

The Adaptive Complexity Process¹

Six Rules for Identifying What Others Know

1. *Describe what you experience.* Explaining nature requires accurate description.
2. *Distinguish Scales.* We describe complex human activity in scales ranging from conditioned responses to holistic knowledge.
3. *Turn Questions into Developmental Dimensions.* Sets of successively more complex, competing *modes of practice*.
 - a. *Beginning*, First, obvious attempts (like scribbles and reminder notes) that are often scaffolded by another person, which don't grow in usage or compete with other modes.
 - b. *Exploring*, Wide ranging activities (like stick people and geometric shapes on baselines, diaries, or much introductory coursework) that grow very fast but do not compete with other modes. They can eventually lead to evil or destructive activities that are unsustainable.
 - c. *Sustaining*, Consistent, often automatic modes of practice (like those used in jobs, trades, and professions) that grow slow and compete successfully with earlier modes. They sometimes lead to boredom or even burnout.
 - d. *Inspiring*. Recombined modes (like those used in discoveries and innovations) that grow slow but are extremely competitive. Once someone begins to make discoveries or innovations that are accepted by others, the results become so exciting that seeking them turns into lifelong habits.
4. *Use Dynamics to Predict Changes.*
 - a. *Competition*: endemicity, growth rate, and competitive strength of a mode
 - b. *Carrying capacity*: limit to the frequency of the modes of practice in a dimension
 - c. *Depletion*: Overuse of the first three modes create the problems of social rejection, evil, and collective boredom; but there is never excess inspiration. Inspiring solutions to problems of human activity that depend on mutual knowledge identification require massive collaboration using this framework.
5. *Distinguish Types of Learning*
 - a. *Incremental learning*: Repetition of modes improves speed and accuracy.
 - b. *Transformative learning*: Emotional events initiate change to more complex modes; and collaboration enables them.
6. *Use Modes of Commitment to Support Transformative Learning*
 - a. *Dilemma*. An event that disorients a person or disrupts their habits causing them to commit to a change.
 - b. *Examination*. Reflection, re-assessment, or discussion that shows commitment to identifying a new mode of practice to replace those that led to the dilemma.
 - c. *Enabling*. Planning, rehearsal, and education that shows commitment to the new mode.
 - d. *Performing*. Public introduction and consistent use of the new mode that shows commitment to establish the new mode as part of one's life.

¹ Termed coined by David and Annette Dirlam returning zero Google hits on 10/12/2022