Book Proposal & Author Questionnaire

1. Author:

Otto E. Laske Dr. phil, PsyD
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Brief Author Biography:

For more details including publications see also the extended *Curriculum Vitae*
• Born in Ołešnica near Wrocław, Poland, then Germany, in 1936
• Dr. phil., Philosophy, with Th. W. Adorno, Frankfurt University, Frankfurt a. M. 1966 ('Frankfurt School')
• M. Music in Composition, New England Conservatory, Boston, MA, USA, 1968,
• Researcher, Instituut voor Sonologie, Utrecht, The Netherlands, 1970-75
• Assistant Prof, Music, University of Illinois, Urbana 1978-79
• Associate Prof. of Computer Science, Boston College 1986=87
• Studies in Human Development, Harvard Graduate of Education (M.Ed.) 1992-95
• Psy.D. William James College, Newton, MA, 1999 (Supervisor: R. Kegan)
• Founder and Director, Interdevelopmental Institute (IDM) in 2000
• Published poet, composer, and visual artist.

Teachers in Philosophy and Social Science (chronologically): Th. W. Adorno, Max Horkheimer, Bruno Liebrucks, Herbert Simon, Michael Basseches, Robert Kegan, Howard Gardener, Elliott Jaques, Roy Bhaskar.

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2. Title of Three-Part Monograph: Cognitive Foundations of Requisite Organization

Part 1: Approaching Real-World Complexity with Dialectical Thinking (193 pp)
Part 2: A Cognitive Theory of Work in Organizations (214 pp)
Part 3: Manual of Dialectical Thought Forms (252 pp)
Detailed tables of contents for these parts are attached under the title Table of Contents of the books and chapters of the Laske Monograph'. See also the Introduction to the monograph.

Short characterization of the monograph:
The monograph introduces a theory of work as a theory of thinking. 'Work' is conceived of as engaged with in an *internal* as well as an *external* workplace (Job1 & 2). Part 1 provides a theoretical introduction to complex thinking and its significance for adult development over the lifespan, as well as its link with social-emotional development (Kegan) and the development of reflective judgment (King & Kitchener). Part 2, influenced by Elliott Jaques, elucidates the importance of a capability for complex thinking for delivering work in a role (matrix). Part 3 is the only existing *Manual of Dialectical Thinking*, a set of materials for teaching complex thinking to diverse populations and in diverse cultural environments.

2023 Internet references to the monograph; <mark>for additional reviews see the attachment</mark> <mark>'Amazon descriptions and reviews'</mark>

- John Stewart review : https://www.evolutionarymanifesto.com/ReviewofPrimer.pdf
- Lawrence Wollersheim review: https://universespirit-factnet.nationbuilder.com/tags/otto_laske
- Laske 2022 book chapter on integrating of epistemological into Bhaskar's ontological dialectic: https://www.taylorfrancis.com/chapters/edit/10.4324/9781003140313-7/applying-bhaskar-four-moments-dialectic-reshaping-cognitive-development-social-practice-using-laske-dialectical-thought-form-framework-otto-laske
- On the Dialectical Thought Form Framework (DTF): https://integral-review.org/tag/otto-laske/
- Metathinking Resources: https://metathinking.org/resources/
- On adult development: *https://enliveningedge.org/views/adult-development-organizational-growth/*
- On developmental coaching: https://instituteofcoaching.org/author/laske-otto
- Otto Laske, CAD Salon 2022 : https://www.youtube.com/watch?v=7gZSrQXXZgM
- Twenty Years IDM (2020): https://youtu.be/KrS2nW_AZpc
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3. Specifications:
Type of book:
[x] monograph in three parts
[   ] edited volume
[   ] conference proceedings
[   ] reference work
[   ] translation
[   ] other, namely:

Manuscript Length:
Estimated number of:

manuscript pages or total words: 660 pp [with glossary and bibliography]
Tables: 66
Figures: 62

Manuscript will contain:
[x] Introduction to the Monograph
[x] Preface
[x] Glossary of Terms
[x] Bibliography of selected titles
[ ] Subject and/or Name Index [hopefully to be added by the publisher]

Manuscript delivery date:
Manuscript was previously self-published under the IDM (Interdevelopmental Institute) imprint (2008)
Proposed manuscript revision and updating completion date: April 1, 2023

Keywords:
Cognitive theory of work; evidence-based human-resources management; genesis of complex thinking, facilitation of complex thinking in organizations, requisite organization, transformation of organizational culture, teaching dialectical thinking and dialectical listening.

Peer Review of Monograph
Three potential peer reviewers who are well qualified to offer an objective assessment of your proposal (Endorsements attached)
1. Jan De Visch, jan@connecttransform.be (Belgium)
2. Iva Vurdelja, ivavurdelja@gmail.com (Croatia; USA)
3. John Stewart, future.evolution@gmail.com (Australia)

4. Project Description
There exists both a Narrative Description and a *Table of Contents/Outline.*

This monograph was previously self-published through Lightning Source under an 'IDM Press' (Interdevelopmental Institute) imprint (2009), in a form combining all three books. All permissions were secured for this publication at that time. When I stepped back from Lightning Source publishing in 2016, I began distributing the monograph on-line as a pdf, downloadable from https://interdevelopmentals.org/publications/ Section D (now in its 3rd edition).

Reasons for re-publishing the monograph

This monograph is based on a two-volume PsyD dissertation entitled "Transformative effects of coaching on executives' professional agenda", written under the supervision of R. Kegan at Williams James College, Newton, MA, in 1998-99. The dissertation comprises the first-ever synthesis of Kegan's social-emotional and M. Basseches'

cognitive research in adult development over the lifespan. By integrating both teachers' theory and empirical findings, I created a developmental assessment framework called CDF, *Constructive Developmental Framework* (https://en.wikipedia.org/wiki/Constructive_developmental_framework) that I have taught since 2000 in many international venues, educating an international group of coaches, consultants, and managers in the process.

Under the influence of Elliott Jaques' work on Requisite Organization, in 2007-08, I brought together the insights culled from working with CDF in the original text of this monograph. Since then, the monograph has been seminal for my international teaching at the *Interdevelopmental Institute* (IDM), in the form of international workshops in English and German. Since 2009, the monograph has been the methodological basis of my own and my students' consulting to organizations in the US, Europe, Chile, Malaysia, and Japan.

Workshops have taken multiple forms: (a) dialectical-thinking practicums, (b) workshops on critical thinking, (c) empirical cognitive case studies, (d) cognitive assessments of managers and executives, (e) trainings in cognitive coaching and mentoring, (f) organizational team facilitation and development, (g) app design, (h) organizational culture transformation, (i) research in adult development, especially the intrinsic linkage of social-emotional and cognitive development over the lifespan which is explicitly addressed in the monograph.

Three students of mine have written two books about its subject matter: (1) *Jan De Visch* (with me as a co-author) wrote "Practices of Dynamic Collaboration" (Springer, 2020), while *Nick Shannon & Bruno Frischherz* wrote "Meta-Thinking" (Springer 2020). In 2015, I myself wrote a short introduction to the monograph, entitled "Dialectical Thinking for Integral Leaders' which is focused on team work (Integral Publishers 2015).

Nevertheless, none of these books renders the full scope and richness of the original publication of 2008. Rather, these books do justice to my monograph only partially and selectively, geared to specific practical applications. However beneficial, these secondary sources do not match the intellectual and practical scope of the original monograph. Specifically, they deliver no clues as to how the research synthesis the original monograph is grounded in could be extended for the sake of integrating developmental psychology into social science and social ontology in the sense of R. Bhaskar. Nor do these commentaries do justice to the large number of novel and critical concepts and conceptual distinctions introduced in the original publication based on which novel ways of thinking in education, management and consulting have been and could be further elaborated.

Highlighting of: (1) potential courses, (2) features for students, (3) features for instructors, and (4) features for reviewers.

- **Professional workshops/courses:** dialectical thinking practicums, team and group facilitation workshops, project management, mediation, cognitive coaching

and mentoring, culture transformation in organizations, work design, man-machine interactions (designs of apps, especially chatbots), cross-functional coordination (civil and military); diversity issues, organizational and institutional re-structuring, business modelling, strategy design, team design and development, innovation, back-casting, and threat-casting; as well as conventional academic courses provided in academic institutions, named under "academic readerships" below.

- **Features for students:** holistic text composition and text analysis (using the four moments of DTF dialectic), structuring professional presentations, participation in discussion forums, chatbot design, structuring empirical case studies (in any research field), critical reading, self-critique as a professional writer, composition of term papers, preparation of final exams in social science and other professional domains, (over the longer term) acquiring mental self-discipline, analyzing ideologies and social-media tales, exercising critical thinking to boost one's own cognitive development, becoming a critical facilitator, deepening collaborative dialogue.
- **Features for instructors:** breaking the taboo on teaching dialectical thinking, holistic course design, syllabus outline, exercise formulation for individuals and groups, manual of thought forms for student projects and exercises, structured lecture notes, student mentoring based on cognitive assessment and feedback to it, structuring end-of-course exams, formulating and facilitating real-time discussion topics, cognitive facilitation of individuals and groups, design of courses in critical thinking (whatever domain), modelling class and team facilitation techniques, developing novel thinking tools for oneself and others, cognitive self-development beyond purely logical thinking.
- **Features for reviewers:** develop new perspectives on critical and complex thinking (sadly missing in colleges and universities); strengthening reflective judgment; developing epistemologies of professional and business thinking, introducing foundations of *deliberately developmental organizations* and institutions.

Sample Chapter *(Part II chapter 1), attached*

5. Interest in Open Access Publishing: Yes

6. Market and Competition

From new insights into adult development over the lifespan, especially the development of dialectical thinking starting in adolescence, this monograph develops new insights in human capability management in organizations and the education of reflective judgment and critical thinking for all forms of organizational governance and all levels of college and university education after age 10. It amplifies research in epistemology and reflective

judgment.

In the social-science domain, the monograph elucidates the clash between the human capability hierarchy (HCH), flatly referred to as "human resources", and organizational command hierarchies, showing that the first is a natural *growth* hierarchy, while the second is a formal *dominance* hierarchy. For that purpose it introduces a new vocabulary (if not a new language) for speaking about work, collaboration, internal and professional dialogue, reflective and critical thinking, and developmental maturity, if not also creativity outside of work. Pragmatically, the monograph (especially part 2) offers readers, teachers, and consultants, a comprehensive set of tool for the critique of social and cultural ideologies, an expansion of Adorno's "culture critique", posing new questions impossible to ask based on purely logical thinking. With respect to organizations, the monograph sheds critical light on a large number of organizational issues, from re-structuring, merging, and supporting work in a role to organizational design, strategy design, app design, and business modelling.

This monograph is not just a "how to" book but a treasure of new thinking tools requiring more than self-study, namely, training with an expert of dialectical thinking, whether s(he) is a researcher, consultant, coach, or manager. As a novelty it needs to be marketed accordingly. The monograph addresses different target audiences such as (1) professors & teachers of social science and management science; (2) teachers of systematic and holistic thinking; (3) professors of epistemology (theory of knowledge), including business thinking; (4) HR managers; (5) performance assessment specialists; (6) project managers; (7) team developers; (8) high-level organizational consultants; (9) business coaches, and (10) professional groups such as architects, social planners, strategy designers, policy makers, and military commanders.

As the attached Endorsements, written by consulting professionals rather than educators, make clear, it is by way of introducing novel concepts & unconventional distinctions that this monograph compels readers to 're-think' conventional approaches to a multitude of issues, foremost educational agendas, organizational and institutional structures, conceptions of 'human being', and human creativity generally.

The intellectual and educational novelties named above account for the monograph's effectiveness in strengthening one's self-reflection. They enable the creation of dialogical cultures in organizations and think-tanks.

Key selling points on account of the monograph's unique content and focus:
- *Equips managers and leaders with the cognitive capacity to manage and transform complex systems and processes.*
- *Is supportive of organizational and institutional re-structuring and innovation.*
- *Facilitates establishing an intellectually rigorous business culture beyond modish fashions.*
- *Remaps organizational structures from a cognitive-complexity point of view.*
- *Supports projects geared to significant increases in productivity due to cognitively focused managerial and CEO practices.*

- *Inspires new forms of human-machine interactions (especially chatbots)*
- *Presents the first cognitive-developmental theory of work in organizations.*
- *Examines the impact of adult cognitive development of workers, executives, and boards of directors on business functioning.*
- *Showcases an empirical study of the development of complex thinking in organization members (relative to their delivery of work).*
- *Outlines and exemplifies a teaching program for dialectical thinking.*
- *Provides the first and only existing manual of dialectical thinking.*
- *Addresses the ultimate significance of adult cognitive development for overcoming current limitations in human cognition as exemplified by multiple world crises.*

Primary and secondary markets:

Professional readerships
The tenor of this book is critical and supportive of organizational and institutional re-structuring and innovation. However great the differences between public and private businesses, NGO's, and public service organizations may be, their professed reasons for action and ways of justifying their actions are all open to dialectical critique based on this monograph.

This is the case because the monograph teaches complex, 'dialectical', thinking and its development over the lifespan in a way that directly addresses readers' "internal dialogue", i.e., the way they make sense of the real world internally, which is the basis of their communications with others and of the way the world shows up for them as 'real'.

Since 2010, the book has already played a strong *advisory* role for those trying to foresee large business trends. For this reason, its readership is not restricted to academia. In its dialogical approach to complex thinking, the book has already inspired a sizable number of professionals to develop new approaches to (a) strengthening collaborative intelligence in teams, (b) unifying a diverse workforce, (c) clarifying layers of work complexity in organizations, (d) understanding team differences, (e) fostering team dialogue, (f) establishing enabling environments for developing self-organization in teams, (g) unifying the commitment dialogue in organizations, (h) upgrading team members' listening capability, (i) inspiring new forms of man-machine interactions, (j) project management, (k) cognitive coaching and mentoring, (l) and business ethics, (m) restructuring work environments in terms of levels of work complexity.

In that it aims to accomplish *changes of mind*, this monograph engenders in readers a self-reflective and critical stance that puts in question existing conventions and assumptions including self-interpretations. By modelling and enhancing intellectual discipline, the monograph is supportive of professionals ascending into leadership positions where they increasingly play advisory and consultative roles that deal with cross-functional coordination and the synthesis of multiple perspectives, even beyond national boundaries.

Academic readerships
1. Graduate students in Schools of Education with a concentration in adult -- especially cognitive -- development and reflective judgment
2. Graduate students of philosophy with a concentration on logic, epistemology, and social philosophy
3. Students in cognitive studies and related disciplines in the social and human sciences
4. MBA students with a concentration in entrepreneurship, leadership development, teamwork, organizational development, and business strategy
5. Students in artificial intelligence with a major in generative A.I. (chatbots), machine learning, robotics
6. Business consultancy networks
7. Coaching Schools

Main discipline(s)/Sub-discipline(s)
Please provide a maximum of 6 of the *most relevant disciplines for your book*, starting with the most important:
1. Management theory (e.g., theory of requisite organization)
2. Organizational theory of governance
3. Theory and practice of Human Resources, especially recruitment, performance review, team building and development, and diversity programs
4. Human-machine interaction (building of A.I. apps)
5. Theory of Human Agency in Sociology and Social Ontology
6. Evolutionary theories of consciousness

Competitive/complementary titles:
Author, title, publisher. and publication date of 2-3 related titles in your field

There are two books, one by Michael. Basseches (1984), recently re-issued, https://www.amazon.com/Dialectical-Development-Publications-Advancement-Psychology/dp/0893910171?ref_=ast_sto_dp; the other by Nick Shannon & Bruno Frischherz, published by Springer in 2020, https://www.amazon.com/Metathinking-Practice-Transformational-Management-Professionals-ebook/dp/B08LYNDXRT that are closely related to my topic.

The first book is a pioneering study of the transition from logical to dialectical thinking, based on semi-structured interviews of students and faculty at an American College. The second book, by Shannon & Frischherz, is based on the monograph here proposed for re-issuance (https://www.amazon.com/Measuring-Hidden-Dimensions-Human-Systems/dp/0977680061?ref_=ast_sto_dp).

In contrast to my original work of 2008, here submitted as a revised text, the second book named above (by Shannon & Frischherz) drastically narrows the original monograph's topic, reducing it to the mechanics of learning elementary dialectical thinking. The authors, both students of mine, have chosen a narrow pragmatic path which hinders them to address (a) organizational issues such as the management of human resources in the

form of 'capability management' and individual, team, board, and leadership development based on nurturing dialectical thinking; (b) the interlacing of the development of reflective judgment and dialectical thinking; and the ontological aspect of the four moments of dialectic on which my monograph is based which is relevant for a theory of agency (such as Margaret Archer's).

For comparison with the monograph here submitted, the descriptions of the books by Basseches and Shannon/Frischherz at Amazon read as follows:

Basseches (1984):
This book describes and illustrates the nature of dialectical thinking as a cognitive psychological phenomenon and makes the case that this form of cognitive organization is a possible successor to the adolescent formal operations stage. It uses the idea of dialectical thinking to organize theory and research on adult forms of reasoning about specific kinds of issues into a rich and coherent conceptual framework for the study of adult development. This framework makes feasible an approach to the study of adult development firmly rooted in the genetic epistemological tradition as an alternative to the approaches which currently dominate the field.

Shannon and Frischherz (2020):
This book compels professionals to actively imbibe self-awareness in their thought process in order to help them manage complexities in business. The authors explore dialectical thinking –in contrast to logical thinking—and introduce a new mind-opening thinking process called "Metathinking". Four case studies demonstrate the application of Metathinking. The reader shall come across, and learn from, a multitude of mind opening questions on a variety of topics, with particular focus on leadership and transformation. Practical exercises are also offered for training and discussion in the workplace.

My description of the monograph of 2008, when written in the style above, would read:

This book embeds crucial issues of management science in a framework of adult-developmental research, especially the nature of role accountability, contributor capability, team design, and strategy design. By explicating the intrinsic link between organizational issues and adult cognitive development over the lifespan, the book deepens and broadens conventional approaches to defining roles, designing work, developing teams, and boosting leadership capability, and designing artificial intelligence supports. By way of examples, reflections, and exercises, the reader is introduced to complex, dialectical thinking, for which a manual is provided. S(he) is led to an awareness of his/her structure of thinking, as well as alternative conceptualizations of management science and human resource fundamentals.

Relationship of *Cognitive Foundations of Requisite Organization* to both M. Basseches' (1984) and Shannon & Frischherz's books (2020)

1. While Basseches' book constitutes a partial research foundation of the book I submit here, Shannon & Frischherz's book is a thematic and pedagogical reduction of my book's scope and content, for the purpose of teaching elementary dialectical thinking.

2. In my monograph of 2008, here submitted as a revised text, I link Basseches' research findings to issues of scientific management theory dealt with by Elliott Jaques (1998), on one hand, and to issues of dialectic and social ontology raised by Roy Bhaskar (1993), on the other; in addition, I reflect upon the issues raised in the monograph in terms of Critical Theory, the form the subject matter of writings of my teacher, Th. W. Adorno.

3. In my monograph, I model and demonstrate what I teach managers, consultants, and coaches, viz., dialectical thinking; I do not just 'present' dialectical thinking as an object of study but model and enact it as us required for learning to become a dialectical thinker.

4. As to scope, the monograph here proposed links research findings in adult cognitive development over the lifespan (Basseches) to issues of work performance and management posed by E. Jaques, by distinguishing contributors' *internal workplace* from their *external* one, and *capability* from *competence*.

5. As a result, I am able (1) to outline *a new theory of work*, (2) to outline a theory of thinking as a theory of work, (3) to demonstrate that the mental processes underlying the delivery of work have a developmental & cognitive *structure*, and (4) demonstrate that contributors' internal workplace (i.e., the way they conceptualize work) is shaped by dialectical *thought forms* (a Manual of which is presented in Part 3 of the monograph).

6. Pragmatically speaking, I put into the hands of managers, consultants, and coaches a new and unique set of tools for project management, business modelling, high-level consulting, and developmental coaching of individuals and teams, but also strategic thinking and business modelling.

7. Specifically, my monograph focuses on how to establish a dialogical work culture, a topic I have further detailed in co-authoring the 2020 Springer book entitled "Practices of Dynamic Collaboration" (with Jan De Visch) which is a practical demonstration of lessons taught in this monograph.

8. Relative to other works on management theory, this monograph introduces a new vocabulary in which to think and speak about human resources, work delivery, the relationship of human resources to organizational command structures, and the mental structuring in real time of complex work.

9. This vocabulary includes the notions of 'Human Capability Architecture' vs. 'Accountability Architecture', internal vs. external workplace, internal vs. external dialogue, capability vs. competence, social-emotional vs. cognitive development, horizontal vs. vertical development, logical vs. dialectical thinking, mind-opening vs. mind-fixating ways of reflection.

10. I also introduce, a novel *developmental, team typology* and ways to systematically evaluate ('score') cognitive interviews or written texts in terms of degrees of fluidity of complex thinking, -- ways that amount to practices needed when critically facilitating teams.

11. It is thus the fusion of different strands of social science and epistemological research that makes the monography submitted unique both in nature and scope, especially since in Part III, it contains the only existing Manual of Dialectical Thinking.

For Reviews of my book, <mark>see 'Amazon descriptions and reviews'</mark>.

Promotional opportunities:
Conferences, review journals, newsletters, corporate bulk sales, events, and other opportunities for promotion.
  A. Conferences
        a. Developing Executive Leadership Conference
        b. World Business Forum
        c. Association for Talent Development Conference
        d. Leadership and Coaching Conference
        e. ICF Annual Coaching Conference in various countries
        f. European Society for Adult Development Conference (ESRAD)
        g. American Association for Adult and Continuing Education
        h. Society for the Study of Emerging Adulthood
        i. Parsons Strategic Design and Management conference
        j. International Conference on Management Studies (ICMS)
        k. International Conference on Business and Management (ICBM)
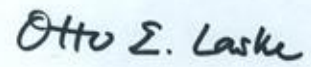   l. Integral European Conference

  B. Review journals
        a. Sloan Management Review
        b. Rotman Management Magazine (open to issues of business cognition)
        c. Integral Leadership Review
        d. Management review quarterly
        e. International Journal of Management Reviews
        f. Academy of Management Review
        g. Harvard Business Journal
        h. Journal of Management
        i. Management and Organization Review
        j. Enlivening Edge (https://enliveningedge.org/)
        k. Strategy & Business (https://www.strategy-business.com/)

  C. Promotional events
        a. Interdevelopmental Institute (IDM) Promotional Sessions, Gloucester, MA
        b. Connect & Transform Dynamic Collaboration Academy, Mechelen, Belgium

<mark>*Endorsements by De Visch, Vurdelja, Stewart*</mark>*, attached*

Respectfully submitted by:

Otto Laske, Dr. phil., Psy.D.
Founder and Director, Interdevelopmental Institute (IDM)
March 1, 2023