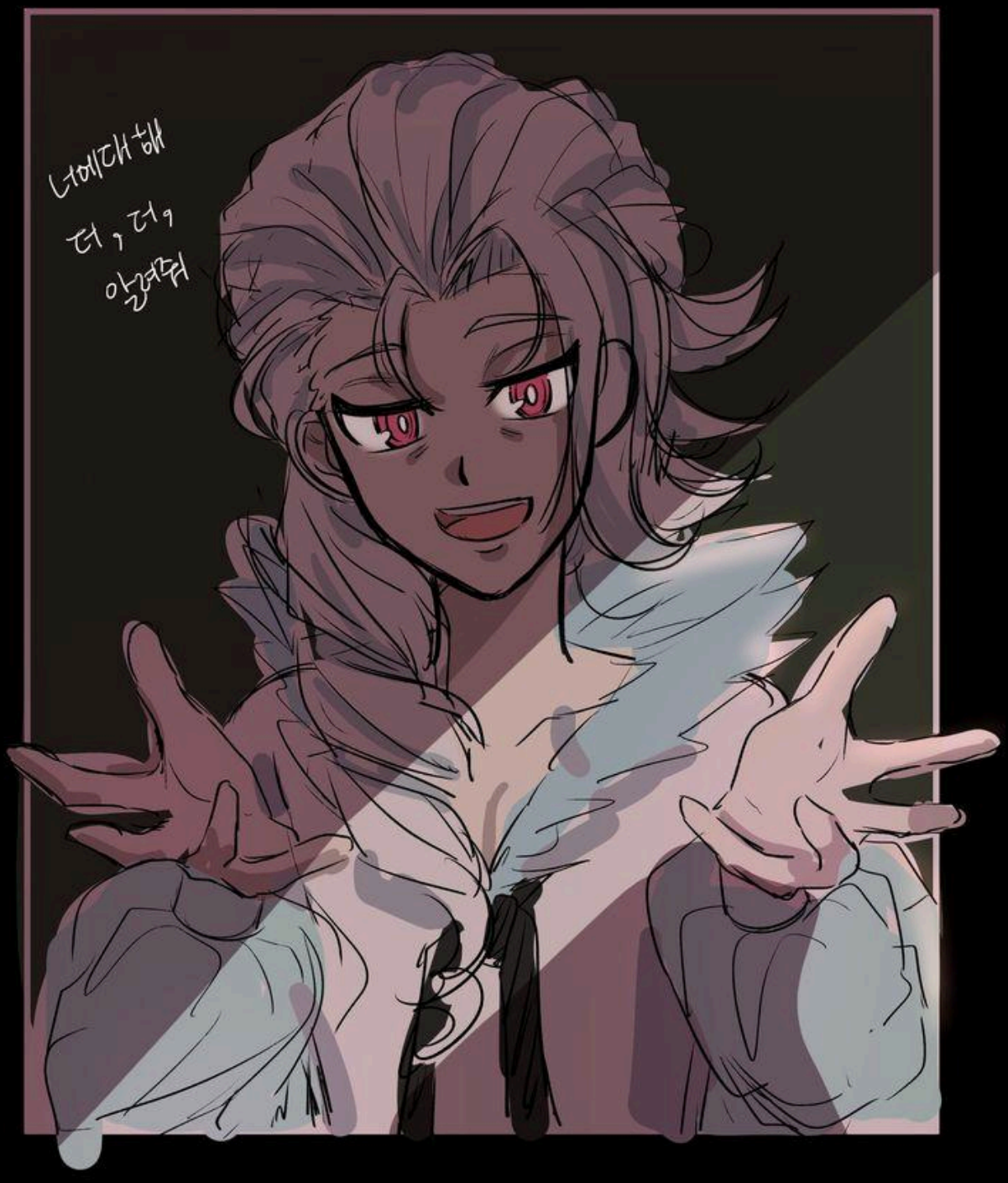
The Soul Replications



A Document on

Gwyn's Soul Replications of Delta Akane, Dante Koryu, and Amane Kusba.

Doc made by: Akuma Ujjain

Color Key:

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Lime - FSIQ, Intelligence

Red - Strategy, Planning, Tactics

Yellow - Deception, Unpredictability

Cyan - Manipulation, Social Engineering, Psychological Warfare

Green - Reasoning, Thinking, Insight, Analysis, Social Intelligence

Pink - Emotional Intelligence, Adversity

Blue - Foresight

Magenta - Field Skills, Adaptability

Category Descriptions

- FSIQ: FRI, PSI, VCI, VSI, WMI. PSI and WMI can be grouped as CPI depending on the case
- Intelligence: Crystallized, Fluid
- Planning: Contingency, Coverage, Intricacies, Invincibility, Preparation Process, Versatility
- Strategy: Building, Complexity, Flexibility (aka Adaptability), Fortitude (aka Success Rate), Logistics
- Tactics: Management, Potency, Synergy
- Deception: Acting Skills, Fabrication, Information Control, Misdirection, Sophistry (aka Verbal Deception + Bluffing)
- Unpredictability: Behavioral Volatility, Cognitive Volatility, Creativity, Unconventionality
- Manipulation: Direct, Indirect, Emotional, Logical, Mass, Coercion
- Social Engineering: Aura, Charisma, Communication, Influence Building, Leadership, Resource Allocation
- Psychological Warfare: Abusing Insecurities, Demoralization, Emotional Inducement, Mind Control, Reinforcements
- Reasoning: Deductive, Inductive, Abductive
- Insight: Cold Reading, Intuition, Memory, Observation, Perception
- Analysis: Data, Description, Deviation
- Social Intelligence: Awareness, Cognition, Intuition
- Emotional Intelligence: Facilitation, Perception, Understanding, Engagement, Management, Realization
- Thinking: Abstract, Application, Convergent, Divergent, Holistic, Metacognition
- Adversity (AQ/AC): Discipline, Stress Tolerance, Perseverance, Impulse Management, Mental Fortitude
- Foresight: Anticipation, Prediction, Preclusion
- Field Skills: Information Gathering, Formulation Speed, Social Integration, Risk Assessment, Safeguarding, Setting Trap, Multitasking

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Context:

According to Hiro, all the main characters embody the concepts represented by their themes.

In other words, whatever concept a character embodies is also part of that character's soul.

Additionally, a Bey is created from a Blader's soul.

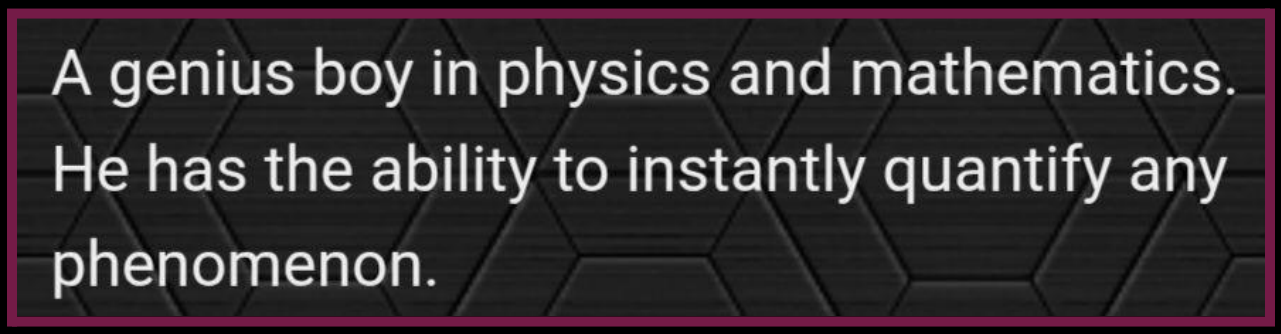
Therefore, the themes represented by a Bey reflect the concepts embodied by its Blader.

Gwyn is said to possess the ability to instantly quantify and identify any phenomenon.

The Replications:



The first thing Gwyn would need to accomplish is to gather enough raw information about all three individuals to construct an accurate mental model of each of them.



After all, he cannot replicate three distinct personalities without first acquiring sufficient information about the individuals he intends to replicate.



He would need to understand how each of them thinks, how they behave, what motivates their decisions, how their emotions influence their judgment, and how they respond to the different circumstances they encounter.

Essentially, before Gwyn could begin constructing their replicas, he would first need to collect, organize, and analyze an enormous amount of information about all three individuals.

This would involve extracting several distinct categories of information.

1. Their Behavioral Patterns

The first thing Gwyn would need to identify is their behavioral patterns.



This would involve analyzing how all three individuals react to different situations, including how their behavior changes depending on the circumstances surrounding them.



For example, he would need to understand how they respond to unfamiliar situations, unexpected developments, direct confrontations, opportunities, threats, and situations in which their original plans begin to fall apart.

More importantly, he would need to distinguish between their habitual reactions and the behaviors they adopt in response to specific circumstances.

A person's behavior is not necessarily consistent across every situation.

Someone who appears calm under ordinary circumstances might become aggressive when provoked, while someone who typically acts impulsively might become considerably more cautious when the consequences of failure become severe.

Therefore, Gwyn would need to identify the underlying conditions that cause these behavioral changes.

He would have to determine not only what each individual does, but also why they behave that way, what circumstances cause them to deviate from their usual behavior, and what patterns remain consistent regardless of the situation.



By doing so, he could begin constructing a behavioral framework that accurately represents each individual's responses to different circumstances.

2. Their Decision-Making Tendencies

The next thing Gwyn would need to extract is their individual decision-making tendencies.

This would involve identifying how each person evaluates their available options, what risks they are willing to take, how aggressive or cautious they tend to be, and how they respond when forced to make decisions under pressure.

For instance, one individual might be willing to take considerable risks if the potential reward is sufficiently high, while another might prioritize maintaining control over a situation, even if doing so means sacrificing an immediate opportunity.

Likewise, one might hesitate when confronted with uncertainty, whereas another might instinctively commit to a decision before possessing all the necessary information.

they reveal the underlying principles that govern each individual's choices.

Gwyn would need to determine how each person weighs potential rewards against possible consequences, how they respond to uncertainty, and whether they prioritize immediate results or long-term advantages.

He would also need to identify the circumstances under which their usual decision-making tendencies change.

Someone who normally prioritizes logical reasoning might make an emotionally driven decision when their pride is threatened.

Similarly, an ordinarily aggressive individual might become hesitant when confronted with the possibility of losing something they genuinely value.

Gwyn would need to understand not only their preferred methods of decision-making, but also the variables that influence those methods.

3. Their Emotional Triggers

Another essential component would be identifying their emotional triggers.

This means determining what motivates them, what angers them, what frightens them, what reassures them, and what circumstances cause their emotional states to change.

After all, emotions can significantly influence how a person interprets information and makes decisions.

Pride, rivalry, fear, frustration, excitement, attachment, and the desire for recognition can all affect how someone responds to the same situation.

Two individuals might receive identical information and reach entirely different conclusions because their emotional priorities differ.

A person who strongly values their pride might interpret criticism as a personal challenge, whereas someone who values cooperation might interpret that same criticism as an opportunity to improve.

someone who fears losing a valued relationship might make decisions they would otherwise consider irrational if they believed that relationship was threatened.

Gwyn would therefore need to determine the emotional conditions that influence each individual's reasoning.

He would have to identify the circumstances that provoke particular emotional responses, the intensity of those responses, how long they persist, and how they influence subsequent decisions.

More importantly, he would need to understand how these emotional triggers interact with one another.

A single situation might simultaneously provoke anger, fear, and pride, creating a conflict between several competing motivations.

Gwyn would need to determine which emotion takes priority, how that emotional conflict affects the individual's judgment, and what decision ultimately emerges from it.

This would allow him to reproduce not merely the existence of their emotions, but also the ways those emotions influence their behavior.

4. Their Speech Patterns

Gwyn would also need to analyze their speech patterns.

This would include the tone they use when speaking, the vocabulary they prefer, the way they construct their sentences, their conversational rhythm, and the manner in which they communicate their thoughts.

However, this extends beyond simply replicating how they sound.

Speech can provide valuable information about the way an individual thinks.

The way someone phrases a statement, the details they emphasize, the questions they ask, and the information they deliberately leave out can all reveal aspects of their reasoning process.

For example, an individual who consistently breaks problems into smaller components might express themselves through structured explanations, while someone who relies more heavily on intuition might communicate through immediate judgments and broad impressions.

Likewise, hesitation, changes in tone, or unusually precise wording might reveal uncertainty, emotional discomfort, confidence, or an attempt to influence another person's interpretation.

Gwyn would need to identify these recurring patterns and determine how they change depending on the circumstances.

He would have to distinguish between an individual's ordinary speaking habits and the changes that occur when they become angry, nervous, excited, deceptive, or uncertain.

This would enable him to reproduce not only their recognizable manner of speaking, but also the relationship between their speech and their underlying mental processes.

5. Their Habits and Preferences

Finally, Gwyn would need to extract their habits and preferences.

This would involve identifying the routines they follow, the activities they prefer, the timing of their actions, the approaches they repeatedly rely upon, and the ways they adapt when their usual methods become ineffective.

Habits are useful because they reveal patterns that individuals may follow without consciously considering every decision.

A person might consistently favor a particular strategy, gravitate toward certain opportunities, or respond to familiar circumstances in a predictable manner.

However, Gwyn would also need to account for the fact that habits are not absolute rules.

An individual might abandon a familiar approach when confronted with a sufficiently unusual situation, or modify their routine when doing so becomes necessary to achieve a particular objective.

Therefore, he would need to understand both the habits themselves and the circumstances under which those habits change.

By combining their behavioral patterns, decision-making tendencies, emotional triggers, speech patterns, and habits, Gwyn could begin constructing a comprehensive representation of each individual's observable characteristics.

But this would only be the beginning.

Collecting information about how someone behaves is not necessarily the same as understanding the internal processes that produce that behavior.

To achieve a sufficiently accurate replication, Gwyn would need to go beyond surface-level observations and begin reconstructing the underlying components of each individual's personality.

The next thing Gwyn would need to do is break all three individuals down into their respective components.

By doing so, he could organize the information he has collected into three distinct layers: their cognitive layers, emotional layers, and behavioral layers.

These layers would allow him to distinguish between how each individual processes information, how their emotions influence them, and how those internal processes ultimately manifest in their actions.

Although these components interact with one another, separating them conceptually would allow Gwyn to analyze each one independently before reconstructing the relationships between them.

1. Their Cognitive Layers

The first layer would concern their cognitive processes.

This would involve understanding how all three individuals receive, process, interpret, and respond to information.

Gwyn would need to determine how they approach unfamiliar problems, how quickly they process relevant information, what details they prioritize, and how they arrive at their conclusions.

He would also need to understand the differences between their logical and instinctive responses.

For instance, one individual might consciously analyze several possible outcomes before committing to a decision, whereas another might immediately recognize a familiar pattern and respond without consciously examining every possibility.

Neither approach necessarily produces the same result in every situation.

The effectiveness of each depends on the circumstances, the information available, and the individual's particular strengths and limitations.

Consequently, Gwyn would need to determine the conditions under which each individual relies on deliberate reasoning, intuitive judgment, prior experience, or some combination of these processes.

He would also need to identify their characteristic cognitive limitations.

A sufficiently accurate model cannot simply reproduce the situations in which an individual makes the correct decision.

It must also account for the circumstances in which that individual misinterprets information, overlooks an important detail, makes an incorrect assumption, or reaches a conclusion that later proves to be mistaken.

Otherwise, the replica would not genuinely reproduce the individual's thought processes. It would merely imitate an idealized version of their intelligence.

Gwyn would therefore need to account for:

- How each individual processes incoming information.
- How quickly they evaluate different possibilities.
- Which details they prioritize or overlook.
- How they distinguish between relevant and irrelevant information.
- How they formulate hypotheses and reach conclusions.
- How they balance logical reasoning against instinctive judgment.
- How they recognize patterns and adapt their reasoning when those patterns change.
- How their cognitive strengths and weaknesses influence their decisions.

By identifying these characteristics, Gwyn could construct a model of the cognitive processes underlying each individual's behavior.

2. Their Emotional Layers

The second layer would concern their emotional processes.



This would involve identifying the fundamental motivations that define each individual, including their pride, rivalries, fears, ambitions, attachments, and aversions.

These characteristics matter because a person's decisions are not determined by their ability to reason alone.

Even when two individuals understand a situation equally well, they may choose entirely different courses of action because they value different outcomes.

One person might prioritize victory above everything else, while another might prioritize preserving a relationship, protecting their pride, or proving something to themselves.

Consequently, Gwyn would need to determine what each individual considers important enough to influence their decisions.

He would also need to establish their emotional thresholds.

In other words, he would have to determine how much pressure they can tolerate before their behavior begins to change, what circumstances cause them to lose their composure, and how they respond when their most deeply held values are threatened.

For example, an individual might remain composed when facing ordinary criticism but become significantly more aggressive when their abilities are questioned by a rival.

Another might tolerate repeated failures without losing motivation, only to become emotionally destabilized when the failure threatens something they consider irreplaceable.

These distinctions would be essential to recreating their emotional responses accurately.

However, Gwyn would need to go further than identifying individual emotions.

He would need to understand how those emotions interact with their cognitive processes.

Fear might cause someone to become more cautious, but it could also motivate them to take desperate risks if they believe they have no other options.

Pride might encourage someone to persevere, but it could also prevent them from acknowledging a mistake.

Likewise, rivalry might motivate someone to improve, while simultaneously making them more susceptible to provocation.

The same emotion can therefore produce different behaviors depending on the individual's personality, the situation, and the other emotions involved.

Gwyn would need to model these relationships to reproduce the ways emotions influence their reasoning and decisions.

This would require him to identify:

- Each individual's fundamental motivations.
- Their values, ambitions, fears, and attachments.
- The emotional triggers that provoke specific reactions.
- Their emotional thresholds under different circumstances.
- How their emotions intensify, diminish, or change over time.
- How conflicting emotions influence their decisions.
- How emotional pressure affects their judgment and behavior.

By doing so, Gwyn could reconstruct the emotional mechanisms that influence each individual's actions rather than merely assigning them a collection of emotions.

3. Their Behavioral Layers

The third layer would concern their behavioral processes.



This would involve identifying the default responses that all three individuals tend to exhibit, particularly when they are placed under pressure.

Their cognitive layers would explain how they process information, while their emotional layers would explain how their motivations and feelings influence them.

Their behavioral layers would represent how these internal processes manifest in observable actions.

Gwyn would need to determine how each individual behaves when confronted with familiar situations, how they adapt when their established strategies stop working, and how they respond when circumstances force them to abandon their preferred approaches.

He would also need to distinguish between automatic responses and deliberate choices.

Some behaviors might emerge almost instinctively, while others might require conscious planning and consideration.

For example, someone might instinctively become defensive when challenged but consciously decide to conceal that reaction to maintain an advantage.

A replica that reproduces only the initial reaction would fail to capture the subsequent decision to suppress it.

Likewise, someone might habitually rely on a particular strategy but deliberately abandon it when they realize their opponent has anticipated it.

Therefore, Gwyn would need to model the relationship between their habitual responses, their conscious decisions, and their ability to adapt.

This would include:

- Their default reactions under pressure.
- Their habitual approaches to familiar situations.
- Their methods of adapting to unfamiliar circumstances.
- Their tendencies to repeat or abandon established patterns.
- Their conscious attempts to control or conceal their reactions.
- The behavioral consequences of their cognitive and emotional processes.

The crucial point is that these three layers cannot function as entirely independent systems.

They would need to interact continuously.

A new situation would provide information for the cognitive layer to process.

That information would be interpreted in conjunction with the individual's motivations and emotional state.

Those processes would then influence the behavior that emerges.

The resulting behavior would, in turn, create new circumstances that require further processing.

This would produce a continuous feedback loop connecting cognition, emotion, and behavior.

And that is what Gwyn would need to reconstruct if he wanted his replicas to behave like the original individuals rather than simply imitate their outward characteristics.

However, even this would not be sufficient.

Although Gwyn could reconstruct the three individuals' cognitive processes, emotional responses, and behavioral patterns, he would still need to identify the characteristics that preserve their identities across different circumstances.

After all, a person's behavior can change dramatically depending on the situation.

Someone who appears confident in one environment might become uncertain in another.



Someone who ordinarily prioritizes their own ambitions might willingly sacrifice an opportunity to protect something they value more deeply.

These changes do not necessarily mean that the individual has become a different person.

Instead, they may reflect different expressions of the same underlying identity.

Therefore, for Gwyn to replicate these individuals at a sufficiently fundamental level, he would need to identify three additional components.

1. Their Core Motivational Constants

The first would be their core motivational constants.



These would represent the fundamental motivations that remain central to each individual's identity, even when their circumstances change.

Gwyn would need to determine what each individual ultimately strives for, what gives their actions meaning, and what underlying motivation continues to influence their decisions across different situations.

The objective would not be to identify a single desire that dictates every action they take.

Rather, he would need to identify the enduring principles that consistently shape their priorities, even when the methods they use to pursue those priorities change.

For example, an individual's behavior might shift from cooperation to competition depending on the circumstances, while their underlying desire to prove their abilities remains consistent.

Another individual might change their immediate objectives several times while continuing to prioritize a particular relationship or personal ideal.

By identifying these underlying motivations, Gwyn could distinguish between temporary behavioral changes and the characteristics that remain central to each person's identity.

2. Their Value Hierarchies

The second component would be their value hierarchies.

This would involve determining what each individual prioritizes when forced to choose between competing objectives.

People often value multiple things simultaneously, but those values do not necessarily carry equal weight.

Someone might value victory, recognition, friendship, personal freedom, and self-preservation, yet be forced into a situation in which pursuing one means sacrificing another.

The decision they make would reveal which values take priority under those circumstances.

Gwyn would need to identify these priorities and understand how they change depending on the situation.

For instance, an individual might ordinarily prioritize winning but abandon that objective when the cost of victory threatens something they value more deeply.

Another might insist on pursuing a goal even when doing so becomes disadvantageous because abandoning it would contradict their personal principles.

These distinctions would be essential to reproducing the logic behind their decisions.

Without this information, Gwyn might successfully imitate their usual behavior but fail when confronted with a situation that forces them to choose between two deeply held values.

A sufficiently accurate model would need to understand not only what each individual values, but also how those values are ranked, how they conflict, and which ones ultimately take precedence.

3. Their Responses to Failure

The third component would be their responses to failure.



This is particularly important because failure can expose aspects of an individual's identity that remain hidden when everything is going according to plan.

When someone loses an advantage, sees their plans collapse, or realizes that their previous assumptions were incorrect, their response can reveal their underlying motivations, emotional thresholds, and methods of adapting to adversity.

One individual might respond by analyzing their mistakes and developing a new strategy.

Another might become increasingly aggressive, attempting to recover their lost position through forceful action.

A third might become emotionally destabilized because the failure threatens their sense of self-worth.

Even among individuals who initially react in similar ways, their subsequent responses may differ considerably.

One might acknowledge the failure and adapt, while another might deny responsibility, search for someone to blame, or continue pursuing an ineffective strategy.

Gwyn would therefore need to understand the complete progression of each individual's response to failure.

He would have to identify their initial emotional reactions, the way those reactions influence their reasoning, and the decisions they make once they recognize the consequences of their situation.

More importantly, he would need to determine how they recover, whether they learn from their mistakes, and how the experience influences their future behavior.

By combining these three components, Gwyn could establish a stable identity core for each individual.

This core would help preserve the consistency of their personalities across different situations, even when their immediate behavior, emotional state, or objectives change.

In other words, it would provide the underlying framework that allows each replica to remain recognizably the same individual across a wide variety of hypothetical circumstances.

Now, once Gwyn has extracted all of this information and organized it into a functioning model, the next step would be to transform each individual's personality into a system capable of generating decisions and actions.

At this point, he would no longer be working exclusively with observations about their behavior.

He would have constructed a model intended to reproduce the processes responsible for that behavior.

Each individual could then be represented through an Input → Processing → Output framework.

1. Input: The Situation

The input would consist of the situation presented to the individual.

This could include new information, environmental changes, the actions of other people, unexpected obstacles, opportunities, threats, or any other variable capable of influencing their decisions.

For the model to function accurately, the input would need to contain the information relevant to the individual's interpretation of the situation.

Different individuals might also interpret the same situation differently because they possess different knowledge, assumptions, experiences, and priorities.

Consequently, the input would not necessarily produce an identical internal representation across all three models.

Each individual's cognitive processes would determine which aspects of the situation they notice, which details they consider important, and how they interpret the information available to them.

2. Processing: Personality, Cognition, and Emotion

The processing stage would involve the interaction between the individual's personality, cognitive processes, emotional state, motivations, and decision-making tendencies.

This is where the information received from the situation would be evaluated.

The model would need to determine how the individual interprets the circumstances, what objectives they pursue, which options they consider, what risks they are willing to take, and how their emotional state influences their judgment.

It would also need to account for the individual's established habits, personal values, and characteristic ways of responding to uncertainty.

For instance, two individuals could receive the same information but reach different conclusions because one prioritizes immediate gains while the other considers the long-term consequences.

Likewise, an individual who would ordinarily reject a risky decision might become willing to pursue it if their emotional state or the stakes involved change sufficiently.

The processing stage would therefore need to integrate all of the previously identified components rather than treating them as isolated characteristics.

3. Output: Decisions and Actions

The output would consist of the decisions each individual makes and the actions they take to pursue those decisions.

However, the output would not be restricted to a single predetermined response.

A sufficiently developed model would need to account for multiple possible actions, with the likelihood of each action depending on the situation and the individual's internal processes.

This would require Gwyn to construct decision trees that represent the different choices available to each individual.

Each branch would correspond to a possible decision or development, while the subsequent branches would represent the responses that could follow from that outcome.

If an individual encountered an unexpected obstacle, the model might evaluate several possible responses: adapting their strategy, confronting the obstacle directly, withdrawing to gather more information, or attempting to manipulate the circumstances in their favor.

The model would then evaluate those possibilities according to the individual's characteristic reasoning, motivations, emotional state, and preferences.

It would need to assign probabilities to potential outcomes or actions where appropriate, while also accounting for the fact that the likelihood of a particular response can change as new information becomes available.

The purpose would not simply be to list everything the individual could theoretically do.

It would be to determine what that individual would be most likely to do under the specific circumstances being simulated.

In this way, Gwyn could transform the information he had collected into a predictive framework capable of generating behavior consistent with each individual's personality.

At this stage, the three individuals would effectively function as predictive systems within his model.

Their personalities would no longer be represented solely through descriptions of their characteristics.

Instead, those characteristics would be incorporated into a functioning structure that takes in information, processes it according to their individual traits, and produces decisions and actions.

But there is an important distinction here.

The models would be predictive representations of the individuals, not necessarily the individuals themselves in a literal sense.

Their accuracy would depend on how comprehensively Gwyn could reproduce the information and internal processes responsible for their behavior.

And that leads to the next part of the feat.

Even if Gwyn successfully constructed a functioning predictive model for each individual, that alone would not be enough to reproduce their behavior across complex, evolving situations.

People do not simply make one decision and then stop processing information.

They continuously react to new developments, reconsider their options, experience emotional changes, and adapt their strategies according to the results of their previous actions.

Therefore, Gwyn would need to simulate these processes dynamically.

He would have to reproduce:

1. Their real-time reactions to new situations and unexpected developments.

2. The ways they respond when unfamiliar variables are introduced.

3. How their emotional states escalate, diminish, or change in response to those variables.

4. How their decision-making processes change as the situation develops.

5. How they learn from their successes and failures during an ongoing scenario.

6. How they revise their strategies when their previous assumptions or predictions prove incorrect.

7. How their interactions with other individuals influence their subsequent decisions.

The significance of this is that each simulated individual would need to remain responsive to the evolving situation rather than simply following a predetermined sequence of actions.

For instance, an individual might begin a scenario with a particular objective and a strategy intended to achieve it.

However, if another individual takes an unexpected action, the original strategy might become ineffective.

The model would then need to evaluate the new circumstances, determine how the individual would interpret the change, and generate an appropriate response based on their personality and current objectives.

Furthermore, that response would produce additional consequences, which would then become new inputs for subsequent decisions.

The process would continue throughout the scenario.

This would create a continuous cycle of perception, interpretation, decision-making, action, and adaptation.

More importantly, Gwyn would need to perform these simulations for all three individuals.

This would require him to:

1. Run multiple scenarios simultaneously within his mind.

He would need to maintain several possible sequences of events, each containing its own circumstances, decisions, and potential outcomes.

Each scenario could develop differently depending on the actions taken by the simulated individuals and the consequences those actions produce.

2. Allow each scenario to evolve according to its outcomes.

The scenarios could not remain static.

Each decision would need to influence the subsequent state of the simulation, creating new circumstances that require further processing.

If an individual's actions produced an unexpected result, the model would need to account for that result and determine how the individual would respond.

3. Preserve the individuality of each simulated personality.

Even when the three individuals interact with one another, their responses would need to remain consistent with their own personalities, motivations, cognitive processes, and emotional states.

One individual's actions might influence another's behavior, but that influence would need to be processed through the receiving individual's own personality.

A provocative remark might cause one individual to become aggressive, another to remain indifferent, and a third to recognize the remark as an attempt at manipulation.

The difference would emerge from the distinct psychological structures of the three models.

4. Account for learning and adaptation within each scenario.

If an individual discovers new information or recognizes a mistake, the model would need to update their understanding of the situation.

The individual might abandon an ineffective strategy, revise their assumptions, or develop a new approach.

These changes would then influence their subsequent decisions.

The result would be a dynamic simulation in which all three individuals could continue responding to one another and to the evolving circumstances.

Within the model, their behavior would appear independent because each individual would be governed by their own internal processes rather than by a single shared decision-making structure.

However, constructing these models would not automatically guarantee their accuracy.

Even a complex simulation could produce behavior that contradicts the characteristics of the individual it is intended to represent.

Therefore, Gwyn would need to verify that the simulated responses correspond to the actual behavior of the three individuals.

This would require several additional processes.

1. Comparing simulated responses with established behavior.

Gwyn would need to compare the decisions produced by his models against the real actions the individuals had taken in previous situations.

If a model predicted a response that closely matched an individual's established behavior, that would provide evidence that the model was reproducing at least some of their decision-making tendencies accurately.

Conversely, if the model repeatedly produced responses that contradicted their established behavior, Gwyn would need to investigate the discrepancy.

He would have to determine whether he had misunderstood their motivations, overlooked an important behavioral pattern, or incorrectly represented the relationship between their emotions and their decisions.

2. Stress-testing the models under extreme circumstances.

Gwyn would also need to expose the models to unusual or extreme scenarios.

Ordinary circumstances might not reveal the limitations of a model because they may not sufficiently challenge the individual's established patterns.

Extreme circumstances, however, could introduce conflicts between their values, place them under intense emotional pressure, or force them to make decisions that reveal their deepest motivations.

A model might accurately reproduce an individual's ordinary behavior but fail when that individual is forced to choose between personal ambition and something they consider irreplaceable.

Stress-testing would help Gwyn determine whether the model could reproduce their responses under circumstances that significantly deviate from their usual experiences.

3. Checking consistency across contradictions.

Gwyn would also need to account for apparent contradictions in their behavior.

People do not always act consistently with their previous decisions, stated beliefs, or established habits.

However, such contradictions do not necessarily indicate that their behavior is random.

A person might behave differently because their circumstances have changed, because new information has altered their priorities, or because competing motivations have produced an internal conflict.

Therefore, Gwyn would need to determine whether an apparent contradiction could be explained by the individual's underlying personality and the circumstances surrounding the decision.

The objective would not be to force the model to reproduce a single rigid pattern of behavior.

It would be to identify the conditions under which the individual deviates from their usual responses and to reproduce those deviations accurately.

4. Refining the models when discrepancies appear.

If a model produced an action that was inconsistent with the individual's established behavior, Gwyn would need to identify the source of the discrepancy and refine the relevant components.

This could involve adjusting the model's representation of their motivations, emotional triggers, decision-making tendencies, or behavioral patterns.

The revised model would then need to be tested again to determine whether the adjustment improved its accuracy without introducing further inconsistencies.

Rather than merely constructing three models, he would be continuously evaluating, correcting, and improving them until their outputs became increasingly consistent with the individuals they represented.

Finally, Gwyn would need to run all three personalities simultaneously while maintaining a clear separation between them.

This is particularly important because the objective is not merely to reproduce three individuals independently.

He must also allow them to interact with one another while preserving the distinctive characteristics of each personality.

To accomplish this, he would need to:

1. Run all three personality models simultaneously.

2. Allow each model to interact with the other two.

3. Ensure that each individual's decisions remain consistent with their own cognitive processes, motivations, and emotional state.

4. Preserve the distinctions between their individual memories, knowledge, assumptions, and perspectives.

5. Account for the ways their actions influence one another without collapsing their personalities into a single shared decision-making system.

The difficulty lies in the interaction between independence and influence.

Each individual must remain distinct, but their behavior must also change in response to the other two.

For instance, one individual's decision could provoke an emotional response in another, which could then influence the second individual's next action.

That action might subsequently alter the circumstances faced by the first individual, forcing them to reconsider their own strategy.

The simulation would therefore need to account for several interconnected chains of reasoning and behavior at once.

Furthermore, each personality would need to process these developments according to its own internal structure.

If one individual misinterprets another's intentions, the model would need to preserve that misunderstanding rather than automatically correcting it with information that the individual does not possess.

Likewise, if one individual recognizes a pattern that the others overlook, their subsequent decisions would need to reflect that difference in understanding.

Maintaining these distinctions is essential to producing believable interactions between separate personalities.

Otherwise, the three models could begin to behave as though they shared the same knowledge, assumptions, or reasoning processes.

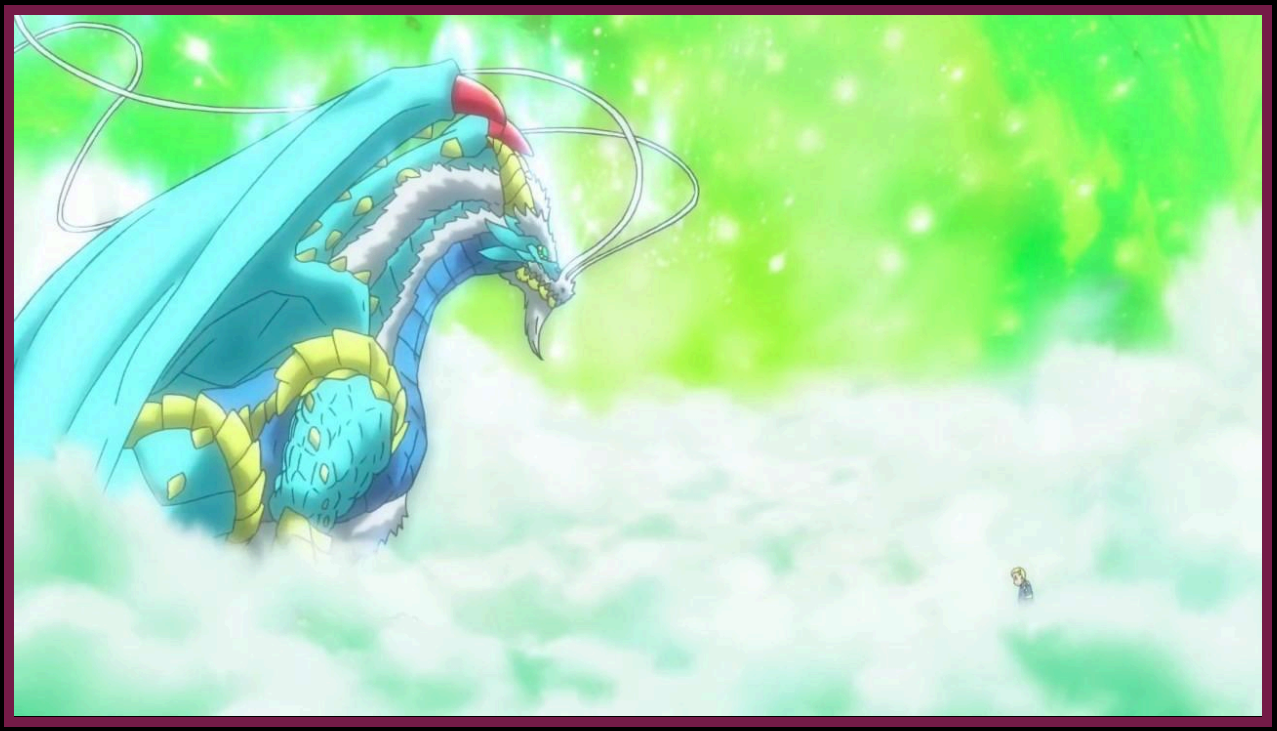


Gwyn would therefore need to maintain the independence of all three models while simultaneously accounting for the complex relationships between them.

This would require him to coordinate multiple evolving representations of cognition, emotion, behavior, and decision-making without allowing the information associated with one personality to improperly overwrite the information associated with another.

In other words, he would need to preserve three distinct psychological structures while allowing them to interact within a shared simulation.

And that is already an extraordinarily complex task.



However, what makes this feat even more remarkable is that Gwyn was able to replicate the metaphysical, mental dimension that Bladers use to communicate with their Beys.

This is significant because the connection between a Blader and their Bey is not always presented as an ordinary interaction between a person and a physical object.

Throughout the series, there are multiple instances in which Bladers appear in a mental or metaphysical space where they can see, interact with, and communicate with their Bey avatars.

These encounters are particularly important because the avatars are not always portrayed as purely imaginary representations.

Instead, the series depicts circumstances in which Bey avatars can influence the external world or interact with the physical environment.



For example, Theodore was able to see Spryzen above Shu, among other moments in the series in which characters perceive Bey avatars interacting with the physical world.





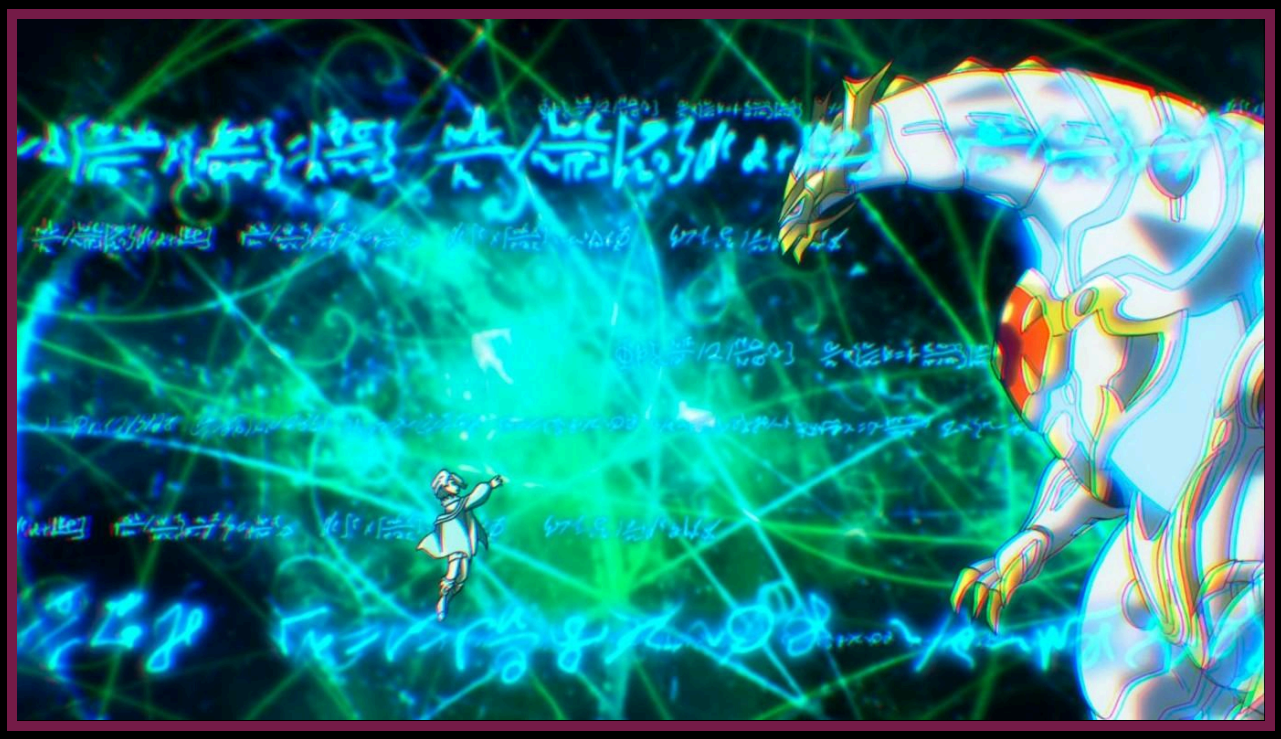
There are also instances in which Beys are stated to be capable of taking control of their Bladers.

These examples are relevant because they show that the relationship between a Blader and their Bey can extend beyond ordinary physical interaction.

The Bey is not necessarily restricted to being an object that responds to the mechanical forces applied to it.

Instead, the series portrays a connection through which the Blader and the Bey can communicate, influence one another, and, under certain circumstances, interact with the world in ways that transcend an ordinary physical explanation.

With that in mind, consider what Gwyn accomplished.



He managed to create a one-to-one replica of the experience associated with this connection without actually communicating with his own Bey or seeing another Bey avatar.

This is an important distinction.

Gwyn did not simply observe an existing interaction between a Blader and their Bey and then reproduce it.

Rather, he managed to recreate the experience itself through his own mental processes.

To accomplish this, he would have needed to reproduce not only the personalities involved, but also the structure of the experience through which those personalities could interact with the relevant metaphysical dimension.

In other words, the simulation would need to account for more than the ordinary exchange of information between three psychological models.

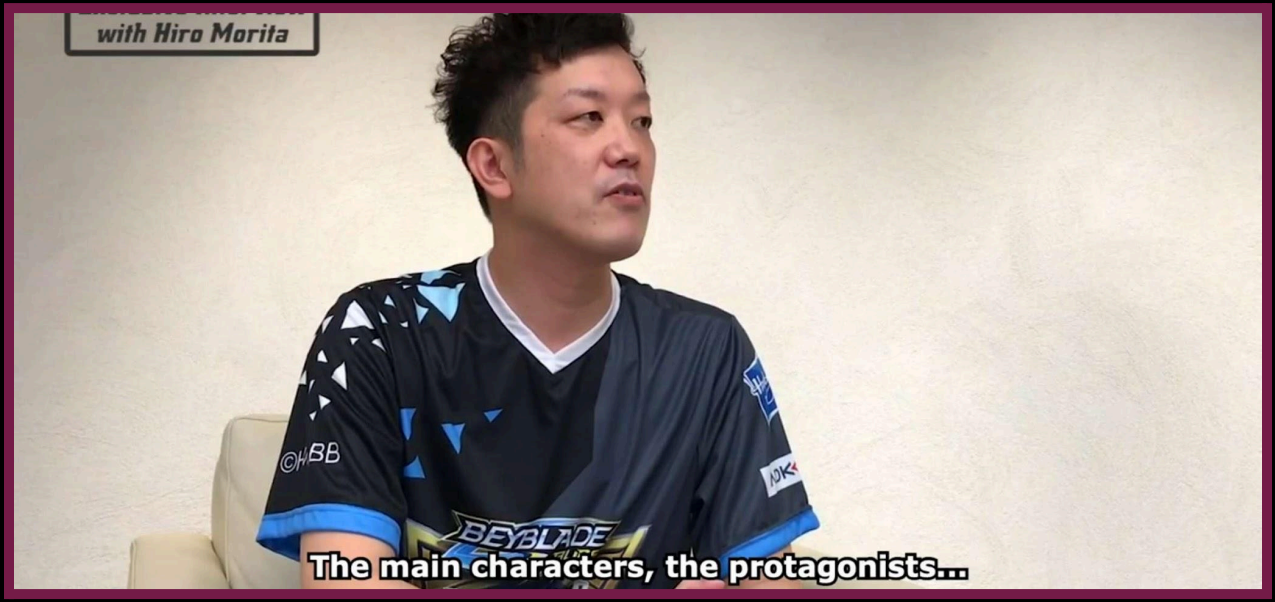
It would also need to reproduce the characteristics of an environment in which the Blader–Bey connection could be experienced as something distinct from ordinary physical interaction.

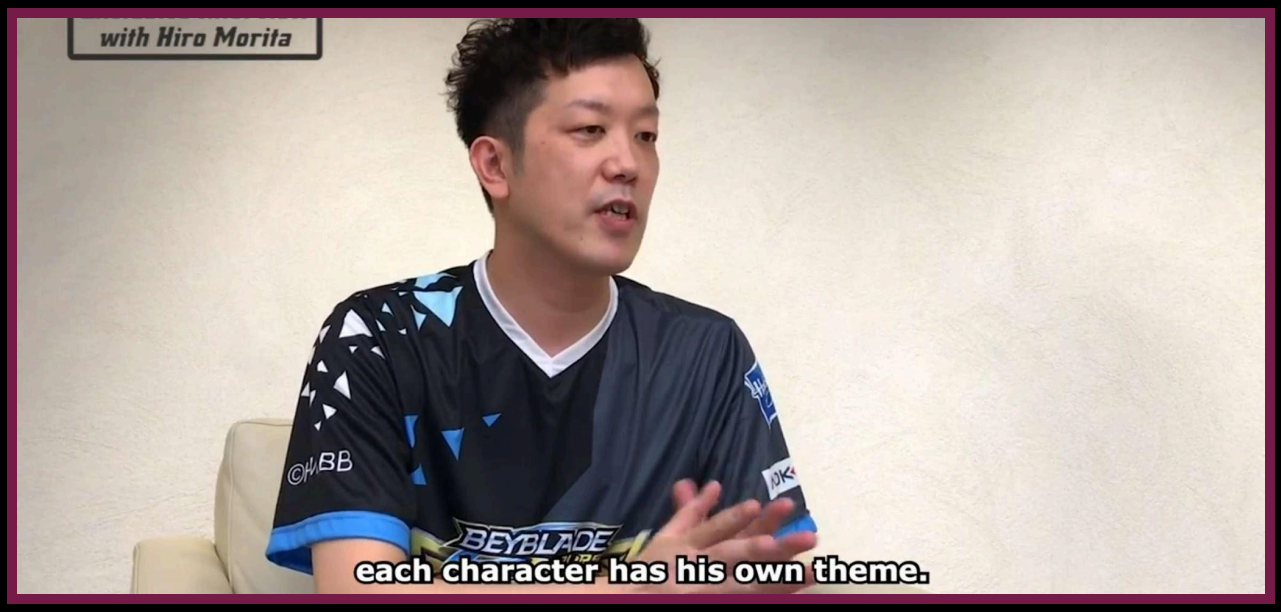
This makes the feat considerably more broken, as the important distinction is that Gwyn's simulation would need to reproduce the relevant properties of that experience, not merely its outward appearance.

If the original experience allows a Blader to perceive and communicate with their Bey avatar, then a faithful replication would need to account for the information exchanged, the perceptions involved, and the ways the participants respond to one another.

Similarly, if the experience permits interactions that can influence the physical world, then reproducing the experience would require the model to account for those interactions to the extent that they are included in the feat.

Additionally, there is another important aspect of this feat to consider: the conceptual identities of the individuals Gwyn replicated.







In the author's discussion of the protagonists' themes, the characters are described as embodiments of their respective concepts and as being imbued with those concepts.



One particularly relevant example is Valt, whose concept is described as "potential."

The significance of this is that the concept is not simply an abstract idea associated with Valt's personality.

Within the framework of the narrative, it is presented as something that fundamentally defines his character.



Valt is described as possessing infinite potential, reinforcing the relationship between his conceptual identity and the defining theme of his characterization.

This establishes an important distinction between a character who merely represents an idea symbolically and a character whose narrative identity is fundamentally tied to that idea.

A character might exhibit potential, for example, without necessarily embodying the concept of potential itself.

However, if the narrative explicitly establishes that potential is the character's defining concept and that the character is imbued with it, then the relationship becomes considerably more significant.

Thus—the concept becomes a defining principle through which the character can be understood.

With that in mind, we can turn to Dante.



Dante's concept and theme are "friendship."

This means that in this framework being discussed, Dante is not simply a character who values friendship.

Rather, he embodies that concept and is imbued with it.

Friendship is therefore a fundamental part of his conceptual identity, influencing the way his character is presented and the role he occupies within the narrative.

Replicating Dante would consequently involve more than reproducing his ordinary behavior, speech patterns, or emotional responses.

If friendship is his defining concept, then a sufficiently accurate conceptual replication would need to account for the relationship between that concept and the psychological characteristics through which it is expressed.

Gwyn would need to identify the principles that define Dante's relationship with friendship, understand how those principles influence his decisions, and reproduce the emotional and behavioral processes through which the concept manifests itself.

He would need to account for how friendship influences Dante's motivations, his relationships with others, his responses to conflict, and his decisions when the people he cares about are placed in difficult situations.

More importantly, he would need to understand how this concept influences Dante's responses across different circumstances.

Friendship can manifest through cooperation, loyalty, trust, sacrifice, emotional support, and the desire to understand others.

However, the specific expression of friendship can change depending on the situation.

Sometimes it might involve encouraging someone.

At other times, it might involve confronting them, challenging their decisions, or refusing to abandon them when circumstances become difficult.

Therefore, reproducing Dante's conceptual identity would require more than assigning him a fixed set of behaviors associated with friendship.

It would require Gwyn to model the underlying principle and reproduce the different ways it could influence Dante's actions.



Gwyn was able to create a perfect replica of him.

This means that Gwyn was able to identify, quantify, and deduce the conceptual structure associated with Dante, while also perceiving, understanding, and reproducing the emotions involved in expressing that concept.



To further reinforce Gwyn's conceptual replication, we must also consider his ability to create a replica of Delta's soul.

As established in my previous analysis of Blind, Delta is repeatedly associated with the concept of the Devil, particularly through the symbolism he has surrounding Satan and Lucifer.



Furthermore, the relationship between a Blader and their Bey provides a framework through which the symbolism associated with a Bey also reflects aspects of its Blader's inner identity.

It extends to the conceptual identity that his character represents.



As I established in my Blind analysis, the darkness within Delta is particularly important because Blind demonstrates an ability to perceive something about Delta that is not readily apparent to ordinary observers.

The significance of this becomes even greater when we consider Dante.

Dante's defining concept is friendship.

He embodies that concept and is imbued with it.



Yet, despite this conceptual association, Dante is unable to perceive the darkness within Delta.

This is important because it establishes a contrast between the information accessible to Dante and the information that Blind is able to perceive.

Dante's inability to perceive Delta's inner darkness shows that Delta possesses an aspect of his identity that remains concealed even from someone whose defining concept is friendship.

If Gwyn was able to create a replica of Delta's soul, then the feat would involve reproducing the characteristics associated with Delta's inner identity rather than merely imitating his outward behavior.

A replica that only reproduces Delta's speech, habits, and observable reactions would not necessarily capture the underlying characteristics that define him.

To reproduce Delta's soul, Gwyn would need to reconstruct the internal structure associated with Delta's identity, including the cognitive, emotional, and motivational characteristics that influence his behavior.

Gwyn would therefore need to reproduce not one universal conceptual framework, but distinct conceptual structures corresponding to the identities of the individuals he's replicating.

Now, when we combine all of these components, we can begin to understand the full scope of Gwyn's feat.

1. Information acquisition: Gwyn gathers sufficient information about the three individuals to construct detailed representations of their characteristics.

2. Psychological decomposition: He separates their identities into cognitive, emotional, and behavioral components.

3. Identity reconstruction: He identifies their underlying motivations, value hierarchies, and responses to failure to preserve their individual identities.

4. Predictive modeling: He transforms these components into systems capable of generating decisions and actions in response to changing circumstances.

5. Dynamic simulation: He allows the models to evolve, adapt, and learn while running multiple scenarios simultaneously.

6. Validation and refinement: He compares the simulated behavior against established evidence and corrects inconsistencies.

7. Simultaneous personality replication: He runs all three personalities at once while maintaining their separation and allowing them to interact.

8. Metaphysical replication: He reproduces the experience associated with the mental or metaphysical dimension through which Bladers communicate with their Beys.

9. Conceptual replication: He reproduces individuals whose defining concepts are fundamental to their identities, including Dante's conecpt of friendship and Delta's concept with Satan or Lucifer.

10. Soul replication: He reproduces Delta's soul, thereby extending the feat beyond the imitation of outward behavior into the replication of characteristics associated with Delta's inner identity.