

IDM Team Coaching Webinar: Can Coaches Nurture and Increase Team Maturity?

October 2015

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The Business Case for Developmental Team Coaching

What percentage of team interventions does not lead to sustainable change and better results? (A very high percentage!)

Proposal: *If you really want to increase this percentage and create mind-shifting team conversations you need to broaden your intervention toolkit. You can do so by including insights and tools from research in adult development over the life span.*

Objective:

Broadening Team Coaches' Tool Kit

The majority of team coaches is used to looking at team development in terms of four perspectives, all focused on behavior:

- Clarify teams' performance goals
- Improve teams' problem solving skills
- Improve role definitions in teams
- Improve relations within and between teams

Accordingly, most questions they regard as crucial are about changing team behavior that assures delivering on expectations, based on improved performance.

However, team performance is crucially influenced by the **adult-developmental maturity of team members**, not only the of team leader.

Therefore, in this webinar the central question addressed is twofold:

- 1. what is team maturity?**
- 2. how can a coach who has studied adult development address team performance questions by using insights into the developmental profile of team members?**

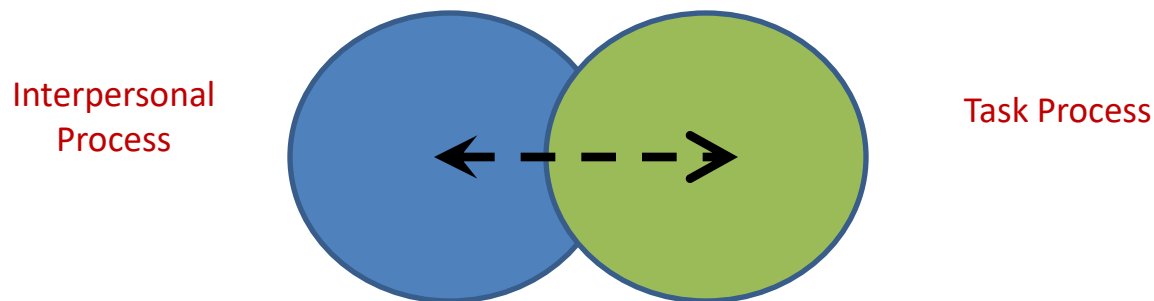
Team Work Comprises Two Processes

A team is a group of people *at different developmental levels* which typically fall into a specific developmental *range*, both in terms of their meaning making (➔interpersonal process) and their thinking (➔task process).

Interpersonal process has to do with how members of the team “get along with each other” and is a question of how they make meaning of their own experience of themselves and others, in short, a “social-emotional question”.

Task process has to do with how members of a team “go about achieving team goals” and is a question of at what is team members’ level of THINKING, that is, the complexity of their thinking.

Both interpersonal and task process are inseparable and need to be balanced:



A Shifting Paradigm In Team Coaching

Focus in Developmental Coaching

- **Currently dominant paradigm**

- Focus on Competencies/Traits
- Looking at SMART performance objectives
- Focus: Task/activities
- Matching persons to tasks
- Human Capital considered a stand-alone dimension

- **Emerging paradigm**

- Focus on Capability (How one creates reality)
- Focus on value-add/decision making (Performance Hierarchy) at different accountability levels
- Focus on design of role-role relationships
- Focus on matching 'size of person' to 'size of role' (Avoiding size of manager role < size of role of direct report)
- Focus on Human Resources as an integrated business partner

Learning vs. Development



Learning

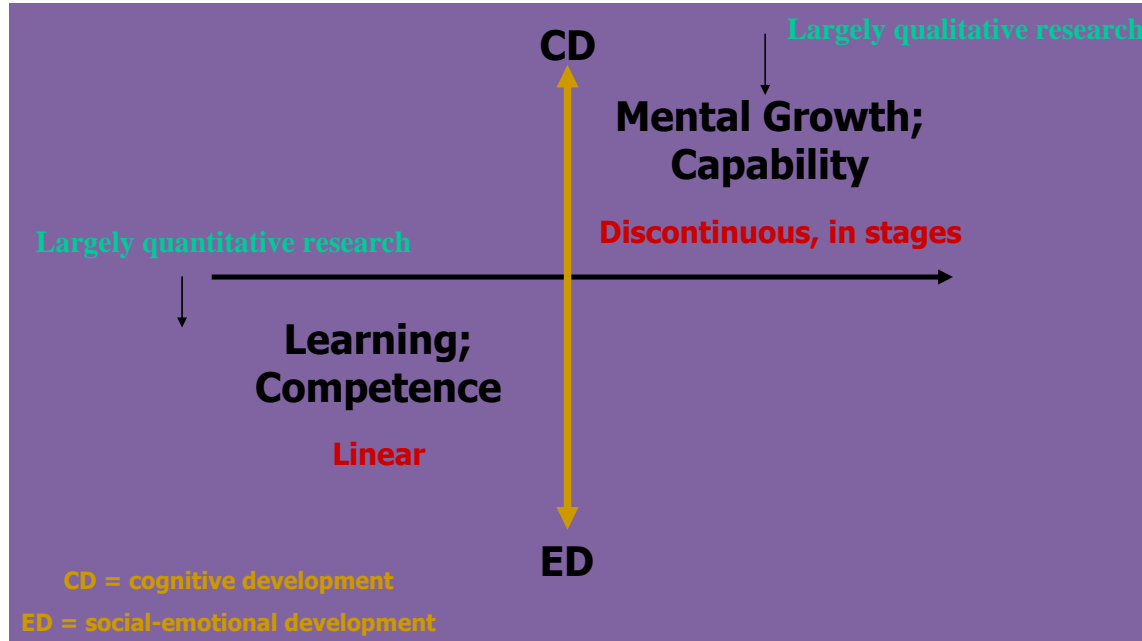
From less to more
(horizontal)
Levels of mastering
Competences, Skills
Ability



Development

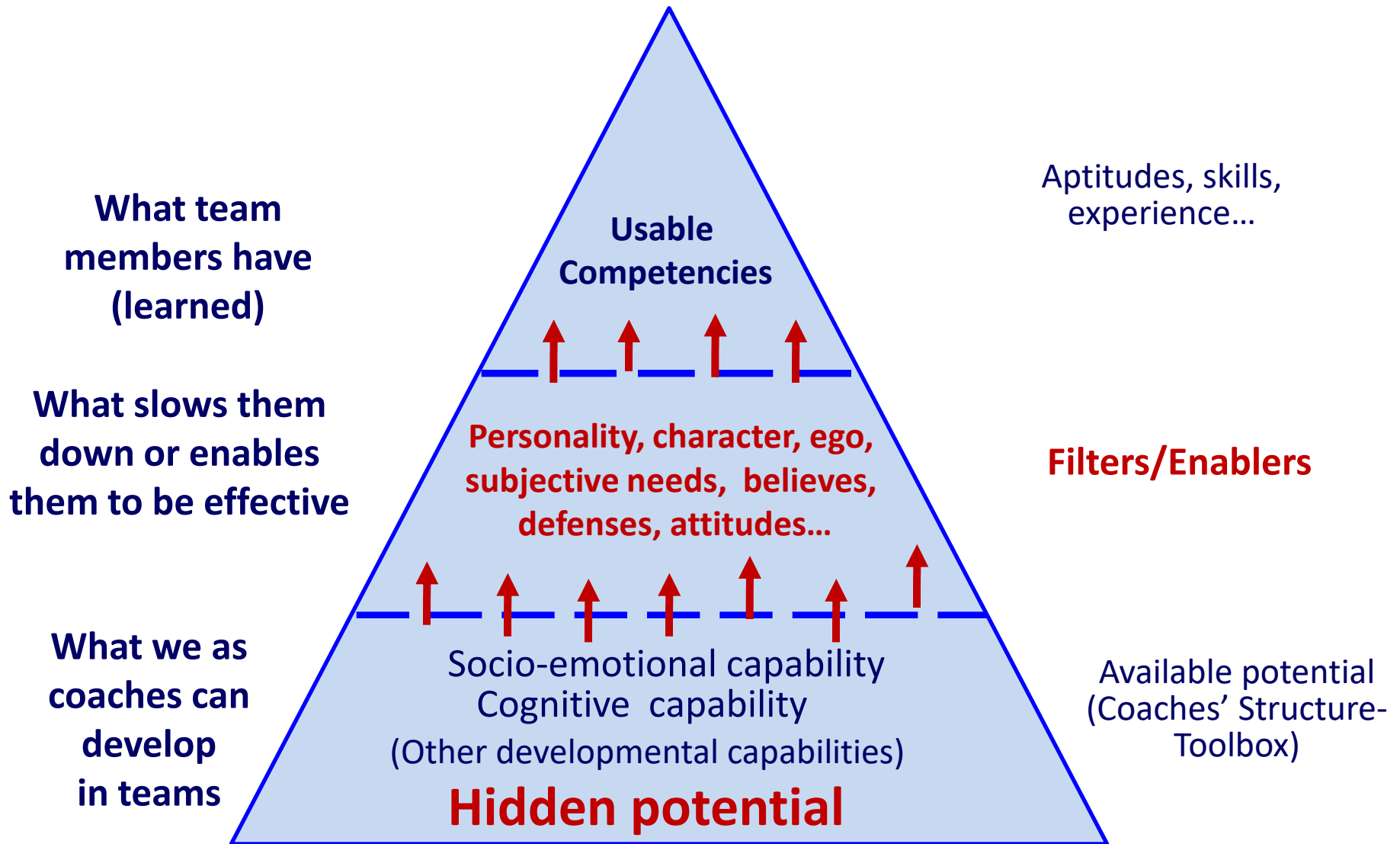
From low to high (vertical)
Orders of consciousness
Capability
Cognitive and social-emotional development

Horizontal Learning versus Vertical Development



The English term “development” has two very different meanings: “we develop this team” is its **agentic** meaning, represented here by the horizontal, and synonymous with LEARNING, while “team members are not highly developed” points to its **ontic** meaning, here represented by the vertical. In this course we distinguish learning (horizontal) and development (vertical) because the latter sets limits to what can be learned by a team.

The Capability Pyramid of Teams: Competences Are Grounded in Capabilities



Developmental Questions Team Members Should Ask Themselves

How detached can I be from important others? (social-emotional)

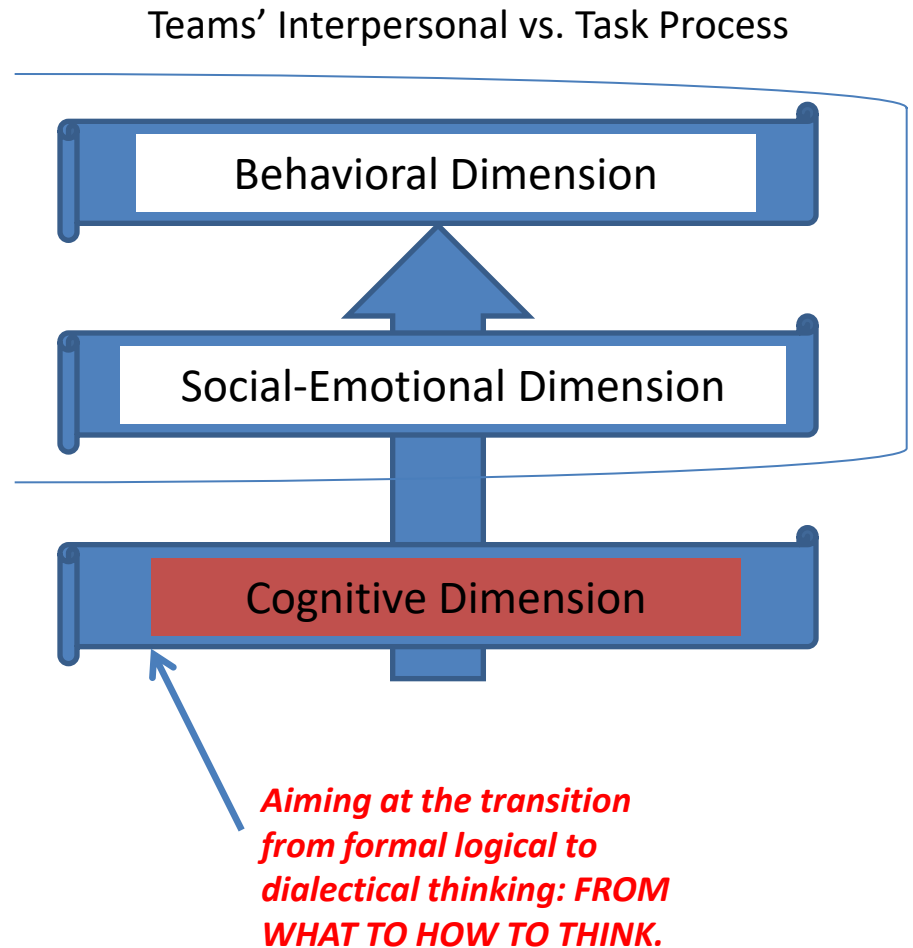
- To what extent can I rely on my own value system in making decisions?
- Can I live with making the wrong decisions?
- Can I live with having to justify wrong decisions?

What is the biggest picture I can grasp? (cognitive)

- What is missing in my understanding of the big picture of things?
- Can I see underlying processes?
- Can I see relationships that define situations I encounter?
- Can I see those situations as being in transformation?

Three Dimensions of Team Coaching

- While traditional team development is a mix of psychological “scaffolding” and social-emotional “boosting”, we think that the decisive area of intervention in more highly developed teams is their **developmental maturity**.
- Together with social-emotional maturity, the way team members **think** will determine the way they communicate with each other: simple declaration, debate, discussion, or dialog.
- For this reason, it is important to develop new kinds of cognitive intervention for boosting deep thinking.
- CDF, the Constructive Developmental Framework (Laske, 1997-2000), provides coaches with two sets of tools:
 - a. Diagnostic tools of a social-emotional nature
 - b. Intervention tools of a cognitive nature.



Size of Person vs. Size of Role



Social-emotional and
cognitive maturity
(capability)



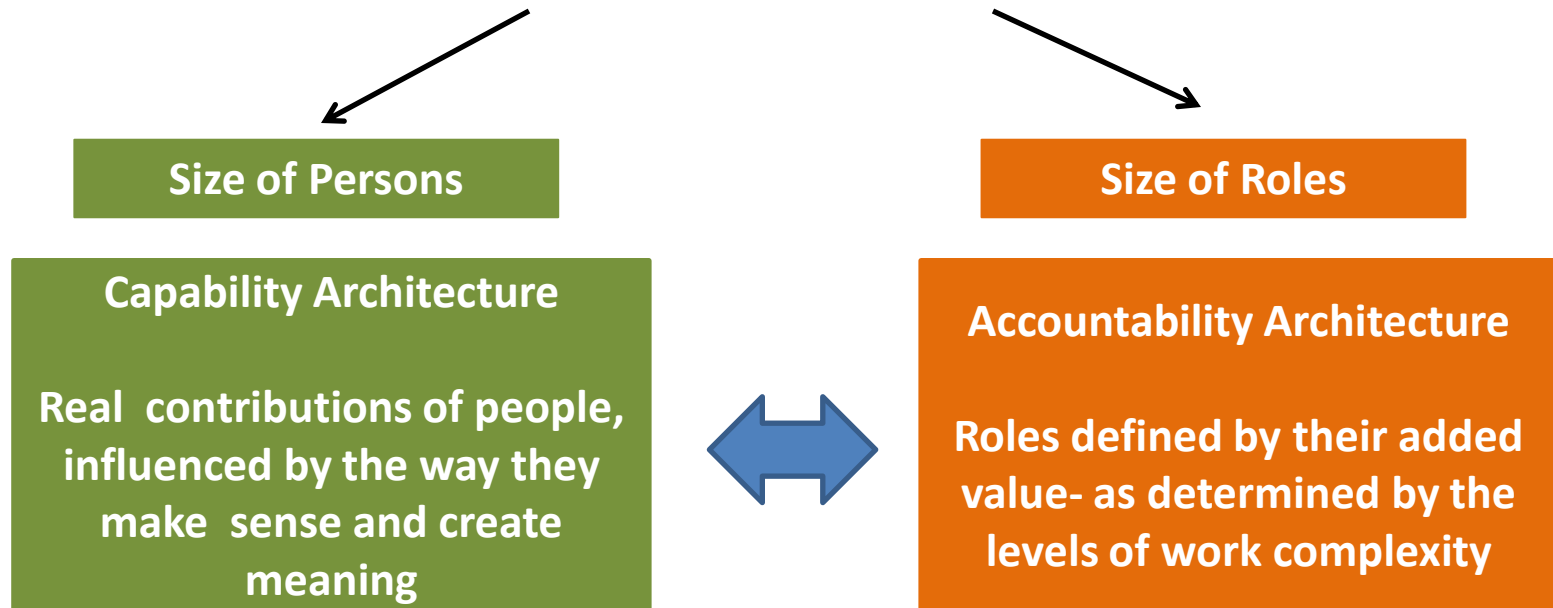
Different levels of
accountability

Organizations Are Complex

- Even the simplest organization, such as a family business, has hierarchical features: it comprises different levels of accountability.
- If as coaches we want to work from a holistic understanding of clients, these different levels need to guide coaching approaches.
- Each accountability level is associated with a unique *universe of discourse* that determines how a particular *team member* thinks and acts.
- In order to reach into team members' **experience**, we first need to understand how they make sense and meaning of their level of accountability.

The Work Levels Approach to Teams (1)

The *Capability* Paradigm linked to the *Work Levels* Paradigm



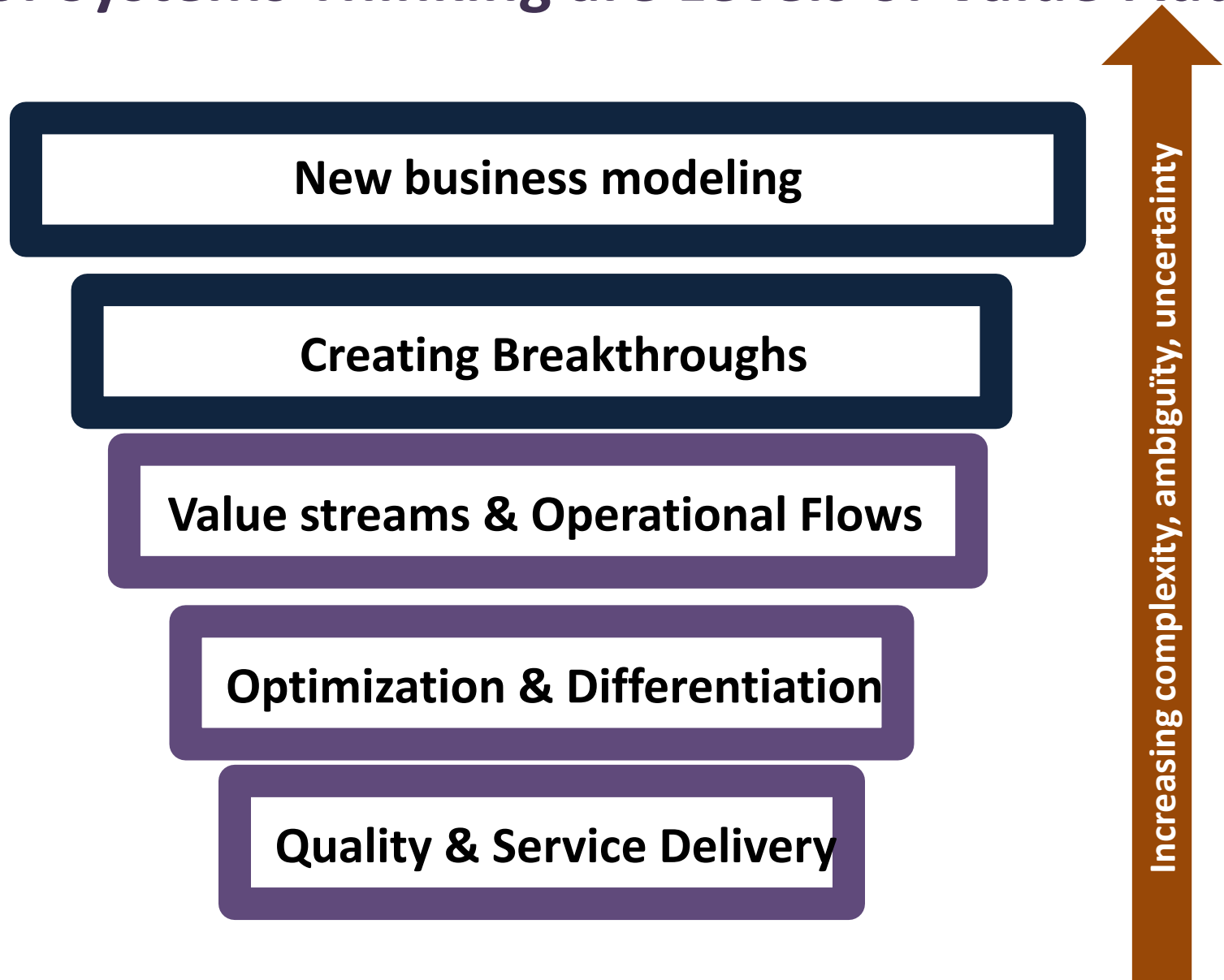
Key Points:

- A new lens for looking at executive coaching
- 'Size of Person' – 'Size of Role' relationships -- to what degree they match -- will determine where to focus both in executive coaching and in team coaching

The Work Levels Approach to Teams (2)

- Organizations are structured in terms of Work Levels.
- Work Levels have to do with team members *not as persons per se, but as “persons in a role”* which is related to other roles and is defined by a specific level of accountability.
- Work Levels are simultaneously cognitive levels.
- Work levels are defined by width and depth of fluidity of systems thinking.
- Organizationally considered, levels of systems thinking are levels of “value-add”; higher levels of systems thinking add more value to a team’s work than lower levels.
- Depending on its social-emotional and cognitive maturity, a team is either upwardly or downwardly divided.
- Upwardly and downwardly divided teams are characterized by different degrees of emotional and collaborative intelligence.

Levels of Systems Thinking are Levels of Value-Add



A Team on What Level of Accountability?

Research found the following levels of complexity. Distinguishing them in an organizational hierarchy ensures that different value is added at different work levels. This fact justifies the differential authority of each level of management.

Size of Role		
Level	General Theme/value add	Time Horizon
7	Global Society Innovation	Beyond 20 years
6	Changing Industry structure & business portfolio	10-20 years
5	New business model, reshaping relative competitive position	5-10 years
4	Creating breakthroughs, reshaping profitability	2-5 years
3	Rethinking operational flows & value streams	1-2 years
2	Service differentiation and optimization	6 months to 1 year
1	Quality and service delivery	Up to 6 Months

Levels of Accountability Dovetail with Levels of Capability

Cognitive Team Issues

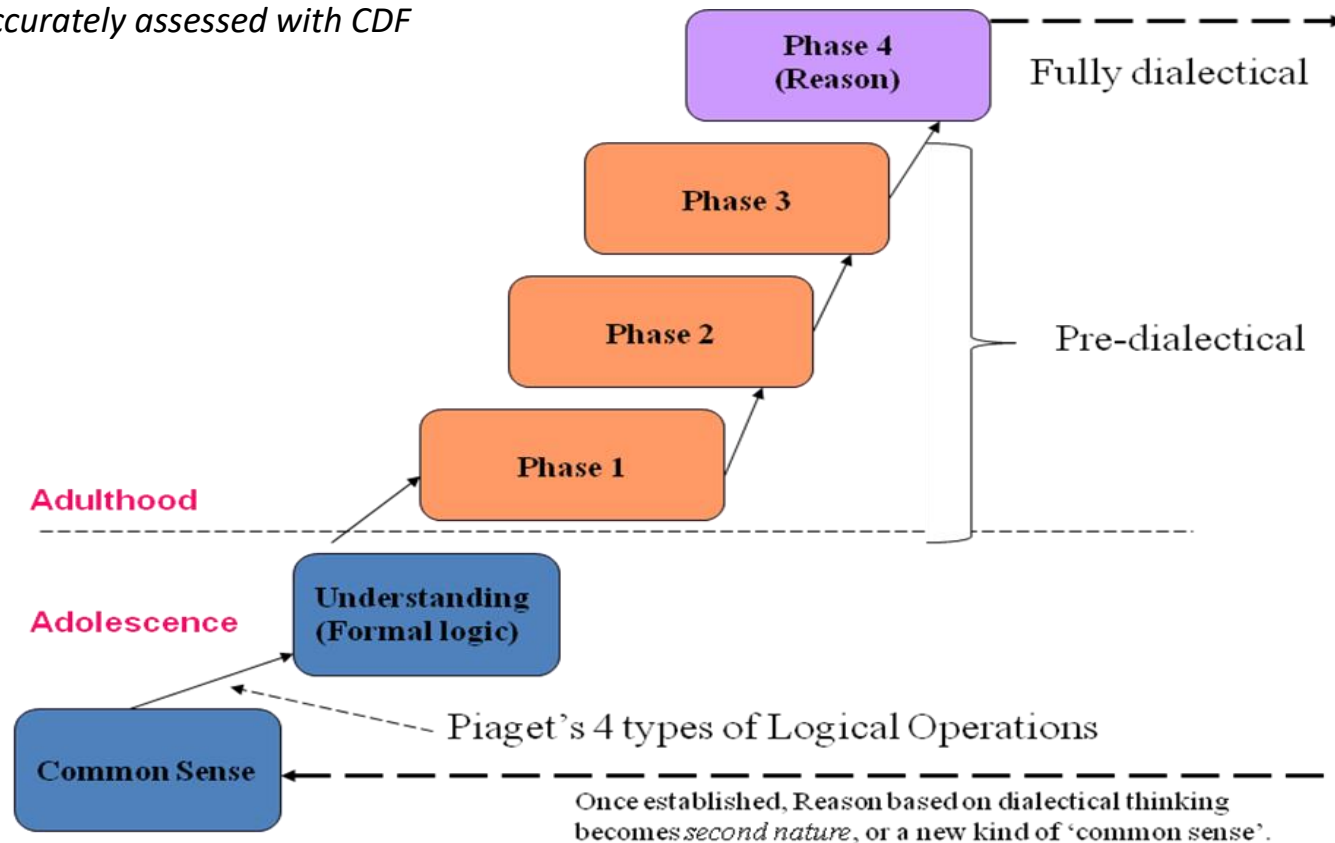
- Imagine a team whose members:
 - Do not grasp the complexity of issues because of a low level of systems thinking
 - Misjudge what are next steps in a situation
 - Have no “big picture” of the potential outcome of decisions they are making
 - Fail to develop a long term view of his/her own participation in the team

Size of Person (1) = Level of Complexity of Thinking (Cognitive Profile)

- **Phase 1** (age 18-25 and beyond), **context-focused thinking**: at this stage, formal logic thinking, finally mature at age 25, remains dominant; the focus of thinking is on WHAT is thought, **static systems**, with an incipient use of process thought forms (critical thinking). Fluidity Index <10.
- **Phase 2** (not bound to age), **some process and relationship thinking**: at this stage, critical thinking gains ground but does not mature highly enough for transformational thinking to arise. The focus largely remains on WHAT is thought. Fluidity Index <30.
- **Phase 3: maturation of process thinking and strengthening of relational thinking**. The focus of thinking switches to HOW something is thought, discovery procedures. Fluidity Index <50.
- **Phase 4**: full use of process and relationship thought forms and their co-ordination, leading to **transformational thinking**. The focus of thinking is on HOW what is thought is thought. Transformational systems. Fluidity >50.

Ladder of Cognitive Development of Teams

Phase of dialectical thinking can be accurately assessed with CDF

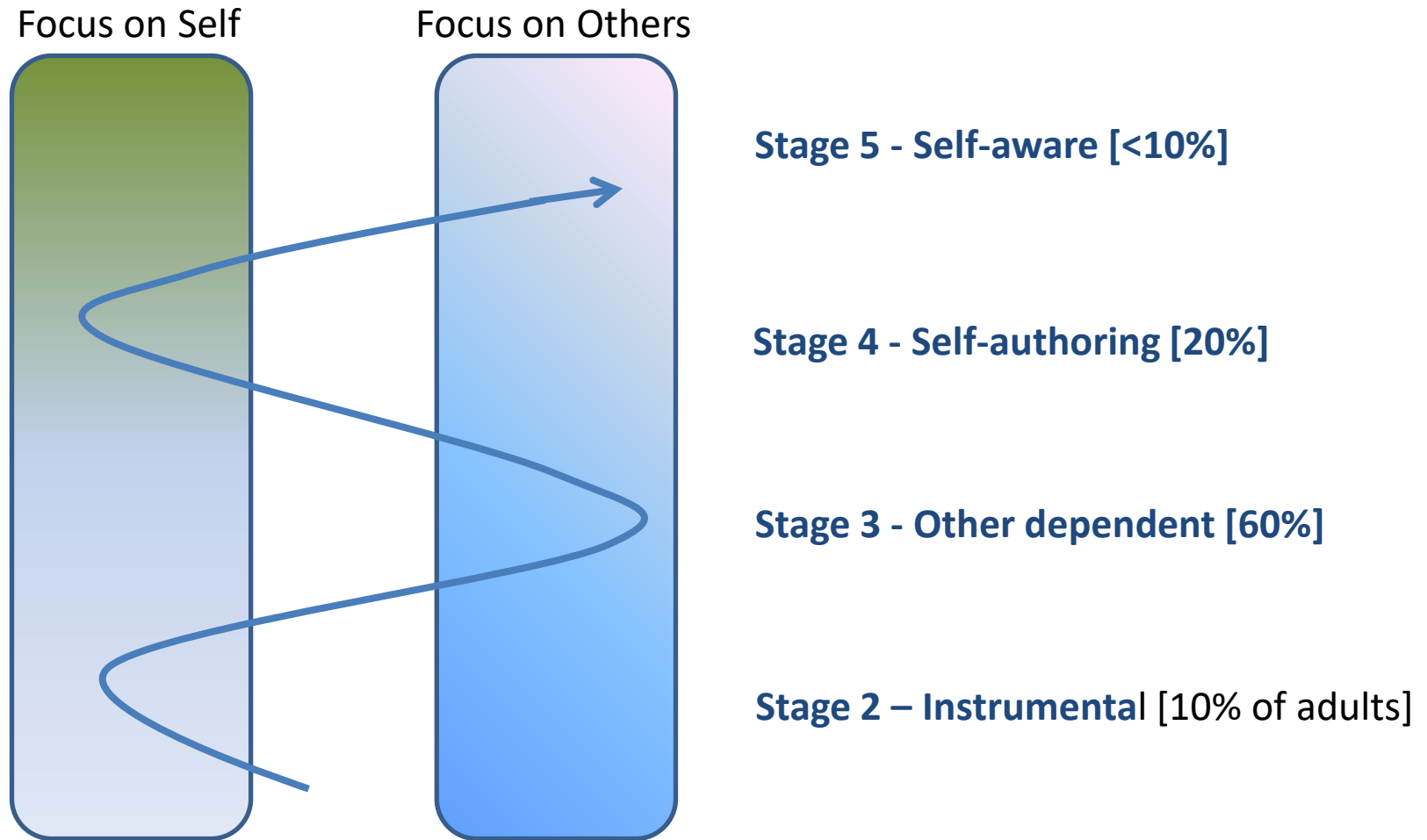


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Social-Emotional Team Issues

- Imagine a team whose members:
 - Define themselves based on others' expectations
 - Do not feel responsible for decisions they have made that turn out to have been wrong
 - Make decisions in order to put themselves in a good light with members of the team
 - Fail to develop a stance by which to develop consensus within the team

Social-Emotional Development in Individuals and Teams is Calibrated in Stages



Size of Person (2) = Level of Meaning Making (Social-emotional Profile)

- **Stage 2 -- instrumental:** The world of Thomas Hobbes, in which I use others as an instrument for satisfying my own needs and desires, with little or no insight into the difference between my and their feelings.
- **Stage 3 – other-dependent:** The conventional world in which I define myself by others' ex-pectations and am “one of them”, without being anchored in my own authentic value system.
- **Stage 4 – self authoring:** The world of integrity in which I take full responsibility for my being and actions (even those I have no control over), and am willing to be kicked out and ostracized because of my following my own principles.
- **Stage 5 – self aware:** A world in which I no longer define myself by my upbringing, education, and profession, but have, in the face of death, become a human being, part of humanity, a tiny component of a huge cosmos.

CDF Team Typology

We can distinguish types of teams based on the maturity levels of their members.

Since teams comprising members at the same developmental level are either rare or non-existent, most teams fall into a specific developmental RANGE.

Depending on their composition, a team is either upwardly or downwardly divided.

It is the responsibility of the team coach to know what is the developmental range a teams is in, and whether it is upwardly or downwardly divided ...

Teams Differ in Levels of Maturity

- **Routine operation**



- Hypothesis: focus on understanding team members expectations of each other (using social emotional dialogue strategies)

- **Complex operation**

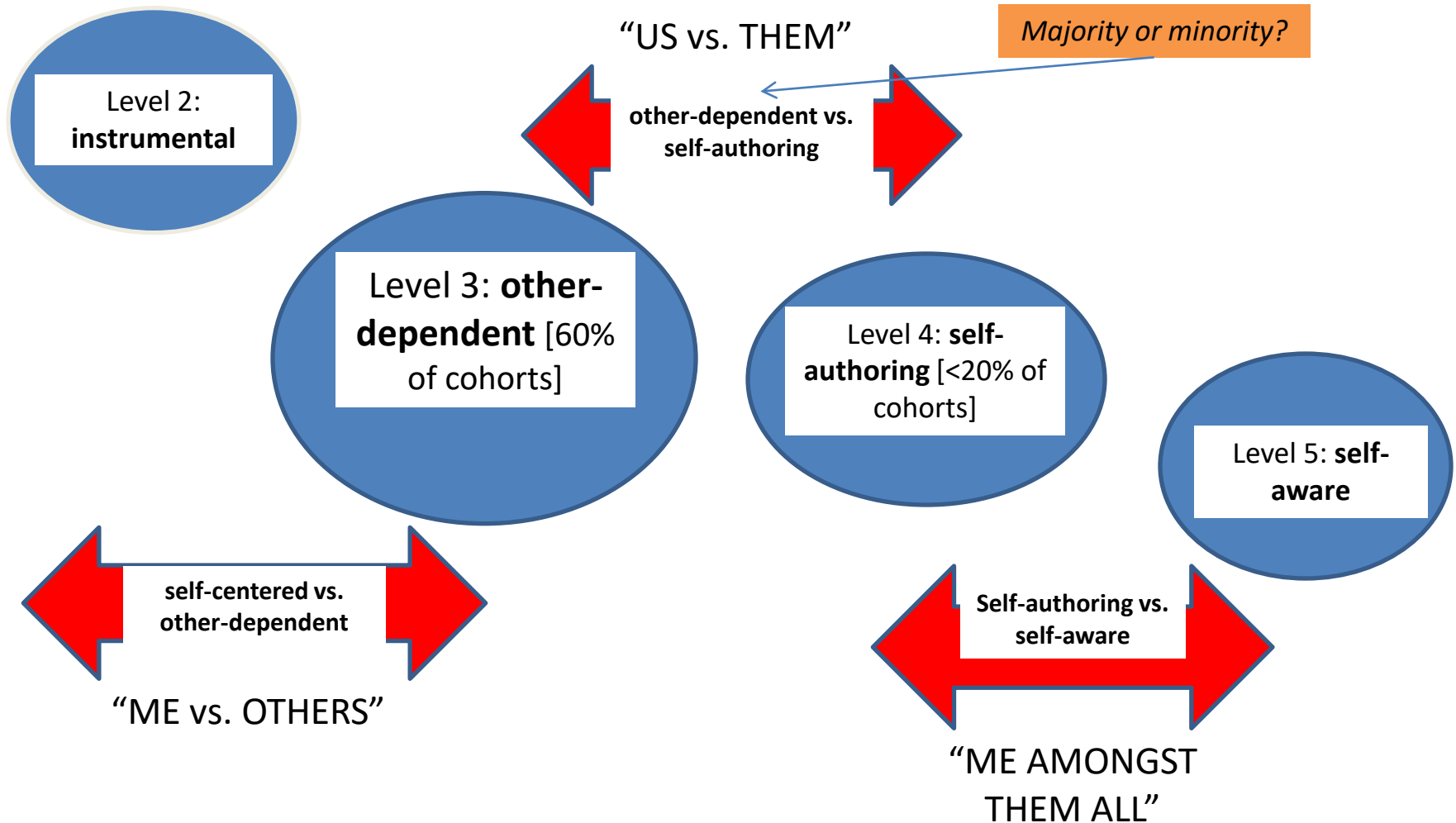


- Hypothesis: focus on team members ability to act from the biggest possible picture (using thought forms)

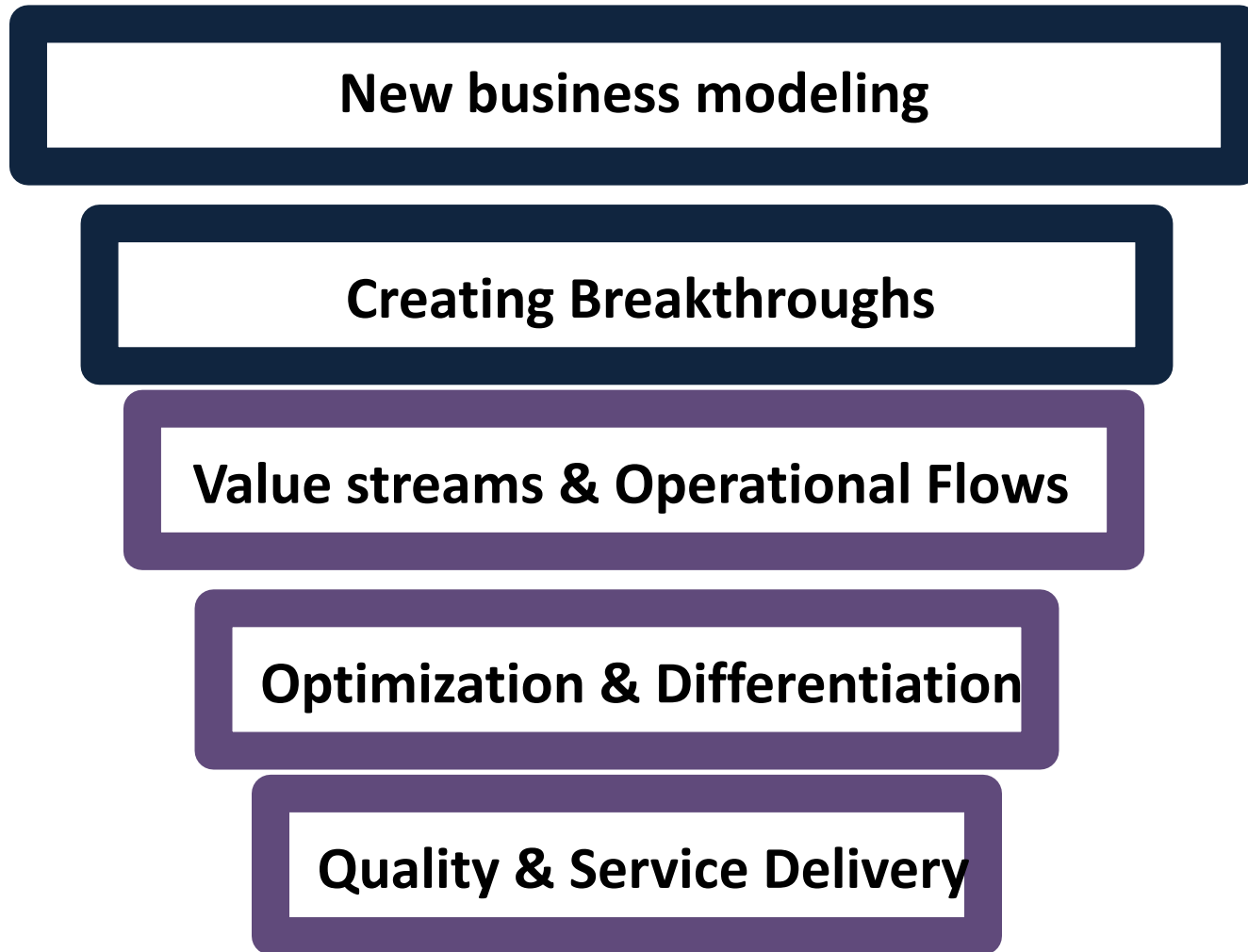
Teams are Upwardly or Downwardly Divided

- A team is “upwardly divided” if the team majority is at a lower level than the minority of team members.
- A team is “downwardly divided” if the team majority is at a higher level than the minority of team members.
- In developmental coaching, the coach attempts to turn an upwardly divided into a downwardly divided team.

Developmentally Divided Teams



Different Levels of Systems Thinking Appear As Different Levels of Value-Add



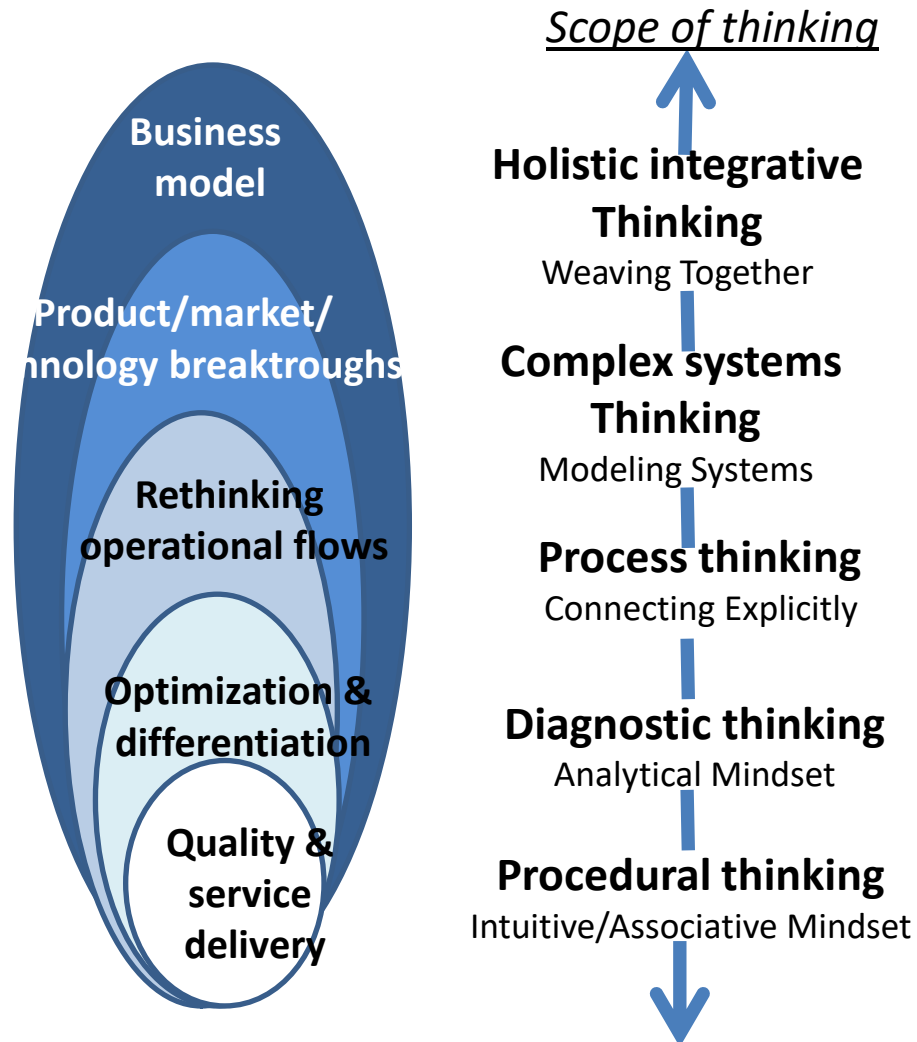
Courtesy Jan DeVisch

(C) Laske and Associates, 2015

Teams as ‘We-Spaces’ (see ‘Dynamic Collaboration: Strengthening Self Organization and Collaborative Intelligence in Teams’, 2018)

- According to our experience, each team in the real world comprises at least 2 different social-emotional levels, such as L2-3, L3-4, and L4-5.
- In the book named above, co-authored with Jan De Visch (2018), we refer to teams as ‘We-Spaces’.
- In each of these spaces, the notion of ‘We’ has a different meaning for team members; the term ‘We-Space’ also points to a different coupling of developmental team characteristics that makes it likely that each such team is focused on a different organizational issue, depending on its complexity.
- In our 2018 book on teams, we select the following levels of value-add as proto-typical We-Spaces:
 - Continuous improvement (L2-3)
 - Value streams and operational flows (L3-4)
 - Business model design (L4-5).
- This choice is based on our experience that maturity level typical rises when teams move from a lower to a higher level developmentally.

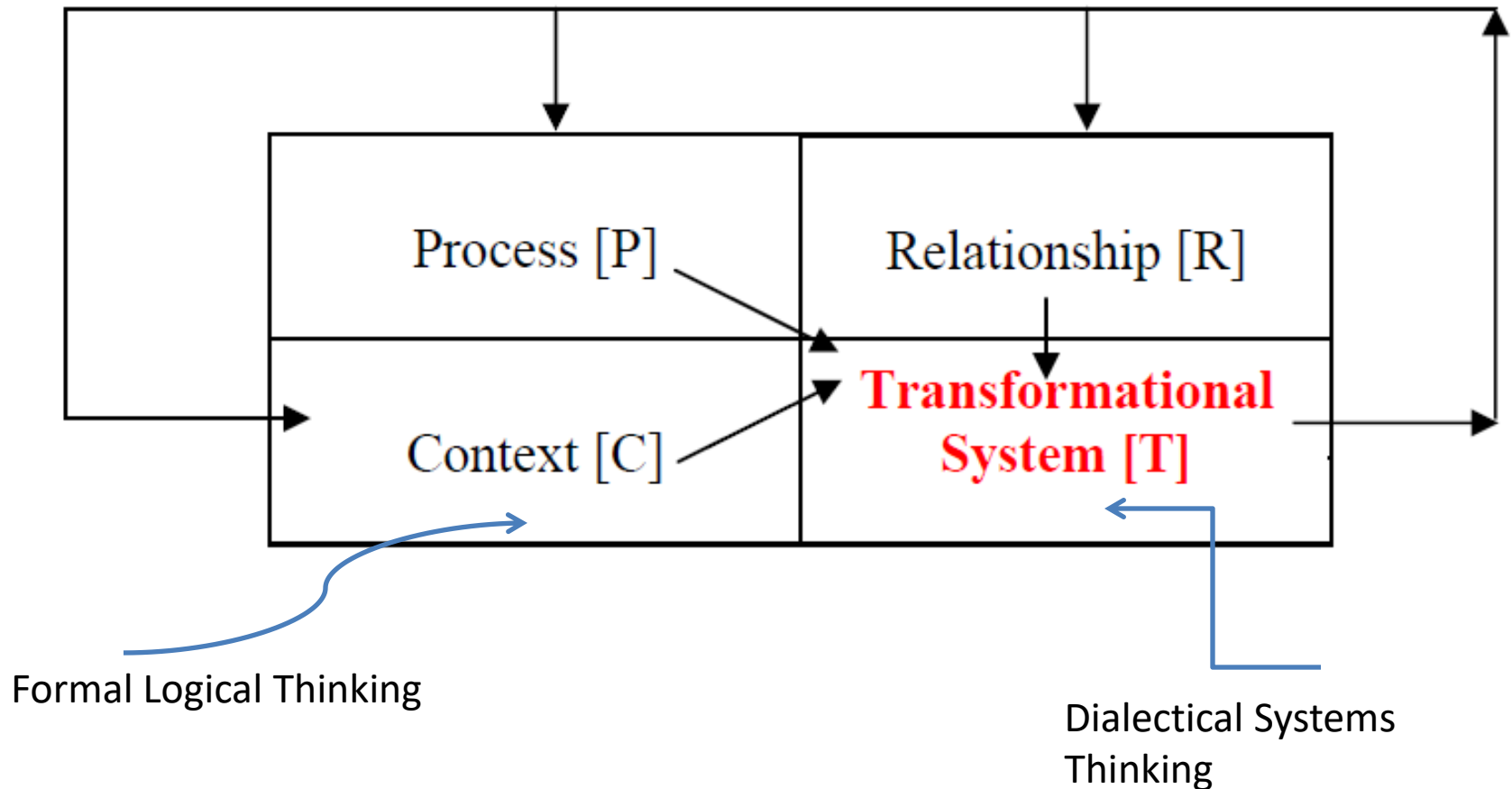
At each successive level, the number and variety of team members' thinking structures increases ...



Courtesy Jan DeVisch

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Fluidity of Thinking Can Be Measured by the *Four Moments of Dialectic* and Their Thought Forms



Summary of the CDF Team Typology

Size of Person : Social-Emotional Profile	Size of Role : Team Accountability Level determining universe of discourse	Size of Person in Role : Cognitive Ability to think holistically and systemically
UD2: Upwardly divided L2 teams (most at L2, minority at L3)	Stratum 1 Teams: Quality and service delivery	Phase 1: Fluidity > 0 < 10
DD3: Downwardly divided L3 teams (most at L3, minority at L2)	Stratum 2 Teams: Optimization and differentiation	Phase 2a [lower level]: Fluidity > 10 < 20
UD3 Upwardly divided L3 teams (most at L3, minority at L4)	Stratum 3 Teams: Rethinking processes and operational flow	Phase 2b [upper level]: Fluidity > 20 < 30
DD4 Downwardly divided L4 teams (most at L4, minority at L3)	Stratum 4 Teams: Rethinking profitability and creating breakthroughs	Phase 3: Fluidity >30 < 50
UD4 Upwardly divided L4 teams (most at L4, minority at L5)	Stratum 5 Teams: Reshaping competitive position and business model	Phase 4a [lower level]: Fluidity > 50<65
DD5 Downwardly divided L5 teams (most at L5, minority at L4)	Stratum 6 Teams: Reimagining industry purpose and structure	Phase 4b [upper level]: Fluidity >65<85

The Reality of Different Levels of Cognitive Development in Teams: A Practitioner's Findings

Here is a brief description of direct application of DTF to solve client's problem. My colleague John, an experienced management consultant, and I used DTF as an interventional method to stimulate higher order visionary thinking. We helped our client reach a common understanding, and articulate a vision for a set of new technology platform designed to support enterprise's rapid growth and expansion. Our objectives were to guide participants' thinking beyond function/capabilities (what & how) **toward common understanding of the purpose and value (why).**

Growth and development of talent was not a part of our agenda. Participants with adequate knowledge of a subject area (mostly IT leaders, engineers and architects) were guided through a series of workshops based around DTF and using thought provoking questions about the subject area at each of the four quadrants **to help them understand their role in the organizational transformation**, not in terms of technical functionalities but in terms of their purpose and values, and their alignment with current enterprise strategy.

Participant responses gathered during these workshops were analyzed using text analytics to establish **overarching themes weighted towards higher order thinking.** Responses were evaluated along the thematic reasoning established to quickly gain business goals and insight, without the time needed to develop talent upfront. During this process the specific order of thinking around themes was identified, giving us a good insight into how the groups (and individuals within specific group) think. These insights were shared with the participants **leading to a profound realization of individual differences in thinking complexity** and the need for a customized program to help them reach common ground, and consequently articulate a more comprehensive vision for the platform than originally thought necessary.

Probing a Team's Task Process Social-Emotionally and Cognitively

Three major aspects of intervention in a team's task process	Other-Dependent, "Level 3" Teams (UD2, DD3)	Democratic Consensus, "Level 4" Teams (UD3, DD4)	Conflictual Consensus, "Level 5" Teams (UD4, DD5)
Identification of major 'obstacles' to mental growth	Identifying self-sealing and sabotage as forms of disobedience	Identifying withdrawal strategies from team members (eg. hidden disobedience, resigning, ...)	Identifying possible 'acting in concert' strategies
Investigation of Governance structure(s)	Helping question sovereign authority that regulates singular truths	Helping question sovereign authority that stifles multiplicity of perspective	Building cooperative structures that tend to dismantle a supreme power (e.g., working in circles, → the holocratic approach)
Development mainly happens through developing the 'leader', and ... <u>simulations</u> where participants experience the basics of systemic thinking and can immediately apply them to their own situation (which they address in a more complex way).	... working with the dominant power coalition and creating awareness through a <u>strategy combining 'telling' and 'asking'</u> working directly with specific moments of dialectic and their associated thought forms, used as cognitive prompts for the benefit of solving concrete team problems and differentiating team goals

Courtesy Jan DeVisch

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Social-Emotional or Cognitive Team Coaching?

- A particular team, like an individual, may be in need of social-emotional more than cognitive coaching, or vice versa.
- Social-emotional team issues concern team cohesion and collaborative intelligence (inter-personal process).
- Cognitive team issues concern level of thinking of team members that may not be up to par with the problems the team is meant to address (task process).
- It is up to the coach to make a decision as to how to approach developmental work with a particular team.

Developmental Coaching Contributes to Coaches' Self Development

- Coaches are *effective* to the degree that they are themselves *developed as adults*.
- ***“Coaching skills” do not ultimately determine coaching effectiveness; FoR does.***
- Level of development of coaches can be accurately assessed by CDF, as is the case for clients.
- Records show that CDF assessment, listening and thinking, strongly contribute to coaches' self development.
- Check out testimonials at <http://interdevelopmentals.org/about-us/testi/>

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The Evidence Based Approach to Developmental
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