

How Much Do You Care To Know About Your Client?

An Introduction to Developmental Coaching

Keynote, ICC Congress
Lisbon, Portugal
October 18, 2009

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Agenda

1. Introduction to Developmental Coaching From a Research Point of View (3-11)
2. Social-emotional Development of Adults (12-17)
3. Cognitive Development of Adults (18-32)
4. The *Constructive Developmental Framework* (CDF): A Dialectical Model of coaches and their clients (33-41)

Introduction to Developmental Coaching

From a Research Point of View

Three Messages to Take Home

- You as well as your client “develop” over the entire lifespan.
- This “development” is both emotional (social relations) and cognitive (thinking).
- To make use of research on “adult” development in coaching you need to extend your listening ability and interventions beyond NLP and whatever other coaching approach you are using.

“Developmental Coaching”*

- In the broadest sense, any coaching that appreciates the “vertical” movement through stages of human growth in emotional depth and cognition, and the tools crafted by research to make this movement the background of understanding clients’ issues
- -- with the recognition that human beings are subject to their present “stage” or “phase of thinking development”, such that this stage/phase becomes an object of reflection for them only *once they have moved on* to a “higher” – more developed – stage or phase.

* See also Joseph O’Connor and Andrea Lages, authors of How Coaching Works, A&C Black, London, 2007.

Group Exercise #1

- Adult development is about YOU.
- Go back 10 years in your life and ask yourself:
 - What changes in myself have I noticed?
 - What are some things I was unable to do 10 years ago but trust myself to do now?
- With a small group of 3-4 people around you, discuss what comes to mind for you.
- After 5 minutes, I will ask you to name some things that have been brought up.

Your answers to Exercise #1

- We can look at your answers from two different points of view:
 - What they mean for *your relationship to yourself and others* – this is the “social-emotional” aspect;
 - What they mean for the development of your *thinking* – this is the “cognitive” aspect.
- In real life, both of these aspects seamlessly go together, but they can be conceptually separated for purposes of coaching.
- Another fundamental distinction is shown on the next slide.

Two Dimensions of Coaching

Vertical: **Development**
[mental growth] --
movement across time,
discontinuous

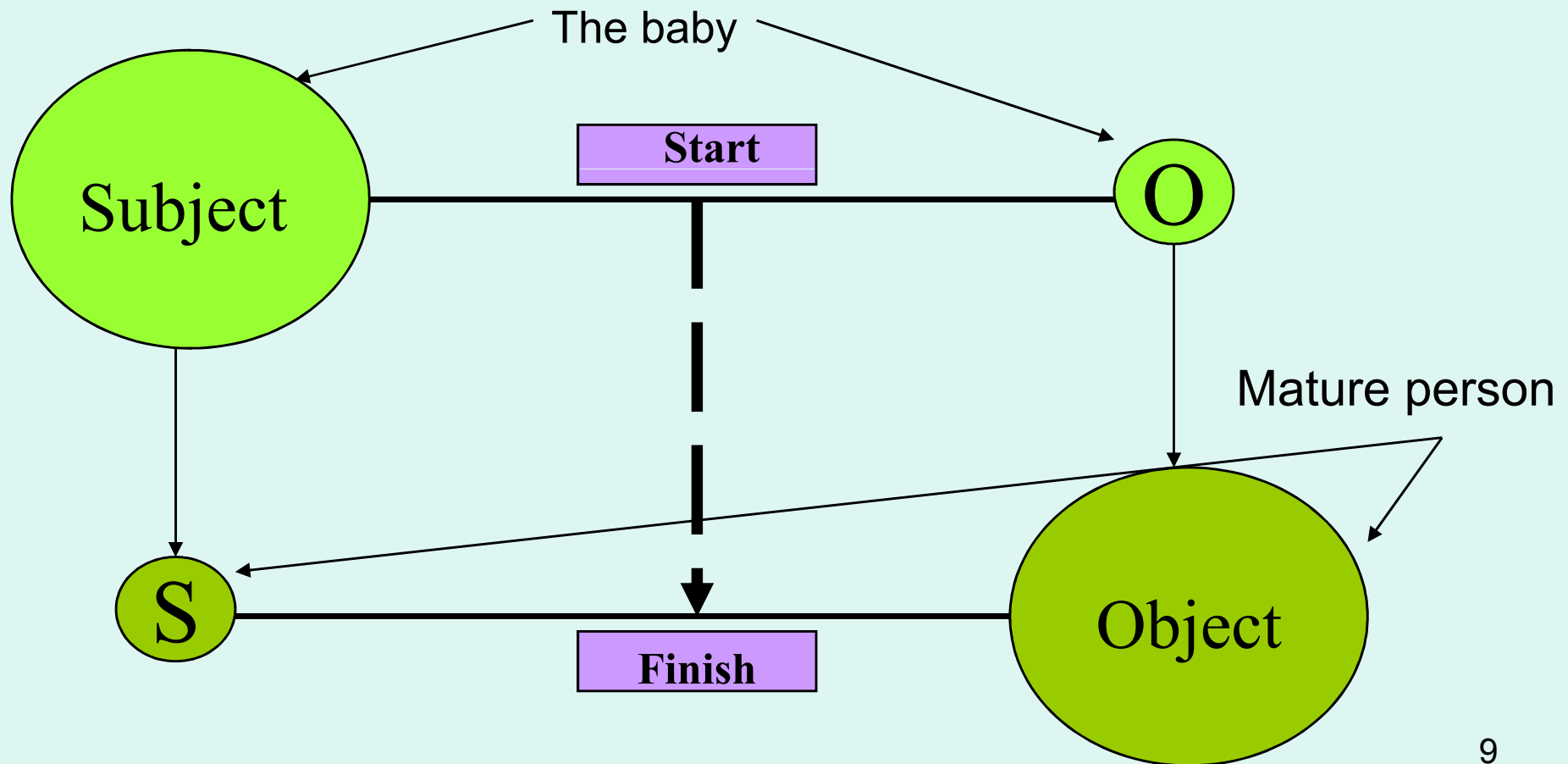
social-emotional
and cognitive
development

Horizontal: **Learning,**
Behavior – movement
in time, continuous

Learning is horizontal, mental growth is vertical.
(You can learn all your life and never develop!)

Human Development (Vertical)

Whether viewed in a cognitive, social-emotional, or psychological perspective, human development is based on an increasing **loss of ego-centricity**, moving humans from a large to a small Ego (subject=S), and from a non-existent to a large object (=O; world). This also holds for cognitive development.



What Does This Mean for Coaching?

- Both you and your client are “under development” [“under construction”, so to speak].
- *Where* both of you are in your development will determine the outcome of your coaching.
- To the extent that you and your client are *not aware of* your own development [which you cannot assess by yourself], you will have less leverage than you would have if you could think in adult-developmental terms.
- To think in that way you need to learn new techniques of listening, and learn to analyze what you are hearing from yourself and clients.

Where You Are Can Mean Two Different Things

- Social-emotionally, “where” means “at what stage of the development of *meaning making* are you?”
- Cognitively, “where” means “in what phase of developing dialectical thinking are you?”
- These two meanings are different but inseparable in that they influence each other.
- We distinguish *meaning making* from *sense making* in adults.

Social-Emotional Development of Adults

“Meaning Making”

- Meaning making is like breathing: you cannot stop it; you always make meaning of what happens to you, until your last breath.
- Social-emotional meaning making has to do with what you are *taking responsibility for* regarding your thoughts and actions, and where in yourself you draw the line between ME and NOT-ME -- other-than-me; outside of me -- unbeknownst to yourself.
- The next slide shows the progression of stages of meaning making from birth to death.

Social-Emotional Development



The Rough Meaning of “Stages”

- **Stage 2, Individualist:** My world is not yours, and I don't really care to know yours; I care to know you only just enough to ensure that you will help me out when I am in trouble.
- **Stage 3, Community Member:** I am in your boat (group), and I need everybody to help me define my identity (although I am not aware of that).
- **Stage 4, Self-Authoring:** I am acting from my own values and principles and am willing to stand up for them even if ostracized or abandoned by others.
- **Stage 5, Self-Aware:** I am no longer defined by my upbringing, skills/expertises, education or profession, and am fully *in the flow* of the moment, sufficiently sure of myself to expose myself to the critique of selected others.

What does it entail to take social-emotional development into consideration in coaching?

- You can no longer take your own social-emotional development [stage of meaning making] for granted.
- You are *responsible* to a higher degree than before since have deeper knowledge of yourself and the client.
- You can be more effective when making an assessment of the client's social-emotional development before coaching begins.
- In short, you are becoming a better professional.
- **Note:** the University of Sydney is working on **new coaching standards** to replace ICF standards. According to the new standards, knowing about social-emotional development will become an accepted requirement of professional coaching.

Group Exercise #2: At what stage social-emotionally is this client?

1 I have just been gathering data for the decision I and my boss
2 have to make, rather than going ahead with the decision on my
3 own, or waiting for the boss to come in. He really prefers to
4 delegate, and I just didn't take up the challenge to make a
5 decision on my own. But now I realize that he really doesn't mind 6 if I make a
decision that has to be made, and that he really likes 7 me to do that because then
he doesn't feel as if he's depriving
8 me of authority, or as if he really should be making the decision.
9 Before, it really was a strain between us, because we didn't get 10 to make
decisions as much as I really found necessary and
11 wanted to, or else I harassed him about making the decision, 12 and then felt
guilty about it. Making the decision by myself
13 occasionally makes both of us happier, and even makes things 14 between us a
lot smoother.

Cognitive Development of Adults

The Development of Thinking (1)

- Animals (typically) have no concepts, only humans do.
- Thinking is based on concepts; it has to do with “making sense” of the world as something outside or inside of us.
- The ability to make sense follows its own specific developmental path different from social-emotional growth.
- The two paths – social-emotional and cognitive – may be somewhat aligned, but they can also be out of alignment in individuals.
- In that case cognitive development is *either more or less advanced* compared to social-emotional development.
- Thus there is a developmental imbalance.
- **To know about this imbalance in a client is highly important in coaching because it determines all the client does or strives to do (his/her goals).**

Group Exercise #3

- How might it become apparent that your client is social-emotionally more highly developed than cognitively?
- How might it become apparent that your client is cognitively more developed than social-emotionally?
- How would you approach each such client differently?

The Development of Thinking (2)

- Early in life, thinking is based on observation and belief and indistinguishable from them.
- Gradually, from age 10 to 25, *concepts* take on increasing importance (Piaget).
- In early adulthood (about 25 years), conceptual thinking in the sense of formal logic is in place.
- From that time on, conceptual development (Understanding) develops further into *Reason*.
- Reason goes beyond formal logical Understanding by using logic as a tool for deepening and broadening *thinking*.

Group Exercise #4

Example 1: Manager A Is a “Strictly Logical” Thinker

“When we bought Acme’s service business, it was clear that if we didn’t build efficiency into the combined network, we’d fail. Efficiency means reduced overall costs, more revenue from our customer base, and less work overlap. Now we can price our products more competitively, knowing we can continue to build our revenue stream through service contracts. And providing that service will keep us close to our customers for equipment lifecycle planning and utilization analyses. If we can keep our eyes focused on managing costs and delivery quality, the results will be there.”

Example 2:

Manager B is not only more “thoughtful” and “prudent”, but is beginning to think “dialectically”

“When we bought Acme’s service business, it was clear one of the immediate advantages would be in building a more organic and more efficient network. By integrating product and service sales, we become a more complete operation, and **customers** will see us in a new light. **However**, we also become more vulnerable to a lack of integration until we can define that new business model, and manage re-training and re-directing our sales force. **Even then**, perhaps customers may feel we’re not as focused on our huge new service operation as was Acme. Also, the re-organization we are going through may mean we’ll have to branch out to include **servicing competitors’ products** to justify the new service infrastructure and manage the overhead. Would customers see that as a dilution of our commitment to our own products. We are juggling many more things than before, and risk over-extending ourselves.”

Examples of *Dialectical Thought Forms* in Manager B's Speech

- Dialectical thought forms are more encompassing and richer than purely logical thought forms. **For example:**
- Manager B mentions **customers**, thereby showing that s(he) can *think in more than a single domain*.
- Her use of **However** shows that s(he) sees the limitation of a single thought, to be opposed by another thought; thus understands the limits of separation between two thoughts or things.
- Her use of **Even then** opens her thinking out to a much larger purview of the situation, showing that s(he) can think holistically and can include a double negation (of herself).
- Her use of **servicing competitors' products** shows integrative thinking as well as knowing the risk of including an opposite thought or element.

Group Exercise #5

With Whom Would You Rather Work: Manager A or B?

- You will have an easier time with Manager A if you just want to go along with her. (But then, why coach her?)
- But if you want to challenge her regarding the flatness of her thinking, you'll have a much harder job.
- When working with Manager B, you would have to match her flexibility of thinking, and perhaps you are not up to that.
- In any case, if you knew A's and B's cognitive profile (and your own), you could be more effective with either of them and other clients as well.

The Development of Thinking (3)

- Based on what we have heard and seen illustrated, we can distinguish 4 *increasingly complex ways of knowing and thinking*:
 - Common Sense [based on observation and belief]
 - Understanding [based on formal logic]
 - Reason [based on “dialectical thought forms”]
 - Practical (or other) Wisdom
- Each of these ways of knowing is associated with its own “stance” (way of being in the world) and “tools” (ability to handle concepts).
- In coaching, it is important to know how far a client and/or coach has developed beyond formal logical Understanding into Reason.

The Development of Thinking (4)

- In the development of thinking, two main turning points occur:
 - [1] The turn from Understanding to Reason
 - [2] The turn from Reason to Practical Wisdom
- In coaching, we are most interested in turn [1] which happens in *phases* (not stages).
- This turn has to do with how a client/coach handles *contradictions, conflicts, things missing, things in flow, things in relationship to each other, complicated constellations of things.*

Strands of Cognitive Development



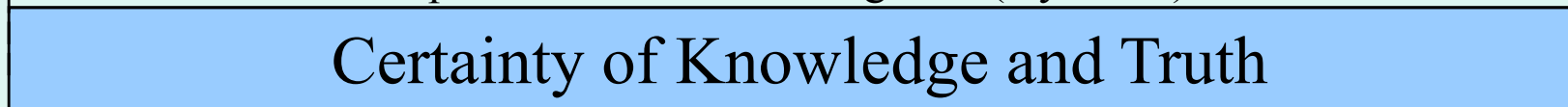
Development of Logical Thinking (10-25 y)



Development of Dialectical Thinking (18 years f.)



Development of Reflective Judgment (6 years f.)



What does it entail to take cognitive development into consideration as a coach?

- You can no longer take your own cognitive development for granted.
- You can be more effective when making an assessment of a client's cognitive development before coaching begins.
- You are responsible to a higher degree than when you are just working on behavioral issues which is what 90+% of coaches presently do.
- In short, you are becoming a better professional.
- **Note:** Only the Interdevelopmental Institute presently teaches how to assess clients' cognitive development and gives feedback to clients on their intellectual in relation to their social-emotional development. See the slides at the end.

Coaching Requirements for Dealing with Clients' Cognitive Development

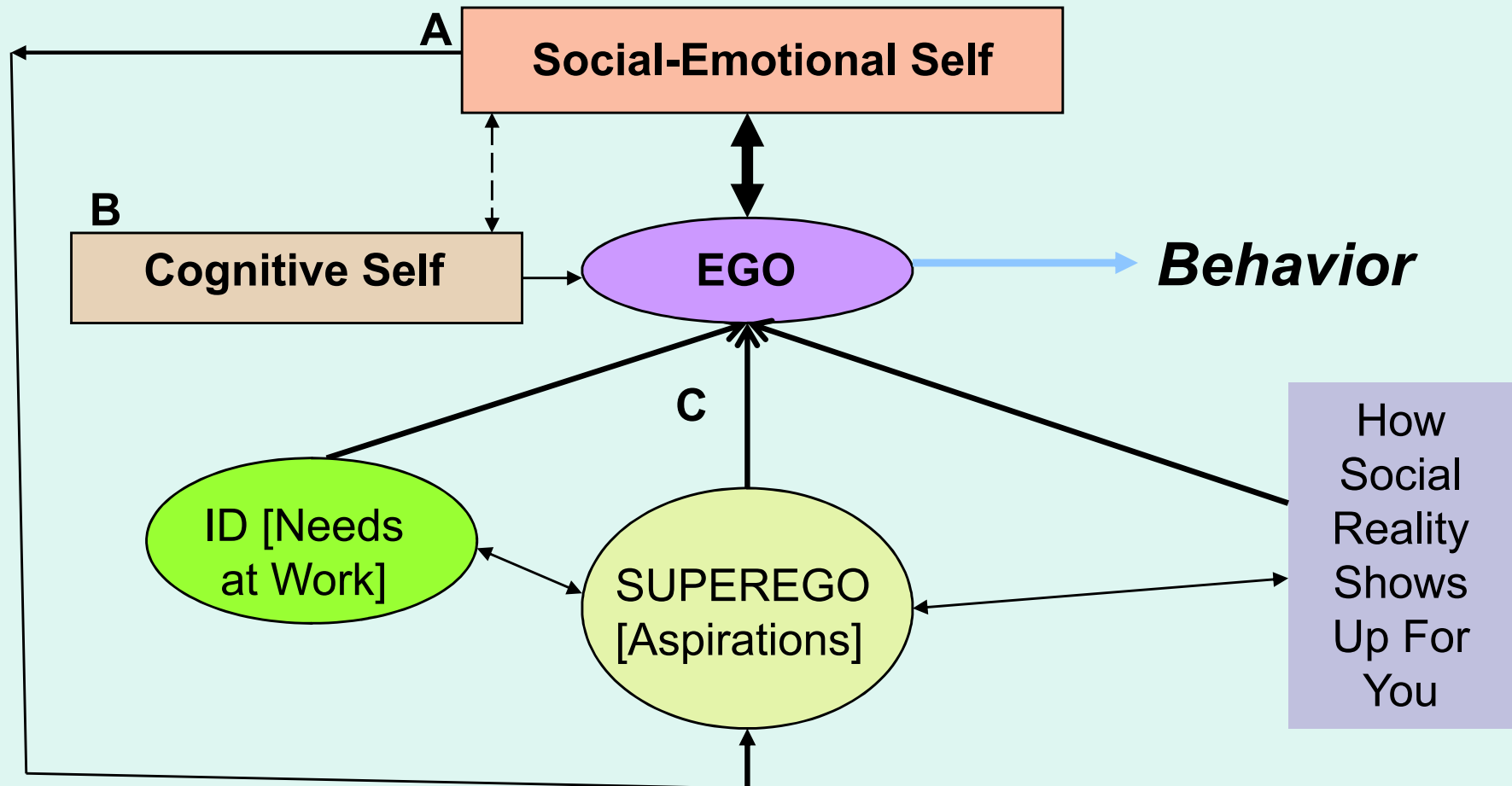
- As when coaching in the social-emotional domain, you need to change your view of what people do in LANGUAGE.
- [1] You need to assume that clients not only describe but **construct/create** the real world before your ears and eyes (constructivist assumption).
- [2] You need to **listen for the conceptual structure underlying speech**, e.g., whether a client describes a *process*, a situation or *context*, a *relationship*, or a *system in transformation*.
- [3] You need to **separate** the mode of cognitive listening from listening for the underlying stage of social-emotional meaning making, and learn to switch from one to the other.
- You need to extend (e.g.) the NLP and ontological coaching notion of “structure of subjective experience” surfacing in language to comprise social-emotional stages and dialectical thought forms.

**The Constructive Developmental
Framework (CDF):
A Dialectical Model of Coaches and
Their Clients**

All Coaching Schools Propose a Specific “Frame of Reference” of Coaches and Clients

- A *Frame of Reference* (FoR) is a *Weltanschauung* or view of the world on which individuals base their thinking, feeling, and doing.
- FoR is a result of adult development. (NLP “representational systems” are just the outer wrapping of FoR).
- Unspoken or explicitly, each coaching school’s teaching is based on a **MODEL OF THE COACH AND THE CLIENT**, depicting them as following a particular FoR.
- In developmental coaching *as taught at the Interdevelopmental Institute*, we are looking at the social-emotional and cognitive dimensions of coaches’ and clients’ FoR [and the relationship between these dimensions in the two parties], in order to educate coaches so as to make them better professionals.
- Developmental coaches aim to change clients’ FoR but may not be able to do so *directly* since changing FoR takes time and depends on an individual’s *developmental potential for change*.
- We can assess coaches’ and clients’ developmental potential for transformation with great precision through CDF.

CDF Hypothesis Regarding FoR



A person's behavior is a function of how the social-emotional and cognitive Self manages the Ego's needs and pressures.

What the CDF Hypothesis Implies for Coaching

- Developmental and psychological dimensions, while conceptually separable, in real life are inextricably linked.
- Developmental profile determines clients' psychology (behavior) at work and in life.
- One cannot understand how a client relates to his/her self and others without also understanding the client's level of thinking development, and vice versa.
- Client behavior is a *symptom* to be *explained* based on developmental findings; it is not *per se* the crucial thing to consider.

Consequences for Coach Education

- *Coach training* is different from *coach education*.
- Training has to do with skills, not with change of Frame of Reference which requires transformation.
- Education [Latin *educere*, to lead out of] involves not just informational but transformational learning.
- Coach education can be transformational if it is based on integrating applied developmental theory *and practicing its use in case studies*.

Coaching's Different Meanings at Different Stages/in Different Phases

- Developmentally, coaching is experienced differently both by coaches and clients depending on where they presently are in their adult development.
- ICF languaging of coaching emphasizes Stage-4 self authoring, but many coaches remain at Stage-3 “other-dependent” meaning making, unable to “walk the talk”.
- ICF criteria of coaching effectiveness entirely disregard the structure of clients’ thinking (cognitive development).
- Therefore, new criteria based on adult-developmental research are required, both for defining professional coaching competence and curricula of coach education, not to speak of redefining *coaching ethics*.

Missing Research on the Adult Development of Coaches

- While research on coaching clients – following the ICF model – is well advanced, research on coaches' adult development is still a no-man's land.
- This is due to the exaggerated focus on coaching clients rather than coaches – as if both did not share adult development!
- Needed therefore is developmental research on how a coach's present developmental profile determines coaching outcome.
- Also needed is research on developmental effects of *coach training* on coaches' social-emotional and cognitive development (if any).

Other 2010 Desirables

- More emphasis on the cognitive and social-emotional *assumptions* being made in coach training and coaching itself.
- An increased focus on *coaches' development* in the sense of adult-developmental theory.
- In coaching ethics, the inclusion in *coaches' responsibility of knowing their own developmental profile*.
- *Developmental research in cross-cultural coaching* which has remained entirely behavioristic.
- A scrutiny of the many made-up “proprietary” behavioral coaching procedures lacking a basis in research.
- A commitment to establishing a *shared knowledge base* of coaching, in contrast to further strengthening the provincialism of separate coaching approaches [largely following rules of competition].

Three Evidence Based Developmental Coaching Programs at IDM

- Certification Program:
<http://interdevelopmentals.org/cert>
- Dialectics in Coaching Program:
<http://interdevelopmentals.org/dcp>
- Critical Practice Program:
<http://interdevelopmentals.org/cpp>

See also the IDM Brochure outside of the Lecture Hall.

Interdevelopmental Institute

The Evidence Based Approach to Process Consultation,
Coaching, and Developmental Research

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