or vibe regularly. Before a fight takes place, one should attempt to avoid the confrontation. This harmony disguises one’s true skills from his opponent until it is too late for the opponent. This is a very valuable chess skill that is not always taught. Many masters walk around tournaments and are impossible to read. An outsider cannot tell that the master can defeat
the observer blind drunk and with time odds. The player will not learn of the true power of the master until he sees an incredible attack with no defendable continuation.

This unity is also a way that one flows with change. An aikido master reacts calmly to insane attacks. A chess master should react calmly to insane attacks. Anyone who considers themselves an expert in a field should react calmly to all situations. Calm does not mean passively or ineffectively. Calmness and unity refer to the way that one is not chaotic or sporadic in thought or action. This unity is how coaches keep players under control and make solid decisions under the direst of circumstances. Being excited is not frowned upon but excitement has its place and the battlefield seems inappropriate. Excitement does not mean aggression or passion. In transferring the skill of universal unity to chess I was able to critically think about semantics, exceptions, and refinement of the placement of the application of the skill. Someone who is calm in martial arts but is a train wreck on the chessboard shows inconsistency in their level of a self control skill. If that person learned how to transfer his skills he would not only increase his chess efficiency but also show managerial skills. That person’s driving ability would also grow because he would neither be a hazard nor an obstacle on the road. This is the goal of transferable skills.

Ideology and strategy are theoretical. They are the forces behind application. There are three forms of application in life. Training is application in a controlled environment. Street is an uncontrolled situation. Tournament is application in a controlled environment that is meant to simulate a street or real life situation. The difference between these settings is perspective and freedom. Board games created a simulated environment as a training tool (Halter, 7). Tournaments were created in martial
arts to test skills that were only to be used in self defense. The transfer of this knowledge to any other form demands that the user figure out which situation he is in. The perspective of a man in a laboratory who can mess up with only the consequence of gaining knowledge and using time is different from the scientist who is creating an antidote to a disease he has with limited supplies. The perspective of a fighter in the gym fighting with a training partner is different from the same guy in a bar fight. The use of different techniques and the limits that are placed on their deadliness changes drastically. A person who learns the limits of the three perspectives becomes extremely effective when he uses the situations to their full potential. Someone should train for the street and the tournament. One should have control. One should be able to analyze his situation in an instance and act accordingly.

A woman preparing for a kickboxing class will tie her hair back and wear a headband to prevent sweat from coming into her eyes. Jennifer Lawler, a kickboxing champion, says that someone in the gym one prepares for many of the complications the street provides but they do not need to completely handicap themselves. A woman who is pregnant will make sure she does not receive any blows to her middle region (Lawler, 164). The safety of honor and fairness change with each setting. The application of this ideology means that one must change with each setting that he is involved.

In chess there are opening systems that are suited for certain playing styles. In the book Mastering the Sicilian, Kopec describes the Dragon variation to be one for attacking players, with strong nerves (33). This idea that styles should dictate opening choice is a martial art idea as well. Jeet Kune Do says one should “absorb what is useful, reject what is useless, and add what is specifically your own” (16). The problem with this is that
some people are not at the stage where they understand what is useful. A chess master
does not teach the most theoretical and complicated opening first. The use of transferable
skill is a process that aids one in knowing what they want and need. A strong martial
artist knows he has excellent health, a wide variety of techniques, and an understanding
of when to do what. This martial artist, when learning chess, should work on his level of
concentration which is comparable to his physical conditioning. He should know a good
assortment of tactics. He should also have adequate opening, middle game, and endgame
theory. These skills should be taught through analogies. A good chess player who learns
the basics of fighting in a short time should be able to teach the chess skills in a way that
is familiar. The critical thinking of asking about how other martial arts theories apply
should then be easily seen by the chess player. An outsider, who has only read this
paragraph, should be able to apply questions of all categories to this situation now that
the outsider has a basic knowledge of a new concept.

This following example should clear up any confusion on how this process works.
A student who has difficulty in basic algebra but has skill in clothing design can be taught
algebra and critical thinking skills at the same time. Take the problem \((3+a=5)\). The
student can change that problem to a sewing machine plus “A” equals an outfit. The next
step would be to take the machine out of the equation and all that is left would be the
material or in the math problem “A” which equals two. This process used a known skill
in an unknown system. The critical thinking part occurs when the student starts
wondering about how to use the sewing machine or material in other problems.
\((x^2+3x+7y)\) In this case \(x\) can be different materials and \(y\) an accessory. On a different
level, the student can start seeing the sewing machine as a tool that changes material.
That concept can easily be applied to chemistry. That also means that anything that changes one material into another is a tool. The student might now see all institutions as tools. The student might observe religious texts as tools because of their changing effect. The students can now understand that if you take a tool out of an equation then the materials do not change or are not utilized. If the student is in an argument with another student then the first student can try to analyze the situation to find the tool that is changing her words or actions into a threat towards the other student. The idea that the student can analyze situations for factors that cause change in an educational way is critical thinking. The student can also look at things on a mental and metaphysical level to learn more about the skill that was already taken to a high level and now the student can observe other things at a high level.

The use of transferable skills is an idea that helps people to think about things in ways that they have mastered but did not know they could. The idea is to be creative. Wrong or right answers do not matter. The process enhances thought on an incalculable level. Results of individual experiments do not matter, attempts at critical thinking matters.
Conclusion

The Book of Five Rings by Miyamoto Musashi has an entire section on the way of self reliance. These principles include, “Do not begrudge death” and “Do not have preferences” (32). These principles teach one to learn how to live. Transferable skills teach how to think critically. The literal and theoretical realms of a problem are vastly different and contain unique and wondrous possibilities for self improvement. The process is not a step by step one. The loose nature is important because it allows freedom of expression. The concepts in any use are the same. Use what you know in unfamiliar situations then use what you have learned to enrich your original skill. Think about how everything applies to everything else and do not accept it does not as an answer. One must trust in the skills that one has mastered. This is how I transferred my transferable skills to Musashi’s ways of self reliance.

The knowledge of this process and researching its validity are just ways that promote critical thinking anyway. This process is a representation of the need for a way to teach how to think critically. I have read about methods to analyze in chess and analyze in martial arts but these ways are singular in nature. Pirc Alert by Lev Albert says that the book’s “winning system” should be applied to other openings (17). The drawback is that the book was made for chess and not for analysis in general and it can be. People just don’t know how to do it.

Anyone who desires to learn how to think should first become strong in a skill then examine the individual and relational aspects of that skill. Finally the user should apply the themes of that skill in every context. One does not have to implement this process in this order but the theme of how to use something learned should apply. The
most important thing is continued refinement of all skills and not just the research of others. This process is personal. Many ideas on the same topic in the same situation will be different. This is the desired effect. People must free their minds. This research was written by me using skills that I mastered in many media. I have grown by writing and explaining the process to others. Doing so enhanced my understanding of the process and now I continue to use it in different and challenging ways.
Works Cited


Lawler, Jennifer. *Kickboxing for Women*. Indiana: Wish Pup


