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OF THE BOOKS AND CHAPTERS OF THE LASKE MONOGRAPH

	This chapter is in 2 parts, theoretical and pragmatic. In the first part, I explain why a phasic, not a stage, model is appropriate for understanding human thinking development toward dialectic. Using interview excerpts to concretize the notion of "phase" of cognitive development, I illustrate Piaget's notion cognitive equilibrium. I further clarify the distinction between cognitive stance and tools, and that between critical and constructive thinking. For the first time, I present a compact table of all 28 thought forms comprised by DTF. *In part 2 of the chapter, I outline in detail how dialectical thinking unfolds in 4 phases each of which shows a higher fluidity index and a higher degree of coordination of dialectical thought forms, relying, again, on excerpt from cognitive interviews based on DTF. I explain the openness and uncertainty of dialectical thinking in terms of epistemic position and introduce a ranking (and thus a stratification) of the three developmental dimensions: social-emotional, cognitive, and psychological.*
5	A process-model of social-emotional development *I apply what was detailed in the previous chapters to understanding social-emotional development as based on cognitive development. Associating meaning making and sense making as intrinsically linked, I inquire into the nature of their link. This leads me to asserting the limitations of developmental stage models which only describe end results, but not the process of development itself. To illustrate my findings, I present a critical analysis of Cook-Greuter's (Loevinger's) post-autonomous stages, formulating new research topics.*

Book 2: A cognitive theory of work in organizations (214 pp)	
Introduction *Book 2 presents a cognitive theory of human agency, especially of work, focused not on mere behavior, competences or skills, but on the frame of reference through which effective work is delivered at all levels of organizational accountability. Emphasis throughout is put on the capability of handling complexity and thinking innovatively using dialectical thought forms. Following central ideas of Elliott Jaques' Requisite Organization, the book delves into all aspects of the notion of human (work) capability and work levels. It outlines the structure of the "internal" in contrast to the "external" workplace of individuals, demonstrating what exactly is deep thinking that transcends formal logical thinking. This is accomplished by analyzing in detail the internal workplace of an interviewee engaged in a 1-hr dialog with a DTF expert. The last 2 chapters of the book demonstrate not only how to conduct a valid cognitive interview, but also how such an interview is evaluated and given feedback on.*	
Chapter 1 (Sample Chapter)	A Cognitive-Developmental Theory of Work Capability *The chapter introduces a refined view of Jaques' notion of human work capability (1994), discussing its three forms: applied capability, current potential, and emergent potential. The discussion amounts to an immanent critique of the notion of "competence" embraced by a majority of organizations which lose sight of the fact that capability is more than a list of competences however large. The chapter makes clear the importance of the trajectory of cognitive development from Common Sense via Understanding and Reason to Practical Wisdom for leadership development. It discusses the practical consequences of a capability model for coaching and executive development in contrast to ubiquitous competence models, noting the intrinsically developmental nature of human capability.*
2	A Cognitive Theory of Work in Organizations *I describe organizations as based on two fundamentally linked but different architectures called the Human-Capability and the Accountability Architecture. The former comprises individuals' and team's developmentally differentiated Frame of Reference, while the latter comprises a hierarchy of work levels distinguished from each other by level of complexity handling and focal universe of discourse.* *After introducing Jaques' concepts pertaining to Requisite Organization (including his orders of mental processing), the chapter elaborates but also critiques these concepts by linking them to social-emotional levels, and the differences in "stance" and "experience" resulting from them jointly with cognitive levels. It is shown that Jaques fails to explain how individuals move from one work level (stratum) to another by mental growth assignments and/or internal "work", just as Loevinger & Kegan fail to explain how individuals move toward the next following social-emotional level of meaning making (an answer ultimately having to do with the nexus between social-emotional and cognitive levels explored at the end of Book #2).*
3	The Anatomy of the Internal Workplace

	This chapter introduces the metaphor of the Three Houses – Task House, Organizational House, and Self House – to explore the structure of the mental space in which people deliver work, understood as the exercise of reflective judgment and discretion (Jaques). The Houses are different mental spaces in which work is done. These spaces are explained one by one, together forming the template on which cognitive interviewing in DTF can be based. All Houses address a person's organizational role, not his/her psychological individuality or social-emotional meaning making. Each House is seen as divided into four "floors" which serve as interviewing tools, helping to formulate questions an individual answers regarding his/her construction of the world of work. It is shown in what way the Three Houses metaphor provides a foundation for semi-structured cognitive interviewing for the purpose of computing a person's fluidity index that, in turn, defines the phase of dialectical thinking a person is in. The Houses serve as a foundation for giving individual feedback to individuals on their present cognitive profile in terms of fluidity index, cognitive score, and discrepancy between critical and constructive thinking that together define individuals' present cognitive profile.
4	**Dialectical Thinking and Listening in the Workplace [rewrite]** *This chapter is in three parts meant to convey a more concrete experience of the nature of dialectical thinking. In Part A, I distinguish dialectical from 'integrative' and 'abductive thinking, while in Part B, I compare the 'thinking' of three managers that articulate their take on a recently effected organizational merger but do so in three different, developmentally differentiated, ways. This becomes an occasion for concretizing the notion of "cognitive profile" of a manager based on the graphic representation of his/her movements-in-thought during a 1-hr interview, called a* Concept Behavior Graph. *The emphasis in the second part of the chapter is on dialectical listening, the schooled ability of exercising dialectical thinking in real time. Dialectical listening has many applications, one of which is to determine to what extent a specific individual can handle real-world complexity. Dialectical listening is seen as a form of embodied (deeply overlearned) dialectical thinking. It is schooled through administering 1-hr cognitive interviews for the sake of feedback to clients. Overall, the chapter concretizes the experience of differences in complexity handling found in the workplace, relating these differences to the organizational accountability level (work level) an individual is positioned on and according to which s(he) functions in a role.*
Appendix 1	**Interview Analysis: How Donald Constructs his Internal Workplace** *By way of a 1-hr interview fragments of which have been transcribed for the sake of evaluation, this chapter explores a senior debt collector's internal workplace, the mental space within which he delivers work in the sense of exercising reflective judgment and discretion. Structurally relevant fragments of the transcribed interview are selected and their DTF thought-form structure is evaluated to determine the fluidity index, cognitive score, systems thinking index, and discrepancy score characterizing the individual's present cognitive profile. In addition, the interview procedure used in a DTF cognitive interview is described in detail, including the interviewing protocol of the Three Houses. Through this detailed demonstration, the interviewing skills required for obtaining a valid, inter-rater reliable cognitive interview are made transparent.*
Appendix 2	How to Administer a Competent Cognitive Interview *To deepen the understanding of what carrying out a competent cognitive interview for gauging levels of dialectical thinking requires, this chapter provides a commentary on the previous one. The chapter is composed of observations of what the interviewer is "thinking", exemplified by direct quotes of it. The commentary leads to a summary of the nature of dialectical thinking in real-time dialogue, where listening in terms of DTF thought forms is the main challenge. The nature of dialectical listening is further clarified by pointing to a few central thought forms without which no good interviewing is likely to happen. The commentary provides a deeper analysis of dialectical dialog that is relevant far beyond uses of DTF for purposes of assessment and research.*
Book 3: A manual of dialectical thought forms [with bibliography and glossary] (252 pp)	

Introduction	*The lengthy introduction to Book 3 provides the reader with a historical as well as theoretical outline of dialectical thinking and practice. It explains the purpose and application of dialectic and specifies the presentational form in which the four Moments of dialectic are explicated throughout the book:*
	    1. Statement of the main aspects of the Moment in question.
	    2. Overview of the class of thought forms under discussion.

	3. *Presentation of each individual thought form by way of three commented examples in an order of increasing clarity of articulation (and thus "weight").* 4. *Listing and description of individual thought forms as "mind openers" used for the purpose of challenging clients' and one's own thinking dialogically. (The listing remains a work in progress.)* 5. *Ten exercises for practicing the thought forms of each class.*
Outline of Dialectic: A framework for its practical use	*Central ideas of dialectic* *Different views of dialectic* *Three models of dialectic* *The four moments of dialectic* *Critical and constructive moments of dialectic* *Dialectical vs. Kantian Inquiring Systems* *Applying dialectic to self-development* *Work as a dialectical process* *Transforms and Moments of Dialectic* *The individual Moments of Dialectic*
DTF Manual Section A	*Part A is a description of four different ways of thinking about the real world based on four different classes of thought forms explicating four "quadrants" or "moments" of dialectic. Each thought form is described in detail and its description is concretized by examples showing the different 'weights' with which a particular thought form can be used. The relationship of each thought form to other thought forms in the same or other class (called "contrasts") is also elucidated.* *Thought Form Description:* *A1: Process Thought Forms* *A2: Context Thought Forms* *A3: Relationship Thought Forms* *A4: Transformational Thought Forms*
DTF Manual Section B	*Part B comprises effective, long-honed tools for the cognitive assessment of adults through a one-hour interview. These tools consist of tables that further elucidate the meaning of DTF thought forms, including a Table of Questions that facilitates listening to others based on the four moments of dialectic and their associated thought forms. A thought form coding sheet concretizing movements-in-thought during a 1-hr interview and a pertinent interview agreement are also presented.* *Scoring Materials:* *B1: Compact Table of Thought Forms* *B2: Detailed Table of Thought Forms* *B3: Table of Questions about Thought Forms* *B4: Thought Forms as Mind Openers*