

Experiencing Dialectical Thinking - Materials

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Exercise 1: Understanding the Three Managers

Manager A

“When we bought Acme’s service business, it was clear that if we didn’t build efficiency into the combined network, we’d fail. Efficiency means reduced overall costs, more revenue from our customer base, and less work overlap [between the two operations, OL]. Now we can price our products more competitively, knowing we can continue to build our revenue stream through service contracts. And providing that service will keep us close to our customers for equipment lifecycle planning and utilization analyses, if we can keep our eyes focused on managing costs and delivering quality, the results will be there.” (Laske 2009: 157)

Manager B

“When we bought Acme’s service business, it was clear that one of the immediate advantages would be in building a more efficient network. By integrating product and service sales, we become a more complete operation, and customers will see us in a new light. However, we also become more vulnerable to a lack of integration until we can define that new business model, and manage retraining and re-directing our sales force. Even then, perhaps customers may feel we’re not as focused on our huge new service operation as was Acme. And Engineering is committed to reducing maintenance and Manufacturing to driving up quality; that may mean we’ll have to branch out to include servicing competitors’ products to justify the new service infrastructure and manage the overhead. Would customers see that as a dilution of our commitment to our own products? We’re juggling many more things than before, and risk over-extending ourselves. How we balance customer perceptions, cost efficiencies, and product development will be a challenge, but we can succeed if we plan carefully and give it our best shot.” (Laske 2009: 159)

Manager C

“Once we decided to buy Acme’s service business, we knew that there were a lot of ramifications to consider that could only incompletely be foreseen right away. We would constantly have to reevaluate these in light of new evidence so that our conclusions would be up to date. We knew that in many ways we had considerably complicated not only our in-house way of working, but also the market environment in which we would have to function. While on the one hand, we were clearly striving to become a more complete operation, we had previously been on safer ground since our business model had been thoroughly tested and validated, and we had a reasonably clear view of who our customers were and what they expected of us.

But once we integrated Acme’s service business, we had to rethink almost everything we had learned to take more or less for granted. There were questions of attunement of our workers to the company’s new mission, but also of customers to the broader agenda we now came to be identified with. We were also introducing new goals for our internal business process, and put in jeopardy the balance of the parts of our operation that had already been quite complex when focusing on product sales alone. So, there now was a multiplicity of contexts to consider that were only partly known to us initially.

Essentially, the effect of this was that we became much more sensitive to relationships, not only between parts of our operation, but to relationships between product and services, work force and customers, business process and financial process, not to speak of systemic interactions that tested the limits of stability and harmony of our operations. We now had to coordinate a larger number of subsystems, and these subsystems tended to transform in a way that was not initially foreseen or even foreseeable. As a result, we felt we would lose out if we did not succeed in developing multiple perspectives on almost every aspect of our organization.” (Laske 2009: 160)

Exercise 2: [following slide 23]:

Listening to Coachees Based on the Four Quadrants of Dialectic:

Interview ID & Page	Bit Number & Thought Form	Questions to Ask Yourself: Which of the Four Quadrants is predominant in each of the speech fragments in this column?
Task House		
Page 1	#01	I was a senior collector, so I had a good amount of authority when it came to evaluating a certain claim I was handling in terms of what we should do given the situation. And so that would give me authority in terms of how I would work that ... with my own superiors within my company, and then what our recommendation would be back to our client. And then vis-à-vis the actual debtor, I had authority to make recommendations on what would happen, and the debtor would be aware of that, and so I would be, as I said, representing the client and speaking as if I was them.
Page 2	#02	I would say that the relationship was... [crucial]. I mean, because we were agents or already placed in a relational context to our client, obviously. Hence we were functioning as a representative.... We represented our own company in trying to do a good job and also trying to not alienate the debtor, but most of the time we were a spokesperson, or some sort of ambassador for our client. We would come in as a third party and try to resolve ... issues for the client.
Page 2	#03	(1) I definitely had support in terms of support staff who would help with the actual practical tasks that had to do with sending out letters and then doing initial research on a company and organizing all the paperwork that our client would turn over to us regarding the debtor company....and they would answer questions and screen them before they would come to us—those types of tasks were definitely supported. And, again, going back to our client, like I said, they would provide us paperwork, they usually gave us a good record of what the actual transaction was, the history of that. So that was support we were provided. And I guess, me personally, I would get support from my superiors who had more experience in the field, where I would consult with them on a particular claim and brief them on the scenario, and they would help me in deciding what might be a next appropriate step to take, or make recommendations. (2) Other times, though, it felt like sometimes that support wasn't there, where we were kind of on our own trying to basically do what we could with what we had. Sometimes the paperwork was incomplete or we didn't have an answer from the debtor or

		from the client on the validity of the dispute. So sometimes we did just have to make the best of it and work on our own. But it varied from case to case, although on the whole I did get pretty good support.
Page 2	#04	I guess each claim that I would handle would be kind of a story that we would have to get into, insert ourselves into the history between our client and the debtor, and make sense of it and kind of channel it and move it forward. So each case was a work in progress, so to speak.
Page 3	#05	I came to the realization that the whole process was pretty cyclical...it was a very straightforward process, basically. You are assigned an account, you briefly look it over, you start by making a call to the debtor. You kind of start to understand what the situation is and understand their own interests or predispositions to the situation in terms of whether they are willing to cooperate or simply not, and basically the process would end when either you would make a successful collection or decide to close the account or decide to make a recommendation for litigation. Or maybe you needed a little additional information from the client where you would make a request for more paperwork or a clarification of what the actual transaction was. And it would start over with a new account that was turned over to you after you moved on. So, it was kind of a pretty straightforward process.
Page 4	#06	(1) Obviously, the idea of bringing on more clients, bringing in a lot of business, and also what is entailed in sales work—either making contact by phone or another component that made it a little more unique, which was making a business trip to visit prospective clients or even existing clients. So that changed the process a little bit, and, going back to the relationship, would affect the relationship by actually meeting people you are representing and who are providing business to you. So that would change it a little bit and would give you the ability to grow in strengthening the relationship between the client and ourselves. So hopefully that would lead to better cooperation and better understanding to be able to do a better job for them in terms of the actual collection. Then obviously you are establishing more contacts on your own and a little repertoire of (?).
Page 4	#07	Also, within the actual collections, there were cases where you did grow, whether it was through a successful collection where you felt like that was a big claim and we just got a pretty good amount of money from that, or it would give you more confidence in terms of your ability to do successful collections and you would take bigger accounts afterward. And that would change the process a little bit. You would also change your report since you would be climbing up the totem pole of the collectors within the company. So those were areas of growth

		where you would grow within the organization and would also try to expand the organization outward by bringing more clients or developing stronger relationships with a group you want.
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Exercise #3 [after slide 27]: Conducting a Coaching Session Using the Four Quadrants of Dialectic

In developmental coaching, we use psychological, social-emotional and cognitive tools to assist clients. While psychological and social-emotional insight into clients' profile gives us tools for conducting coaching sessions *only indirectly*, the four quadrants of dialectic and their associated thought forms provide us with tools for deepening the coaching discourse and for asking powerful questions *directly*.

The benefit of using the four quadrants lies in their being structural tools that extend into 28 thought forms. Depending on the phase of cognitive development a coachee is in, we can make use of his or her potential to deepen his/her thinking.

The subtleties of cognitive coaching are best learned in conducting cognitive interviews. Once these are mastered, coaching sessions become greatly more fluid cognitively.

In a group of 3, 1 person plays the role of coach, another the role of coachee, and a third person is an observer. It is the task of the observer(s) to report what happened in the group when all groups come together for discussion.

Below is a short example of a cognitive coaching dialog based on the Quadrants of Dialectic:

Coachee: My goal is to define this project together with my team and ask my boss for her support.

Coach: [context] Tell me more, please.

Coachee: [context] I see this as a two-year project, and so far my boss has not considered it a worthwhile undertaking, despite my urging.

Coach: [context] What makes the project worthwhile for you?

Coachee: [context] There are several reasons for that. First, it shows off my team whose level of excellence has not been sufficiently acknowledged. Second, It is directly focused on a major weakness of our company in the sales department. Third, I might be promoted if it succeeds.

Coach [process]: Let's take each of these at a time. In what way would work on the project highlight the excellence of your team and your own agency?

Coachee [process]: The project would energize the team; it would force team members to interact more willingly and this interaction could become the driving force behind the unfolding of the project over time.

Coach [process]: Can you give a concrete example of team members' interaction during the project?

Coach [process]: Right from the start, team members would have to ask themselves "how can I best contribute to the effort, and with whom could I work most productively"? Each of them would have to find out what part of the project suits them best, and how they could initiate an affiliation with one or more other members of the team. So, the emphasis would be on collaboration.

Coach [relationship]: Would this emphasis on collaboration and exchange heighten your own involvement with the team, and if so, in what way?

Coachee [relationship]: Team members would become aware of the interweaving of each contributor's work and they would be inclined to engage my support as a mediator between them if conflicts arose, and if they needed guidance.

Coach [transformation]: So it seems you are inclined to view the present state of interaction between team members as somewhat fragile and not living up to its potential?

Coachee [context]: How did you guess? I think that the excellence of the team is predicated upon members' greater awareness of the benefit of close interaction, both in developing a set of goals and in carrying them out.

Coach [process or transformation]: So, the project seems to be a kind of launching pad for your own professional development and a possible promotion?

Coachee [content]: If successful in its outcome, the project would remove a major weakness of the present sales team, which is that so far members of the team have worked in too isolated a fashion, and in addition, somewhat unconnected to myself as the leader.

The Three Houses: A Template for Conducting a Cognitive Interview

Importantly, interviewing is not coaching! Interviewing is a first step toward cognitive-developmental coaching. However, what is learned in interviewing can freely be used in cognitively focused coaching and communication generally.

Cognitive Interviewing is more effective if it is clearly structured. In DTF we use the Four Quadrants. Each of the Houses in the diagram is essentially a *set of concepts* one can use to conduct a cognitive interview. Other concepts, either stemming from the coachee, or inferred by the interviewer from what the coachee is saying, can be used in addition.

The focus of the cognitive interview lies in working with concepts (for concepts' sake). We want to find out what is the coachee's cognitive fluidity, thus also, in what phase of cognitive development the coachee presently finds him- or herself.

To do so effectively, we divide the cognitive interview into three sections called the **Three Houses**. In each House, a special, small set of concepts is used.

Task House (Formal authority; role) – 20 minutes

Guide Question: What is your present function at work?

The coach starts interviewing in the Task House because anybody can, without too much emotion, speak about his/her present function, organizational responsibility, and the roles in which the individual predominantly functions.

Organizational House (four perspectives on the organization) – 20 minutes

Guide Question: How do you “see” your work environment?

Once the coach somewhat understands the type of work the coachee is presently doing, s(he) proceeds to the second part of the interview. It is helpful to look at the organizational environment in terms of four different perspectives (Bolman & Deal, 1991):

1. Existing division of labor (structural perspective)
2. Existing political groups (political perspective)
3. Existing human resources strategy and policy; relationship of management to collaborators (human resource perspective)
4. Existing corporate culture, held together by rituals, standard ways of proceeding in work, all that holds the culture together and keeps it apart from that of other organizations (symbolic perspective).

Self House (Work context; professional agenda; personal culture) – 20 minutes

Guide Question: Why do you do the work you are doing?

Having now acquired knowledge about the coachee's work in itself and the environment, the coach needs to understand the coachee's motivation for doing the work reported on, as well as what is the coachee's professional agenda and career plan.

Exercise #4: Conducting a Cognitive Interview Using the Four Quadrants of Dialectic – The Royal Road to Mastering Cognitive Coaching

Introducing the Cognitive Interview to the Coachee

In this interview, I am interested in how you use concepts to construct your work and workplace internally. This will help me understand how you approach your work and what might be difficult for you in doing it. I will lead you through three different dimensions of your internal workplace which I call Task House, Organizational House, and Self House. In each house, we will discuss different topics:

- In the Task House, I am interested in your present function and the roles you play in your work.
- In the Organizational House, I would like to understand how you link yourself to your environment, and how the environment influences your work.
- In the Self House, I am interested in your career goals and the personal values you bring into play at work.

We will start in the Task House and proceed to the Organizational House and Self House, staying in each of them a little less than 20 minutes. I would like to keep the Houses separate as much as possible and therefore may sometimes remind you in which house we presently are.

When we enter each of the three houses, I will ask one of the following guide questions:

1. Task House: What is your present function at work?
2. Organizational House: How do you view the organizational environment you find yourself in?
3. Why are you doing the work you are doing?

I am basically a listener and time keeper but may at times suggest a perspective differing from your own.

Are you ready?

Let's enter the Task House.

Recommendations

1. Keep track of the flow of time; stay in each house no longer than 18 minutes
2. Feel free to remind the speaker of the House s(he) is in, and ask to postpone content not belonging to the present house
3. In listening, focus on the concepts used by the speaker as "base concepts" or "prompts"
4. Ask yourself which dialectical quadrant the speaker is privileging: C, P, R, or T?
5. Use the concepts the speaker gives you as a prompt for exploring the speaker's thinking further, asking for details within the quadrant the speaker is in (staying close to his/her train of thought)
6. To deepen the speaker's thinking, formulate a question which may prompt the speaker to move to another dialectical quadrant (C or R).

APPENDIX

Compact Table of Thought Forms (Laske 2009: 590)

Process TFs	Context TFs	Relationship TFs	Transformation TFs
1. Unceasing motion, negativity <i>Contrast: 22</i>	8. Contextualization of part(s) within a whole; emphasis on part <i>Contrast: 10-13</i>	15. Limits of separation. Focus on existence and value of relationship <i>Contrast: 16-18, 19-21</i>	22. Limits of stability, harmony, durability (incl. quantitative into qualitative changes) <i>Contrast: 3, 12, 23</i>
2. Preservative negation, inclusion of antithesis (non-A) <i>Contrast: 27</i>	9. Equilibrium of a whole; emphasis on whole <i>Contrast: 10-13</i>	16. Value of bringing into relationship <i>Contrast: 15, 17</i>	23. Value of conflict leading in a developmental direction <i>Contrast: 2, 22, 24</i>
3. Composition by interpenetrating opposites, correlativity <i>Contrast: 19-22</i>	10. (Description of) structures, functions, layers, strata of a system <i>Contrast: 8-9, 11-13</i>	17. Critique of reductionism and “detotalized,” thus isolated, entities separated from their shared common ground <i>Contrast: 18-21</i>	24. Value of developmental potential leading to higher levels of individual and social functioning <i>Contrast: 1, 23</i>
4. Patterns of interaction <i>Contrast: 2, 19-20</i>	11. (Emphasis on the) hierarchical nature of layers systems comprise <i>Contrast: 9</i>	18. Relatedness of different value and judgment systems <i>Contrast: 20</i>	25. Evaluative comparison of systems in transformation <i>Contraste: 10, 14, 26, 28</i>
5. Practical, active character of knowledge <i>Contrast: 23</i>	12. Stability of system functioning <i>Contrast: 9, 22</i>	19. Structural aspects of relationship <i>Contrast: 4, 15-17, 20-21</i>	26. Process of coordinating systems <i>Contrast: 15-16, 25</i>
6. Critique of arresting motion (reification) <i>Contrast: 7, 28</i>	13. Intellectual systems: frames of reference, traditions, ideologies <i>Contrast: 9, 28</i>	20. Patterns of interaction in relationships <i>Contrast: 4, 21</i>	27. Open, selftransforming systems <i>Contrast: 2, 22-24</i>
7. Embedding in process, movement <i>Contrast: 2, 4, 6</i>	14. Multiplicity of contexts (nontransformational) <i>Contrast: 25, 28</i>	21. Constitutive, intrinsic relationships (logically prior to what they relate) <i>Contrast: 2-3, 15-20</i>	28. Integration of multiple perspectives in order to define complex realities; critique of formalistic thinking <i>Contrast: 2, 6, 16</i>

Detailed Table of Thought Forms (Laske 2009: 591)

Process	<ul style="list-style-type: none"> • Dialectical image: emergence (from a void). • Figure: what does not exist yet (is absent) but is emerging through unceasing change. • Ground: unified by the category of absence from which the whole circuit of the four Quadrants derives. • Relationship to System: always embedded in system. • Scope: spanning negation, contradiction, critique. • Theme: the presence of the past and future; motion in thought and reality. • Dialectics: process, transition, interaction, opposition (including reversal).
1. Unceasing movement, negativity	<p>Unselfconscious expression or explicit assertion of unceasing change (inside and outside) as basic to human existence. Awareness of past and future in the present. Sense of ‘negativity’: what IS is always drifting toward non-being and transformation, and comprises hidden dimensions. <i>Contrast: 22.</i></p>
2. Preservative negation, inclusion of antithesis	<p>Seeing change as the canceling, including, and transcending of what exists, leading to differentiation of events and situations through inclusion of what they exclude, and resulting in opening up hidden dimensions in conceptual space. <i>Contrast: 27.</i></p>
3. Composition by interpenetrating opposites, correlativity	<p>Emergence of something new through an interchange of opposites – energy or ideas. Composition of something that includes its <i>other</i> as a necessary ingredient, or as “figure” vs. “ground.” <i>Contrasts: 19-22.</i></p>
4. Patterns of interaction	<p>Patterns of motion in interactive relationships with focus on motion. Processes of give and take that negate, contradict, critique, bring about a shift in, social reality. <i>Contrasts: 2, 19-20.</i></p>
5. Active, practical nature of human knowledge	<p>Active (questing) and practical (rather than passive) character of knowledge; knowledge as always under construction, never absolute. <i>Contrast: 23.</i></p>
6. Critique of arresting motion and process (reification)	<p>Assertion of the relevance of motion, and critique of denying, hiding, or disavowing change. What exists cannot be isolated from unceasing change since it is a form, not a thing. <i>Contrasts: 7, 28.</i></p>
7. Embedding in process, movement	<p>Focus on the fact that what exists is embedded in an ongoing process or motion, with the past and future as an aspect of the present. <i>Contrasts: 3-4, 6.</i></p>

Context	<ul style="list-style-type: none"> • Dialectical image: “big picture” in the sense of a whole encompassing parts. • Figure: what appears as a stable, well-balanced form. • Ground: unified by the category of differentiation that introduces variety and depth into what is real, making it alterable. • Relationship to System: pre-figuration of a system in a static form. • Scope: multiplicity of entities and thoughts partaking in a common frame of reference. • Theme: equilibrium of what exists. • Dialectics: parts of a whole shifting their balance; stratification; generative mechanisms.
8. Contextualization of part(s) within a whole; emphasis on part	Attention to an organized larger whole of which something is a part or element, and which forms the encompassing context of something. <i>Contrasts: 10-13.</i>
9. Equilibrium of a whole; emphasis on whole	Attention to the balance of a larger whole, or the way in which it forms a Gestalt. Holistic perspective where the parts are subordinate to the whole. <i>Contrasts: 10-13.</i>
10. (Description of) structures, functions, layers, of a system	Grasping the nature of wholes. System descriptions in historical, functional, structural, mechanical terms, or in terms of strata and levels composing a whole. Emphasis on the complexity of what exists, and modeling such complexity. Difference between “reality” and the model meant to simulate it. <i>Contrasts: 8-9, 11-13.</i>
11. (Emphasis on) the hierarchical nature of structures and layers systems comprise	Grasping the nature of wholes. Description of the nature of hierarchy in systems, or lack thereof, relevance thereof. Emphasis on transcendence and inclusion of lower levels as implicit in higher ones. <i>Contrast: 9.</i>
12. Stability of system functioning	Grasping the nature of wholes. Describing or explaining the smooth functioning of a system with focus on its stability, maintenance, and survival. <i>Contrasts: 9, 22.</i>
13. Intellectual systems: frames of reference, traditions, ideologies	Grasping the nature of wholes. Describing the larger philosophical or ideological environment and context of assumptions, ideas, principles, paradigms. <i>Contrasts: 9, 28.</i>
14. Multiplicity of contexts (nontransformational)	Simultaneous attention to a variety of contexts or dimensions in which events, situations, individuals are embedded (without stressing their relationship or transformation). <i>Contrasts: 25, 28.</i>

Relationship	<ul style="list-style-type: none"> • Dialectical image: common ground (totality). • Figure: what does not exist other than held within a totality of (possibly oppositional) links and connections. • Ground: unified by the category of totality, thus of holistic causality. • Relationship to System: living core of any system. • Scope: all parts of a whole, however split and split off, center to periphery. • Theme: unity in diversity, internal relatedness, illicit separation and fission, (un-dialectical) fixation on unrelated (isolated) elements and multiples. • Dialectics: reciprocal, intrinsic, based on constitutive relationship (logically preceding parts of a whole) and shared, common ground.
15. Limits of separation. Focus on existence and value of relationship.	Assertion of the existence of relationship(s), pointing to common ground and the difficulty of separating things from each other beyond certain limits. <i>Contrasts: 16-21.</i>
16. Value of bringing into relationship	Assertion of the value of seeing a relationship between things or forms otherwise seen as separate and unrelated. <i>Contrasts: 15, 17.</i>
17. Critique of reductionism and “de-totalized,” thus isolated, entities separated from their shared common ground	Critique of de-totalizing reality by neglecting relationships between opinions, assumptions, ideas, leading to a reduction of complexity, to overlooking underlying shared frameworks, thus common ground. Critique of absence of holistic thinking. <i>Contrasts: 18-21.</i>
18. Relatedness of different value and judgment systems	Assertion of the relatedness of seemingly different, even opposed, values, judgments, ideas, principles, stressing cultural commonalities. <i>Contrast: 20.</i>
19. Structural aspects of relationship	Focusing on what is the formal structure of a relationship (or relationships) in order to locate the essence of how things are related. <i>Contrasts: 4, 15-17, 20-21.</i>
20. Patterns of interaction in relationships	Describing a pattern of interaction and influence in a relationship, emphasizing the pattern(s) of interaction between the elements that are in relationship. <i>Contrasts: 4, 21.</i>
21. Constitutive, intrinsic relationships (logically prior to what they relate)	Describing a relationship as <i>constitutive</i> , or as making the parts it relates <i>what they are</i> . Emphasis on the logical and other priority of the relationship over the elements it relates. <i>Contrasts: 2-3, 15-20</i>

Transformational System	<ul style="list-style-type: none"> • Dialectical image: organism; e.g., beehive. • Figure: what is in constant transformation seeking equilibrium, through physical or mental growth, shift, sudden reversal, virtualization, collapse, breakdown, and pain. • Ground: unified by the social category of transformational praxis or agency. • Relationship to System: itself under constant transformation. • Scope: all of reality with a focus on human practice. • Theme: stability through developmental movement, attention to problems of coordination and change in a developmental direction, multiplicity of perspective, acknowledgement of human agency as intentional causality in the cosmos. • Dialectics: special affinity with Process as social change.
22. Limits of stability, harmony, durability (incl. accumulation of quantitative into qualitative changes)	<p>Pointing to limits of stability, balance, and durability without making their causes explicit. (Emphasis is on the negative aspect of negativity which also has a positive aspect, that of emergence.)</p> <p><i>Contrasts: 3, 12, 23.</i></p>
23. Value of conflict leading in a developmental direction	<p>Value of the conflict itself and the resolution of conflict in a developmental or transformational direction, leading to dissolution of older forms and systems. Systemic form of the move to the antithesis (TF #2).</p> <p><i>Contrasts: 2, 22, 24.</i></p>
24. Value of developmental potential leading to higher levels of individual and social functioning	<p>Value of developmental movement (with or without conflict) for the sake of transformation, establishing a new balance, greater inclusiveness, higher levels of equilibrium. Systemic form of the move to the synthesis (TF #2).</p> <p><i>Contrasts: 1, 23.</i></p>
25. Evaluative comparison of systems in transformation	<p>Holding systems side by side as forms, and evaluating them as to effectiveness, usefulness, adaptability, and as mutually sustaining.</p> <p><i>Contrasts: 10, 14, 26, 28.</i></p>
26. Process of coordinating systems	<p>Attention to the process of coordinating two (or more) systems with each other for the sake of bringing them into balance.</p> <p><i>Contrasts: 15-16, 25.</i></p>
27. Open, self-transforming systems	<p>Emphasizing the equilibrium and ability of a living system to remain itself based on unceasing transformation; pointing to a formal aspect of identity-in-transformation.</p> <p><i>Contrasts: 2, 22-24.</i></p>
28. Integration of multiple perspectives in order to define complex realities; critique of formalistic thinking	<p>[1] Preserving concreteness and realism by juxtaposing or integrating different perspectives on the same subject matter.</p> <p>[2] Critique of formalistic thinking that separates structure from content, and of the associated conceptual <i>hubris</i> of pretending to represent realities fully by manmade concepts (as in science).</p> <p><i>Contrasts: 2, 6, 16.</i></p>

Thought Form Selection Sheet

Once a cognitive interview has been transcribed, it becomes the task of the assessor (interviewer) to select from the recorded interview those text passages that can be scored in terms of the *Four Quadrants of Dialectic* as well as the *Table of Thought Forms*. This selection presupposes that the assessor be conversant with dialectical thinking, and can separate between what is mere *content* and what is *thought form structure*, quite similar to the social-emotional interview (where “structure” equates to “stage”). For this task, the preceding *Table of Questions About Thought Forms* can be very helpful.

The procedure of selecting and scoring passages from the cognitive interview is quite different from the social-emotional case. While with practice it becomes equally intuitive, it is overall more analytical, as befits cognitive subject matter. Specifically, the assessor must think the passages lifted out of the interview *anew*, so to speak, by asking him- or herself:

- Consciously or unconsciously, which of the four quadrants is the speaker implying in formulating these sentences?
- What is in the foreground of the speaker’s attention: a process, an existing context, a relationship, or a transformational system?
- (If two classes of thought forms seem to apply simultaneously): Which class of thought forms is the predominant one? This requires standing back from the selected passage and making an informed judgment, by playing devil’s advocate.
- (Once the class has been decided upon): Among the thought forms in the class chosen, which one optimally fits the expressed thought?
- (Once the individual thought form has been decided upon): With what degree of clarity is this thought form expressed: weakly (weight 1), with moderate clarity (weight 2), or clearly and emphatically (weight 3)?

According to the decision made, the assessor first numbers the selected passage (Bit), and secondly writes the thought form into column two (see below). S(he) also excerpts the passage, in part or full, and underneath the text in column 3, and writes a terse justification for having chosen the selected TF underneath (or in an additional column). **The justification should be detached from the content quoted; it should be derived from the Table of Questions about Thought Forms.** As shown in column 2, the weight of thought form use scored [y] is attached to the thought form integer name (x).

1	#1, TF x [y]	Text ... <i>Justification ...</i>
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Once all thought forms occurring in the interview have been entered into the *Thought Form Selection Sheet*, the weights associated with their use are summed across the entire interview. (This is facilitated by designing a *Cognitive Behavior Graph*, an example of which is found in Section B5.) The total sum is entered into the *Thought Form Coding Sheet* (shown below) as the *Fluidity Index*, and is further partitioned according to thought form class and expressed in percent for determining the *Cognitive Score*. The latter comprises the Systems Thinking Index (STI), which represents the *cognitive center of gravity* that indicates the extent to which an individual is able to *coordinate* thought forms of different classes, and thus think systemically and dialectically.

In IDM case studies, *inter-rater reliability* in scoring cognitive interviews is enhanced by feedback given to those submitting case studies. Such feedback is in the form of counter-suggestions to their original scoring. The case study author then has a second chance to rethink his or her scoring, and a full consensus is reached in the completion interview before the IDM Director of Education signs off on the case study.

As is to be expected, much higher inter-rater reliability is achieved in Program Two, Module D2, since the case study author has by then written three additional case studies.

Interview ID & Page	Bit Number, Thought Form and assigned weight	Questions to Ask Yourself: <ol style="list-style-type: none"> 1) What structural evidence leads you to selecting this Thought Form? (See the Table of Questions about Thought Forms.) 2) 2) If several thought forms are applicable, explain your choice. <p><i>Note: Thought Form weights are summed across the entire interview.</i></p>
1	No. 1, TF #x [y]	Text quotation (interview, memorandum, presentation, official document, etc.) <i>Justification (from Table of Questions about Thought Forms)</i>
1		
2		
...		

How to Score a Cognitive Interview

Interview scoring is one of *classes of thought forms*, not of *individual thought forms*, although the latter are important in giving feedback and designing interventions. The *Thought Form Coding Sheet* serves as a summary sheet into which to enter all findings about thought form uses made by a particular interviewee. Each column in the table corresponds to one of the four classes of thought forms scored. Each row of the table is subdivided into three columns, one each for each weight.

Thought form uses are determined based upon two criteria: *frequency of occurrence* and *emphasis (weight) of use*. Scoring accomplishes a trade-off between the two. In most cases, the weight assigned to a thought form use is '1' (weak use), synonymous with frequency of occurrence. Only occasionally does a speaker emphatically elaborate a thought form, in which case weights '2' or '3' are scored. **A scoring of '3' indicates that the thought form in question has been used with occurring frequency across the entire interview, or has been exhaustively articulated locally.** A weighting of '3' thus can be justified by a single emphatic use of the thought form (weight '3'), repeated weak uses of the thought form (weight '1'), or a mix of '1' and '2' weightings of the thought form.

In the rare case where the frequency of occurrence of an individual thought form is an "outlier" (exceeding average uses in the four classes), two options exist:

- comparing the weight assigned to each use of the thought form in question, in order to eliminate weak thought form uses previously "over-scored" by assigning to them a weight of '1'; or
- designing a "scaling procedure" that accommodates "outliers," such that strong thought form uses can be scored comparably in all four classes.

In supervised IDM case studies this is handled separately for each individual case.

In the Coding Sheet *example*, below, the highest weight assigned to using an individual thought form is 3 (TF #1), and the total of thought form uses in a particular class (e.g., Process) is 9.

In the lower part of the table, summary scores for a particular interviewee are entered:

1. **F score** (Fluidity score): the sum of all weights of thought form uses in each of the four classes *across the entire interview*. This score is never expressed in percent, but is a raw integer $> 0 < 84$ [21 x 4].
2. **C score** (Cognitive score): the proportional percentages of thought form uses in each class, where the last component score is the *Systems Thinking Index* (STI) that indicates the strength of the speaker's ability to coordinate thought forms, thus to think systemically. Percentages are obtained by taking into account that the maximum number of weights in a class is $7 \times 3 = 21$, which equals 100%. For example, 5 thought form uses in any of the four classes amounts to $((1/21) \times 5) = 0.2380$, or 24%.
3. **D score** (Discrepancy score): the proportion of the total weights of *critical* (P+R) and *constructive* (C+T) thought form uses summed. This score is expressed as a proportion, and can be rounded off, e.g., 11 [critical] : 15 [constructive] = 2 : 3.

Donald's Internal Workplace Examined

An evaluation of Donald's interview in the form of a *Thought Form Selection Sheet* is presented below. The interview excerpt marked in column one is quoted in column 3 and evaluated in column 2.

Interview ID & Page	Bit Number & Thought Form	Questions to Ask Yourself: What structural evidence leads you to selecting this Thought Form? If several Thought Forms are applicable, explain your choice. <u>Note:</u> Weights are assigned to Thought Forms only <i>across the entire interview</i> , not individually.
TASK HOUSE		
Page 1	1. Context TF #8 [1]: <i>Contextualization of parts within a whole with emphasis on the part or parts</i>	<p>I was a senior collector, so I had a good amount of authority when it came to evaluating a certain claim I was handling in terms of what we should do given the situation. And so that would give me authority in terms of how I would work that ... with my own superiors within my company, and then what our recommendation would be back to our client. And then vis-à-vis the actual debtor, I had authority to make recommendations on what would happen, and the debtor would be aware of that, and so I would be, as I said, representing the client and speaking as if I was them.</p> <p><i>The speaker situates his work in the larger organizational context from which it derives its meaning, with emphasis on his own authority. All processes he describes are cast in contextual form.</i></p>
Page 2	2. Relationship TF #16 [1]: <i>Value of bringing into relationship</i>	<p>I would say that the relationship was... [crucial]. I mean, because we were agents or already placed in a relational context to our client, obviously. Hence we were functioning as a representative.... We represented our own company in trying to do a good job and also trying to not alienate the debtor, but most of the time we were a spokesperson, or some sort of ambassador for our client. We would come in as a third party and try to resolve ... issues for the client.</p> <p><i>The speaker demonstrates the value of bringing into relationship by giving examples. His thinking is imbued with an awareness of relationship.</i></p>
Page 2	3. Context TF #12 [1]: <i>System functioning and stability.</i>	<p>(1) I definitely had support in terms of support staff who would help with the actual practical tasks that had to do with sending out letters and then doing initial research on a company and organizing all the paperwork that our client would turn over to us regarding the debtor company....and they would answer questions and screen them before they would come to us—those types of tasks were definitely supported. And, again, going back to our client, like I said, they would provide us paperwork, they usually gave us a good record of what the actual transaction was, the history of that. So that was support we were provided. And I guess, me personally, I would get support from my superiors who had more experience</p>

		<p>in the field, where I would consult with them on a particular claim and brief them on the scenario, and they would help me in deciding what might be a next appropriate step to take, or make recommendations.</p> <p>(2) Other times, though, it felt like sometimes that support wasn't there, where we were kind of on our own trying to basically do what we could with what we had. Sometimes the paperwork was incomplete or we didn't have an answer from the debtor or from the client on the validity of the dispute. So sometimes we did just have to make the best of it and work on our own. But it varied from case to case, although on the whole I did get pretty good support.</p> <p><i>The speaker describes an organized whole in terms of what maintains and supports it. He makes the big picture drawn up specific by pointing to relationships between parts of the organization, thereby providing an understanding of the stability of the system.</i></p>
Page 2	4. Process TF #7 [1]: <i>Embedding in process, movement</i>	<p>I guess each claim that I would handle would be kind of a story that we would have to get into, insert ourselves into the history between our client and the debtor, and make sense of it and kind of channel it and move it forward. So each case was a work in progress, so to speak.</p> <p><i>The speaker sees business cases as an unfolding story which he is personally engaging with, thus seeing himself embedded in always renewing processes. The emphasis is on primacy of motion.</i></p>
Page 3	5. Context TF #10 [2]: <i>Description of structures, functions, layers, strata of a system</i>	<p>I came to the realization that the whole process was pretty cyclical...it was a very straightforward process, basically. You are assigned an account, you briefly look it over, you start by making a call to the debtor. You kind of start to understand what the situation is and understand their own interests or predispositions to the situation in terms of whether they are willing to cooperate or simply not, and basically the process would end when either you would make a successful collection or decide to close the account or decide to make a recommendation for litigation. Or maybe you needed a little additional information from the client where you would make a request for more paperwork or a clarification of what the actual transaction was. And it would start over with a new account that was turned over to you after you moved on. So, it was kind of a pretty straightforward process.</p> <p><i>The speaker describes a system as a stable configuration, seeing business processes as 'cyclical'. He describes the structure and function of a system of 'debt collection' with great specificity in terms of the parts and functions it comprises.</i></p>
Page 4	6. Process TF #4 [1]: <i>Patterns of interaction.</i>	<p>(1) Obviously, the idea of bringing on more clients, bringing in a lot of business, and also what is entailed in sales work—either making contact by phone or another</p>

		<p>component that made it a little more unique, which was making a business trip to visit prospective clients or even existing clients. So that changed the process a little bit, and, going back to the relationship, would affect the relationship by actually meeting people you are representing and who are providing business to you. So that would change it a little bit and would give you the ability to grow in strengthening the relationship between the client and ourselves. So hopefully that would lead to better cooperation and better understanding to be able to do a better job for them in terms of the actual collection. Then obviously you are establishing more contacts on your own and a little repertoire of (?).</p> <p><i>The speaker describes patterns of interaction central to his work, the social give and take that structures his task performance.</i></p>
Page 4	7. Systemic TF #24 [1]: <i>Value of movement to higher levels of individual and social functioning.</i>	<p>Also, within the actual collections, there were cases where you did grow, whether it was through a successful collection where you felt like that was a big claim and we just got a pretty good amount of money from that, or it would give you more confidence in terms of your ability to do successful collections and you would take bigger accounts afterward. And that would change the process a little bit. You would also change your report since you would be climbing up the totem pole of the collectors within the company. So those were areas of growth where you would grow within the organization and would also try to expand the organization outward by bringing more clients or developing stronger relationships with a group you want.</p> <p><i>The speaker values movement in a developmental direction, both for himself and the company. He envisions a higher level individual and social functioning with a focus on his own professional growth.</i></p>
Pages 4 and 5	8. Context TF #8 [1]: <i>Contextualization of part within whole.</i>	<p>But, a lot of the work, or at least the way I was dealing with the work, had to do with keeping your nose to the grindstone in terms of just really focusing on the claims in front of you and kind of putting blinders on so you could get as many of them collected as possible. So maybe that was just a reflection of my own function within the company where I did do some sales work but the bulk of my time was spent on actual collections. But yes, you could definitely experience different aspects or facets of the actual work since there was some different...you know, that's why there are different parts of the company....I had a good amount of mobility from department to department, and that definitely helped—or at least made me happier or more satisfied with the job and (so I) was able to kind of take a break from one task to a different type of task.</p> <p><i>The speaker contextualizes his own work in the bigger picture of company operations, describing other</i></p>

		<i>phenomena to which it is related. Conveying the flexibility inherent in his job, he clarifies the division of labor he is part of.</i>
ORGANIZATIONAL HOUSE		
Page 5	9. Context TF #13 [1]: <i>Intellectual systems: frames of reference, traditions, ideologies</i>	<p>(1) What was communicated to me and what I understood about it, about its broader role, is that it is a type of consulting company, whereas in the moment our main gig would be a kind of accounts receivable consulting which dealt with how to open an account and how to collect for the client.</p> <p>(2) But to move beyond that, it was run by attorneys to offer counsel and to advise our clients on how to run their businesses better. So as a type of advisor, I definitely understood the company in that context.</p> <p>(3) Also, it provided a very practical kind of accounting. We worked with the accounting departments of the client companies, so basically we were a type of aid to them; in a sense we would become an extension of their own company. We were helping the accounting department based within the larger client organization.</p> <p><i>The speaker sees his work as falling within a particular paradigm. He comments on the multiple facets of his work with a focus on connecting different intellectual systems.</i></p>
Pages 5 and 6	10. Context TF #10 [1]: <i>Description of an integrated system in terms of layers (strata) forming a hierarchy.</i>	<p>There was a lot of utilization of technology for control and hierarchy. The computer was basically essential to all of our work. That's where our records were kept and you would access them through a database where each person had a certain degree of permission to maneuver within. So you were at different ranks of users, and you could be an administrator where you would have full access to everything which controlled the actual commission rates that were entered into the system for each collection and kept track of our own accounting of how much we were collecting and how much would be remitted in our monthly status reports to the company. And then also, as a collector, you would enter notes into the database for each claim you were handling to keep a kind of history of your own process with each client or debtor. So certain people would have the ability to look through your notes to monitor your work and to see what day you called, what time, and how often you called—and to see if you were honest with what you were doing with each account.</p> <p><i>The speaker describes his workplace in functional more than structural terms, with a focus on technology as a common denominator. He gives a detailed description of interlocking functions forming a social system.</i></p>
Pages 6 and 7	11. Relationship TF #20 [1]: <i>Patterns of interaction in relationships</i>	<p>(1) Uh...well, I guess going back to the division of labor...at one point I remember having a conversation with one of my coworkers about the management and how they would take advantage of either the collectors or the support staff. And sometimes I guess it was as a result of some complications we were having. The collectors</p>

		<p>were the heart of the company, they were the generators. So it was my opinion that there should have been—I'm not saying there wasn't all the time—attention to providing what the collectors needed, like when a collector on a claim needed clarification on an issue, you would have to put in a request to the client liaison. In my case, I was also a client liaison because I had developed seniority, so I had direct contact with the clients. And then the liaison would get back to the collector and try to supply the answer that was given by the client.</p> <p>(2) I felt that there was some attention given to that, but, like I was saying before, sometimes you felt like you weren't really getting much help. Sometimes I guess there might have been a mismatch between trying to keep (in touch?) with the client or just say "Yes, yes, yes," even though we were either flying blind or in disagreement with what the client wanted us to do.</p> <p>(3) ...there wasn't...conflict with the actual company, so I don't remember if there was any particular mechanism in place for dealing with conflict—now referring to the Human Systems part of the Organizational House. I mean, most of the time, if you had a question you would bring it up with your immediate supervisor, but I can't remember there ever being any major conflict that required anything formalized. I do remember, though, that sometimes it was hard to get an answer to questions, whether there was a dispute or not, because the people with the answers or with the authority to make a decision would sometimes be so busy doing other things. For instance, one of the partners of the company, who handled all the finances for the company and had a lot of authority and decision-making power, had so much to deal with that you barely...I didn't bother him with my own questions or problems and tried to figure them out on my own. Sometimes that would delay resolving the issue because there was not much you could do without proper authority.</p> <p><i>The speaker describes patterns in how different related parties are acting upon each other over time. He is critical of these patterns where they show lack of support for doing his work.</i></p>
<p>Page 7</p>	<p>12. Context TF #13 [1]: <i>Intellectual systems: frames of reference, traditions, ideologies</i></p>	<p>I guess that [what was described in segment (3) above] was symbolic of what we were doing. I remember that there was a lot of talk in the organization of recognizing that the roles defining what we were doing...going back to what I was saying earlier about the vision of the company, there was a lot of emphasis on the fact that we were more than simple collection agents, we were negotiators for our clients. So, you go back to that whole idea of the company providing an advisor role in a larger context.</p>

		<p><i>The speaker is seeing himself as working within an established paradigm that gives meaning to his work.</i></p>
<p>Pages 7 and 8</p>	<p>13. Context TF #13 [1]: <i>Intellectual systems: frames of reference, traditions, ideologies</i></p>	<p>In my own case, I did bring a unique skill set or at least knowledge to both my company and to our clients. I was hired because of my fluency in Spanish and familiarity with Latin American culture. We had clients who did business across the border and sometimes they definitely had a communication problem. So that was a unique selling point for us to our clients, to say that we had fluency in foreign languages. We could say that we could adequately represent their interests and understand where they were coming from, and we knew how to speak the language to get their point across. And we could do so with knowledge of what the nuances were of a particular country that we were trying to collect from. That was one aspect of it, and then going along with that as well was the attorney work. The company had legal knowledge, legal credentials, so we could provide legal advise on the particular claims in light of our knowledge of the cultural and language issues involved.</p> <p><i>The speaker evaluates his own contribution at work as falling into the frame of reference followed by his company. The way the company positions itself is shown to be in congruence with his own competences.</i></p>
<p>Page 8</p>	<p>14. Systemic TF #28 [1]: <i>Integrating multiple perspectives to define complex realities; critique of formalistic thinking</i></p>	<p>(1) I guess one of the things that comes up for me—going back to how we talked earlier about having access to decision makers within your own company was critical for being able to do your own job—in being able to integrate better all the different streams that were happening, having communication is the really big component. It’s actually talking to each other but not, you know, working in isolation from each other.</p> <p>(2) And it’s hard, because I remember sometimes you don’t want to say too much. Sometimes you make an assessment that maybe it’s better that someone in my department doesn’t know the whole picture. So, what I’m saying is that sometimes in companies—or at least in my company—you were willfully put in a situation where you were not integrated into the whole picture, seeing the whole picture. I felt that, definitely, communication between the different branches was critical for that. I think that, in my particular case, I was able to work in the company in a manner that was somewhat integrated, that I had these different roles to fill. In those situations, where you (were) exposed to the different facets of the company so you understand what’s going on in each department, you understand the different needs and maybe how to fill those needs.</p> <p>(3) You just see how something that is good for a collector might not be good for a client liaison, and vice-versa. And that was the tricky part, if it is these zero-sum games...who gets to win.</p>

		<p><i>The speaker explains the multiple perspectives he integrates in his work, with an emphasis on communication. He himself adopts multiple perspectives on his environment, asserting the limitedness of any single vantage point.</i></p>
Page 9	15. Systemic TF #28 [1]: <i>Integrating multiple perspectives to define complex realities; critique of formalistic thinking.</i>	<p>(1) I think that one of the things I've learned through working so far is that you need other people. You can't accomplish a lot of things on your own. Those relationships are very important.</p> <p>(2) And then going back to...being able to take multiple perspectives, I think that working in the company gave me the ability, or helped nurture my ability, to take multiple perspectives. If I was working as a collector, what would happen was that I came to understand my client's perspective on a claim and why they should get paid. I also got to understand the perspective of the debtor and why, maybe, they feel that they don't have to pay for a claim. And then I have to understand the perspective of my company to understand how our company will benefit from different approaches to the situation. I personally benefit from the situation in terms of a) am I going to get a commission, b) am I going to make a good impression with my bosses, make a good impression with my client, make a good impression with the debtor who may possibly call our client as a result of my interaction with them. So it definitely makes you jump around a lot.</p> <p>(3) That whole issue of relationship, I think, also played into perspective. The relationships provided channels to different windows, different perspectives.</p> <p><i>The speaker welcomes the multiplication of perspectives on the subject matter of his work. Holding diverse perspectives is seen as required for his own effectiveness at work.</i></p>
SELF HOUSE		
Pages 9 and 10	16. Systemic TF #27 [1]: <i>Open, self-transforming system</i>	<p>(1) I guess it might sound a little esoteric, but I think the best way to integrate those perspectives into yourself is to let go of yourself. An insight that I've had just recently is that who you are has a lot to do with your perspective. So the more attached you are to a perspective it leaves less room for other people and for other perspectives.</p> <p>(2) The ability to integrate has a lot to do with letting go, I think. ...let's say you were holding your perspectives in your hands. ...let's say you could only hold two—if you have two hands. If you let go you have freedom to move around and to bring together or to manipulate them, so in a sense to make them objects of your subjectivity. In terms of letting go, another way to say it would be to open up, to create space.... If you are inside something then there is so much outside of you. So if you kind of break that and keep opening the space...that has a lot to do with it....</p>

		<p>I think another way you can say it is that it's fluid, that it's malleable.</p> <p><i>The speaker describes himself as an open, self-transforming system. He sees himself as assimilating external elements and integrating them within himself. Paradoxically, this is seen as 'letting go' of himself, which names the negativity that makes the system he is a living system.</i></p>
Pages 11 and 12	17. Relationship TF #21 [2]: <i>Constitutive and intrinsic relationships</i>	<p>(1) One of the things that I felt that frustrated me and caused me to throw my hands up and say "What am I doing here?" had to do with the ability to solve problems, or the inability to solve problems. I felt like, after a certain point, the real point of the work was not to solve the problem—or not to solve the real problem, the actual problem that was causing all these other problems such as not paying.... [I had] a feeling that you were only working on the surface and that you weren't working on the actual cause. That definitely turned me away from the work, because I felt it was ineffectual, it was just wasteful.... I've come to the experience and realization that I want to feel that I'm actually working toward, working on causes instead of only on effects.</p> <p>(2) Very specifically, with the accounts that I was handling for my company, as a collector you evaluate the claim and you know that the person is not paying our client for a certain reason. And sometimes the way to solve that is not by getting paid, it's by fixing the systemic circumstances that caused the non-payment. You know, we would collect late charges from, for instance, a trucking company who didn't return their containers on time. Sometimes they would say, "Listen, I couldn't return it on time because the port was completely full—I was in my truck for hours on end and they turned me away because it was too full. So I've got these late charges" Our company would say, "It's not our fault." And the debtor would say, "Well, it's not my fault, either." So you're not really working with the actual cause. I'm not saying it's easy, but the buck gets passed around so much that it's hard to really pin it down, and you're not solving anything. You're looking basically for an excuse to get paid... you're looking for a trade—you are going to trade your time for money and sometimes you're not trading for a solution, you're trading for kicking a problem down the road.</p> <p><i>The speaker points to a pervasive issue that frustrates his work, namely the shallowness of the problems he is given to solve, in comparison to the "real" underlying problem that remains beyond his reach. This absence of the real problem is seen as constitutive for his work.</i></p>
	18. Relationship TF #17 [1]. <i>Critique of reductionism and 'de-</i>	<p>On a bigger scale, one thing I would like to pursue that has to do with the law...I'm reading this book called <i>Transforming Practices</i> which talks about lawyers who</p>

	<i>totalization' (pluralism)</i>	<p>have brought spiritual awareness to their work. It talks about the function of law and how a part of it is setting up a system that allows for harmonious and just relations in working or dealing with people. Basically, I'm looking for the cause of justice and how to do that...It's also at least an entryway into looking at it from a more whole approach. We're dealing most of the time, at least in the world of business, with externals. Like I was saying, I'm looking for what causes justice. Obviously the external components are happening there, but the internal components are something I want to look into now.</p> <p><i>The speaker critiques reduction of common ground to scattered externals without relationship to each other (pluralism). In light of the fact that the ultimate source of justice and truth lies in taking "a more whole approach," getting stuck in unrelated discrete elements is seen as counterproductive.</i></p>
Pages 12 and 13	19. Process TF #5 [1]: <i>Practical and active character of knowledge.</i>	<p>I think...it's very simple to be on a call with a debtor and say, "Listen, here's the contract and it says you have to pay." If I have done my research I could also say, "Here are different cases that have been litigated and all have been decided in my favor, saying you would have to pay me if we were to go to court." All of that is external; these are all very solid foundations for my case or my position. But, in practical terms, we both have to agree to pay attention to them. In other words, he can say, "Forget about that, I will offer you a settlement right now where you will get paid next week instead of waiting a year or two years for it to be litigated in court, and we'll get this thing done." It's that internal perspective, that we decide when to pay attention to the externals. So we can make our own agreement, without regard to the externals.</p> <p><i>The speaker emphasizes the practical and active character of knowledge in contrast to relying on precedents. He affirms that focusing attention is meant to accomplish tasks in social life, and that knowledge is created by interacting with the environment.</i></p>
Page 13	20. Relationship TF #21 [1]: <i>Intrinsic and constitutive relationship.</i>	<p>(1) If we were to place self-interest in the internal, in terms of what would make my experience more satisfactory ... appeal to someone's self-interest in their internal experience of what happens externally. Appeal to what they are going to go through on the inside because of certain external factors. Be able to agree on the external circumstances that we want to institute because of how it will affect our internal experience. That way we could try to keep a balance.</p> <p>(2) I'm not sure if I'm slanting it too much toward the internal, but—still talking about taking multiple perspectives and being outside of yourself—in the end, you spend a lot of time inside something, whether it's yourself or something else. To appeal to that phenomenological reality, I think there is validity.</p>

		<p><i>The speaker points to internal processes as constitutive of actions in the external world. Paying attention to this common ground is the only way of establishing a balance between inner and outer. The intrinsic relationship of an individual to the world defines the quality of the individual's actions.</i></p>
Page 13	21 Systemic TF #26 [1]: <i>Process of coordinating systems</i>	<p>To be able to do both tracks—to be able to pursue both the internal track and the external track—and to explore them with a view towards...being able to facilitate that. I think my work is to be able to facilitate both my own and others' peace and happiness. That would be one way to put it. ... I think the field of law certainly gives you a lot of information. We're talking again about external systems, about what the system is, and the skills to be knowledgeable about that. ... The law gives you an internal vantage on external systems To know the law and how it works, how it affects everything else that is taking place because of it or in spite of it, that's what I am striving for.</p> <p><i>The speaker focuses on the coordination of systems based on law, seeing the law as providing a vantage point from which the internal and external track he is pursuing can come together. He conveys an understanding of the interdependence of systems including his own person.</i></p>
Page 14	22. Relationship TF #20 [1]: <i>Patterns of interaction in relationships</i>	<p>(1) I guess a big assumption I was making was that other people might have similar goals as me...or at least similar enough that we can both achieve our respective goals that are not antithetical. And that's always a big question to consider before entering a practice, whether or not the environment is conducive to that or the people who populate it want to work towards that. It's a question I keep coming back to, but recently I feel that the assumption is turning out to be true—that there are other people who have similar aspirations. There are seminars that I went to at Harvard Law School where I met people who teach in law schools who have similar desires.</p> <p>(2) It's heartening that there are some people who can share my aspirations, and a vehicle for that seems to be the law. So it feels good to meet people like that and to read a book that talks about the deeper meaning of law—it's not just about making a deal happen.</p> <p><i>The speaker anticipates potential interactions that could be realized if different individuals shared similar aspirations. He feels certain that such interactions are possible although they are never absolutely certain to occur.</i></p>
Pages 14 and 15	23. Relationship TF #21 [1]: <i>Constitutive and intrinsic relationships</i>	<p>(1) If we go back to what we were talking about earlier about the relationship between the internal and the external, if you can find people who are like-minded, who are willing to change the external in order to accommodate that ... I am making the assumption that</p>

the law is a system capable of undergoing transformation. And I don't have the idea that it would be radical or anything like that, but at least it will be able to make that shift—or at least you can make a shift with people who can try to work on it. For me, it's more important to try to work on something than it is to accomplish it.

(2) Obviously you want both, to enjoy what you're working on and then accomplish it as well—or to be engaged in a task that you want to accomplish. But, I think it has to do with a recent change that I've gone through in terms of being in the moment and living moment to moment. Obviously you want to plan ahead, but we don't know where we're going...there is so much that's outside of our control, that to focus on the actual process—to focus on the intention—sometimes can be as gratifying as the end result.

(3) I also think it takes longer to change the external than it does to change the internal. If you find inner peace before you find outer peace, there is nothing wrong with that....Talking about these things, sometimes I feel I'm speaking from borrowed wisdom, but...yes, inner peace can lead to outer peace...things start from the inside.

Elaborating the constitutive relationship of the inner over the outer track, the speaker interprets the law as a system sustained by those immersed in social action. His emphasis is not primarily on the system of law itself but on the fact that the system of law is logically prior to social transformation brought about by engaged individuals.

Donald's Cognitive Behavior Graph

In the *Thought Form Selection Sheet*, above, we have before us a presentation of Donald's moves-in-thought by which he constructs his *internal workplace*. The interview functions as a translation device by which his moves-in-thought are mapped into a linear sequence. The sequence reveals the oscillations of his consciousness articulated by speech.

As is now apparent, the four classes of thought forms serve as a screening device for consciousness oscillations, like a net thrown over them, no different on principle from a net knit with needles of stage theory. The *Cognitive Behavior Graph* below is directly derived from the Thought Form Selection Sheet above. It is subdivided into sections representing each of the Three Houses. In this way, it can give insight into the relative distribution of thought forms over different mental subspaces of an individual's internal workplace.

HOUSE	Process	Context	Relation	System
<i>Task House</i>		8		
			16	
	7	12		
	4	10 [2]		
		8		24
<i>Organizational House</i>		13		
		10		
			20	
		13		
		13		28
			28	
			27	
<i>Self House</i>			21 [2]	
			17	
	5		21	
				26
			20	
		21		
Fluidity	[3	9	8	5 = 25]

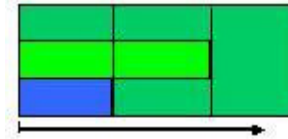
Donald's Cognitive Behavior Graph (CBG)

Interview Agreement

Interdevelopmental Institute

Dr Otto Laske, Director

51 Mystic Street
Medford, MA 02155, USA
781.391.2361
Email: otto@interdevelopmentals.org
www.interdevelopmentals.org



The Interdevelopmental Institute operates under the policies of the United States' Office of Management & Budget regarding the use of human participants in research projects. All participants are required to voluntarily give their informed consent.

Agreement Form

CDF Cognitive and Social-Emotional Assessments

Interdevelopmental Institute (IDM)

I herewith agree to participate in two tape-recorded interviews for the sake of a comprehensive developmental assessment based on the CDF methodology. The first, cognitive, interview helps to understand the way in which I presently use concepts, models, and theories in order to *make sense* of the world and my experiences. The second, social-emotion, interview focuses on the way I presently *make meaning* of my life and work, both in relation to myself and others. I understand that these are separate and autonomous lines of human development.

I understand also that both of these interviews are conversations, not “tests” or “assessments” in the conventional sense, and that the results they render can be used to design evidence-based coaching plans, psychotherapy interventions, mediation sessions, consulting proposals, and other human services procedures.

I understand further that in both interviews, I am in charge of the interview agenda. In the cognitive interview, I will be able to freely choose what to focus on regarding my approach to tasks, my experience of the work environment, and my own professional agenda and career plans. In the social-emotional interview, I will be choosing from a list of ten topics or *prompts* that elicit thoughts and memories of my recent life. In this interview, I will be able to speak about my experience of everyday issues (like taking risks, or taking a strong stand) that have occurred within the last six months or so.

I know that I do not have to answer any questions I do not wish to address. Furthermore, I understand that although most people find these interviews engaging and interesting, should I feel like discontinuing the interview or speak “off line,” for any reasons, I may do so at any time.

I understand in addition that I will not receive immediate feedback. Rather, the feedback will be based on a written report that addresses the developmental findings of the interviews, with inclusion of a behavioral questionnaire. In the assessment report and feedback session based on it, all of the issues that led me to asking for the assessment will be touched upon. In the case that coaching or another intervention follows the assessment, feedback will continue to occur, and will inform conversations, role plays, and action plans.

I have the right to absolute confidentiality of this interview, both toward my employer and the organization I work for. Any excerpts taken from my interview, written or spoken, will disguise all names of persons and places so as to preserve my anonymity and privacy. Interview results will be used anonymously in teaching and research. None of the information I will share in this interview nor any results obtained will be conveyed, in any form, to any person without my written permission.

Client Date

Assessor Date

Director of Assessment, IDM