OTTO LASKE INTERDEVELOPMENTAL INSTITUTE (IDM)

Description of IDM's CDF Program

This document contains information about:

1. Overall Program Design
2. Program Content
3. Program Structure
4. Learning Outcomes
5. Program Requirements
6. Facilitation and Interaction
7. Social Context
8. Experience
9. Reflection
10. Action
11. Evaluation (of the program)

Overall Program Design

The CDF program design comprises 3 modules called 'social-emotional' (ED), 'cognitive' (CD) and 'psychological' (NP, for 'Need/Press'), taught one after the other. It is specific to a 15 to 24 months *apprenticeship with a CDF expert,* focused on acquiring pieces of the tacit knowledge of a professional developmental and dialectical thinker as required for coaching, mentoring, facilitation, leadership, and leadership development. Embedded in a social-ontology framework, the apprenticeship is highly conducive to improving project design and project management in institutions and organizations. While broad, the program's agenda is flexible enough to permit definitive personal choices regarding the use of the acquired CDF tools once three case studies have been submitted, refined, and reviewed.

Program Content

The program content consists of materials whose learning enables participants to conduct semi-structured interviews with clients for the sake of helping the latter answer the following three questions at a high level of self-awareness and reflection:

1. What should I do and for whom (social-emotional module)?
2. What can I do and what are my options (cognitive module)?
3. How am I presently doing, behaviorally/psychologically, in terms of satisfying internal needs and social pressures (psychological module)?

Tools for exploring questions associated with a person's spiritual profile are under construction, which address the question of faith development, referred to as a person's spiritual profile, and centered around the question of 'What is my ultimate concern'?

Program Structure

The program in in two parts: (1) working toward the submission of a first CDF case study for the sake of elaborating a client's social-emotional, cognitive, and psychological profile, and enabling participants "to make all the mistakes that can be made in CDF"; (2) building on acquired elementary knowledge, working out a second and third case study. Both program parts end with a thorough written and verbal evaluation, by the instructor, of submitted case studies, as well as preparatory work on how to give feedback to the client/interviewee in a compassionate and productive manner, as well as client selection for further case studies.

Learning Outcomes

Learning outcomes depend on the developmental and cognitive profile of the participants. They are of an epistemological nature and have immediate behavioral effects on the participant's role functioning in specific 'positioned practice'. Among the capabilities schooled by learning CDF are found:

- Showing high awareness of one's own internal conversations.
- Developing a developmental Persona different from one's individual person that enhances the individual's pre-existing professional functioning.
- Working with schooled Intuitions about the developmental level from which specific clients are presently speaking (and therefore, acting), and the degree of their cognitive fluidity in terms of dialectical thought forms, as well as an inkling of potential behavioral issues clients are dealing with on account of their psychological profile.
- A level of 'listening to oneself' and others that allows for critical thinking of a dialectical nature (in search of completeness, and critical of reductive logical thinking).
- Compassion for the lack of abilities found in collaborators and, in terms of coaching, an accurate sense of one's need to refer clients more highly developed than oneself to more developed CDF practitioners.
- Ways of listening to others that are based on sharing one's understanding of what they are sharing, as a basis of true dialogue as well as effective collaboration.

Program Requirements

None, the assumption being made that adult learning capacities are in place but are presently unconnected to knowledge about adult-development over the lifespan.

Facilitation and Interaction

Every participant is facilitating all others. The interaction between participants is based on their curiosity and need to know about a particular developmental subject matter. In the program, there are no 'leaders' in the sense of people 'calling the shots'; there are only peers.

Social Context

Exercises are set in a social context and socially relevant; they are immediately applicable to participants' institution or organization as well as private functioning, but care must be taken when applying CDF tools and insights to intimate others (loved ones) in manipulatory ways.

Experience/Motivation

Adult learners are naturally motivated to learn about their own developmental whereabouts. They don't need to be motivated for this purpose. Participants help each other understand their present developmental profile better, including their psychological profile which may become an ingredient of program situations.

Reflection

The ability to reflect is not solely a cognitive one but rests on both a person's social-emotional and cognitive profiles (which are intrinsically linked). Reflection in real time about the work done by participants in real time is a major focus of work with CDF.

Action

Activities such as reflection, interviewing, scoring texts, dialectical thinking, ontological thinking, one-to-one and one-to-many communication are constantly modeled in the program itself, and not only by the instructor but mutually by everybody. Action on account of CDF-inspired prompts and initiatives is a natural outcome of program participation which is geared to strengthening human agency within a social-ontology framework (that is, with an awareness of the social and cultural structures encountered by human agency).

Evaluation of Learners' Submissions

As a teacher, the instructor models developmental and dialectical thinking and feedback to others, not only relative to specific case studies but as a modus vivendi throughout the program. As to case studies submitted, the instructor gives detailed written and verbal feedback on each of them and prepares participants for giving feedback to their clients in a productive, growth-enhancing manner.

Evaluation of the Program

Students will be asked to evaluate the program and are invited to be critical of the instructor and each other throughout the program.