

READING WITH INTENT: THREE PHASES

We are intentionally and deliberately undertaking to continue our development in adulthood. Thus, we are intent on enlarging our mentality, on growing ourselves as makers of our meanings and truths. We are using the reading experiences for transformative thinking.

We use three orienting ideas to guide reading for this purpose by directing our attention to them and using them to give us direction for movement.

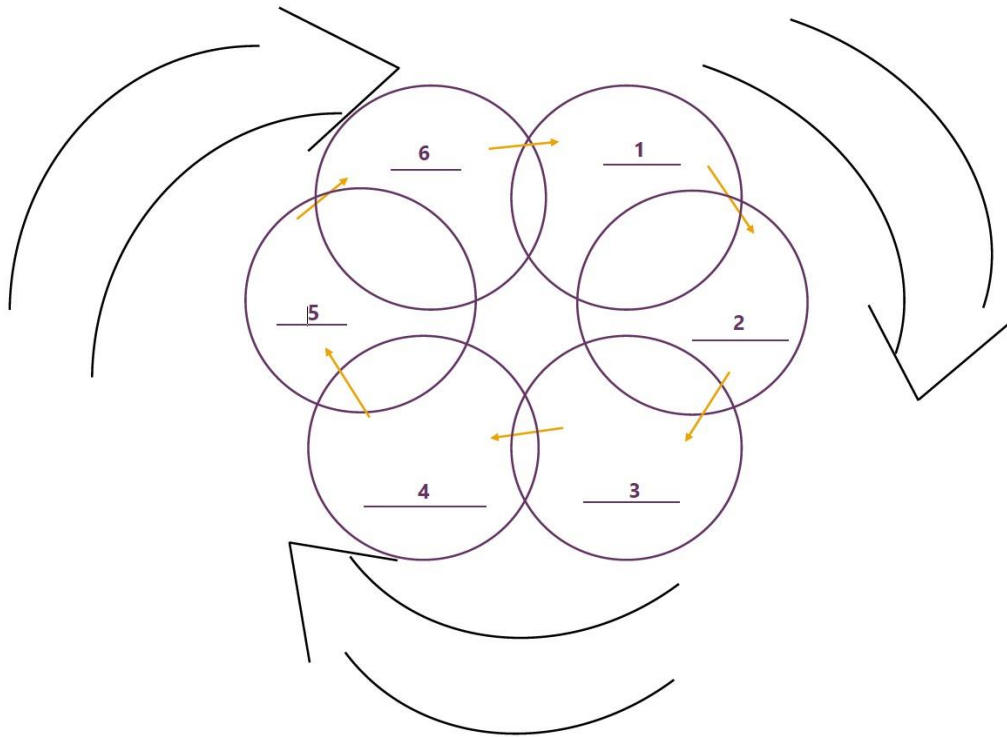
The first is Barzun's idea of a *'Well-made Self'* [here](#) – an ordered set of reflections, conclusions, and convictions which we can trust because we have made them ourselves.

The second is James's idea of each of us having our 'vision' - our *'preferred best working attitude'* - which he says [here](#) is the 'great fact' about us and is forced by our 'total character and experience'.

The third is Dweck's idea of operating as a 'Growth Mindset' [here](#), that is working with the attitude that we can continue to our development throughout adulthood by *living-as-inquiry* about ourselves.

When we are reading with intent - *reading-as-inquiry into ourselves* - we are exploring, through our reading experiences, how, operating as a 'growth mindset', we can, in the first instance, make better *our preferred best working attitude*, as we look towards a 'Well-made Self'.

Fig. 1: Three Phases of *TKC Reading for Transformation Experience*[®]



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The reading sequence over the six books is organised into **Three Phases**, with these three ideas in mind for our reading with intent, to support our developmental work.

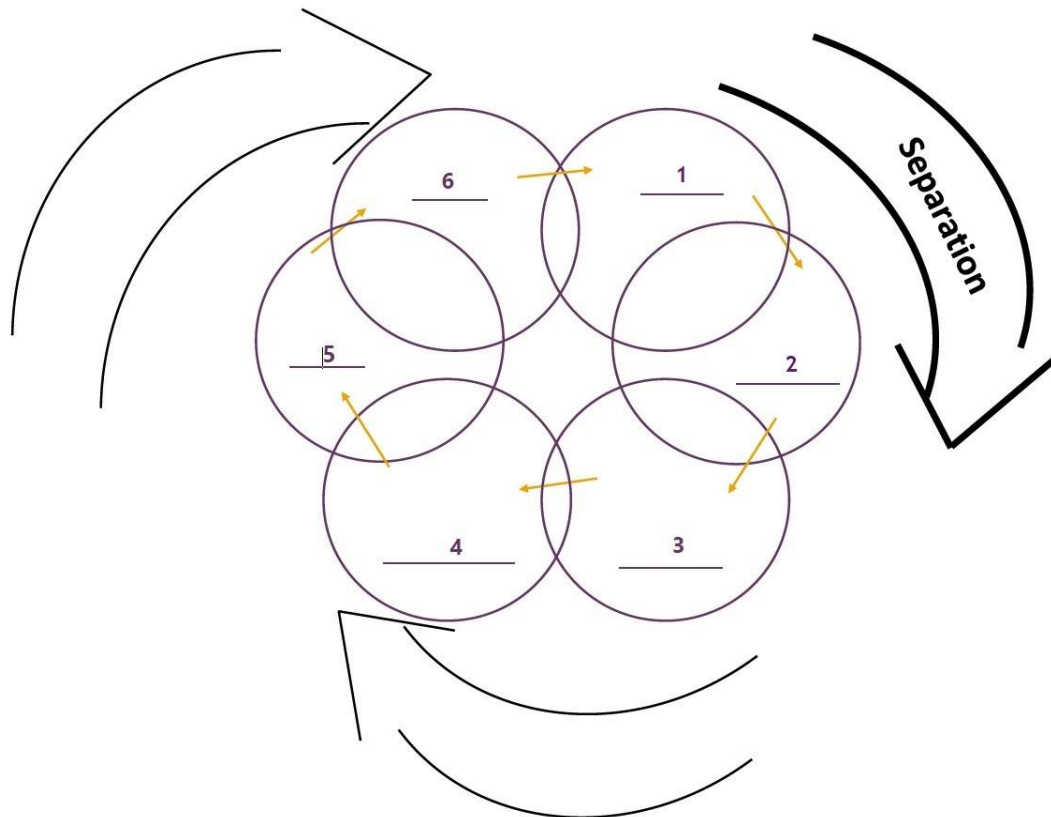
These Phases are pivots in our reading sequence. They are illustrated in **Figure 1**. Two books carry the work of each phase. The **Reading Modes** are also arranged to facilitate the work of each phase.

The **First Phase, SEPARATION** (**Figure 2**), using the Arendt and Maclean books, is about **consciously separating myself from my current 'accumulation'** of thoughts, fears, emotional baggage, etc. Most of all we want, in the first instance, to increase our awareness of ourselves as concept and theory users and judgement makers and, also, of the nature and role of these activities in our living.

We are always reading with intent and the intent in this phase is to use our reading – our dialogue with the author, another mind (meaning and truth maker) – to explore how we read for development and how we *relate to new ideas* and *relate to the thinking of others* (authors) when we are reading.

This is the foundation for good reading and is necessary for **Reading for Transformation Experiences**.

Fig. 2: 'Separation' Phase of TKC Reading for Transformation Experience®



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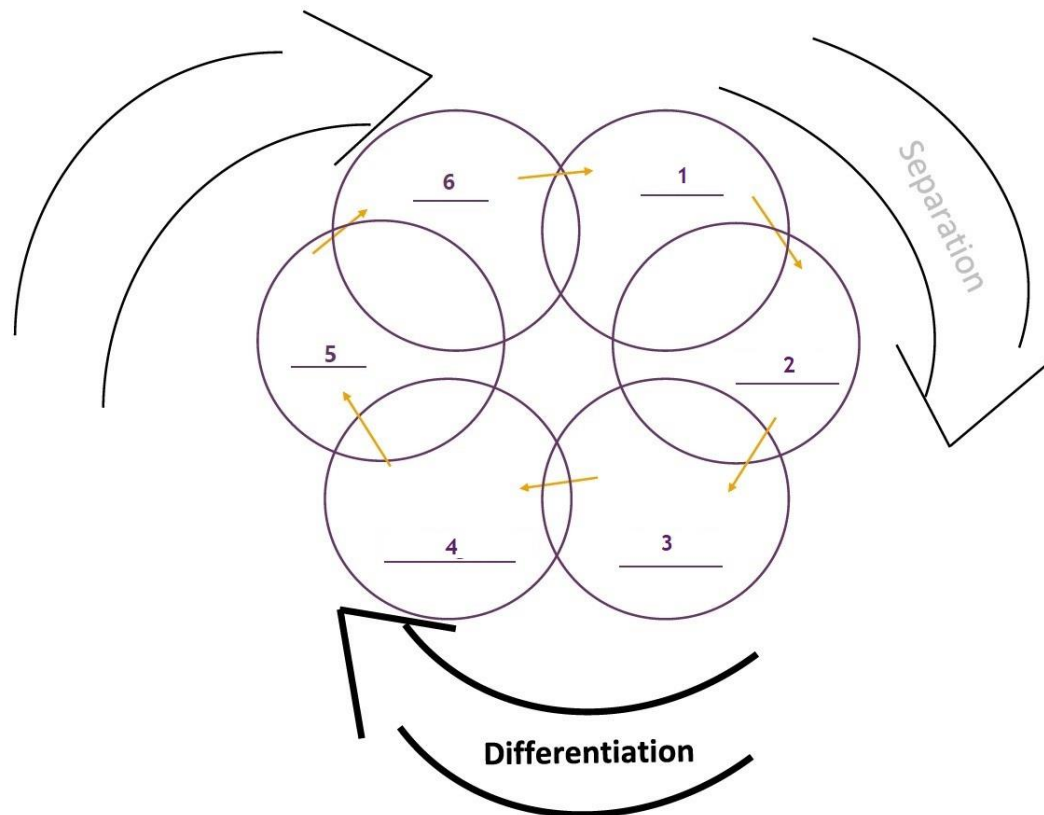
We do this to become more aware of ourselves as separate from other minds (e.g., authors). We 'see' *how we think* as we *practice thinking with* the categories, concepts and ideas of others when we are *thinking with* the authors and we become more aware of where judgments are entering into our thinking.

We also become more aware that we are not our bundle of ideas and our own current ways of knowing. That is, we come to know better that we are not our assumptions, that we should have our assumptions rather than our assumptions having us.

The **Second Phase, DIFFERENTIATION**, in which we use Boulding and Collingwood, is about **our own point of view** and the **point of view of another** (if only temporarily). In this Phase we look to find our own 'voice',

as writers say, in working with ideas, that is, our own deliberate choice of ideas with which to work. We use the books like foils to move the 'how' of our thinking habits.

Fig. 3: 'Differentiation' Phase of *TKC Reading for Transformation Experience*[®]



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We should be explicitly mentioning 'theory' and 'theories' as we proceed at this turn from the Separation Phase into the Differentiation Phase in the sequence of reading.

Theory (including individual concepts) is a *form of knowing*. Our using a theory as tool of thought is one way of making sense of some aspect of the world in which we live. Thus, we ask ourselves questions, such as: What are some of my theories – of myself, others, business, and the world – and how do I use them? Do I use them as my tools of thought, to help me with the *how* to think, or do I look to them to tell me *what* to 'think'?

Theories can *have us* in a way that we may be unaware of, *i.e.*, that we 'defer' to them as 'authorities' for our views in a way, for example, that we would consider nonsense to 'defer' to other tools, like a hammer for example.

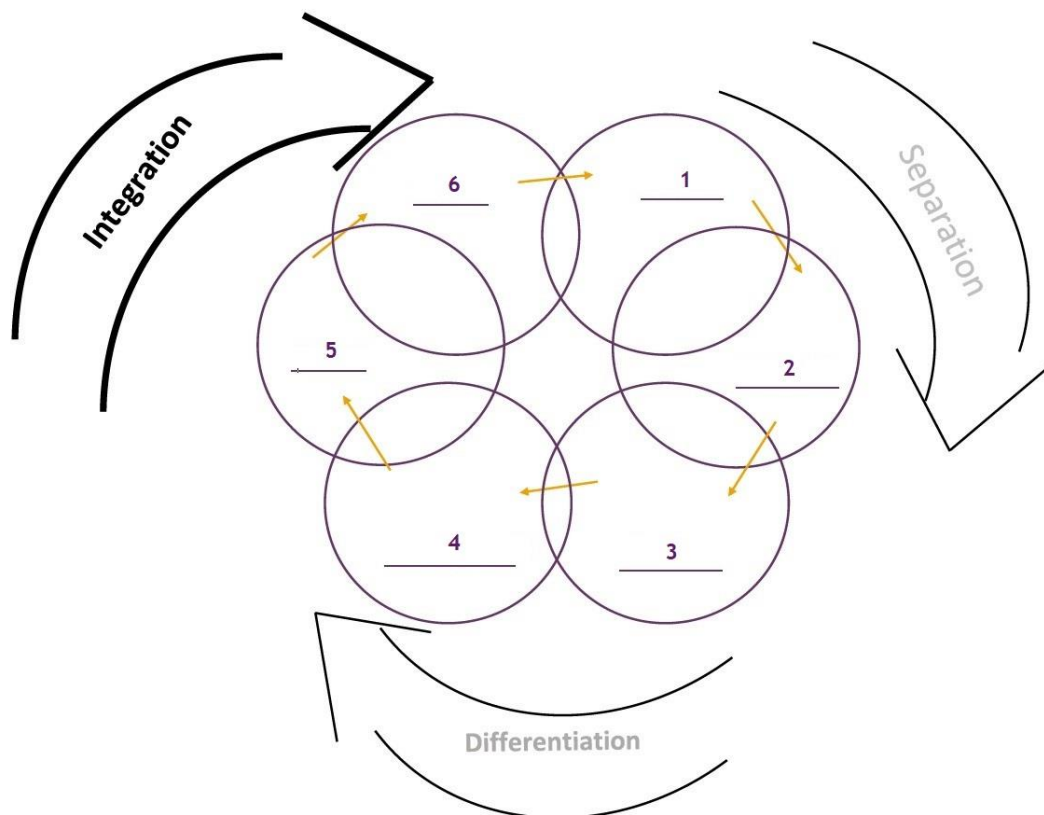
This is what the Separation Phase prepared us for and what the Differentiation Phase is about consolidating in relation to ideas and how we use them - rather than they use us.

The **Third Phase, INTEGRATION**, using the Woolf and Cohen books, is the final phase in this six-book series of readings.

This Phase is about bringing what each of us has constructed of our (reading) experiences into our 'enlarging mentality'. By regulating our 'vision' and so becoming (more of) a 'Well-made Self', it is about *ourselves-as-whole-persons* - the activity of thinking is a whole person activity.

Thus, when we are relating to others and ourselves, we do so through using concepts and theories and making judgments in which our whole being is involved. We, therefore, need ways to work on ourselves as whole persons.

Fig. 4: 'Integration' Phase of *TKC Reading for Transformation Experience*[®]



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