

Teaching Dialectical Thinking

Qualitative Research into Organizational Leadership

Dialectical Thought Form Framework (DTF) Introduction

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Institute of Education, University of London, England

Otto Laske Dr. phil., Psy. D.

Founder, Director of Education

Interdevelopmental Institute (IDM)

Gloucester, MA 01930, USA

Dialectical Epistemology

**Serves Social Analysis of Administered Worlds via
Putting Analytical Reason into Brackets**

Social analysis can learn incomparably more from individual experience than Hegel conceded.....

the large historical categories are no longer above suspicion of fraud.....

the individual has gained as much in richness, differentiation and vigour as...

the socialization of society has enfeebled and undermined citizens.....

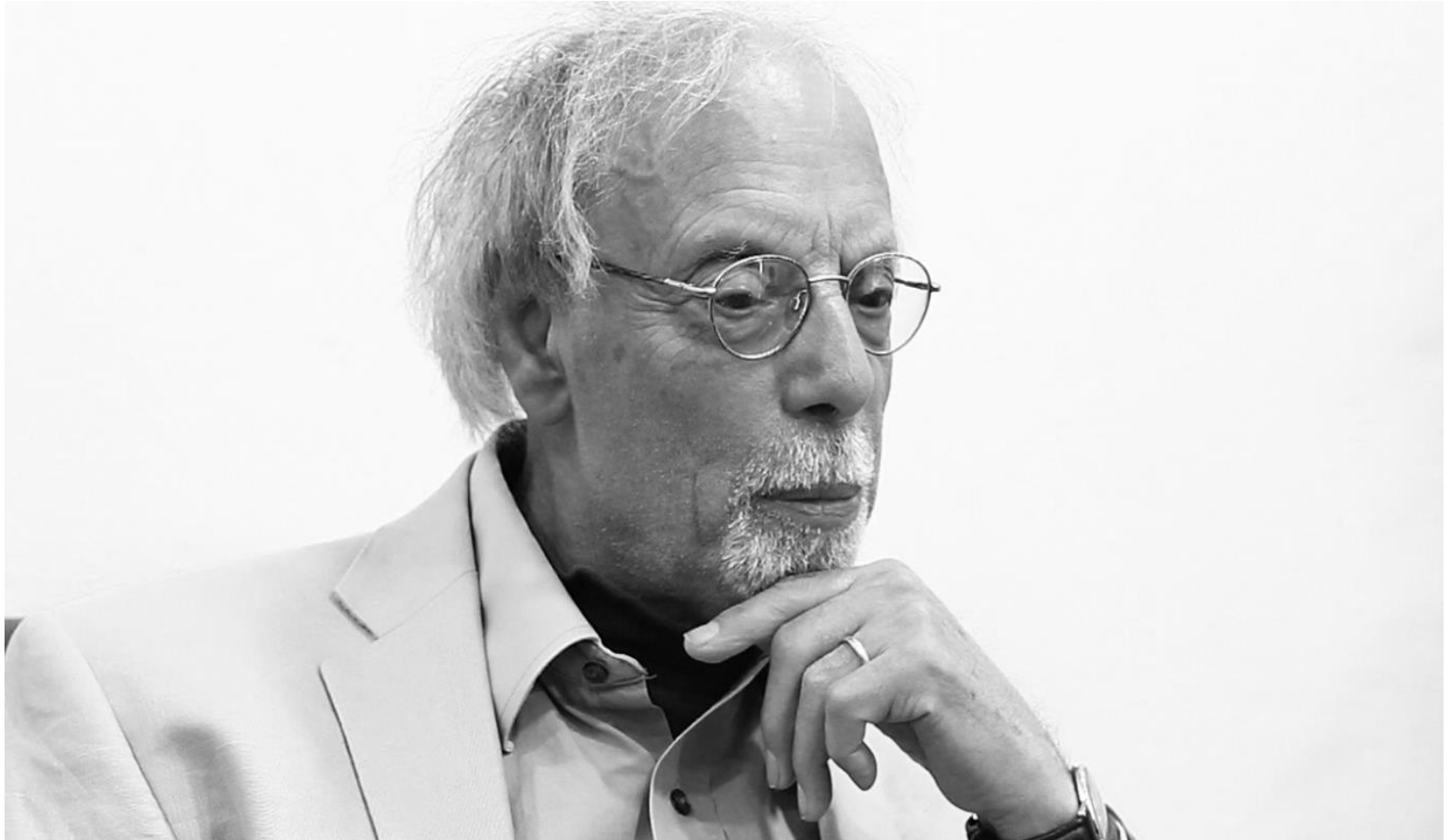
the individual's experience of himself and what he encounters contributes once more to knowledge.....

*as long as s\he continued unshaken to construe her\him-self positively
s\he had merely obscured dialectical epistemology as the dominant category.*

Social analysis can learn incomparably more from individual experience than Hegel conceded, while conversely the large historical categories, after all that has meanwhile been perpetrated with their help, are no longer above suspicion of fraud. The individual has gained as much in richness, differentiation, and vigour as, on the other hand, the socialization of society has enfeebled and undermined him. In the period of his decay, the individual's experience of himself and what he encounters contributes once more to knowledge, which he had merely obscured as long as he continued unshaken to construe himself positively as the dominant category.

Th. W. Adorno, Preface, Minima Moralia, 1951

How Can You Educate Dialectical Thinkers in the Context of an Administered World which is Entirely Based on Analytical Reasoning?



Some Suggestions based on my 15-Year Experience at IDM.

You Need to Create an:-

Inter-Developmental Interlocutor - *Construed Over Time*

Need a Developmental Thinker

- As a developmental thinker, s(he) understands her own level of meaning making and dialectic-thinking fluidity.
- She is therefore compassionate with others relative to their own developmental profile.
- She uses three very different modes of dialog:
 - Attentional support
 - Interpretation
 - Action Research \ Enactment

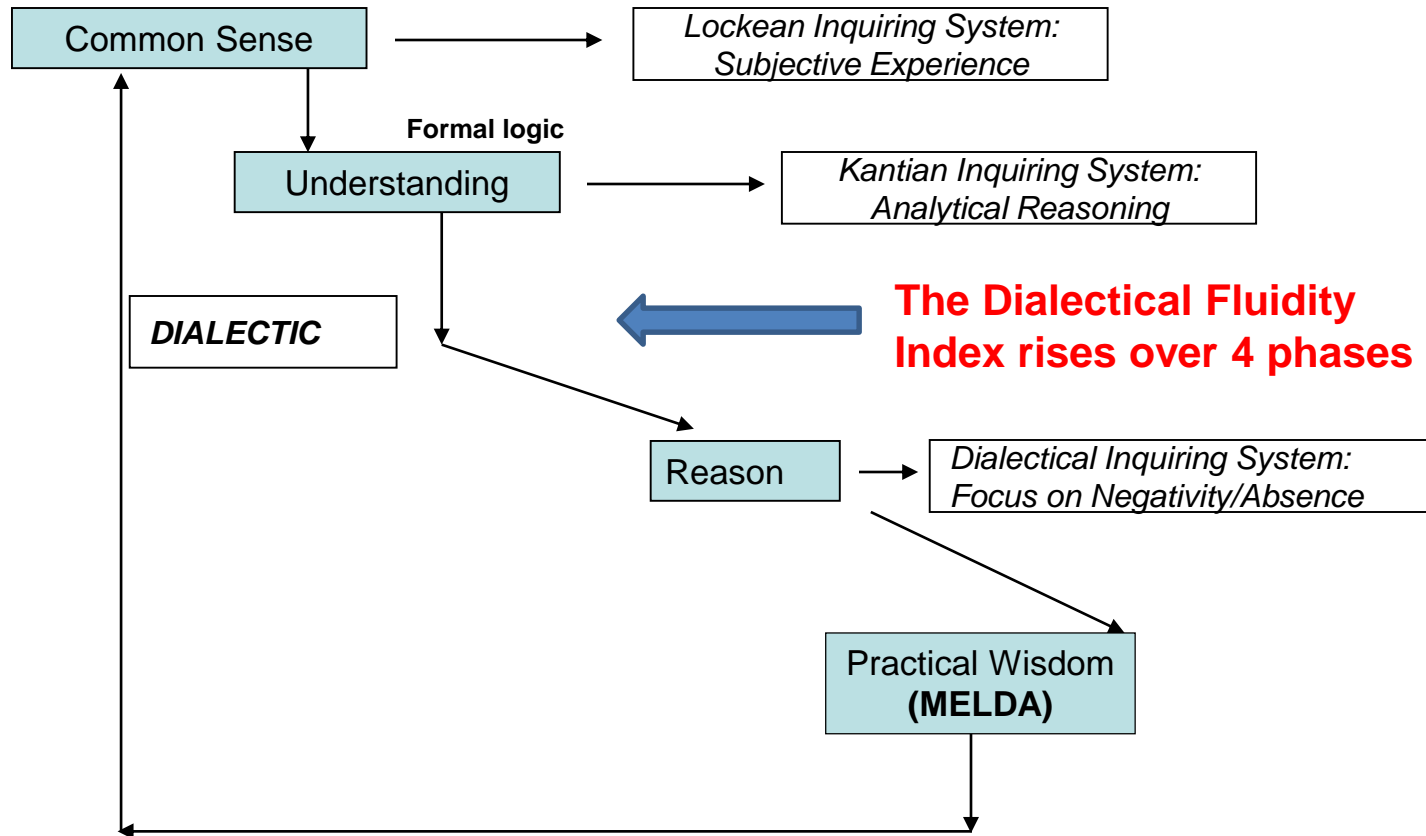
Who is also a Dialectical Thinker

- As a dialectical thinker – she knows her own epistemic fallacies and category errors.
- She is curious about the present dialectical thought-form structure of her and others' thinking.
- She provides scaffolding for moving from the actual to the real world, using empirical evidence.
- She is focused on dialog, not argument.

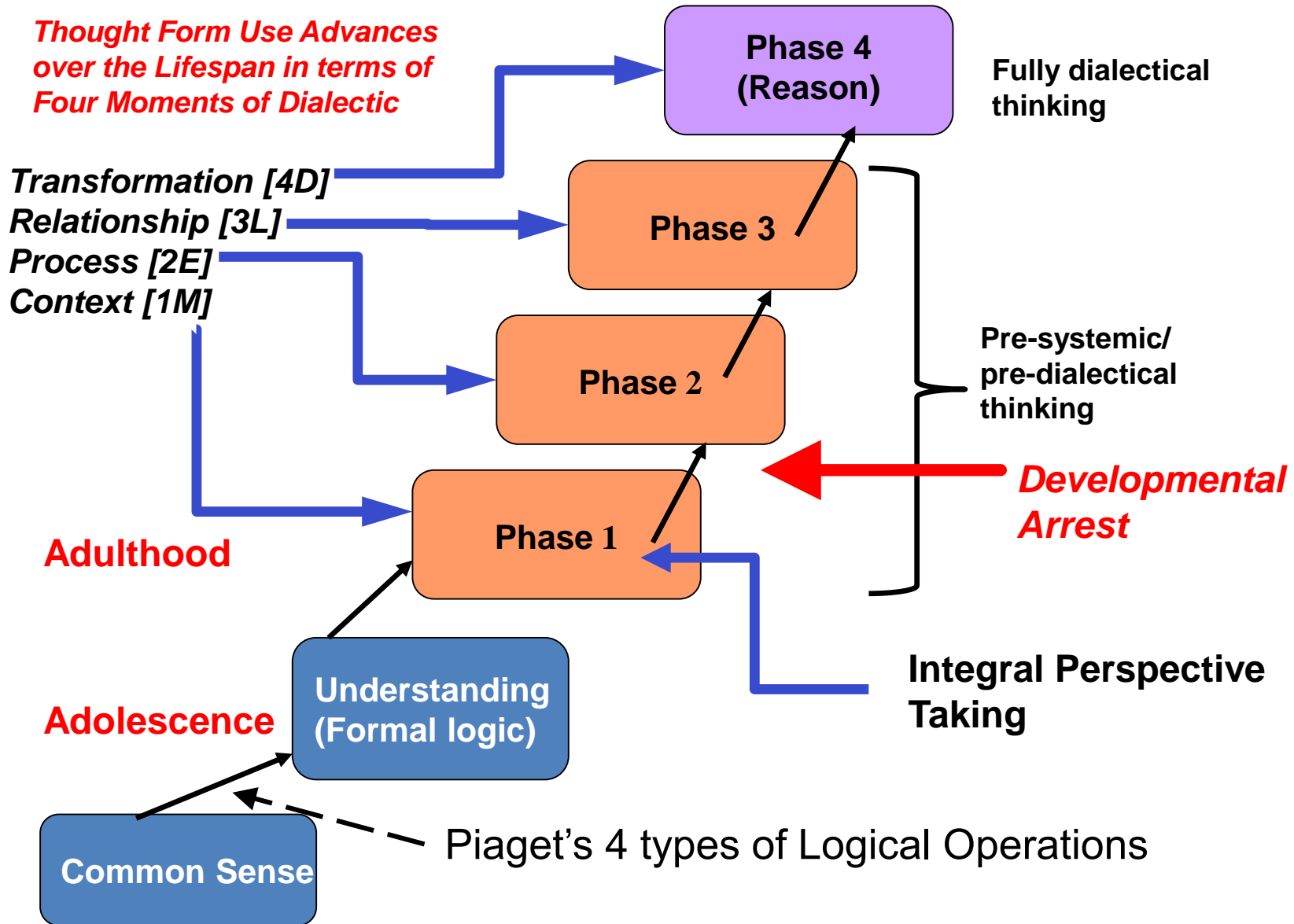
You Need to Take Into Account:-

Adult Cognitive Development & Development Tools

for scaffolding the account cognitive development



You Need to Avoid the :-
Developmental Arrest is Endemic After Phase 1 Dialectical Thinking



In What Phase of Dialectic-Thinking Development are these Teams?

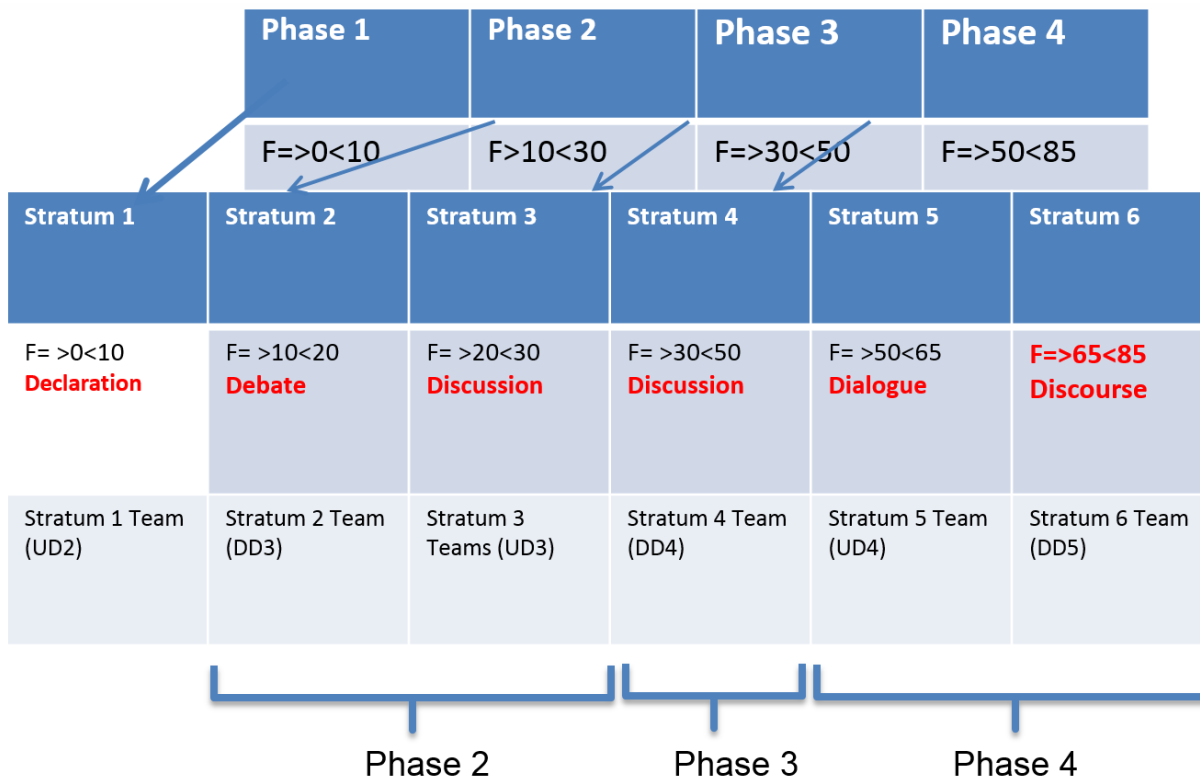


**DTF Scores – Will Tell You
DTF is part of the
Constructive
Developmental
Framework**

**What is Their....
Social-Emotional Deep Structure
of Meaning Making that
Enables them to
think Dialectically?**

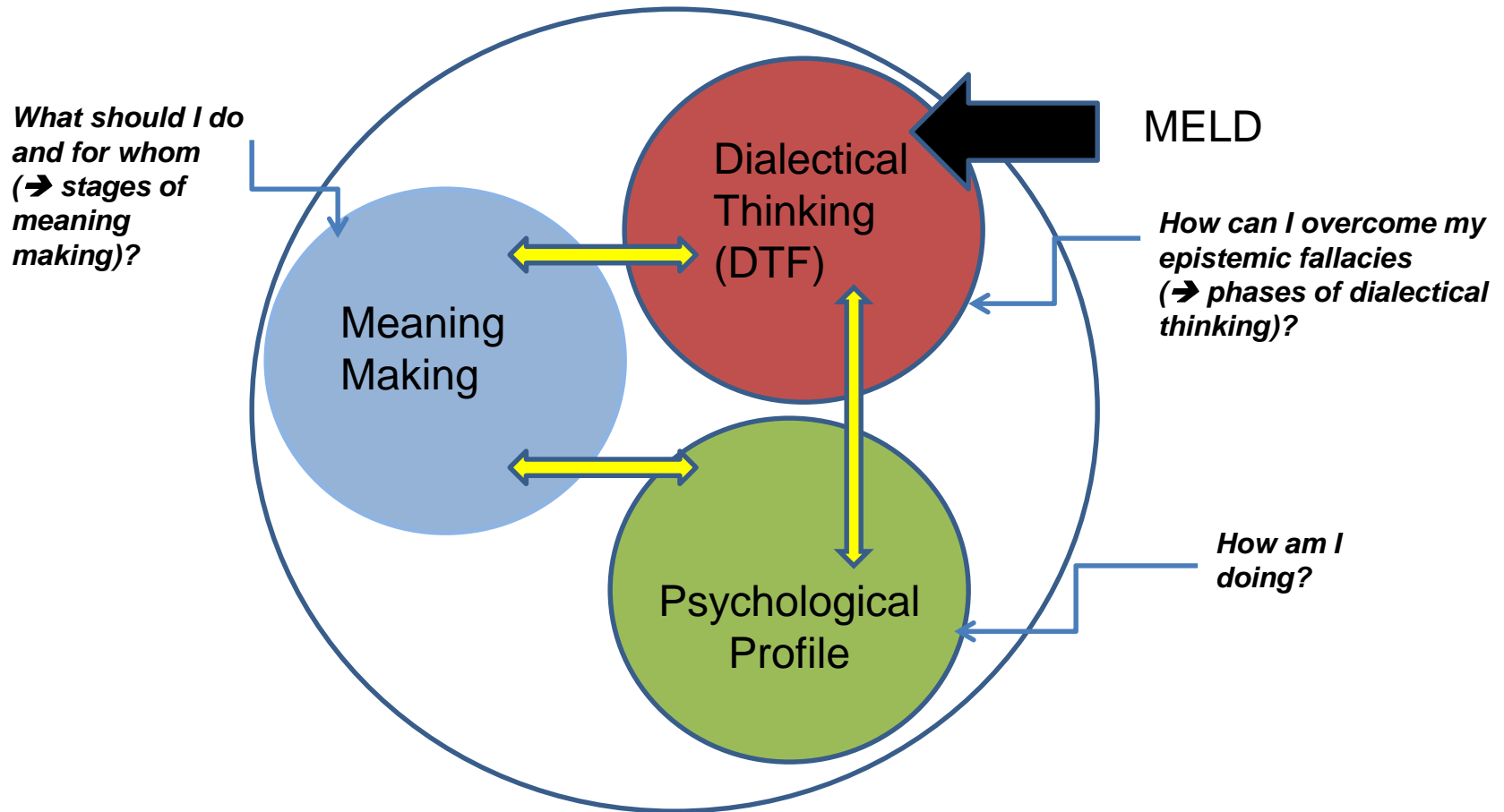


Cognitive **Development Arrest Risk** is Very High in Teams Most of the Population is S3 and hence S3 Shaped Conversations Can Dominate Our Language and Run Our Lives



Phase of Dialectical Thinking of team members determines focus and quality of discourse and modifies the interpersonal (social-emotional) deep structure and hence collaborations.

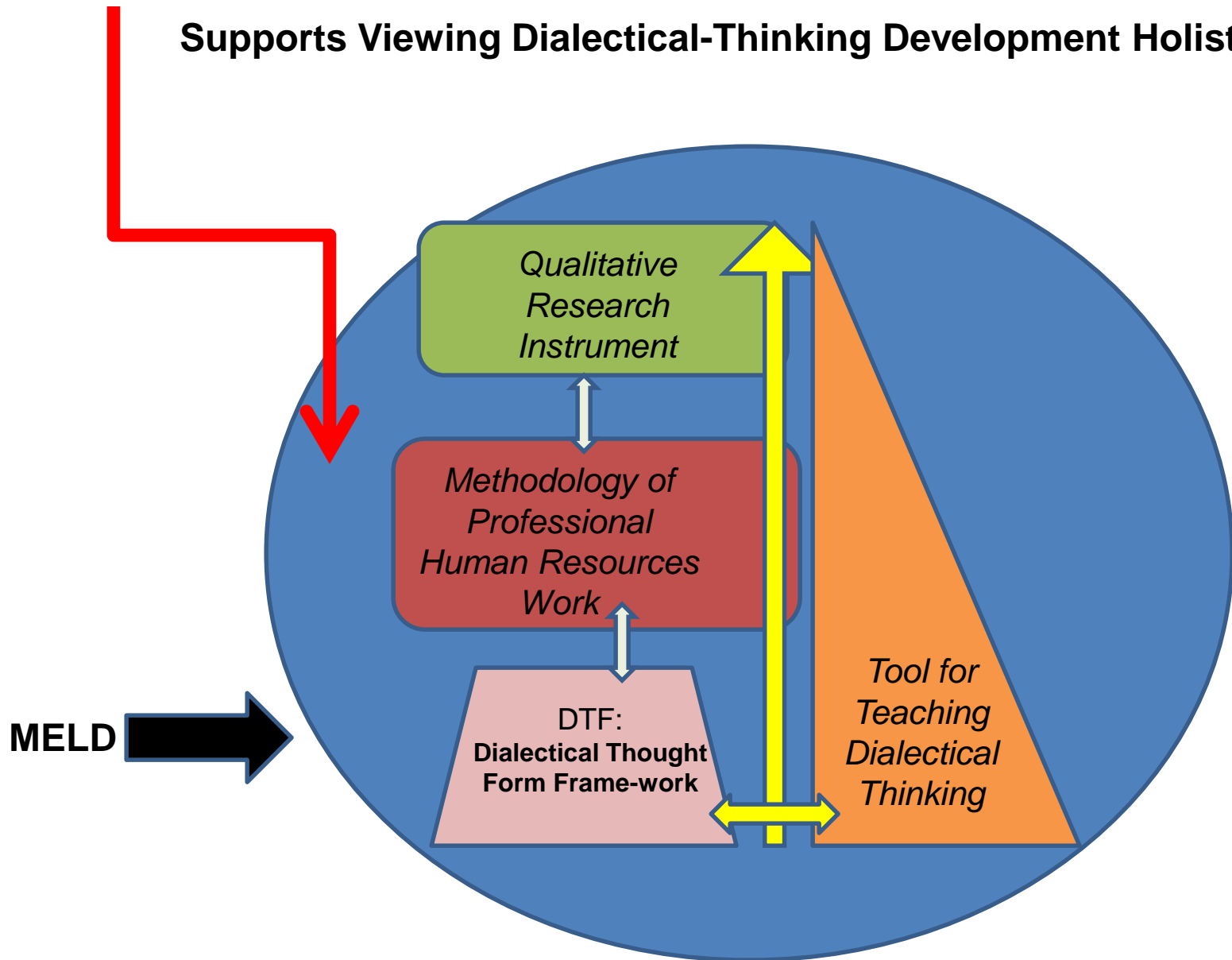
In Teaching, Mentoring, Coaching, Consulting, Talent Management & Team Development We Need to See Dialectical-Thinking Development Holistically



The Dimensions Constituting Constructive Developmental Framework (CDF)

CDF - *Constructive Developmental Framework* – CDF

Supports Viewing Dialectical-Thinking Development Holistically



There Exists Two Dialectical Epistemologies

Argument Based (Bhaskar): “Tell & Do” Culture (TMSA)

- This epistemology is based on *text analysis*.
- As a critic of text, you unpack others arguments and show them to be mistaken.
- You have “better reasons” than they do.
- You are doing the telling....
Even when retroductively unpacking others’ arguments

Dialog Based (Laske’s CDF/DTF): “Humble Inquiry” Culture

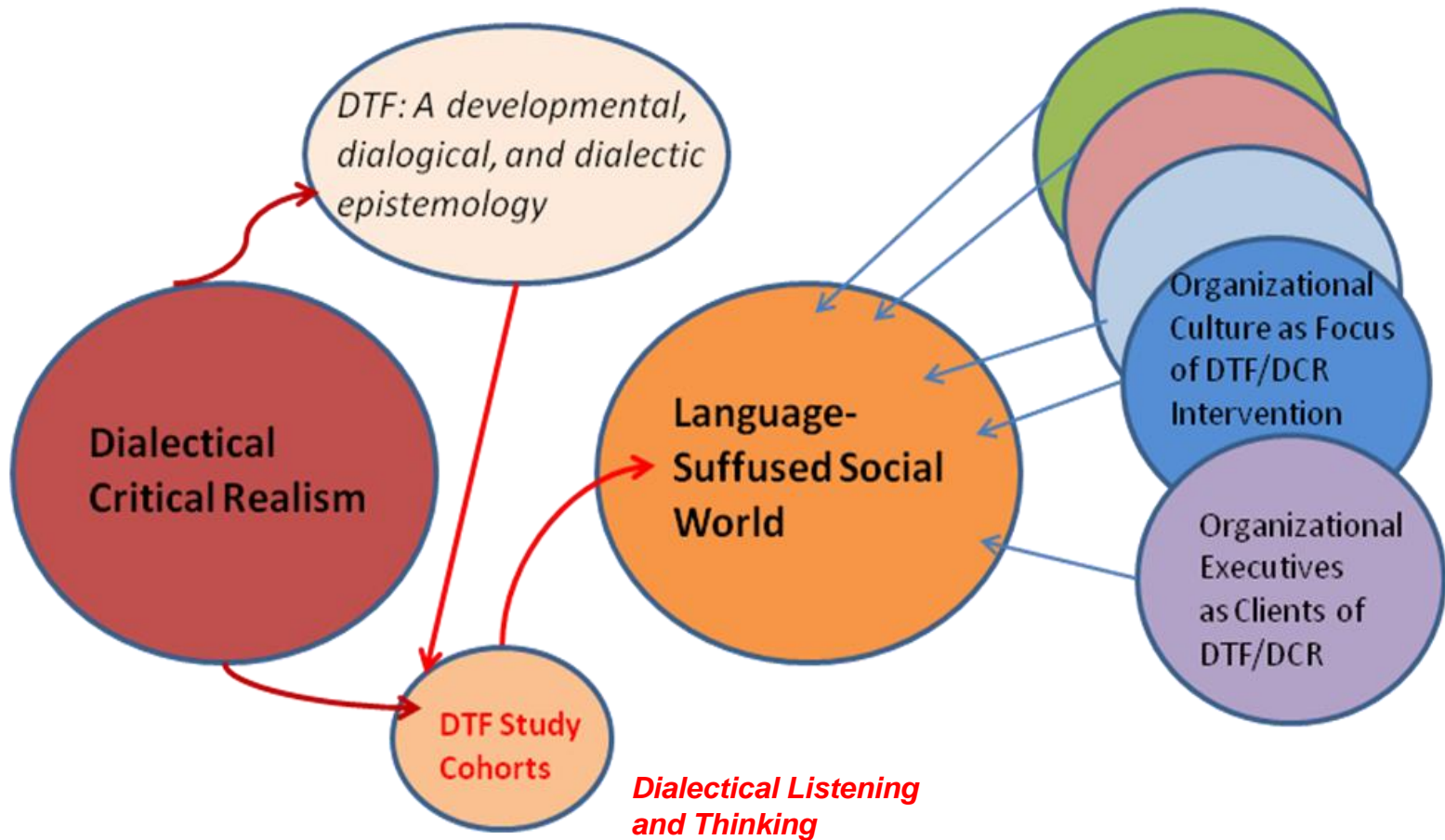
- This epistemology is based on *listening* while partaking of dialog (coaching, mentoring, psychotherapy, consulting, “process consultation”, developmental interviews).
- Discerning the dialectical thought structure of a client’s discourse counts as enactment of dialectic.
- You are doing the asking.

These Two Epistemologies Define Two Different Cultures of Discourse

In Global Crisis - Society Has Large Need for Dialectical Thinking & Its Intense Scaffolding From Early On

- In my view, present society has a huge need for a dialog-based, rather than argument-based, epistemology.
- **While epistemology formerly uses “arguments” - DTF-based dialog - offers dialectical thought forms as mind openers and mind expanders.**
- DTF was designed to educate a new generation of dialectical thinkers, of which Marcuse in 1966 said had vanished from the Western world.
- Use of DTF is focused on locating limitations of thinking that is un-nurtured by dialectic, and therefore replete with sublated category errors and epistemic fallacies.
- DTF is a pedagogical and consulting tool for societal transformation.
- Today, DTF dialectical thought forms are used in organizations reached by graduates of the Interdevelopmental Institute (IDM) worldwide.
- These graduates work as consultants, coaches, teachers, and mentors.
- They use DTF thought forms in at least four different capacities:
 1. Dialectical listening tools
 2. Cognitive (interview) prompting tools
 3. Mind opening tools
 4. Mind expanding tools.

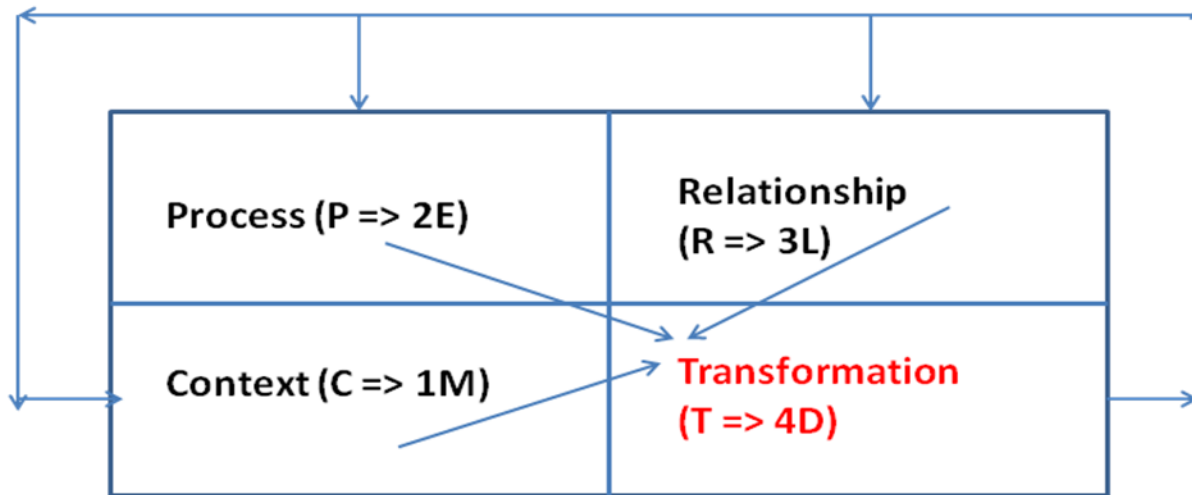
DTF Can Amplify DCR & Bestow On Dialectical Thinking More Impact on the Language-Suffused Social World



In DTF - *Dialectical Thought Form Framework*

We Associate Each of Bhaskar's Moments of Dialectic MELD with a Group of Epistemic Structures Called *Thought Forms*

(Basseches, 1984; Laske, 1999)



Inner arrows: P, R, and C are *illuminative* thought forms preparing remedial thinking in terms of transformation.

Outer arrows: P, R, and C thought forms are intrinsically related to, and constituted by, the *transformational moment* of dialectic (T; 4D), which resides on a meta-level relative to P, C, R.

We Arrive at a Taxonomy of Dialectical Thought Forms Serving as Listening, (text) Analysis, Cognitive Prompting, Mind opening, and Mind Expanding Tools

Process TFs (2E) Illumination	Context TFs (1M) Illumination	Relationship TFs (3L) Illumination	Transformational (Meta-systemic) TFs (4D) Remediation
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: 16-21</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 “de-totalized,” 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 inter-action <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>Contrast: 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, self-transforming systems <i>Contrast: 2, 22-24</i>
7. Embedding in process, movement <i>Contrast: 3-4, 6</i>	14. Multiplicity of contexts (non-transformational) <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>

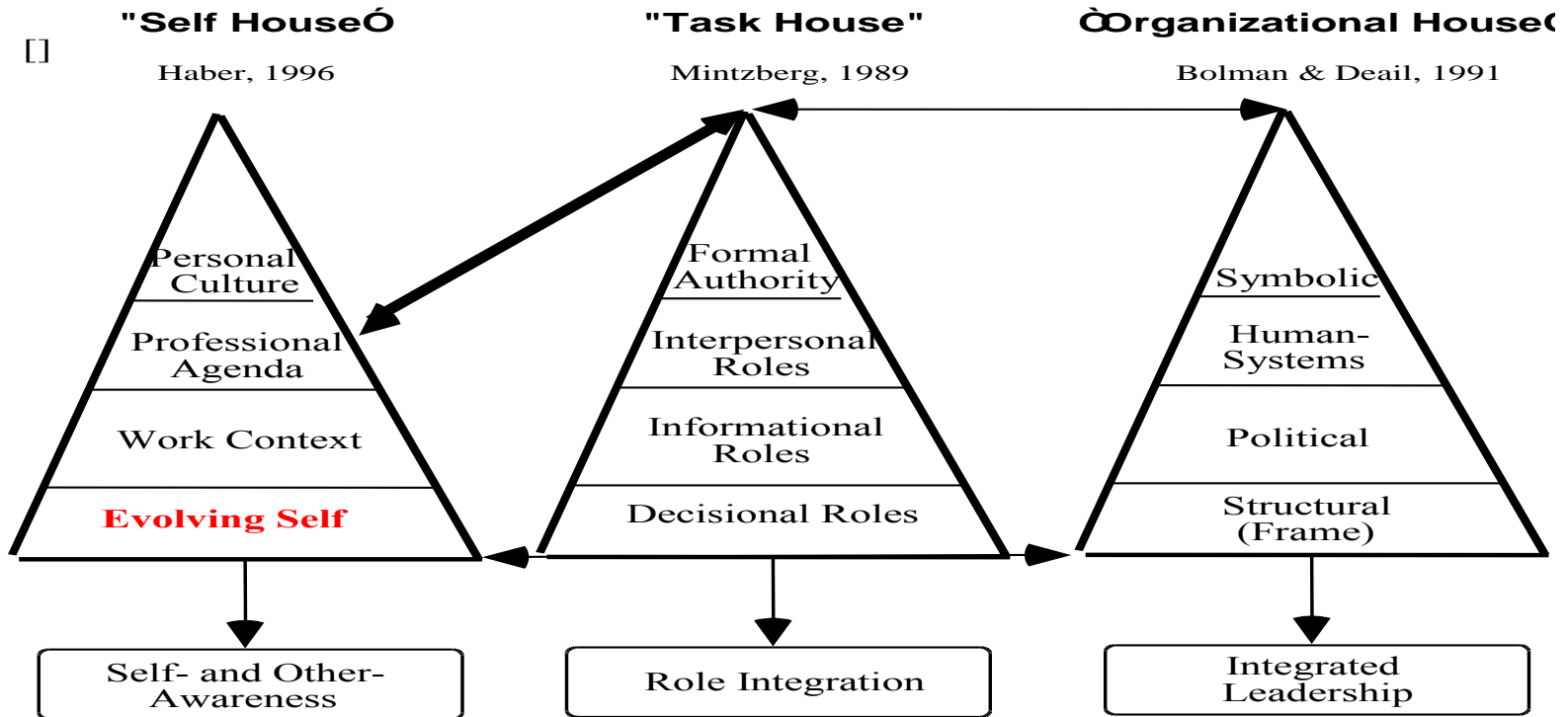
Using DTF in a *Cognitive Interview*

We Can Explore Our Own & Others' Dialectical Thinking Capacity

(3) *What is your professional and career agenda?*

(1) *What is your present function and responsibility?*

(2) *What is the nature of your work environment?*

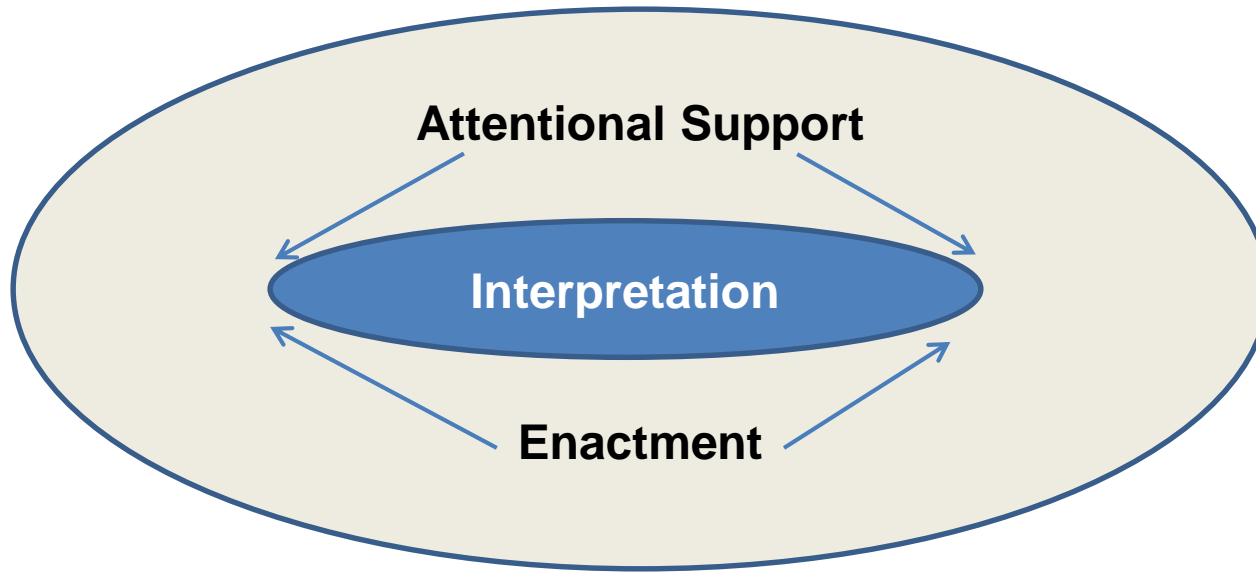


We Explore Dialectical-Thinking Capacity by Unpacking Category Errors and Epistemic Fallacies One Person at a Time

- **Purpose:** Personal feedback, team development, culture transformation within an organization
- **Focus:** Moments of dialectic presently absent from executives' thinking
- **Goal:** Locate organizational limitations of culture, strategy and talent management deriving from lack of dialectical thought
- **Procedure:** Dialog
- **Result:** Concept Behavior Graph illustrating real-time movement-in-thought
- **Mode:** Inter-developmental interlocutor knows when and how to switch between **attentional support, interpretation, and enactment of dialectical thinking**

Feedback on “thinking” is given in the context of a holistic professional assessment, showing interdependencies between social-emotional meaning making, cognitive sense making, and psychological profile.

As a Dialectical, Dialogical & Developmental Epistemology DTF Offers Us Three Modes of Engagement



The three modes of teaching and coaching engagement are taught as complementing each other - with one mode in focus at any one time. Switching from one to the other counts as a DTF mediation, made especially transparent in interviewing, teaching, coaching and work within groups. *Attentional support* is focused on the thought form structure of the discourse (the assumptions), seized upon by *interpretation*, while *enactment* focuses on the modeling of novel experiences in the individual's or team's thought (and task) process (Basseches & Mascolo, 2010).

When Expertly Practiced

The Three Intervention Modes Support Each Other

Attentional Support

1. You parse what is being said in terms of Bhaskar's four moments of dialectic, and their associated DTF thought forms, in "being with" the speaker(s).
2. You subordinate yourself to your client in humble inquiry, to better understand his/her thinking.

Interpretation

1. You select "base concepts" to probe for absent dialectical thought structures.
2. You use DTF thought forms as mind openers, mind expanders, not just listening tools.
3. You challenge MELD category errors and epistemic fallacies "head on" by questions and commentary.

Enactment

1. You model for the client what it means to remedy a particular category error.
2. You also incite the client to re-think what s(he) said in light of dialectical absences you pointed out.
3. You move from thought to action, modeling what actions might follow from a specific dialectical base concept or set of concepts.

Fragment of a DTF Interview Using Retroduction in the Dialog Mode of Interpretation

Bit #3

Thought Form 21
(constitutive, intrinsic
=relationship),
weight= 1

TF 22 (limits of
stability and
harmony), weight=1

TF 17 [weight 0.5]
(critique of reduct-
ionism)

Interviewer: You seem to be taking into account what other force fields are playing a role in this company, and what the circumstances are under which this project has started ...

Interviewee (Consultant): Well, yes. I was referring to certain forces, some tearing things apart, others holding things together, and the conflict energy needed to transform the status quo.

Interviewer: If you look at those force fields more closely, what do you see?

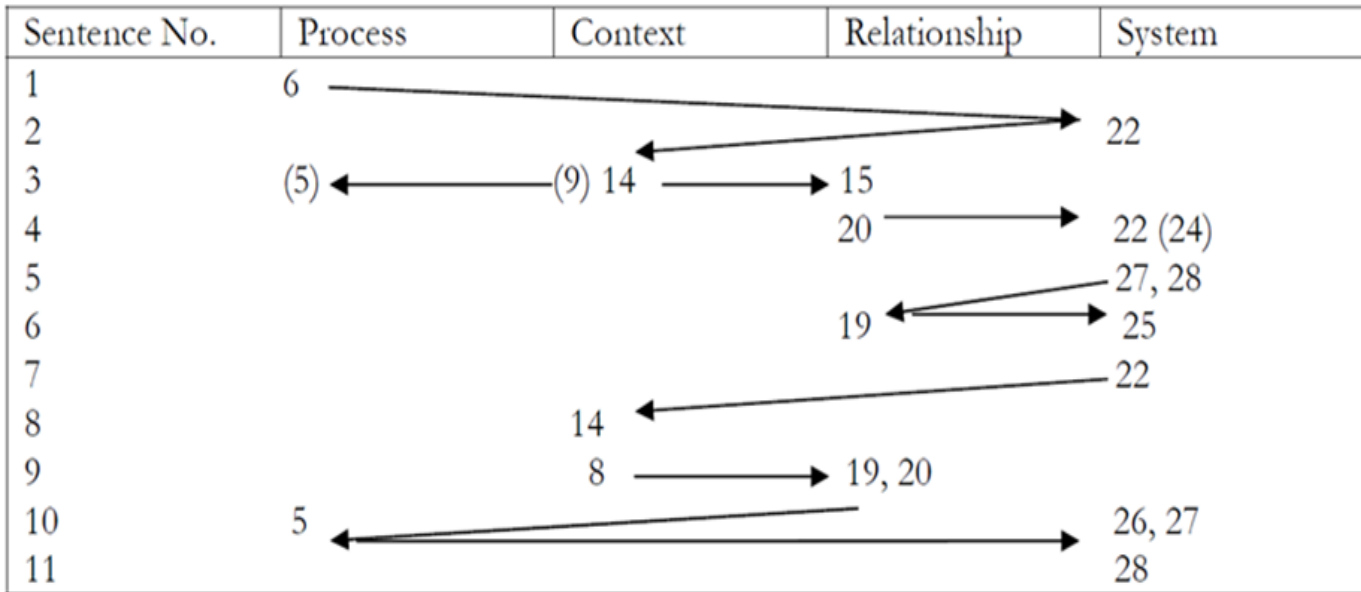
Interviewee: Well, the dilemma lies in that efficiency should be increased while no one would lose their job. This is a human recourse problem since probably some people do not have the qualities they need to be peak performers. So management wants to lift up the organization towards a more service oriented organization. One issue is the accountability level on which people should perform in their new roles. Another issue is to prepare these people to take a quantum leap. However, they will probably not be able to make this leap under the present reward system, or given what their competences are. So there are many conflicting forces I am seeing, but I doubt that my clients are seeing them (as well). I see a gap between reality and how it is perceived by my clients. But I cannot close this gap for them; I need to educate them so they can see it.

Interviewer: What does that say, you think, about the system's stability?

Interviewee: We'll have to consider that there is an external force field as well, and together with the internal one, it may rip the company apart. We are now in a financial crisis, and we haven't seen the deepest point yet. So people are looking at efficiency and they have never, never been confronted with the fact that they will have to lay off people. They won't be able to do it before the end of 2009 because they signed an agreement with the union. So they won't risk that. Except if they would be confronted with extreme situations. Until now, they have government support. But I expect that they will be asked to take hard measures by the first half of 2010. And they are not at all preparing for that.

Justification of the Scoring. In constructing his internal workplace, the speaker sees individuals determined by the constitutive relationship they are in that have defining quality (relationship TF 21); he also points to the overall systemic context as a factor determining the issues that will need to be considered by clients (transformational TF 22). Finally, he articulates a weak critique of reductionism (TF 17), highlighting that his clients are not looking at the outside world

DTF's *Cognitive Behavior Graph* Shows Us an Interviewee's Movements-in-Thought, Enabling Us to Give Feedback on 4 Different Cognitive Scores



- **Fluidity Index = 3+4+5+10 = 22**
- **Cognitive Score = [14, 19, 24; 48 (%)] - hollow transf. thinking**
- **Systems Thinking Index = 48 (%)**
- **Discrepancy Score = (4+10) : (3+5) = 14 : 8 - Manager C is a better constructive than critical thinker**

The IDM *Case Study Cohort Method (CSC)* Engenders a Twofold Push Toward Dialectical Thinking

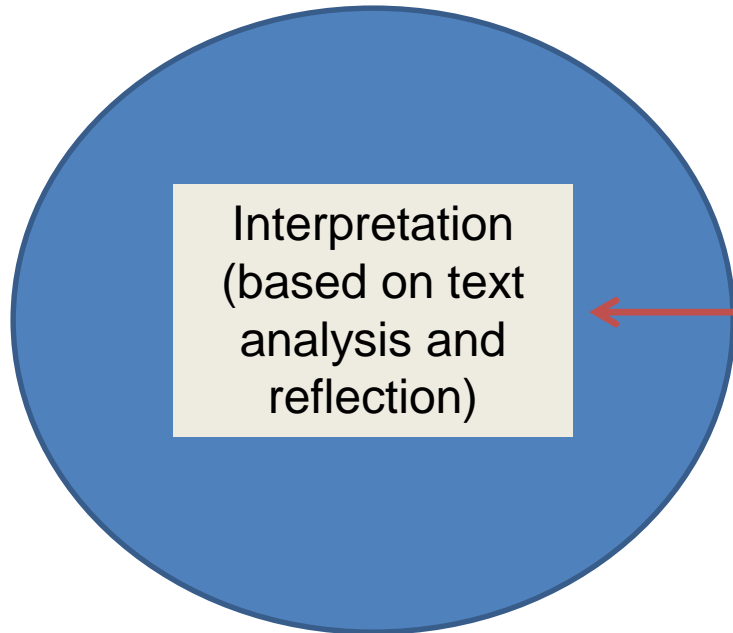
- Retrodution in IDM case study work is focused on the unpacking of interviewees' assumptions in the real-time dialog of a cognitive interview and, in a second step, in scoring (evaluating) structurally relevant interview fragments according to DTF (see slides 15-17).
- It is in the second step that cohort members, lead by the interviewer, together develop a deep-thinking dialog about each interviewee's category errors, for the practical reason of giving feedback about the client's present *cognitive profile*.
- As a result, two kinds of "big push" for dialectical thinking occur:
 - The interview is only as good as is the interviewer's capacity to think dialectically, in terms of DTF; his/her **co-construction of the client's cognitive profile** will suffer to the extent that the client's fallacies are not fully brought to light and responded to.
 - The cohort discussion of the interview is a **dialectical text analysis exercise**, different for those who did not do the interview. Here, cohort inter-rater agreement is reached as to what is the interviewee's cognitive profile, i.e., in what phase of dialectical thinking the interviewee presently finds himself.

Review and Conclusions

Ontological Dialectics & Dialectical Epistemology Support Each Other

Ontological Dialectics

Thinker is focused on ideas

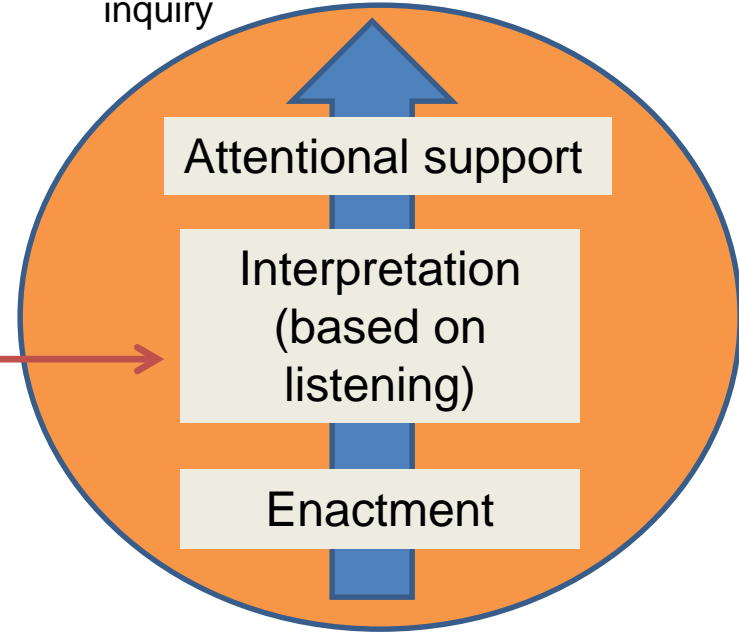


Individuals seen as social agents jockeying in a TMSA, while fixating their empirical reality

Retrodiction: collection of factors the client has pre-conceptually concluded are necessary for his/her argument, thereby inviting the interlocutor's retro-duction

Dialectical Epistemology

Thinker is a listener attuned to clients in three different modes of empathic inquiry



Individuals seen as having an explicable social-emotional, psychological, and cognitive profiles and speak from a pre-conceptual level

Focused on movements-in-thought occurring in real time, the interdevelopmental interlocutor is highlighting and unpacking clients' assumptions, for the sake of moving the client from the actual to the real world now obscured by epistemic fallacies

You Can Learn Dialectical Thinking in Two Ways

and at IDM you can become a Certified DTF User

- **Artisan Program
(CDF certification - research based)**
 - Thorough immersion in developmental listening and dialectical thinking based on interviewing and text analysis
 - Cohort not distracted by immediate application but focused on feedback to individuals and teams
 - Cohort synergy leads to deep personal dialog
 - Cohort members self-motivate as inter-developmental interlocutors able to train others, versed in all three modes of CDF/DTF dialog
 - Time investment: 1 ¼ year
- **Peer Program
(CDF applications - practice based)**
 - Immersion in developmental listening and dialectical thinking restricted to specific practical situations
 - Limits on social-emotional and cognitive self-exploration
 - Motivation resides primarily in “getting the job done”
 - Graduates remain in need of mentoring for cases outside exceeding their experience
 - They are potential CDF/DTF trainers
 - Time investment: Minimally 5-6 months

Interdevelopmental Institute

The Evidence Based Approach
to Scaffolding Cognitive Development in Individuals and Teams

Otto E. Laske Ph.D. Psy.D.
50 Woodbury St.
Gloucester, MA 01930, USA
978.879.4882

www.interdevelopmentals.org

otto@interdevelopmentals.org, admin@interdevelopmentals.org

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