

Team Coaching For Maturity

An Adult-Developmental Perspective

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*This Course is dedicated to my colleague Jan DeVisch
whose input and critique have been invaluable
in developing this course*

Structure of the Course

Session 1 [slides 4-16; 17-35]

- Part 1: What adult-developmental theory says about teams
- Part 2: Enriching Team Coaches' Tool Kit by Including Knowledge about the Developmental Structure of Teams

Session 2 [slides 36-47]: Developmental Basics: Unified Teams

Session 3 [slides 48-58]: Developmental Team Typology

Session 4 [slides 59-68]: Conclusions and Exercises

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Session 6 [slides 84-98]: Wrap-Up: Signs and Encouragements of Maturity

Further Coaching Suggestions and Bibliography [99-106]

Session 1, Part 1

What Developmental Theory Says About Teams

The Business Case for Developmental Team Coaching

What percentage of team interventions does not lead to sustainable change and better results?

Proposal: If you really want to increase this percentage and create mind-shifting team conversations you need to broaden your intervention toolkit by including insights and tools from the constructive developmental domain.

What This Course Is About

- Suppose I would ask you to coach a project management group that has the mission of redesigning its company's ICT architecture (assuming you are sufficiently familiar with the ICT domain).
- How would you undertake this task from a behavioral team coaching point of view?
- How would you undertake the task from a constructive-developmental team coaching point of view?
- **This course will lead you out of the “flatland” in which teams have so far been situated, into a land with developmental peaks and valleys, in the form of 6 developmentally starkly different teams.**
- **The course will also raise the question of “how developed is the coach?”**
- The course will introduce you to developmental thinking about teams, whatever is their environment and task.

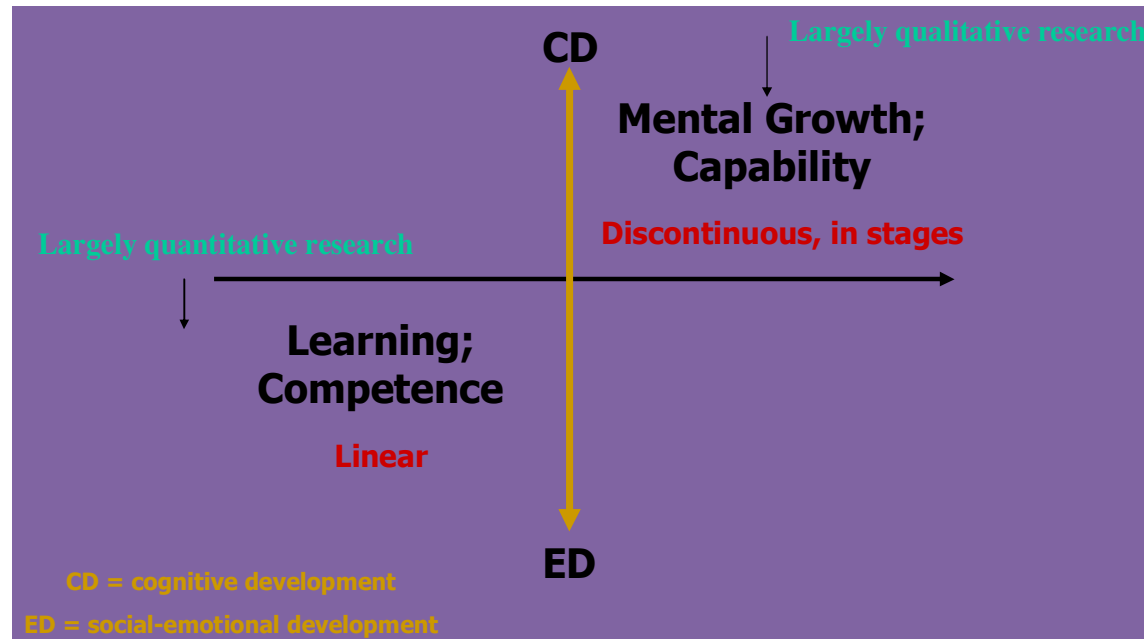
What is the “Developmental Approach to Teams?”

- Developmental theory concerns *different orders of consciousness* people acquire during their life time, sometimes addressed as “stages”, sometimes as “phases.”
- **The theory claims that team members’ and coaches’ way of feeling, acting, and thinking is a function of the *order of consciousness they are in* at a particular point in their life (career).**
- **The theory also claims that behavior is subject to, and determined by, adult development.**
- In particular, a difference is made between “social-emotional” and “cognitive” development whose lifespan trajectories differ although in real life they are different but inseparable.
- Social-emotional development is also referred to as “meaning making”, while cognitive development is referred to as “sense making”.
- In this course, we will focus on the impact of both meaning making and sense making on the functioning of teams, and equally on how a coach can become more effective by using developmental tools.

Learning is not Development

- Developmental theory also delivers an important critique of behavioral team theories and team coaching procedures, by pointing to the difference between “learning” and “development”.
- The theory says that learning is always domain specific, but that development is largely universal, not tied to specific competences.
- In fact, adult development sets limits to learning, and while it can promote learning it can also limit it or make it impossible (we don’t expect a 10-year old to master calculus, for instance).
- In this course, we distinguish 2 dimensions of development (mental growth), a horizontal and a vertical one.
- The vertical, developmental, one will be new to you, and is in focus here.
- Acknowledging the vertical developmental dimension has a diagnostic benefit for the coach: s(he) can acquire formal and informal (intuitive) methods for determining what kind of team s(he) is working with.

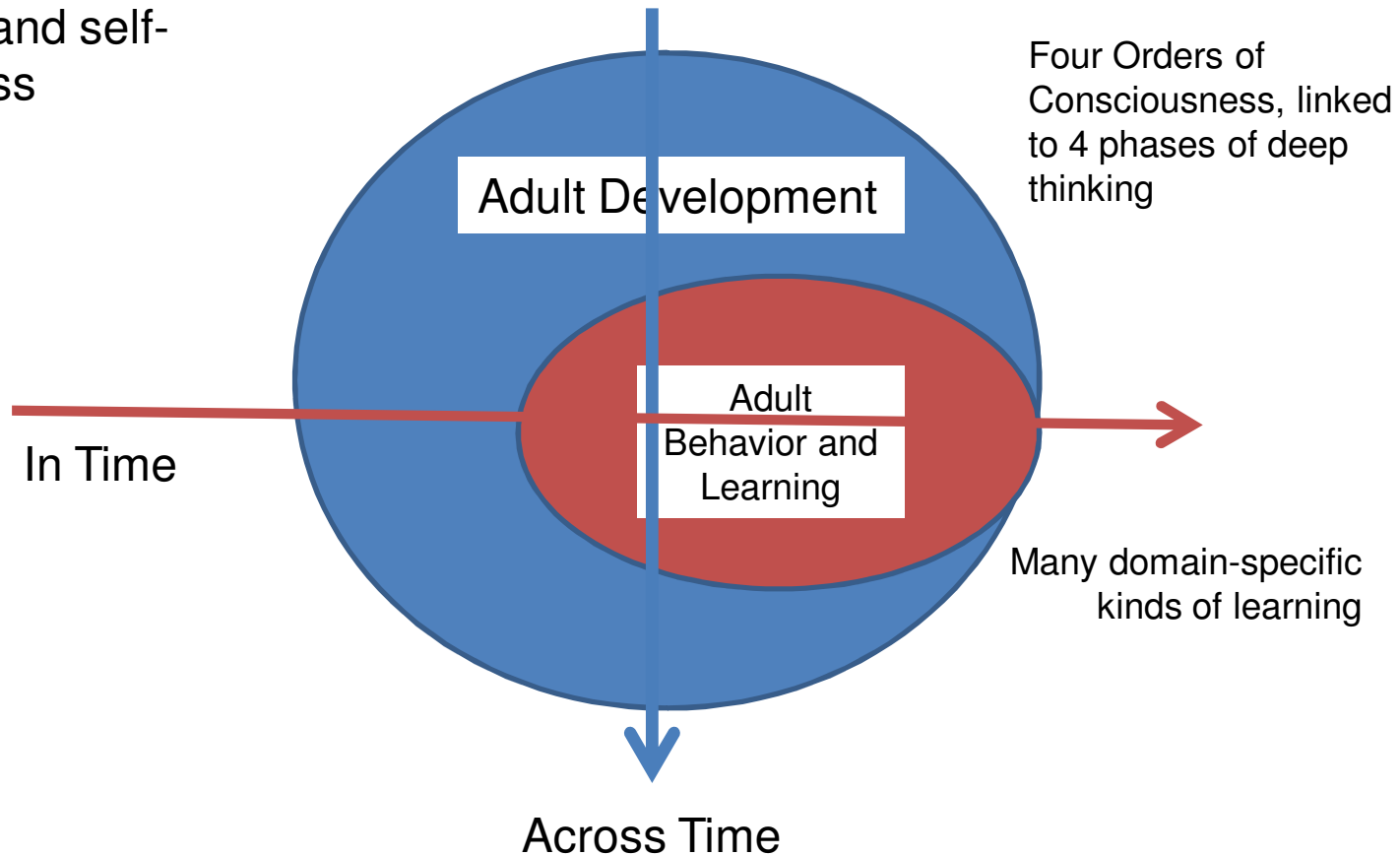
Horizontal Learning versus Vertical Development



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.

Summary

Developmental
sets limits to
learning and self-
awareness

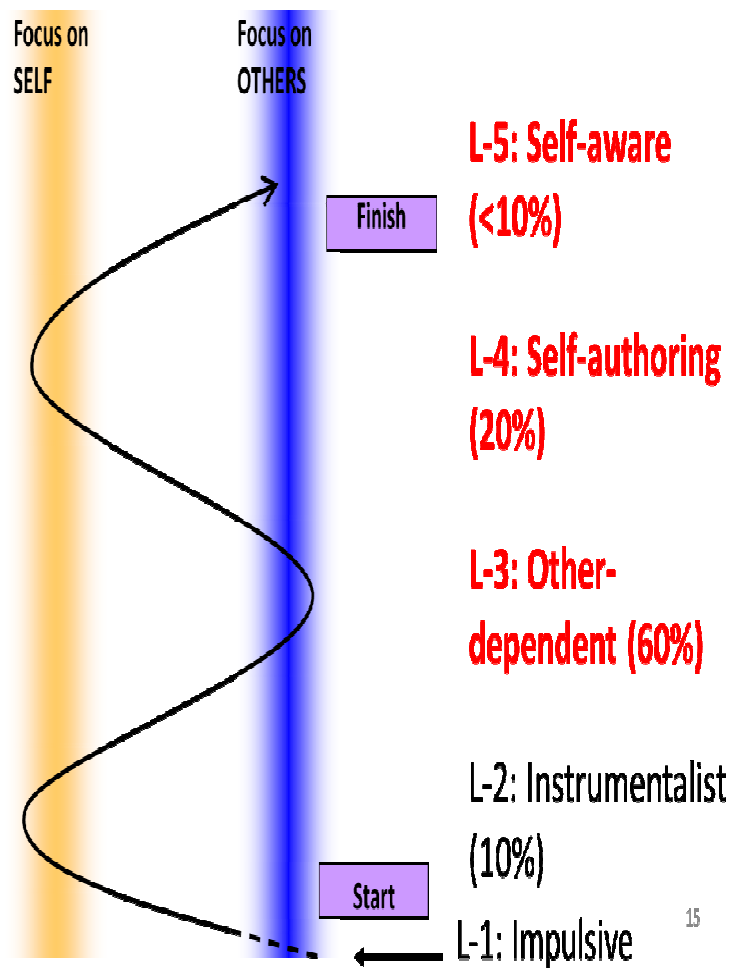


Developmental Core Issues of Teams

- Being or becoming a team members developmentally engages **two core strivings of individuals**:
 - The striving to be both “independent” and “included” by others.
 - The striving to obtain the biggest possible picture of the world.
- We refer to the first striving as “social-emotional meaning making”, and to the second as “cognitive sense making”.
- Both strivings are differentiated according to levels.
- We call “social-emotional levels” different ways of negotiating independence vs. inclusion by others, and distinguish 5 major “stages”.
- We call “cognitive levels” different ways of going about obtaining certainty of truth, through logical as well as systemic and holistic thinking, and distinguish 4 “phases” of deep (dialectical) thinking.
- **Both coach and team are always working on one of these stages, and in one of these phases.**
- The central question is this: is the coach developed enough (not just competent enough) to deal with the team’s mix of developmental levels?

Major Developmental Insights Relevant to Teams

Social-Emotional Insights

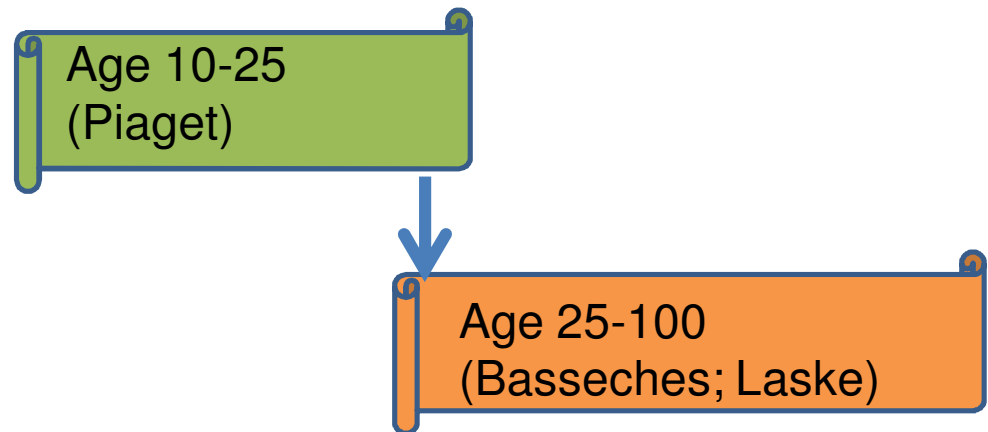


Kegan's Social-Emotional Theory

Cognitive Insights

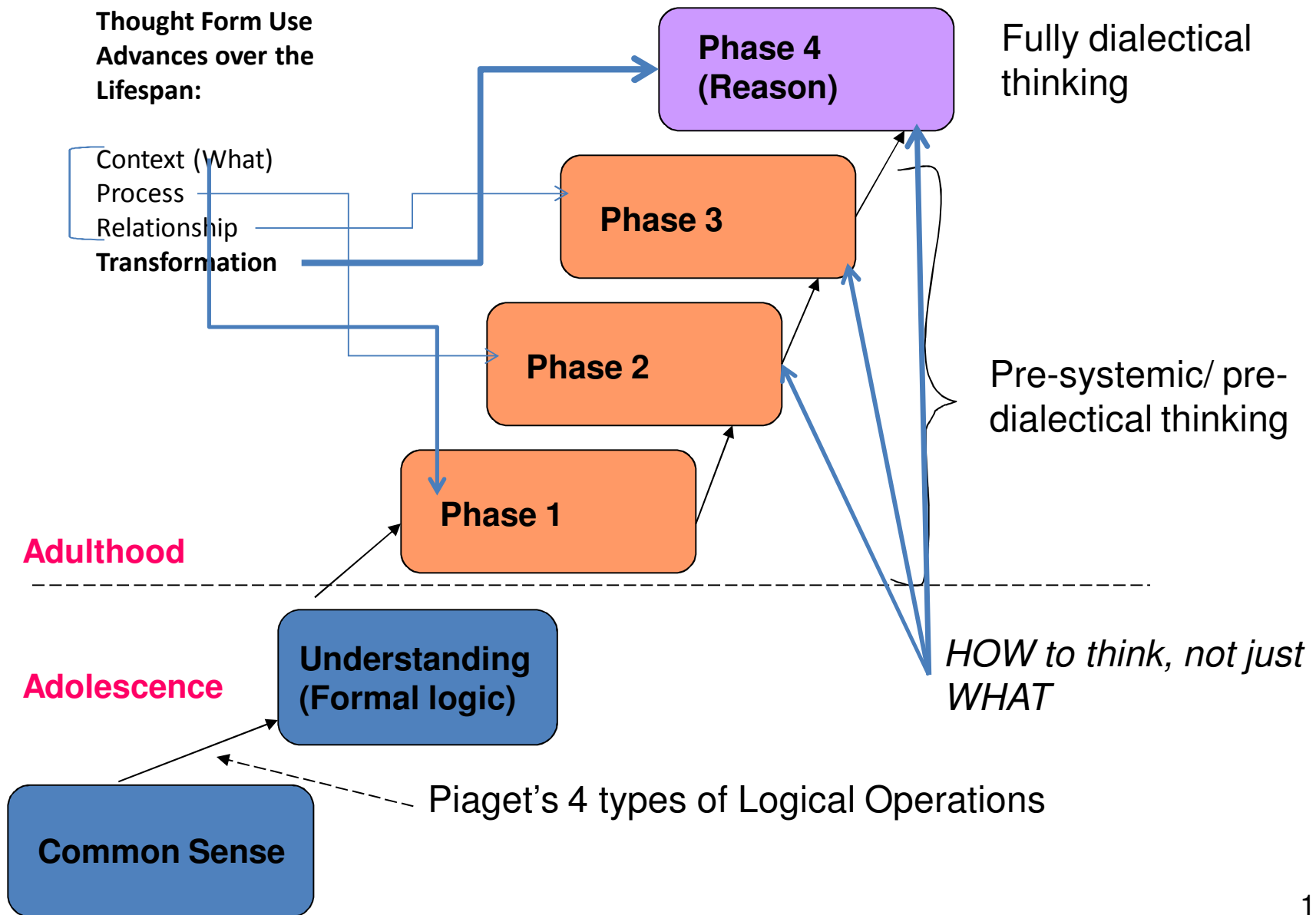
Two Different Modes of Thinking, developing alongside of social-emotional development:

- (1) *Formal logical thinking*: focus on **what** to think, content
- (2) *Deep, dialectical thinking*: focus on **how** to think, focus on thought forms measurable in terms of fluidity of thinking (F)



Transition from Logical to Deep, Dialectical Thinking.

Beyond Debate and Discussion to Dialog in Teams



Definition of “Team”

A team is a group of people at different developmental *levels* which typically fall into a specific developmental *range*, both in terms of their interpersonal (social-emotional) and their task process (cognitive).

From the perspective of **meaning making** and its *stages*, we can distinguish 3 main social-emotional *ranges*: Level 2-3, 3-4, and 4-5 teams. In each of these, team members relate to each other and the coach differently but predictably. (See the CDF team typology below.)

From the perspective of **sense making (*thinking*)** and its *phases*, we can distinguish 4 cumulative cognitive phases: (1) context- and “what-to-think” focused; (2) process-aware and change-focused; (3) relationship-aware and “common ground” focused; and (4) transformation- and “how-to-think” focused. In each of these, certain facets of *reality* are not seen.

Meaning making stages and sense making phases are intrinsically linked, just as interpersonal and task process are.

Definition of “Team Coaching”

Developmentally informed team coaching uses interactive “dialog” tools for two main purposes:

1. Empirically ascertaining the social-emotional TYPE OF TEAM the coach is actually working with; there are six fundamentally different teams.
2. Making cognitive, “deep thinking”, INTERVENTIONS based on thinking that is able to handle dialectical thought forms (of which below).

Doing coaching work is often easier for the external team coach than the team leader coach and manager coach because especially the former is part of the team and lacks insight into his/her own developmental level and limits, and consequently lacks distance from which to develop an objective view of the team.

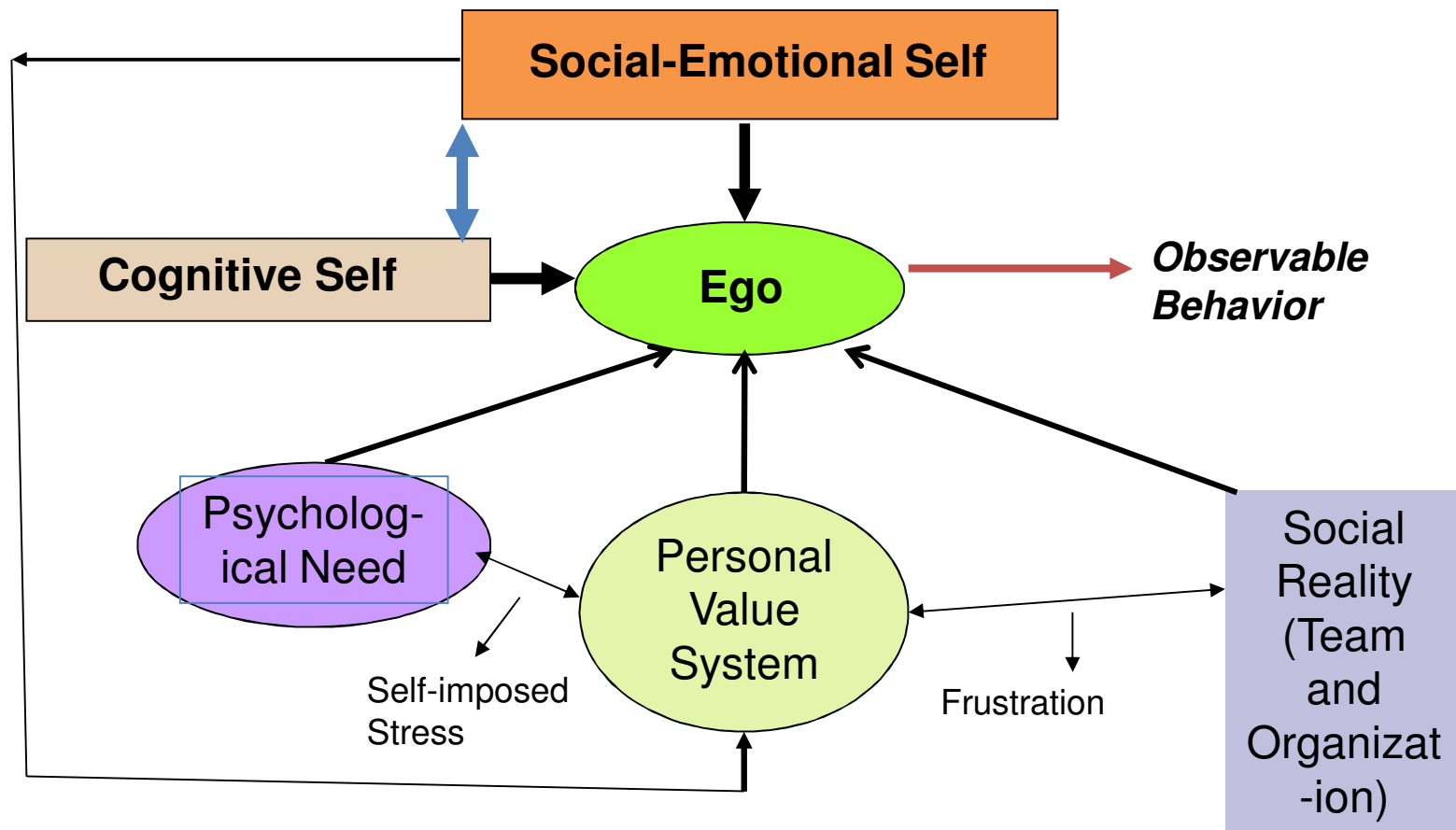
Procedural Benefits of a Developmental Approach to Team Coaching

- The coach comes to understand “team dynamic”, “team coherence”, “team identity formation”, and “team collaboration” etc. in a *structural* rather than anecdotal, observation-based, way.
- “Team development” (in the sense of a team’s interpersonal process) becomes defined as a progression through stages of meaning making of self and others.
- “Team development” (in the sense of a team’s [cognitive] task process) comes to be seen as a progressive deepening of team thinking, going from debate to discussion to dialog (based on using dialectical thinking).
- **Team coaches can be schooled to become experts in intervening in team’s interpersonal as well as task process, in a way that outpaces the capability of behavioral team coaches (whether team leader, manager, or external coach).**
- Consequently, team coaches can become expert in how to measure team maturity with constructive-developmental tools, and using cognitive-dialectical tools to foster team maturity.

Session 1, Part 2

Enriching Team Coaches' Tool Kit: Learning About the Developmental Structure of Teams

Team Maturity from the Perspective of the Constructive Developmental Framework



Psychological processes pertain to the Horizontal, i.e., learning, while social-emotional and cognitive self are associated with the Vertical.







Course Objective:

Increasing Team Coaches' Repertoire of Tools

Our behaviorally schooled client public is used to looking at team development in terms of four perspectives:

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

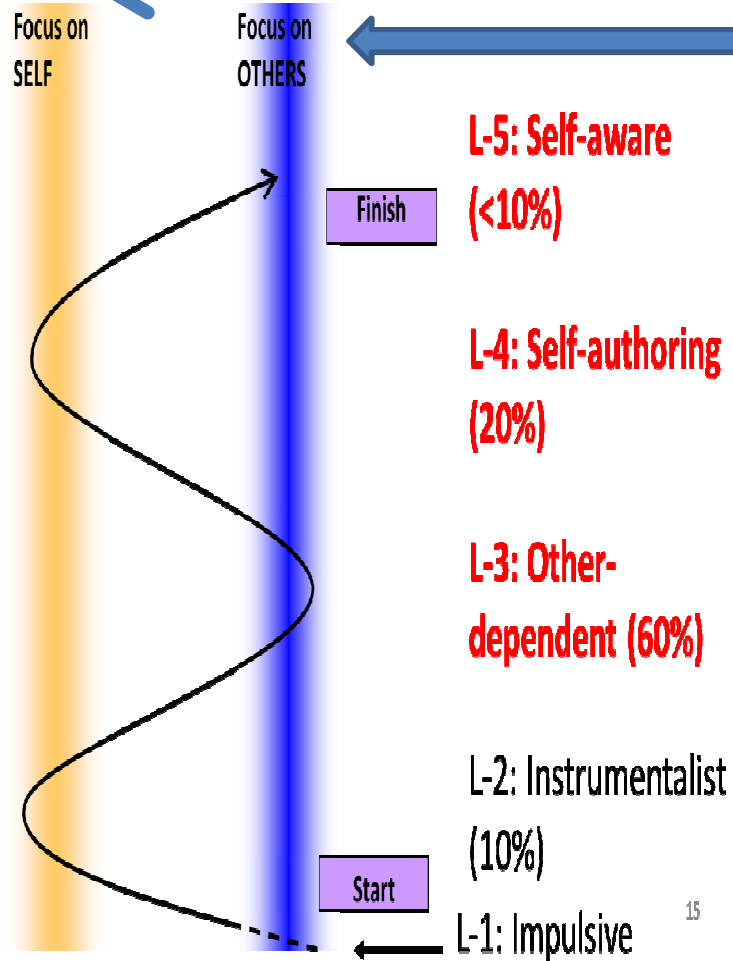
Accordingly, **most questions regarding team maturity are about creating a team that delivers on expectations, based on improved performance.**

The team typology introduced in this course extends further, **focusing on understanding, as well as influencing, developmental differences within and between teams.**

The central question addressed is this: as team coaches, how can we to benefit from adult-developmental insights (elaborated between 1975 and 1995 at the Graduate School of Education at Harvard, and condensed in the Constructive Developmental Framework taught at IDM)?

“Stages”

Social-Emotional Insights: There is a lifelong attempt to be both independent and included by others



The 5 main social-emotional stages are **temporary points of equilibrium** between Focus on Self (being independent) and Focus on Others (being included by Others)

Kegan's Social-Emotional Theory

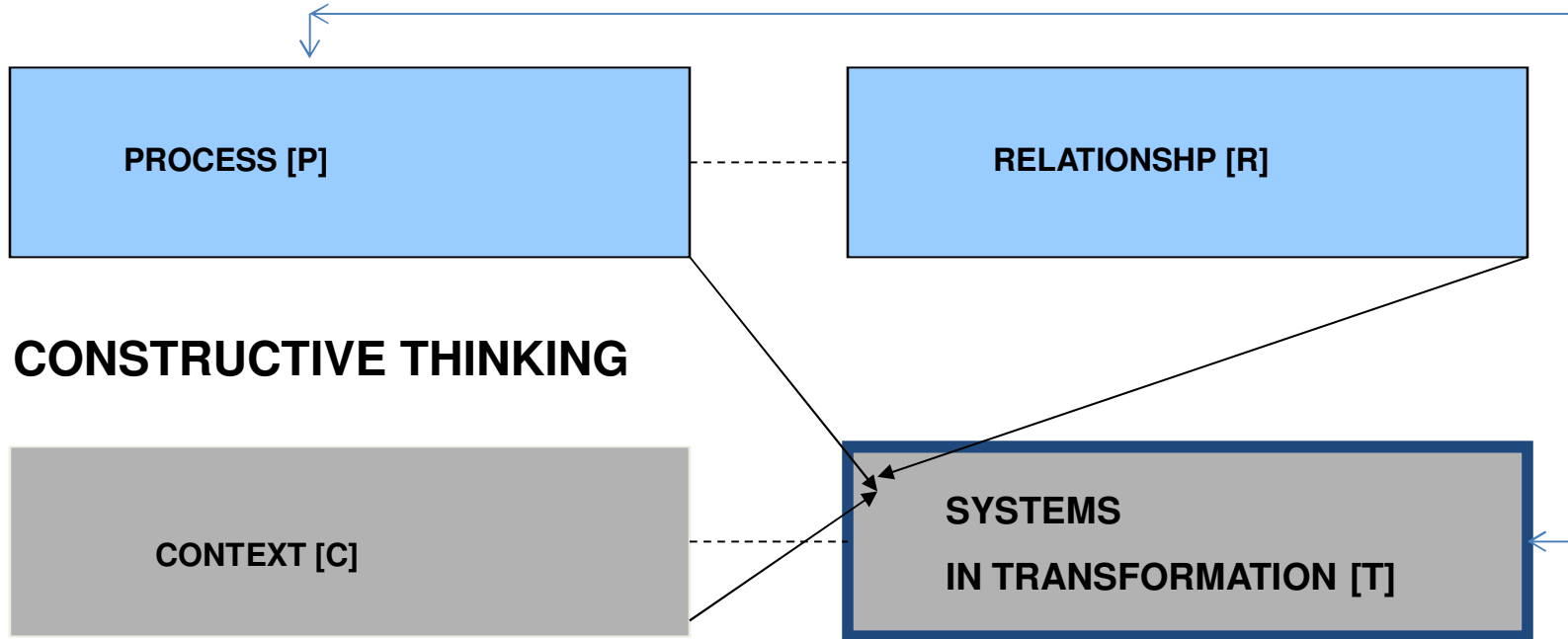
What It Entails to Reside on a Particular Stage of Meaning Making [interpersonal process]

- **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 (10% of people).
- **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 (60% of people).
- **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.

“Phases”

Cognitive-developmental insight: there is a life-long attempt to reach beyond the picture of a static world suggested by logical thinking, by way of embracing dialectical thought forms of process, relationship, context, and systems in transformation

CRITICAL THINKING

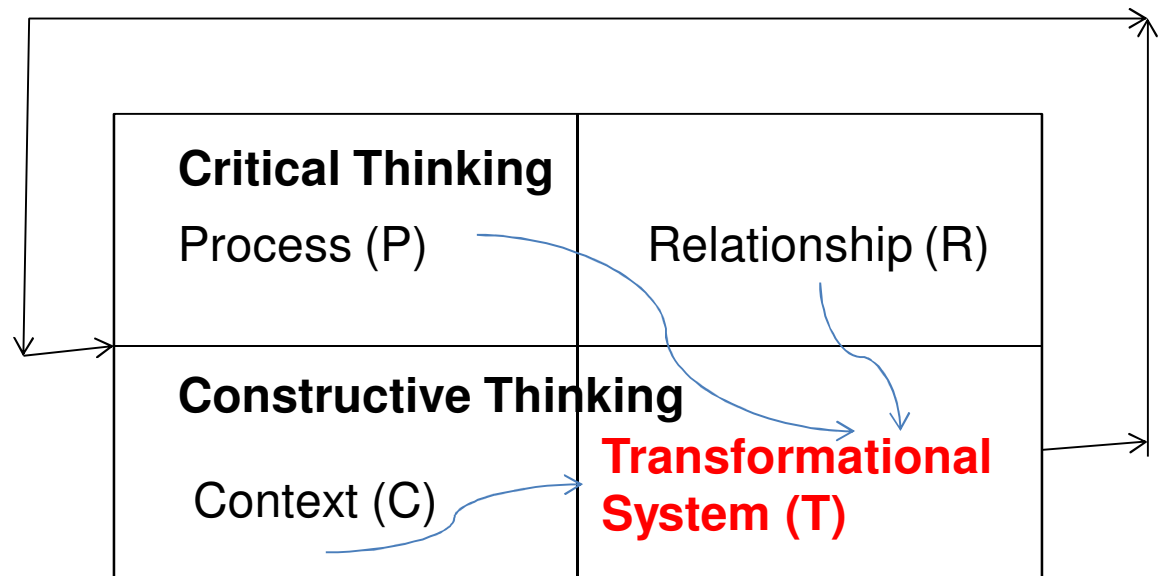
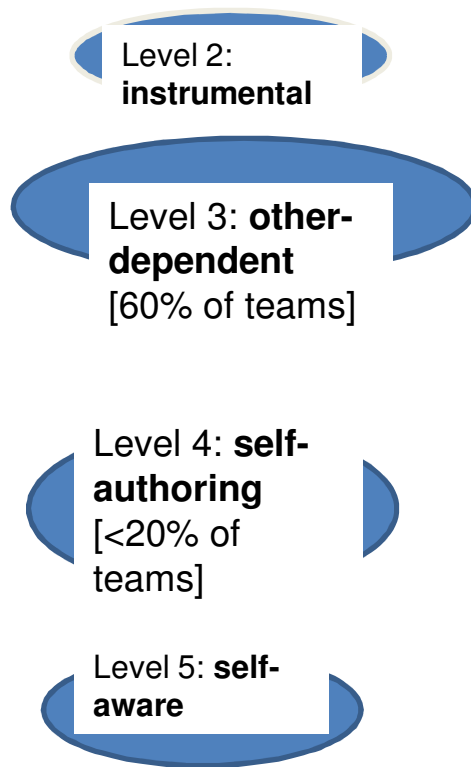
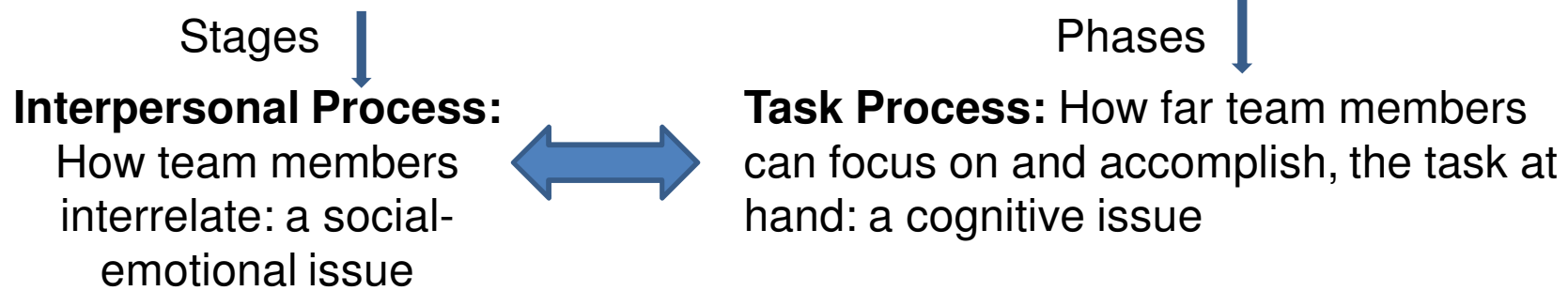


Four Phases of Deep (Dialectical) Thinking

[which presuppose maturity of formal logical thinking in early adulthood]

- **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 coordination, leading to **transformational thinking**. The focus of thinking is on HOW what is thought is thought. Transformational systems. Fluidity >50.

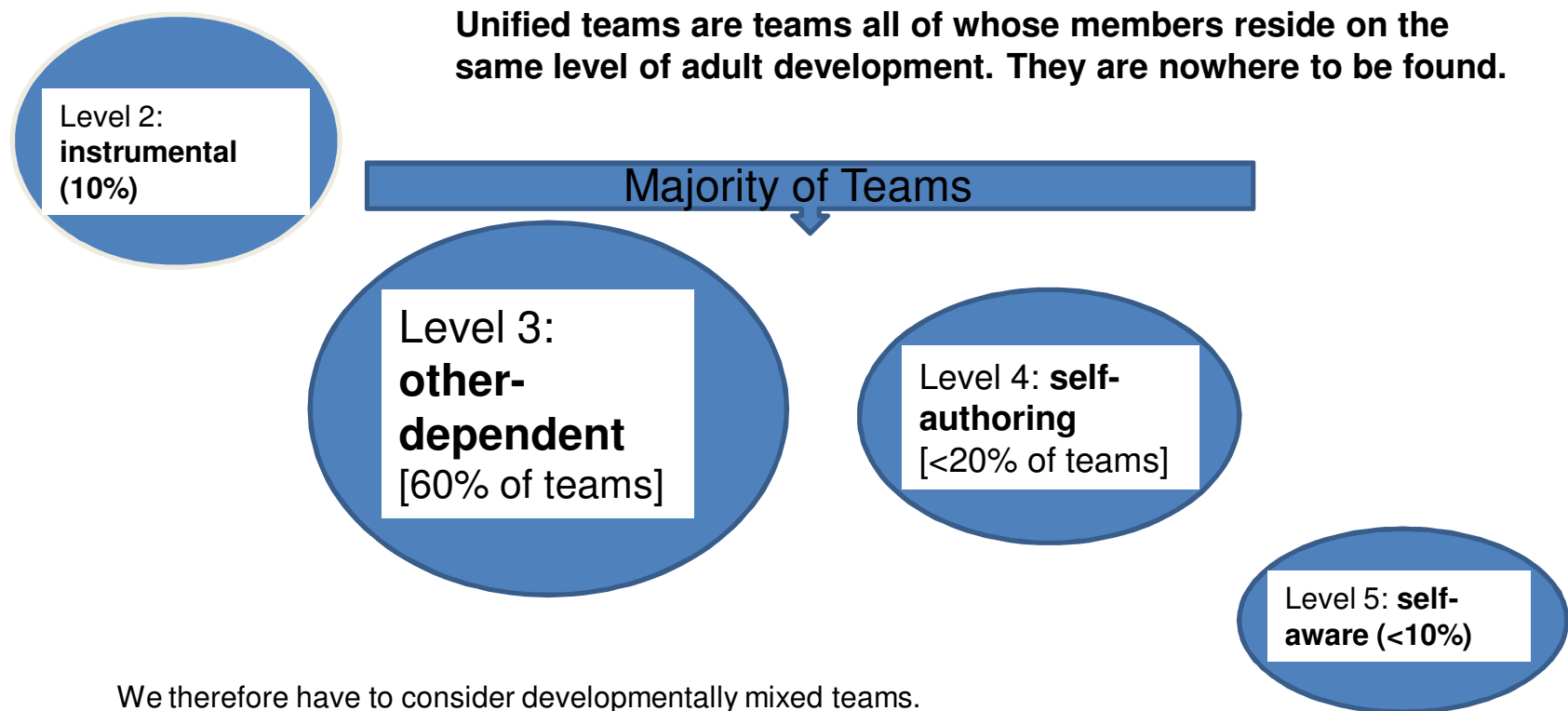
Stages and Phases Together Define Team Maturity



The higher a team's maturity, the more are the two processes equilibrated.

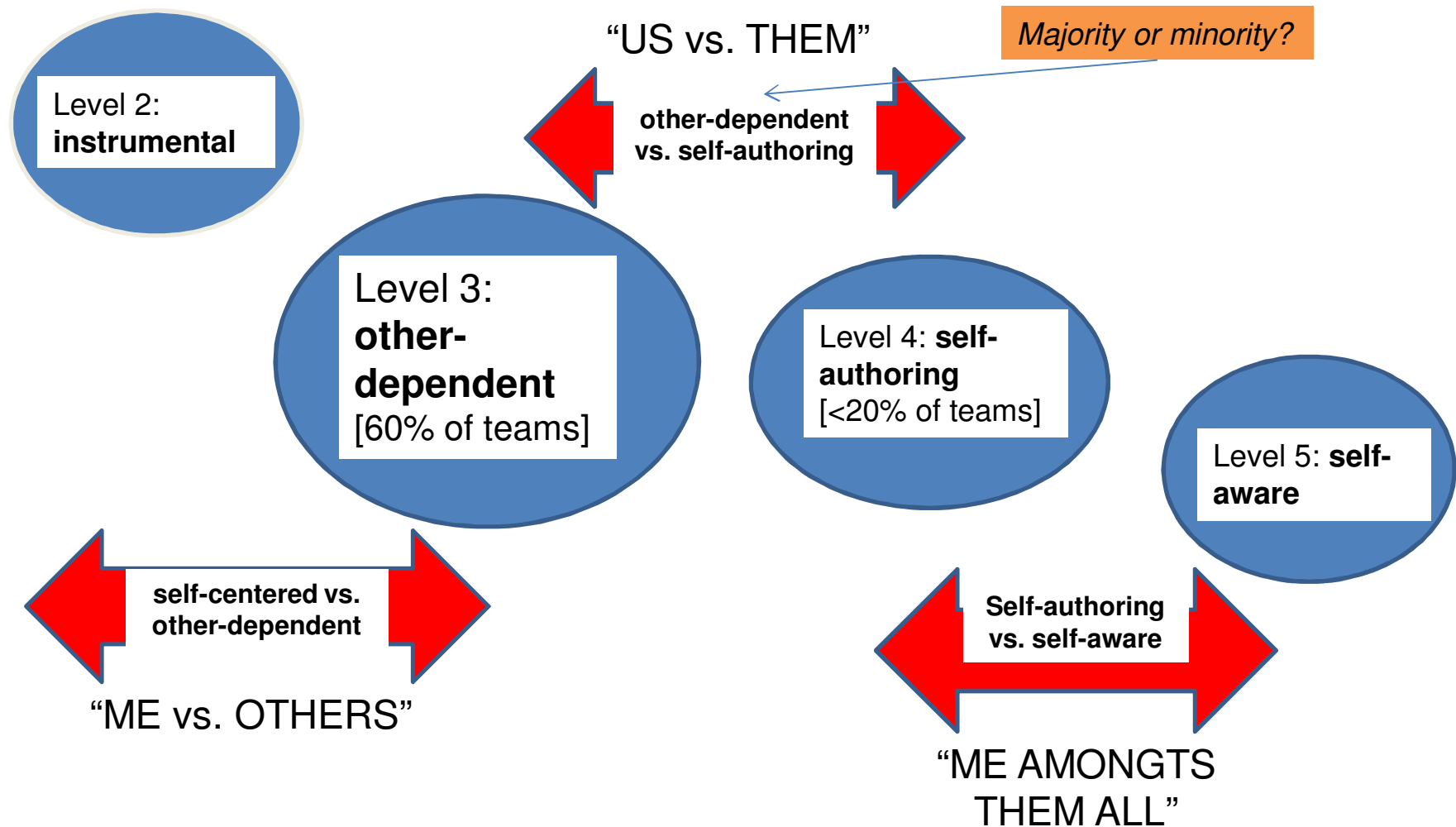
Social-Emotional Basis of Distinguishing Teams

Unified Teams Define a Baseline for “Real” Teams



We therefore have to consider developmentally mixed teams. These exist in three **ranges**: Level 2-3, Level 3-4, and Level 4-5. Distinguishing the team's majority from its minority, we can speak of teams developmentally divided between their minority and their majority. **One part of the team is at a higher level than the other part.** We therefore speak of “upwardly” and “downwardly” divided teams. Their dynamic derives from the mix of different adult-developmental levels of meaning making.

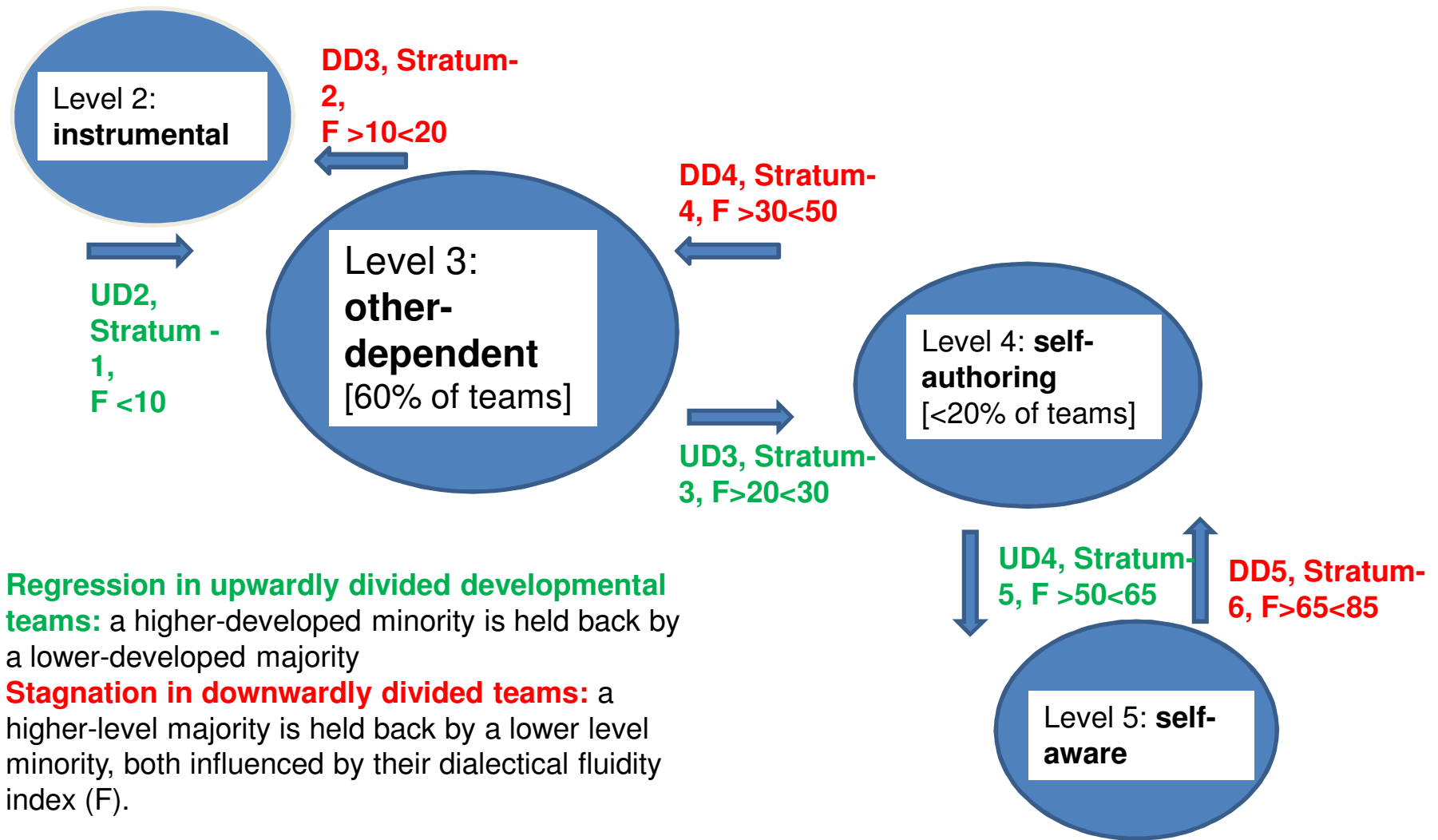
Inbuilt Antagonism and Developmental Tension Pervading All Real Teams



Upward and Downward Division of Teams

- **Upward** and **Downward** presuppose that we look at a team in terms of the RANGE of intermediate developmental levels it includes (L2-3, 3-4, 4-5).
- Within these ranges we can distinguish the majority from the minority of team members.
- “Upward” refers to a team’s majority being at the lower level (e.g., L2) while a minority of team members is more highly developed, making meaning and sense at L3.
- “Downward” refers to a team’s majority being at the higher level (e.g., L3) while a minority of team members is less highly developed, making meaning and sense at L2.
- In teams functioning over more than a single year, we find a developmental tension toward higher levels of meaning and sense making if either regression or stagnation can be overcome.
- Upwardly divided teams (UD2-3-4) tend toward regression, while downwardly divided teams (DD3-4-5) tend toward stagnation.

Inbuilt Tendencies in Upwardly and Downwardly Divided Teams



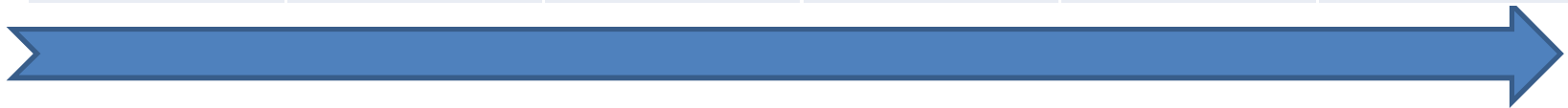
Six Types of Upwardly and Downwardly Divided Teams



	Delivering on Expectations		Peer Consensus		Conflictual Consensus	
Type of Team	UD2 majority L2, minority L3	DD3 majority L3, minority L2	UD3 majority L3, min. L4	DD4 majority L4, minority L3	UD4 majority L4, minority L5	DD5 majority L5, minority L4
Accountability	Service and Execution Excellence	Optimization of present practices	Rethinking of operational processes	Developing and testing alternative strategies	New business models	Repurposing industry; global concerns
Level of Self Awareness (Meaning Making)	Very low	Low	Moderate	Moderate to high	High	Very High
Level of Complex Thinking (Fluidity)	Very low	Low	Moderate	Moderate to high	High	Very High
Nature of Identity Formation	?					
Management of Power Dynamics	?					
Structure a Team's Developmental Journey?	?					

Developmental Journey(s) of Teams

Stratum-1	Stratum-2	Stratum-3	Stratum-4	Stratum-5	Stratum-6
UD2 [rare]	DD3	UD3	DD4	UD4	DD5 [rare]
Lower developed majority (L2) follows higher minority (L3)	Lower developed minority (L2) follows higher majority (L3)	Lower developed majority (L3) follows higher minority (L4)	Lower developed minority (L3) follows higher majority (L4)	Lower developed majority (L4) follows higher minority (L5)	Lower developed minority (L4) follows higher majority (L5)



- **Team development is crucially determined by the majority/minority structure of a team:**
 - upwardly divided teams tend to *regress* to the lowest common developmental level
 - downwardly divided teams tend to *stagnate* at the level of the majority which is held back by the less-developed minority.
- A team's development has to do with (a) *motivation, values, self-validation, and team cohesion*, but also with (b) *epistemic openness, striving to see the 'big picture', role accountability, and the way of acting in one's role relative to the team as a whole*.
- Socially well supported teams tend to be more open to mental growth.

Tools Available for Developmental Team Coaching

- Instead of the Myers-Briggs and assorted 360 tools, when focusing on team maturity, we use assessments contained in Laske's *Constructive Developmental Framework* (1999) which derive from structured interviewing (qualitative research).
- CDF tools give us a reading of two aspects of a team's dynamic:
 - The level of social-emotional “meaning making” of the team, i.e., its social frame of reference
 - The level of cognitive “sense making” of the team, i.e., its way of managing complexity.
- Knowing a team's level social-emotional frame of reference permits us to diagnose the developmental type a team belongs to, thus its interpersonal process.
- Understanding the nature of a team's conceptual discourse (structure of thinking) permits us to understand the team's task process, and use cognitive interventions.
- **Using CDF tools, a team can develop a clear set of behavior and communication expectations (team charter) which are commensurate with a team's level of maturity.**
- **Maturity is directly related to what a team potentially CAN achieve (team resources), the team's potential capability rather than its presently applied capability.**

Session 2

Basics: Unified Team

We won't understand real teams if we don't understand the consequences of the fact that real teams comprise team members residing on two or more intermediate levels between the levels define the teams developmental range.

For instance, between L2-L3, one finds **four intermediate levels**: L-2(3), L-2/3, L-3/2, and L3(2).

Members of a team in the range L2-L3 may represent all of these levels.

To appreciate the consequences of this mix of levels, we first have to fully understand each of the levels, -- the blueprint of teams I call "unified teams" (L2, L3, L4, and L5 teams).

Team Characteristics Rooted in their Members' Adult Development

SOCIAL-EMOTIONAL CHARACTERISTICS*	
Aspect	Traits Specific to Level
Motivation	<i>Basic motivation for belonging to team</i>
Values	<i>Nature of values held by team members</i>
Role of team membership	<i>Personal status related to status within the team</i>
Self-validation	<i>Team members' way of self-confirmation within the team</i>

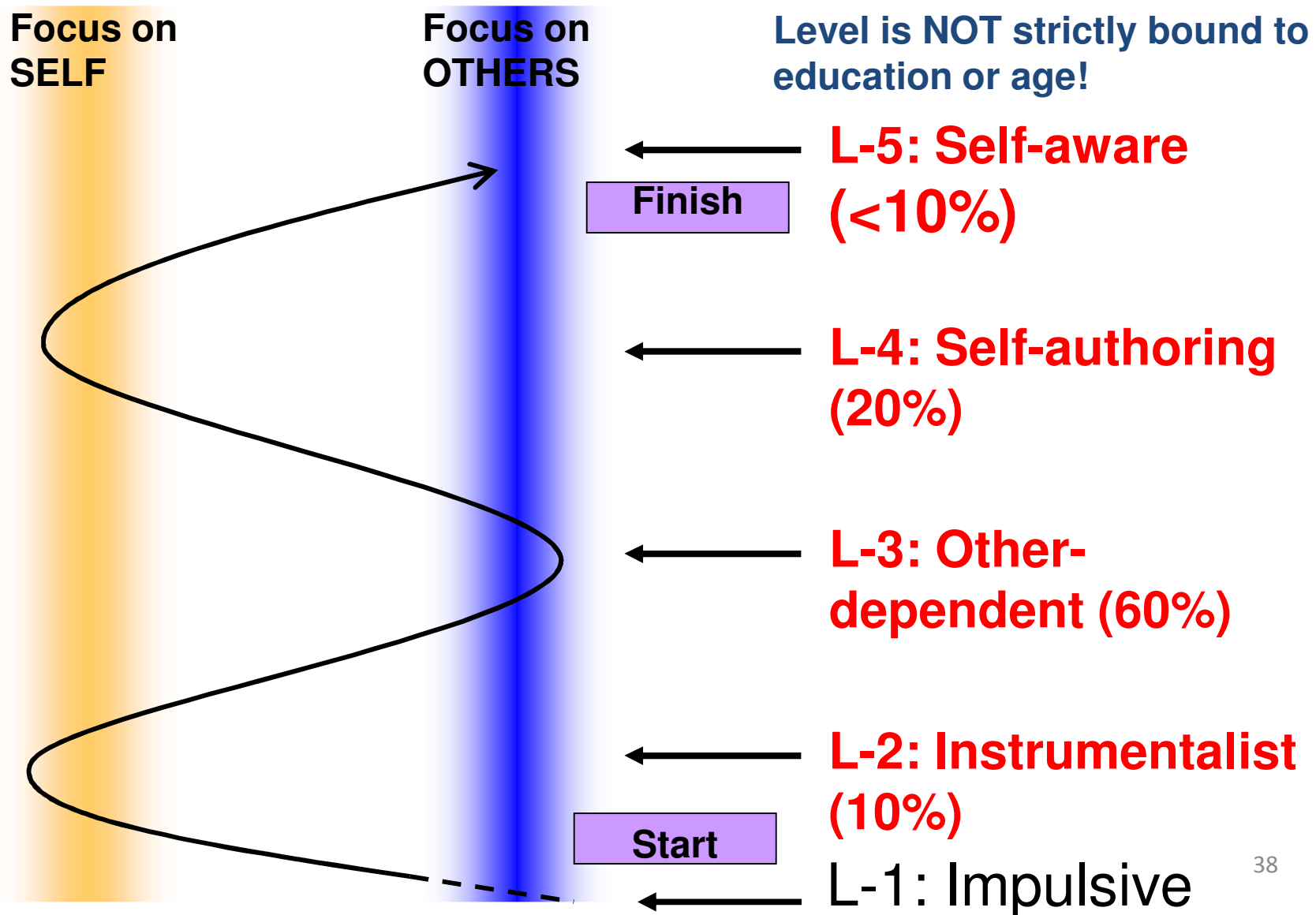
* To be distinguished from psychological characteristics

COGNITIVE CHARACTERISTICS	
Aspect	Traits Specific to Level
Motivation to see the Big Picture (C)	<i>Cognitive need to think systemically within and beyond the team</i>
Role Accountability and Value Add (P)	<i>Adaptation of own accountability level to needs of the team as a whole (value-add to team's work)</i>
Own Role in relationship to team (R)	<i>Understanding of the intrinsic relatedness of a team member to the team as a whole as common ground</i>
Epistemic Openness (T)	<i>Cognitive resources for curiosity and transformational agency</i>

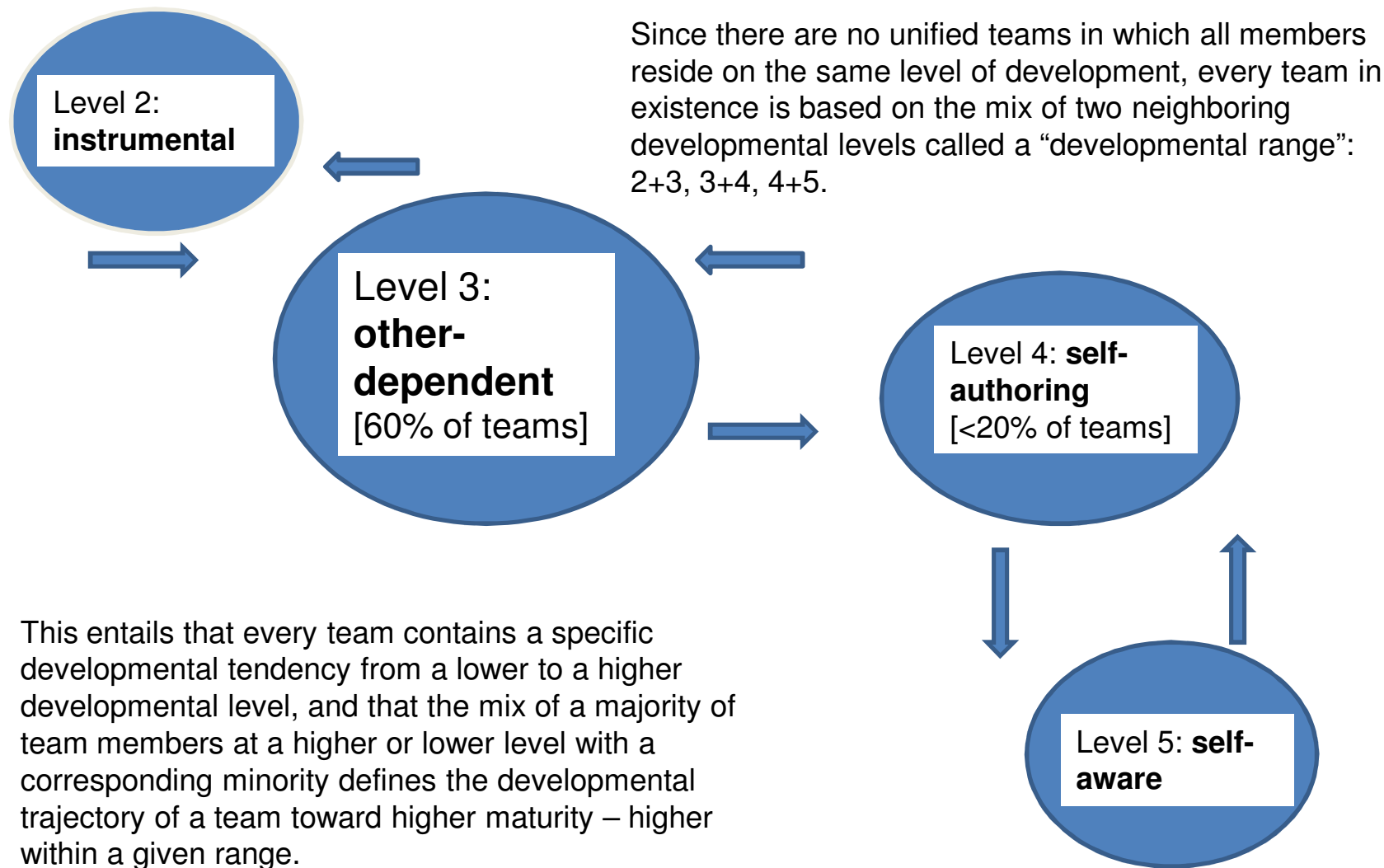
Understanding each of the six divided teams requires insight into the essence of four distinct maturity levels of teams: L2 to L5.

A discussion of each maturity level follows.

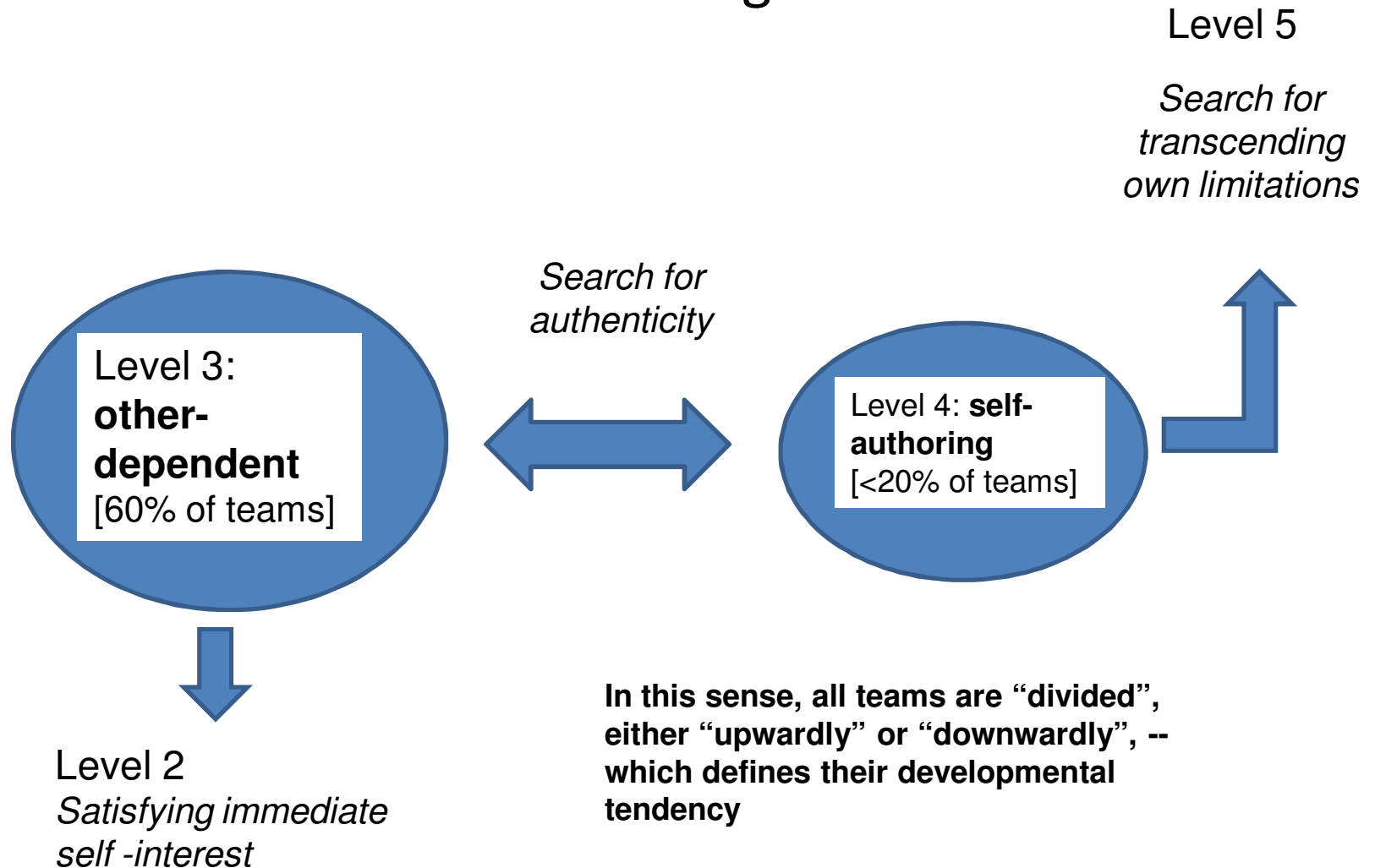
Where Team Motivation and Values Come From



All Real Teams Exist in a Particular Adult-Developmental Range: 2-3, 3-4, 4-5



Real Teams Are Developmentally Mixed, Embedded in a Developmental Range with a Lower and Higher Limit



Defining “Team Maturity” More Precisely

- The adult-developmental use of the term “team maturity” refers to “team maturity **within a particular developmental range**”, such as L2-3, L3-4, L4-5.
- Since most teams consist of a developmental majority and minority, enhancing team maturity amounts to “lifting the majority of a team to the level of the team’s minority” (upwardly divided team), or “lifting the minority of a team to the level of the team majority” (downwardly divided teams).
- **In this way, the notion of “team maturity” takes on a very precise meaning, that of “enhancing a team’s meaning making” (social-emotional profile) or “enhancing a team’s sense making” (cognitive profile or *thinking*), or both.**
- **Working toward team maturity** presupposes diagnostic insight into the type of team one is dealing with (or part of), and how as *team leader coach* or *manager coach* one may hold back or promote a team’s development (depending on whether a coach belongs to the minority or majority of the team, or transcends both).
- Some coaches may be more effective in working with the developmentally advanced rather than delayed part of the team (depending on their own profile).

How Mature (not just “competent”) is the Coach?

- Developmental team coaching brings to light an issue never, or rarely, dealt with in the behavioral team literature: **on what level of adult development, social-emotionally and cognitively, is the coach**, or should s(he) be given the developmental type of team s(he) is engaged with?
- In developmental coaching, this question ceases to be taboo.
- It is acknowledged that a coach who is less developed than the members of his/her team is actually doing harm to the team, however “competent” s(he) may be.
- **Developmental harm is done wherever a coach is emotionally and cognitively NOT as developed as are team members.**
- For instance, working with a team whose highest developed part resides at stage X, the team’s social-emotional and cognitive development has to be at least X+1.

Unified Level-2 Teams: Everybody for Himself



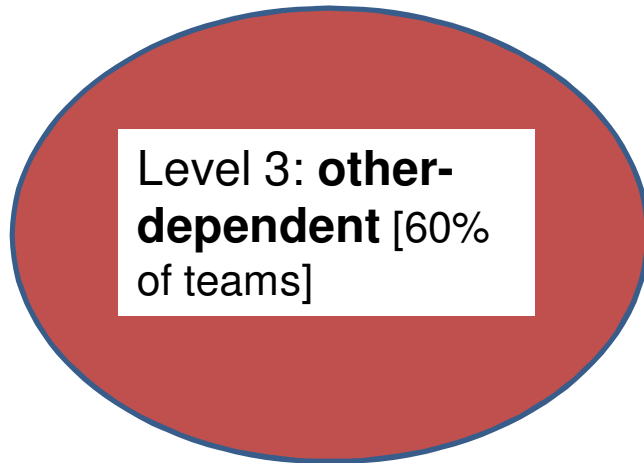
Hypothesis about Team's Behavior

- **Communication:** unilateral, without an understanding of others' mind and feeling
- **Relationship of interpersonal to task process:** interpersonal process completely overrides task process
- **Conflict management:** The stronger eats the weaker
- **Need for, and relationship to, power:** absolute need for power with cynical attitude toward others' power
- **Optimal conditions for team success:** merger of everybody's self interest
- **Role definition:** defined by strength of personality
- **Leadership sharing:** only as an instrument of remaining in power
- **Optimal problem solving and planning methods:** short-term goal setting with immediate rewards; minimal time horizon
- **Ability to handle risk:** depending on psychological profile unmediated by thought
- **Optimal leader:** a person admired for his/her smarts or ruthlessness

Developmental Team Characteristics

- Members of a L2-team are guided by their own wants and need and will use any means that puts themselves in full control of their own self interest.
- Team members will follow convention only as long as it is in their self interest, and use deception when they can get away with it.
- Team members will stick together and move toward becoming a "team" only as long as they believe there is a promise of being helped by others in reaching their own goals.
- The mode of thinking in this team is *instrumental*, in the sense that each member sees others' as an instrument of his/her own need satisfaction.
- The development of this team is based on an increase of socialization, in the sense of becoming able to understand how others feel and think, not only about themselves but also about their work.
- *This team's dynamic is one toward other-dependence, to the point where all team members feel they are sitting in the same boat.*

Unified Level-3 Team: Delivering on Expectations



Hypothesis about Team's **Behavior**

- **Communication:** Tuned to others' expectations as the root of self identity
- **Relationship of interpersonal to task process:** interpersonal process largely swallows up or dictates task process
- **Conflict management:** Least harm to all
- **Need for, and relationship to, power:** need for power suppressed if seen as breaking consensus; uncomfortable relationship to power
- **Optimal conditions for team success:** whatever engages or protects members' other-dependent identity
- **Role definition:** what best keeps me in the team's esteem
- **Leadership sharing:** welcome if rotating
- **Optimal problem solving and planning methods:** reliance on reputation in the team; planning subordinate to maintaining consensus
- **Ability to handle risk:** a function of the need for risk sharing
- **Optimal leader:** the person modeling and representing team unity

Developmental Team Characteristics

- Members of an L3-team are “other-dependent” in that they define themselves based on the expectations of internalized or external others, referred to as a “leader”.
- Their boundaries with others are not well-defined, and a self-generated system of values is absent. For this reason, they don't make good change agents and decision makers.
- Connection between team members tends to be based on a particular “expert logic”, so that thinking is overwhelming “downloading” of pre-defined models (discussion, not dialog).
- There is a false belief that differences can be resolved through rational analysis, and that a consensus can be reached without excluding somebody or something.
- The development of the team is based on an increase in self-identity, that is, in becoming more and more able to live and act according to one's own idiosyncratic value system.
- *This team's dynamic is one toward self-authoring, to the point where all members of the team feel so thoroughly identified with their own principles and values that they are able to respect, but cannot embrace, others' values.*

Unified Level-4 Team: Democratic Consensus



Hypothesis about Team's Behavior

- **Communication:** conversation of peers
- **Relationship of interpersonal to task process:** task process dictates inter-personal process
- **Conflict management:** persuasion based on own values and abstract goals and models
- **Need for, and relationship to, power:** based on standing up for one's values (integrity)
- **Optimal conditions for team success:** follow my vision, or best argument
- **Role definition:** competence and experience based
- **Leadership sharing:** competence and experience based
- **Optimal problem solving and planning methods:** insistence on one's level of accountability and need for overseeing agenda
- **Ability to handle risk:** identification with larger whole seen as based on my personal integrity
- **Optimal leader:** most pragmatic implementer of fact-based shared vision

Developmental Team Characteristics

- Members of an L4-team define themselves by their own value system and “integrity” but have a problem standing away from their own perspective.
- Boundaries between them are clearly defined; therefore, team conflict takes the form a struggle between adversaries who acknowledge shared interests while dis-agreeing on their interpretation.
- The team is considered a “neutral” terrain in which different positions compete for power. (At each moment, there is one dominant power coalition, and those not belonging to it are expected to remain loyal to the team.)
- Members of this team will stick together as long they believe that despite potentially significant differences they are stronger together than alone.
- The development of this team is based on the increasing realization that no further self development is possible without engaging others as mid-wives, in order to discover one's own blinders and limitations, and unlock new potentials.
- The team dynamic is one that toward *self awareness*, to the point where team members become *friends* in the structural sense of complete trust, at least in their work (if not also in their life).

Unified Level-5 Team: Conflictual Consensus



Hypothesis about Team's Behavior

- **Communication:** humble inquiry putting asking over telling and doing
- **Relationship of interpersonal to task process:** task process based on humanitarian goals expressing everybody's own transformational stance
- **Conflict management:** need to understand how conflict is generated in others compared to oneself
- **Need for, and relationship to, power:** no or little need for power; respectful relationship to power however perceived or defined
- **Optimal conditions for team success:** full and frank airing of all interpersonal conflicts and their resolution for the sake of the greater good
- **Role definition:** a function of understanding one's own limitations in terms of personality and competence
- **Leadership sharing:** consensus overriding individual leadership
- **Optimal problem solving and planning methods:** identification with larger whole based on a holistic vision of actions required
- **Ability to handle risk:** shared responsibility
- **Optimal leader:** person of highest standing in a transpersonal perspective

Developmental Team Characteristics

- Members of an L5-team think of and treat others as contributors to their own development, thereby modeling ongoing learning, self-inquiry, and risking critical self-exposure.
- These individuals are no longer focused on their own achievement, but are rather concerned about their own legacy.
- As adversaries, they recognize the legitimacy of the demands of the other team members or opponents, while knowing that there is no rational solution for their conflict.
- The development of this team has reached the opposite pole of the L-2 team in which everybody is working on his/her own behalf.
- The team's dynamic is one of *transformation*, in the sense that team members strive to find always new ways of overcoming the self limitations they are aware of.
- Members of a unified level-5 team constitute the most complete unit different individuals can form, a unit marked by *generativity* and *guardianship*, both of which transcend self interest in all of its forms.

Zone of Proximal Development of Teams

- It is hard to imagine teams developing entirely without outside support, whether from their environment or a leading member of the team.
- We should therefore distinguish between the *social scaffolding* of the team and the *self-scaffolding* (self-coaching) of team members (Vygotsky).
- **The notion of a team's *zone of proximal development* entails that a team matures within a particular organizational context that includes not only the team's actual level of performance and accountability, but also how susceptible team members are to different types of help, the sequence in which these types of help are offered, the flexibility or rigidity of stereotypes previously formed by team members, and the openness of team members to collaborate with each other and a team coach.**
- We say that team maturity falls within a *zone of proximal development* whose **lower limit** is defined by what the team can do *left to its own devices*, while the **upper limit** defines what the team can accomplish *with social scaffolding* (such as team coaching).
- This notion entails that the **relationship between learning and development is reciprocal**: learning feeds development (without automatically leading to development), and development sets limits to learning.

Session 3

Developmental Team Typology

When moving from unified teams to mixed (i.e., divided) teams, the tendencies found in successive unified teams (L2-3, L3-4, L4-5) **co-exist** in one and the same team.

To what extent the “lower” and “higher” tendencies prevail depends on the size of a team’s developmental minority or majority.

Team coaching that is not based on an assessment of these tendencies and the proportions in which they exist in a team will have limited effectiveness.

Main Characteristics of Mixed (Divided) Teams

- Every existing team is divided into a majority of higher/lower developed, and a minority of lower/higher developed, team members.
- This intrinsic developmental conflict in teams (say, between L2 and L3, instrumental vs. other-dependent) accounts for both their failures and potential successes.
- Embedded in just one of three developmental ranges, each team naturally embodies a *peculiar tendency toward mental growth*.
- **Team Leaders, managers and external team coaches who can assess this tendency are better equipped to support and scaffold team development.**
- The nature of the developmental tendencies found in the three developmental ranges differ:
 - **L2 to L3:** are on a tendency toward other-dependence
 - **L3 to L4:** are on a search for authenticity
 - **L4 to L5:** are on a search for transcending own limitations and joining a bigger vision of the world.
- In what follows, I present each of the six teams in its unique characteristics.

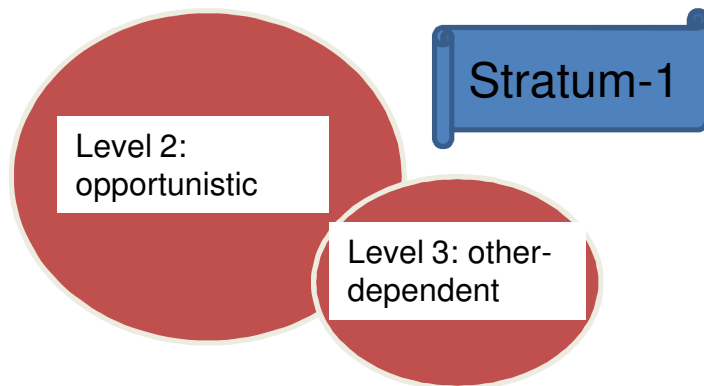
The Ten Most Important Team Challenges

As a Basis for *Hypothesizing* Team Behavior

The relationship between the developmental characteristics of a team and its behavioral traits is non-linear, and thus hypothetical..

- **Communication:** how do people who make different kinds of meaning of the team's purpose and goals manage to "understand" each other?
- **Relationship of interpersonal to task process:** is team members' relationship issues trumping the furtherance of tasks and goals in the team, or vice versa?
- **Conflict management:** what is the root of the conflict in a team, and how is it managed?
- **Need for, and relationship to, power:** do those more highly developed also have more political power? How do those less developed relate to team members in power?
- **Optimal conditions for team success:** under what conditions do developmental differences in the team contribute to the team's success?
- **Team Cohesion: what holds a team together?** how are different accountabilities defined in a team? What is the team's relationship to other teams in the organization, seen as "them" versus "us"?
- **Leadership sharing:** does team consensus enable sharing of responsibility and leadership?
- **Optimal problem solving and planning methods:** relative to the team's specific universe of discourse (focus of attention), what are the most effective planning and problem solving procedures?
- **Ability to handle risk:** can taking personal risks be expected from team members, and what scaffolding for taking risks is needed from a coach?
- **Optimal leader:** given that developmental diversity in the team is high, what person in what role can be considered the team's virtual or actual leader?

The Upwardly Divided Level-2 Team (→ L3)



Hypothesis about Team's **Behavior**

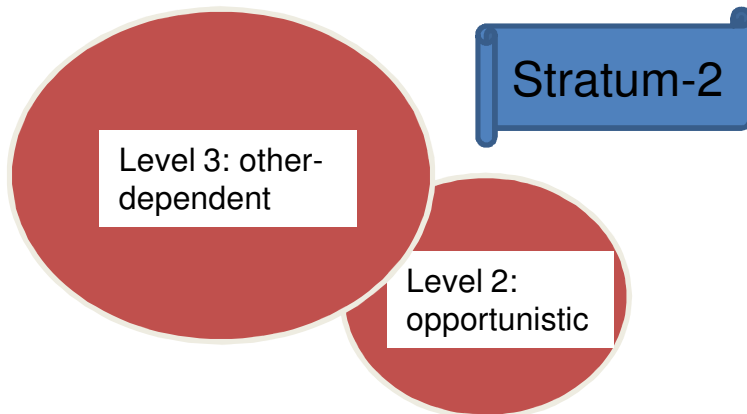
- **Communication:** unilateral pronouncements with no insight into team members' state of mind except as modeled by a more highly socialized minority.
- **Relationship of interpersonal to task process:** task process is either dictated by the most powerful member or else overwhelmed by the interpersonal process (stagnation).
- **Conflict management:** by fiat through exerting power.
- **Need for, and relationship to, power:** extreme need for personal power and disdains for others' power and influence.
- **Optimal conditions for team success:** adoration of anointed leader.
- **Team Cohesion:** members work together as instruments of shared success, ever watchful for privileges and control.
- **Leadership sharing:** highly unlikely.
- **Optimal problem solving and planning methods:** spur-of-the-moment improvisation.
- **Ability to handle risk:** a function of strength of self-interest.
- **Optimal leader:** situational (depending on project), thus temporary, unprincipled.

Example: departmental teams; small groups within silo's in organizations whose focus is quality of service or product delivery.

Developmental Team Characteristics

- **In an upwardly divided L2 team, most team members are instrumental thinkers, associated with an other-dependent minority.**
- The team is thus based on self interest but some of its members have begun the journey to other-dependence, in which they are guided by the expectations of others.
- The majority's instrumental theory of others (using others as tools for obtaining self gains) outweighs the minority strivings toward consensual action.
- "For me" overshadows "for others" (2>3).
- Common goals are espoused but not truly shared (Argyris' "self-sealing").
- There is a predominance of interpersonal process over (shared) task process; the latter is dominated by templates and downloaded schemes.
- Leadership is temporary (situational), inconsistent, unprincipled.

Downwardly Divided Level-3 Teams (← L2)



Developmental Team Characteristics

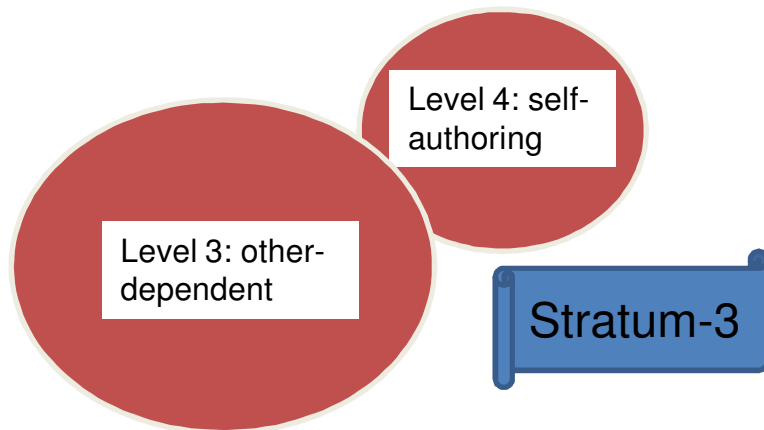
- **In a downwardly divided L3 team, most team members are other-dependent and a minority remains at the instrumental level.**
- The majority of team members is defines itself by others' expectations of it, but strong pockets of self-interest remain.
- The majority's shared context and consensus is weakened, or openly opposed, by the minority's special interests.
- However, in most cases the majority's other-dependent theory of team members outweighs strivings for self-authoring action.
- Conflict between acting "for me" and "for others" is more easily resolved toward consensual action.
- Majority consensus postures as "leadership".
- Task process is haphazard or chaotic, overrun by interpersonal processes.
- If the more highly developed members of the team lack clout (organizationally sanctioned power), leadership will be fragile and inconsistent, and may have to be externally imposed.

Hypothesis about Team's **Behavior**

- **Communication:** exchange of ideas based on conventions and downloaded models; "debate".
- **Relationship of interpersonal to task process:** interpersonal process focused on consensus dominates task process; risk of regression to lowest denominator)..
- **Conflict management:** persuasion by unified majority and self-sacrifice of minority.
- **Need for, and relationship to, power:** need for personal power constrained by advantage in following consensus; adaptation to existing power structure, sacrifice of initiative.
- **Optimal conditions for team success:** power lies in consensus of majority.
- **Team cohesion:** minority members subordinate themselves to competent others of the majority, or take an isolated stand.
- **Leadership sharing:** possible through bonding of members of the consensual majority according to ("I can read your expectations")
- **Optimal problem solving and planning methods:** what works for a majority within a short time-frame.
- **Ability to handle risk:** unfounded trust in "together we can do it".
- **Optimal leader:** the person combining the highest cognitive profile (thought fluidity) with the greatest adaptability to existing consensus.

Example: interdepartmental task forces sharing a selected (isolated) focus; communities of practice; advisory teams.

The Upwardly Divided Level-3 Team (→ L4)



Developmental Team Characteristics

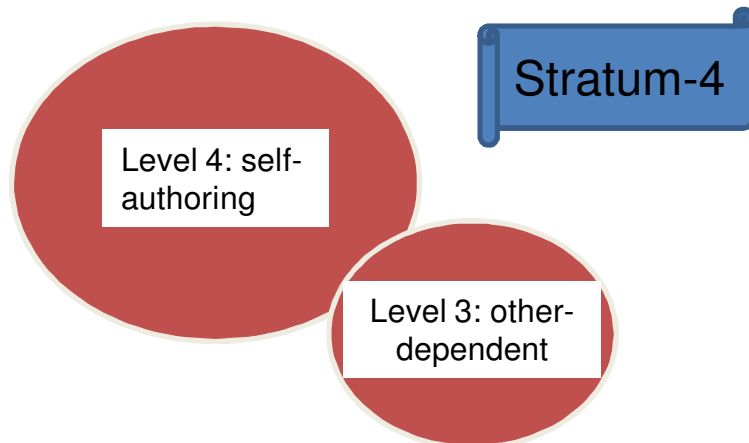
- **In an upwardly divided L3 Team, most team members are other-dependent, associated with a small self-authoring minority.**
- Most team members define themselves by others' expectations of them, but a few individuals have developed idiosyncratic value systems giving rise to self-authoring (acting on one's own principles).
- It is a group with insecure leadership and decision-making potential that has only a small potential for principled action.
- Leadership is fragile, exerted by a minority of more highly developed individuals who may, however, have little organizational clout (power) or ability to create principled consensus.
- Consequently, task process remains largely determined by interpersonal process, lacking consistency and evolved systemic thinking.

Hypothesis about Team's Behavior

- **Communication:** based on identification with organizational context as one's own ground of decision making
- **Relationship of interpersonal to task process:** emergence of a weak task process dictated by short-term agendas (stagnation).
- **Conflict management:** majority values prevail
- **Need for, and relationship to, power:** power is seen as basis for value dictate; power is tolerated if it serves perceived commonality of goals
- **Optimal conditions for team success:** self-authoring individuals showing the way to shared success
- **Team cohesion:** minority members take cues from leaders of the majority, or from the most competent
- **Leadership sharing:** situational, dependent upon power associated with self-authoring individuals
- **Optimal problem solving and planning methods:** what appears to guarantee continuity of team process over 2 years
- **Ability to handle risk:** uneven, a function of psychological profile
- **Optimal leader:** the person combining the highest cognitive profile (thought fluidity) with the deepest insight into others' other-dependence

Example: teams with bottom-line responsibility; collaborative networks with clients; cross-functional workgroups focused on selected processes.

The Downwardly Divided Level-4 Team (← L3)



Developmental Team Characteristics

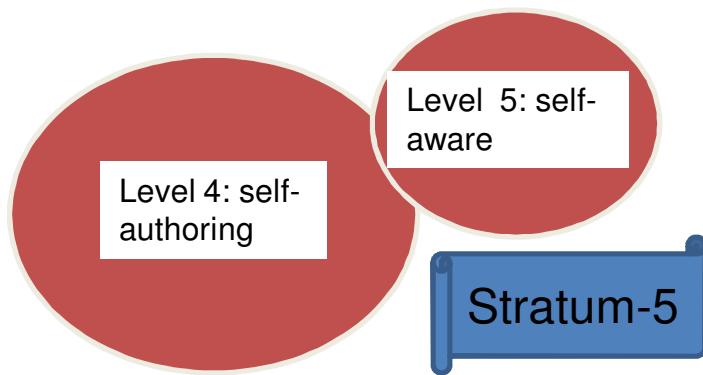
- **In a downwardly divided L4 team, most team members reside at self-authoring level, while a minority remains other-dependent.**
- A majority of members is acting from their own self-authoring principles and value systems, while a smaller number of individuals still follows others' expectations.
- This team tends to have a hierarchical profile where those who define strategy beyond member consensus are seen as authorities to follow or as obstacles to shared action.
- Other-dependent members of the team tend to subordinate their ideas as well as themselves to those they appoint to positions of power, abdicating leadership.
- Due to a self-authoring majority, task process (focusing on goals to be accomplished) moves closer to coming into balance with interpersonal process.
- Leadership tends to be exerted by team members seen as "experts", morally or in terms of task-related competences.

Hypothesis about Team's Behavior

- **Communication:** characterized by the struggle to subordinate inter-personal process to task process, and "get to work".
- **Relationship of interpersonal to task process:** consensus-based inter-personal process tends to hinder visionary task process (regression).
- **Conflict management:** focal conflict between business as usual (L3) and creating breakthroughs (L4).
- **Need for, and relationship to, power:** self-authoring minority will grab power masked as "consensus" if distribution of political power permits.
- **Optimal conditions for team success:** task process (goal pursuit) winning out over interpersonal process.
- **Team cohesion:** focussed on the future of the business (mission) as envisioned by majority.
- **Leadership sharing:** based on distribution of required competences.
- **Optimal problem solving and planning methods:** developing and testing alternative strategies empirically.
- **Ability to handle risk:** depends on ability to see "the big picture" in order to weigh the severity of potential failure.
- **Optimal leader:** the person with the highest level of fluidity of dialectical thinking who can model for team members a world in transformation.

Example: collaborative innovation networks; program management offices; teams with a focus on future value creation (such as capital efficiency methods).

The Upwardly Divided Level-4 Team (→ L5)



Developmental Team Characteristics

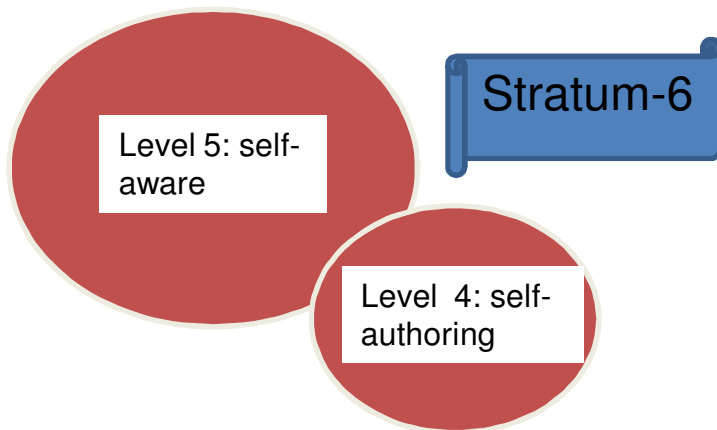
- **In an upwardly divided L4 Team, most team members are self-authorers, while a minority is capable of self-aware meaning making beyond own status boundaries.**
- Most team members are acting based on their own idiosyncratic value system, while a minority (which might be a single individual) is aware of, and looking for feedback on, limits of his/her own value system and vision.
- The majority is potentially conflicted due to a large number of idiosyncratic value systems coming into play.
- A minority of team members is able to set transformational goals and may even exert leadership, but the majority is afraid of “opening the flood gates”, thus resisting leadership as potentially threatening own status and ideology.
- A self-aware leader may use the interpersonal process to advance task process, but his or her hold on the team is fragile.
- Most likely, the leader is in need of (political or moral) support for dealing with majority defenses against transcending “cage of integrity” behavior that is based on fear of self revelation and detachment (lack of intimacy).

Hypothesis about Team’s Behavior

- **Communication:** tends to be dominated by self-serving expression of own values and restrained, or hindered, by fear of being shown the limits of one’s value system and ideology.
- **Relationship of interpersonal to task process:** task process becomes a topic of dialog rather than only discussion, thus entering into balance with interpersonal process.
- **Conflict management:** a function of the political (or other) power of self-aware members of the team; humble inquiry.
- **Need for, and relationship to, power:** need for power is mitigated by perception of common ground of what is individually valued; relationship to power is beginning to shift to acceptance where one’s own prevailing is seen as of minor value.
- **Optimal conditions for team success:** overcoming ideological (value-based) divisions within the team due to seeing “the big picture” of the team’s task and consequences of its achievement.
- **Team Cohesion:** a result of conflictual consensus recognizing the legitimacy of differences articulated in a tolerant space of acceptance; limits of rational discussion (logic) seen clearly.
- **Leadership sharing:** possible among the self-aware group, if there is one; otherwise defined by competence sharing in the self-authoring group.
- **Optimal problem solving and planning methods:** arises from a focus on reshaping competitive position and letting go of entrenched personal positions.
- **Ability to handle risk:** risk is defined as risk of letting go of defenses against intimacy in dialog.
- **Optimal leader:** a self-aware individual who is also organizationally powerful and humble in his/her presence, and is able to put asking over telling (and doing).

Example: senior management teams;
inter-organizational networks.

The Downwardly Divided Level-5 Team (→L4)



Developmental Team Characteristics

- **In a downwardly divided L5 team, most team members are self-aware, while a minority has remained self-authoring.**
- Transpersonal and self-authoring value systems are in conflict with each other.
- Team members are focused on their legacy, and on self transformation by way of empowering other members to act as midwives of their own development.
- The focus lies on the question of how to strengthen self-transformation without dismantling authority, by way of self-scrutiny of one's own governing variables (Argyris' triple loop learning).
- Interpersonal process is absorbed into, at least balanced with, task process.
- Transition to self-coaching of team members.

Hypothesis about Team's Behavior

- **Communication:** asking over telling (humble inquiry), with a focus on understanding team members' thinking as well as feeling (dialog).
- **Relationship of interpersonal to task process:** task process is framed by, but not overwhelmed by, self aware interpersonal process.
- **Conflict management:** by way of investigating the subjective (psychological, social-emotional) and cognitive sources of conflict.
- **Need for, and relationship to, power:** need for power is weak; relationship to power is based on awareness of limits of own vision and competence.
- **Optimal conditions for team success:** insight that "how" is more relevant than "what", given the complexity of the organizational and/or ecological landscape navigated in.
- **Team Cohesion:** transpersonal goals prevail. and shared insight is sought; conflictual consensus is accepted as norm.
- **Leadership sharing:** based on sharing a transformational vision of the business or enterprise, with the goal of re-purposing and re-structuring entire economies or national structures.
- **Optimal problem solving and planning methods:** focused on letting go of "rules" and suspending the past; thinking transformationally; acknowledging not to know.
- **Ability to handle risk:** ability to forego being "right" rather than helpful or inspiring.
- **Optimal leader:** self-aware members forming an allegiance.

Example: team settings such as Davos, government teams; some think tanks. Team members have contradictory values & world views, but a trusting relationship, and create a space of hospitality.

Summary of the CDF Team Typology (1):

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

Summary of the CDF Team Typology (2):

Size of Role Levels of Work Complexity, giving rise to the team's focal universe of discourse	Size of Person Implicit State of Mind in Decision Making: Cognitive Knowledge Construction, Social-Emotional Self-Other Dynamic, Planning Horizon		
Stratum 1 Teams Service Excellence and excellence in execution; better use of available resources	Concrete, procedural frame of reference, rule-based and procedural decision-making, response to downloaded categorizations.	Instrumental => other-dependent decision making based on seeking short-term, concrete advantages	Up to 6 months
Stratum 2 Teams Service differentiation and optimization of practices	Conditional and diagnostic frame of reference, rule based decision making based on formal logic	Other-dependent: decision making based on internalized expectations of others	Up to a year
Stratum 3 Teams New process and value streams, rethinking operational processes (change management I)	Systemic, team-team, engineering frame of reference. Rule extrapolation and decision-making based on probing, doubting, and questioning linear relationships.	Other-dependent => self authoring. Decision making begins to be based on "writing your own story", rather than downloaded abstractions.	Up to 2 years
Stratum 4 Teams Creating breakthroughs, developing and testing alternative strategies (Executive Teams)	Complex system mapping frame of reference. Multiple contexts, identified emergent changes linked to abstract modeling provide the framework for decision making. Rules are changed.	Self-authoring => to fully self authoring. Independent, value-based decision making, respecting others' "my world" hypothesis.	Up to 5 years
Stratum 5 Teams New business models; reshaping relative competitive position (Board of Directors)	Viable whole business systems frame of reference. Holistic integrative systems thinking provides framework for decision making. New rules are made.	Self-authoring => self aware decision making based on questioning the scope and validity of own belief system	Up to 10 years
Stratum 6 Teams: Re-imagining an industry's or even economy's purpose and structure	Transformational frame of reference focused on repurposing one's own industry in a broader ecology.	Self-aware decision making based on humble inquiry putting asking over telling	Beyond 10 years

Session 4

Conclusions and Exercises

- In this session we will draw conclusions from what we have learned about teams so far.
- Each participant will report on a particular team, hypothesizing its type and justifying the hypothesis empirically.
- Written reports will be shared among all participants.
- The reports will then be discussed in class as much as time allows.

Practical Exercises 1:

What is Your Hypothesis?

- Think of a team you are familiar with, and **develop an hypothesis as to the developmental type the team might represent** .
- Justify your hypothesis by using your present understanding of the unified teams that co-appear in your team as minority and majority. (In doing so, you are inferring developmental type from behavioral observations, an art that can be schooled in team coaches.)
- Based on your hypothesis, define what for you constitutes the maturity or lack of it of the team, and try to explain these lacks by reference to a higher developed type of team.
- Then describe what for you what are the essential aspects of team behavior that need to be transformed, in order to realize a higher level of team maturity.
- Finally, articulate how you envision helping the team develop toward this higher level of maturity in strictly adult-developmental terms, whether as team leader coach, manager coach, or external team coach.
- Send your team report to all members of the cohort prior to class discussion.

Practical Exercise 2:

“Team Dynamics” in Each of the Six Teams

“Team Dynamics” comprises all of the 10 aspects of team behavior listed to the right. Each of the six teams is going to handle these aspects differently.

Your task is to discuss 4 of these aspects **for each of the 6 teams:**

- (1) Team cohesion
- (2) Communication
- (3) Ability to manage team conflict (what kind of conflict is it?)
- (4) Relationship between interpersonal and task process.

Also answer these 2 decisive questions:

- a. **For what purpose is this team best suited?**
- b. **What would be your top 5 interventions?**

Behavioral Aspects of Teams

- **Communication:** how do people who make different kinds of meaning of the team’s purpose and goals manage to “understand” each other?
- **Relationship of interpersonal to task process:** is team members’ relationship issues trumping the furtherance of tasks and goals in the team, or vice versa?
- **Conflict management:** what is the root of the conflict in a team, and how is it managed?
- **Need for, and relationship to, power:** do those more highly developed also have more political power? How do those less developed relate to team members in power?
- **Optimal conditions for team success:** under what conditions do developmental differences in the team contribute to the team’s success?
- **Team Cohesion: what holds a team together?** how are different accountabilities defined in a team? What is the team’s relationship to other teams in the organization, seen as “them” versus “us”?
- **Leadership sharing:** does team consensus enable sharing of responsibility and leadership?
- **Optimal problem solving and planning methods:** relative to the team’s specific universe of discourse (focus of attention), what are the most effective planning and problem solving procedures?
- **Ability to handle risk:** can taking personal risks be expected from team members, and what scaffolding for taking risks is needed from a coach?
- **Optimal leader:** given that developmental diversity in the team is high, what person in what role can be considered the team’s virtual or actual leader?

Solution Proposal for UD3 (Exercise 2)

[other-dependent majority & self-authoring minority]

- (1) Team cohesion:** members of the majority cohere based on group solidarity defined by mutual expectations and downloaded (but not thought through) models of action; depending on the power distribution in the team, the higher developed minority [which could be a single member] either feels outnumbered and isolated, or is permitted to function in a leadership role focused on increasing team identity in both the interpersonal and task process; fragile leadership even if political power is on the minority's side.
- (2) Communication:** discussion based on abstract theoretical models or best practices, but not dialog, for which a higher fluidity of thinking is required than the team can muster; questioning group consensus is not encouraged or is defended against. In case of strong minority embodied by a single "leader", attempt to "look good" by way of aligning with higher-level competences.
- (3) Ability to manage team conflict** (what kind of conflict is it?): conflict occurs in the task process more than the interpersonal process because of abstract (non-systemic) thinking of the majority, bound together by fixed rules of loyalty rather than flexible patterns of dialog.
- (4) Relationship between interpersonal and task process:** interpersonal process tends to dominate task process because task priorities are not separated from socially important shared perspectives on the team's goals. (Cognitive) task process priorities introduced by the self-authoring minority potentially clash with meaning making priorities of the majority, and are therefore overridden as much as the prevailing power structure permits.

Practical Exercise 3:

What Is Each Of These Teams Good For?

From your present developmental understanding, make some suggestions as to the most suitable range of tasks for each of the 6 teams.

1. UD2/Stratum 1: team comprising an instrumentally thinking majority and an other-dependent minority, with low fluidity of systemic thinking.
2. DD3/Stratum 2: team comprising an other-dependent majority and an instrumentally thinking minority, with fluidity of systemic thinking remaining low.
3. UD3/Stratum 3: team comprising an other-dependent majority and a self-authoring minority, with increased fluidity of thinking (Fluidity Index <30).
4. DD4/Stratum 4: team comprising a self-authoring majority and an other-dependent minority, with good systemic thinking (Fluidity Index <50).
5. UD4/Stratum 5: team comprising a self-authoring majority and a self-aware minority, with very good systemic thinking (Fluidity Index >50).
6. DD5/Stratum 6: team comprising a self-aware majority and a self-authoring minority, with excellent systemic thinking.

What Are These Teams Good For?

Type of Team	In your view, what is the optimal purpose or function of these teams, and why do you think so?
UD2	
DD3	
UD3	
DD4	
UD4	
DD5	

Why Would You Want to Coach These Teams?

Type of Team	Taking into account your own intuited developmental level, what inspires you to coach these teams?
UD2	
DD3	
UD3	
DD4	
UD4	
DD5	

How Would You Coach These Teams?

Type of Team	How would you want to intervene in each of these teams' biggest dilemma, considered developmentally?
UD2	
DD3	
UD3	
DD4	
UD4	
DD5	

Practical Exercises 4: The Five C's

- It would be helpful to arrive at a compact description of the major characteristics of the six teams in terms of five C's, as follows:
 - Cooperation – sharing resources and accommodating to others
 - Conflict resolution – diagnosing conflict and conflict handling
 - Comforting – building trust and showing empathy
 - Communication – sharing information and listening actively
 - Coordination – aligning one's work with others.
- Such a compact description would facilitate an understanding of team cohesion, i.e., the degree of attraction people feel toward the team and their motivation to remain its members.
- Understanding team cohesion would mean to understand team members' social identity, with strong implications for developing high levels of team performance.

Courtesy of Jan DeVisch

Practical Exercise 5: Team Case Study

- Those who participate in the advanced version of this course will be certified in Developmental Team Coaching based on answers to the previous four exercises **plus the submission of a team case study** to the IDM Director of Education.
- The case study will require submission of the following items:
 - Choice of a particular team to work with over minimally 2 months.
 - Recording and transcription of a 1-hr diagnostic (i.e., social-emotional) probing of a team, with a short written summary of findings.
 - Recording and transcription of a 1-hr cognitive-developmental intervention (inter-developmental dialectical discourse) with the team, focusing on what was [counter- and trans-factually] absent in team discussions, with a short written summary of findings.
 - Written analysis and description of the developmental type of the team the coaching started out with and ended up with, based on the above.
 - Written report about the behavioral changes that were observed during a 2-month coaching of the team, used to empirically justify an hypothesis about the developmental transformations [non-linearly] underlying these changes.
- Such a case study could be submitted as a masters thesis or dissertation.

Session 5

Team Coaching Interventions

Learning in Each of the Six Divided Teams

Since adult development sets limits to learning, the learning in each of the teams distinguished here is of a different kind.

The coaching needed by different teams is also different. Lower-maturity teams will need more behavioral scaffolding focused on inter-personal process (“getting along”), while higher-developed teams benefit most from cognitive scaffolding based on dialectical thinking, to achieve breakthroughs. This is diagrammatically indicated below.

Stratum-1	Stratum-2	Stratum-3	Stratum-4	Stratum-5	Stratum-6
UD2	DD3	UD3	DD4	UD4	DD5
Lower developed majority (L2) follows higher minority (L3)	Lower developed minority (L2) follows higher majority (L3)	Lower developed majority (L3) follows higher minority (L4)	Lower developed minority (L3) follows higher majority (L4)	Lower developed majority (L4) follows higher minority (L5)	Lower developed minority (L4) follows higher majority (L5)

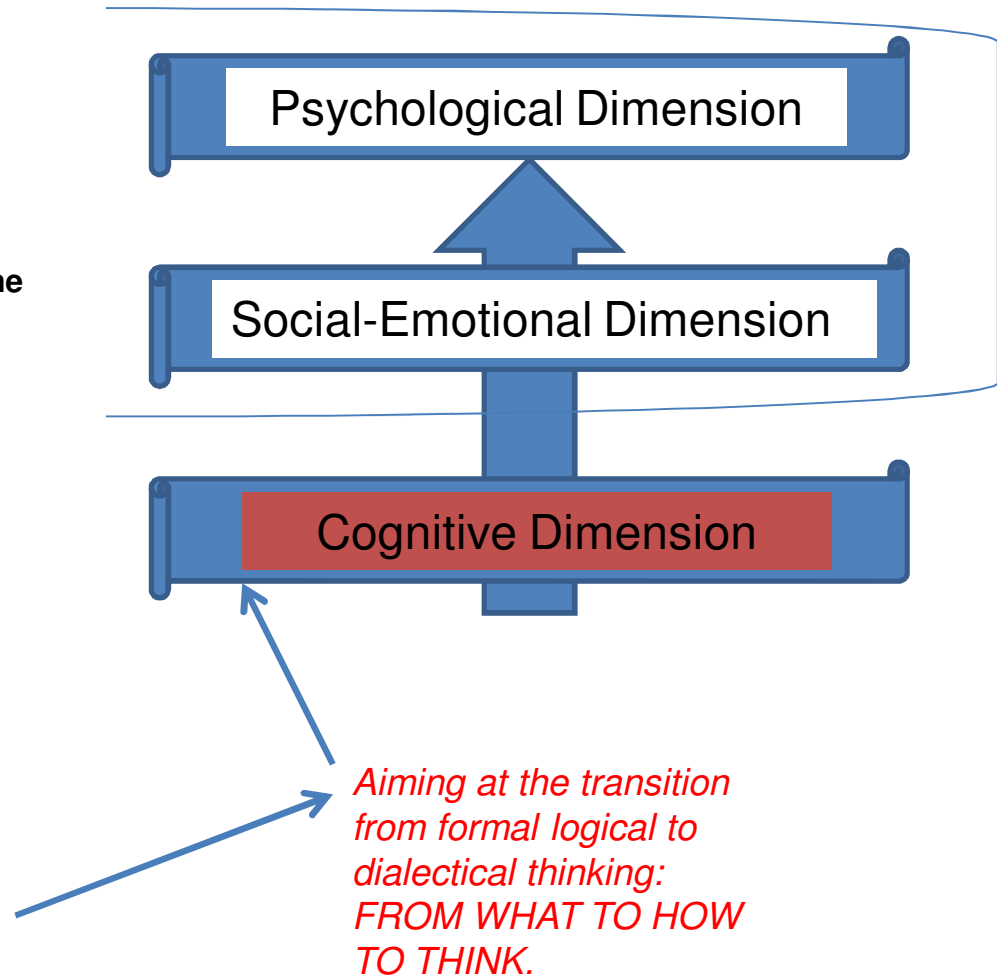
Behavioral Tools

Developmental Tools

Three Different 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 the **cognitive dimension**.
- 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, we are interested in developing new kinds of cognitive intervention that boost deep thinking.
- In CDF, there are two kinds of tools:
 - a. Diagnostic tools which are social-emotional
 - b. Intervention tools, which are cognitive.
- These tools need to be brought to bear on the specific universe of discourse (central area of work and team topic) that is characteristic of a particular team stratum.

Teams' Interpersonal vs. Task Process



Moving from the WHAT of Thinking to the HOW of Thinking

- All team members work at a specific accountability level, here referred to as “stratum”.
- As we can see on the right, the focus of discourse, and thus “mindset” on each stratum is entirely different.
- What matters most for team effectiveness is not the content of the conversation, but the *structure of thinking, how the content is actually thought about*.
- For this reason, we need to understand more about differences in the structure of team members’ thinking.
- Luckily for us, structure of thinking is open to inspection, assessment, intervention and learning.
- We can use Laske’s *Dialectical Thought Form Framework* to help teams improve the structure of their thinking.

Stratum 1 Teams

Service Excellence and excellence in execution;
better use of available resources

Stratum 2 Teams

Service differentiation and optimization of
practices

Stratum 3 Teams

New process and value streams, rethinking
operational processes (change management I)

Stratum 4 Teams

Creating breakthroughs, developing and testing
alternative strategies (Executive Teams)


Stratum 5 Teams

New business models; reshaping relative
competitive position (Board of Directors)

Stratum 6 Teams: Re-imagining an industry’s or
even economy’s purpose and structure

Predominant *Moment(s)* of Dialectic on Different Levels of Team Cognition

Type of Team	Focus of Universe of Discourse	Predominant Moment of Dialectic	Need for Thinking Dialectically
Stratum-1; UD-L2	Service and Execution Excellence	Context thinking; Focus on Present	Present
Stratum-2; DD-L3	Service Differentiation and Optimization of Practices	Start of Process Thinking Working with Difference (Negativity)	
Stratum-3; UD-L3	Rethinking Operational Processes: New Value Streams, Change Management	Advanced Process Thinking ; Beginnings of Relationship Thinking	
Stratum-4; DD-L4	Creating Breakthrough by Developing and Testing Alternative Strategies	Strengthening of Relationship Thinking; Beginning Coordination of C, P, R thought forms	
Stratum-5; UD-L4	New Business Models, Re-shaping of competitive position	Increased Coordination of C, P, R thought forms, leading to Transformational Thinking	
Stratum-6; DD-L5	Repurposing Industry by Provoking Unconventional Uses of Services and Tools Offered	Equilibrated Thinking in Terms of All Four Moments of Dialectic	Future



From Declaration to Dialog in Teams

- We can speak of an adult-developmental progression in how people verbally communicate, as follows:
 - L2: declaration [talking, conversing, adult version of “sand box play”]
 - L3: debate [from “beat”, adult version of adolescent sports]
 - L4: discussion [linked to “concussion”]
 - L5: dialog [Plato’s “dialeghistai” or “going through the words”: focus on how, not what]
- These different ways of communicating have more to do with *thinking* than with language itself, since **use of language follows way of thinking**.
- There is a wide span of ways of communicating all of which have their cognitive equivalent in the fluidity of thinking as well as the social-emotional stance of participants. (6-year olds don’t “dialog”).
- In cognitive coaching, the coach works on the structure, rather than only the content, of a team’s thinking; thus on HOW the team could think rather than WHAT it thinks [inclusion of what is counter- and trans-factual].
- Cognitively, we speak of different *degrees of fluidity of thinking* and *coordination of dialectical thought forms*.

Focus of Cognitive Team Coaching

- In cognitive coaching (as here understood), the emphasis is put on “how” team members think, rather than on “what” they think.
- Working in terms of such an emphasis becomes possible when looking at the structure, rather than the content, of team members’ thinking.
- The coach can analyze the “structure of thinking” of team members in terms of four *moments of dialectic*, namely, Context, Process, Relationship, or Transformation.
- Depending on which of these moments team members’ focus on, entirely different aspects of their task, goals, relationship, and environment, will attract their attention.
- Having listened carefully to discern the structure of team member’s thinking, the coach will know which of the four moments of dialectic is neglected in team discussions, and intervene accordingly.
- The thought forms presented in this session are his/her tools in doing this; they are “mind openers” for use in cognitive coaching.

Four Topics of Cognitive Coaching

According to C. Thornton (p. 119), team interventions are directed to the relationship between team goals and the team's capacity to carry them out. For this author, there are three possible areas of focus:

1. clarifying the team's goals
2. assessing the team's capacity to collaborate to achieve the goal
3. securing team members' skills in doing the required work.

From a developmental point of view, (1) is largely a cognitive issue [how the goals are thought about], (2) is a social-emotional issue [how level of meaning making sets limits to capacity to collaborate], while (3) consists of learning issues that change with the cognitive and social-emotional level of development of team members [procedural knowledge].

From the developmental perspective of CDF, one would add a fourth focus of team coaching:

4. increasing a team's maturity through cognitive interventions regarding HOW to think, not primarily WHAT to think, gradually moving from *declaration to debate to discussion to dialog*.

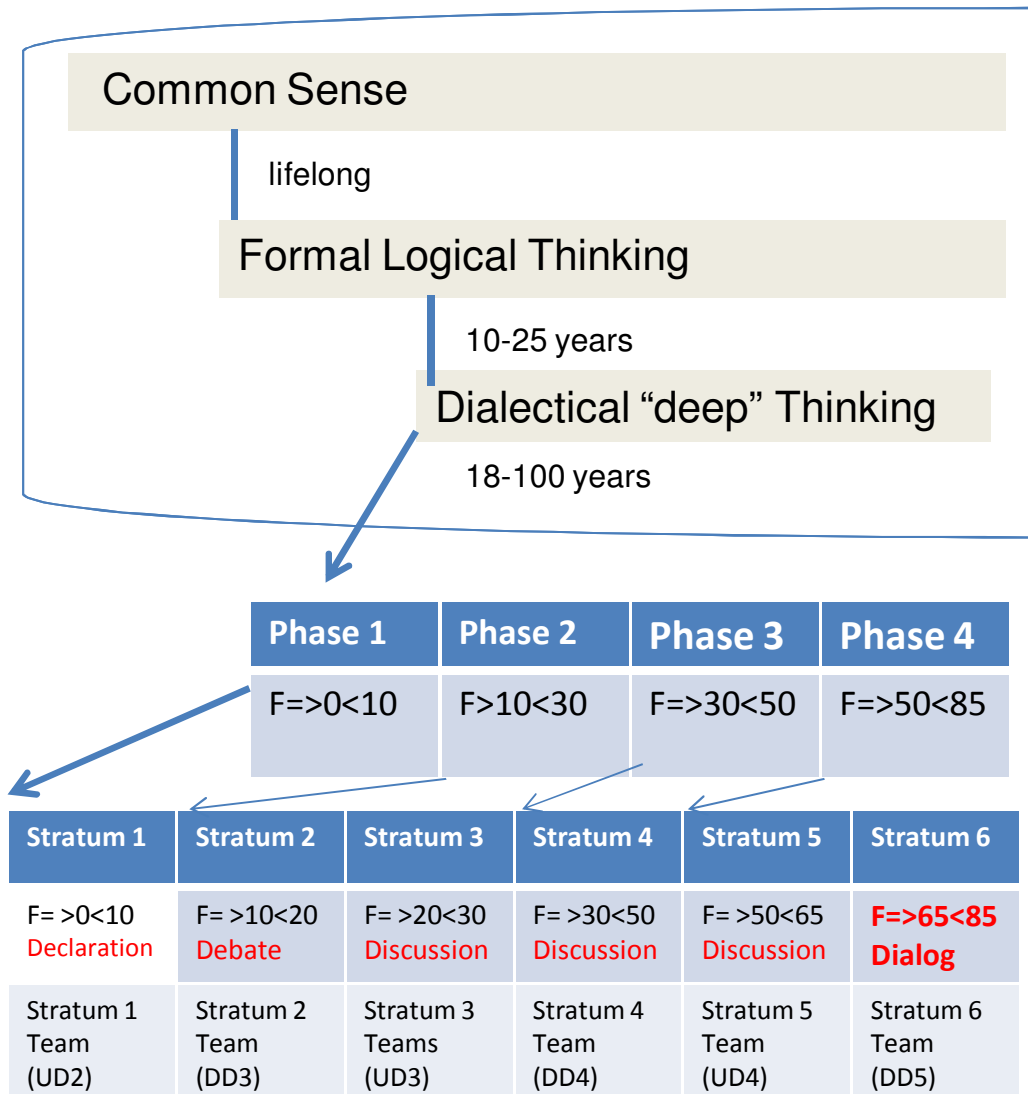
Theoretical Underpinnings of Cognitive Coaching: New Tools for the Developmental Coach

There is nothing abstract about dialectical thought forms:
all thought forms are “mind openers”, both for the coach
and the team, and naturally lead to an infinite number of
powerful questions, critical comments, and suggestions

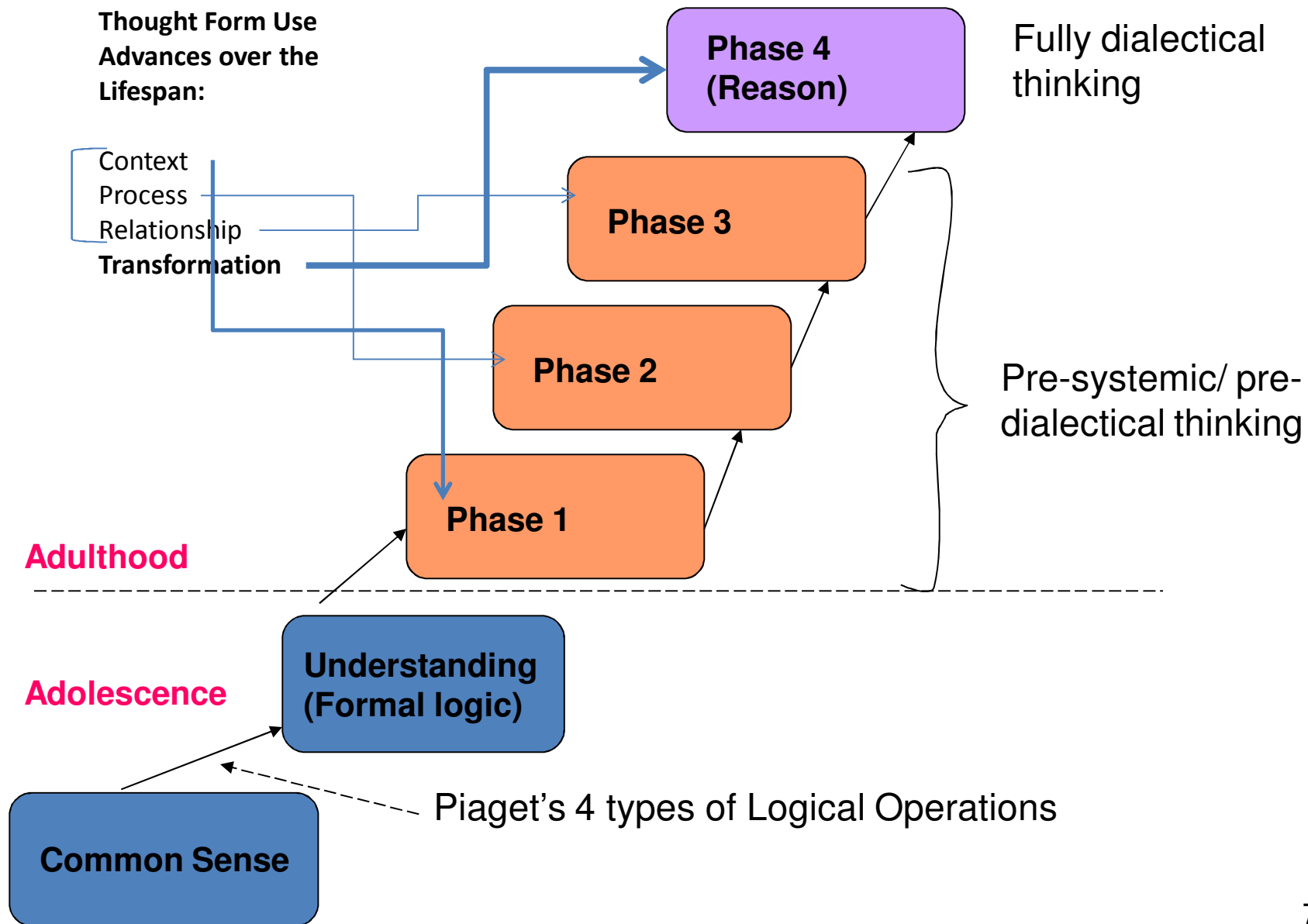
...

Phase of Adult Cognitive Development Determines Structure of Team Thinking

- Adult thinking comprises different layers, and progresses, in its development, through a set of phases.
- Common Sense is always with us.
- Formal logical thinking develops between 10 and 25 years.
- Deep thinking starts to develop in late adolescence and grows over the life span (18-100).
- Through DTF (Laske's *Dialectical Thought Form Framework*) we can measure team members' "fluidity" (F) in deep thinking which corresponds to the phase of adult cognitive development a person is in.
- In each phase, the "World" that team members encounter, both the social and the physical world, looks decidedly different.
- We hypothesize that the higher the level of a team member's accountability level, the higher his/her fluidity in deep thinking is going to be, or at least has to be.

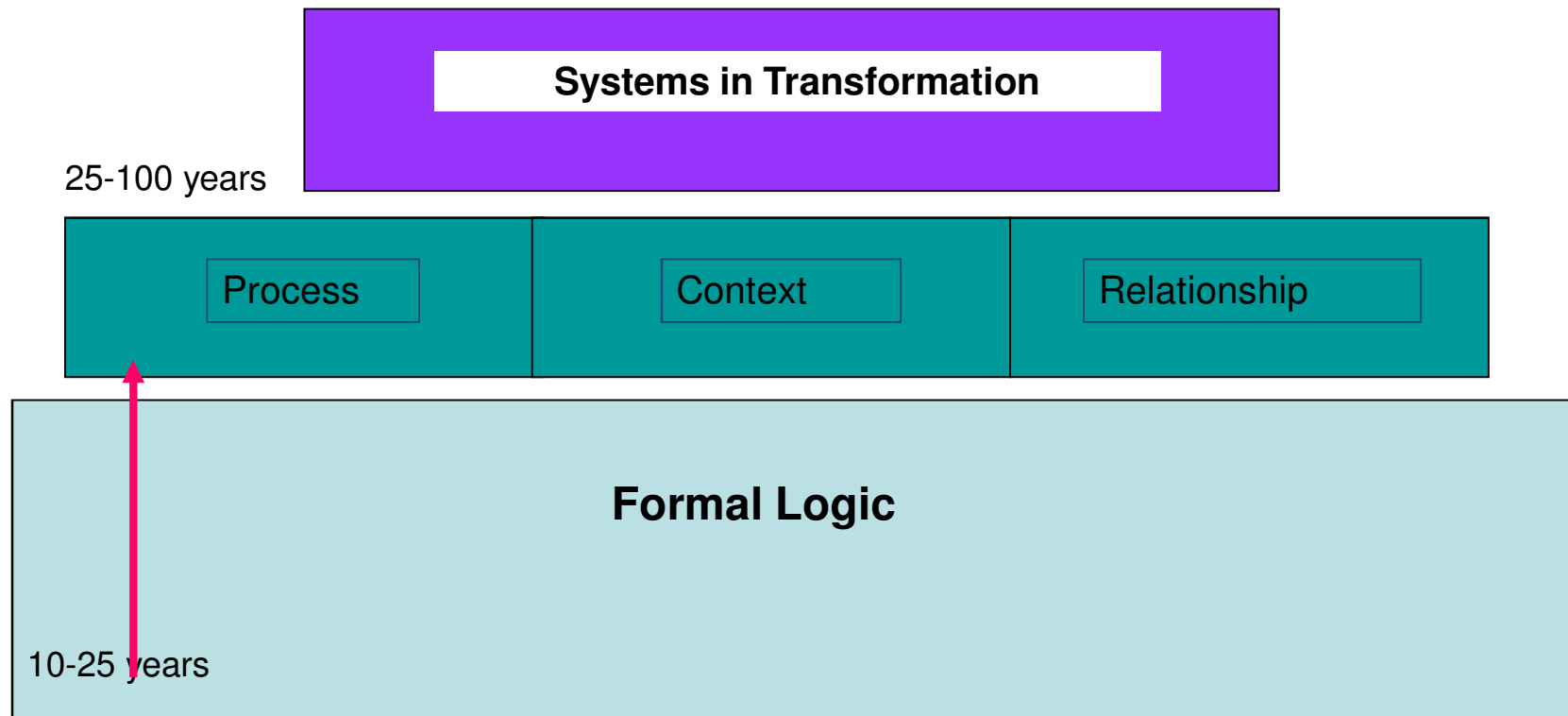


Developmental Phases of Deep Thinking



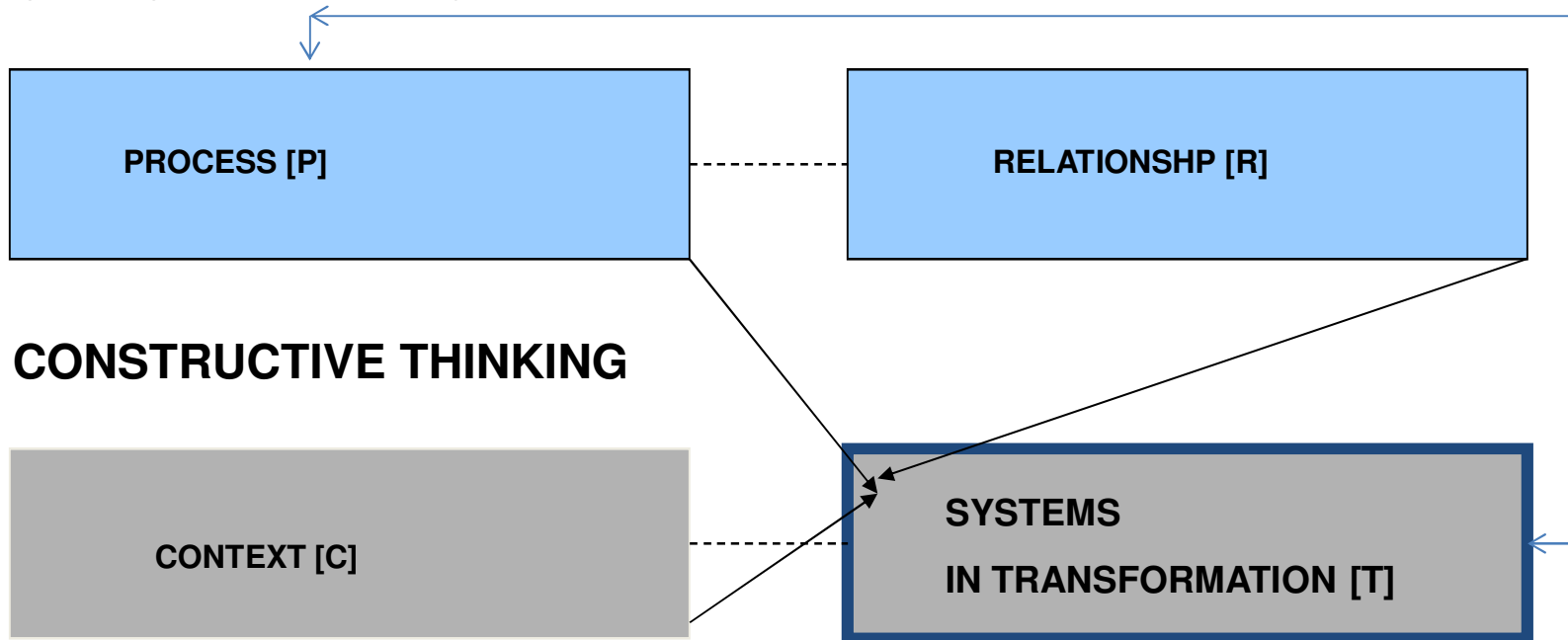
From WHAT to Think to HOW to Think

While we cannot “push” team members to a higher social-emotional level of meaning making, or “change” their psychological profile, we can scaffold the development of their deep thinking once formal logical thinking is mature at age 25. **We do so by helping team members transition from “what” they think to “how” they think what they think, regardless of what the content of their thinking may be.**



Managing Complexity Requires Acknowledging The Four Moments of Dialectic: C>P>R>T

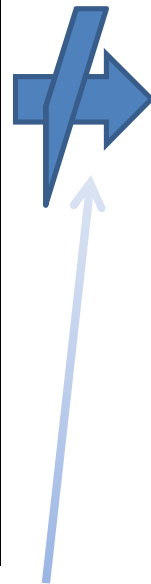
CRITICAL THINKING



The moments of dialectic are complementary aspects of reality that one can consciously focus on in “thinking through” and “reflecting on” a subject matter. This requires dialog, not just discussion or debate.

Using Constructive Dialectical Thinking

Context TFs	Transformational (Meta-systemic) TFs
8. Contextualization of part(s) within a whole; emphasis on part <i>Contrast: 10-13</i>	22. Limits of stability, harmony, durability (incl. quantitative into qualitative changes) <i>Contrast: 3, 12, 23</i>
9. Equilibrium of a whole; emphasis on whole <i>Contrast: 10-13</i>	23. <i>Value</i> of conflict leading in a developmental direction <i>Contrast: 2, 22, 24</i>
10. (Description of) structures, functions, layers, strata of a system <i>Contrast: 8-9, 11-13</i>	24. <i>Value</i> of developmental potential leading to higher levels of individual and social functioning <i>Contrast: 1, 23</i>
11. (Emphasis on the) hierarchical nature of layers systems comprise <i>Contrast: 9</i>	25. Evaluative comparison of systems in transformation <i>Contrast: 10, 14, 26, 28</i>
12. Stability of system functioning <i>Contrast: 9, 22</i>	26. Process of coordinating systems <i>Contrast: 15-16, 25</i>
13. Intellectual systems: frames of reference, traditions, ideologies <i>Contrast: 9, 28</i>	27. Open, self-transforming systems <i>Contrast: 2, 22-24</i>
14. Multiplicity of contexts (non-transformational) <i>Contrast: 25, 28</i>	28. Integration of multiple perspectives in order to define complex realities; critique of formalistic thinking <i>Contrast: 2, 6, 16</i>

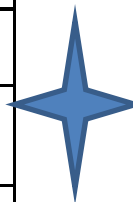


There is no direct way by which to go from Context to Transformation, or “see” contexts as being under unceasing transformation.

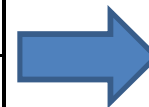
- Context thought forms are closest to formal logical thinking and are largely used by Stratum-1 to -3 teams (dialectical fluidity <30).
- “Systems thinkers” try to get from there to transformational thought forms, but they fail because it is only by using critical thought forms (see below) that you can get there.
- **We need especially to help Stratum-1 to Stratum-3 teams internalize “critical”, Process and Relationship, thought forms, for them to make the move into deeper ways of thinking.**
- For instance, a Stratum-1 sports team that is all about “action” often cannot “think” mental or other processes (TF5), only fixed procedures, and also does not understand the intrinsic relatedness of things (TF15 f).
- Their internal “excellence of delivery” discourse, even if it includes optimization of practices (as in Stratum 2, or testing of alternative strategies (as in Stratum 3) does not help team members understand how to coordinate systems and how to break with entrenched procedures.
- To be able to transition to transformational thinking, these teams need critical thought forms, of Process and Relationship.

Using Critical Thinking: The Gold of Dialectics

Process TFs
1. Unceasing motion, negativity <i>Contrast: 22</i>
2. Preservative negation, inclusion of antithesis (non-A) <i>Contrast: 27</i>
3. Composition by interpenetrating opposites, correlativity <i>Contrast: 19-22</i>
4. Patterns of inter-action <i>Contrast: 2, 19-20</i>
5. Practical, active character of knowledge <i>Contrast: 23</i>
6. Critique of arresting motion (reification) <i>Contrast: 7, 28</i>
7. Embedding in process, movement <i>Contrast: 3-4, 6</i>



Relationship TFs
15. Limits of separation. Focus on existence and value of relationship <i>Contrast: 16-21</i>
16. Value of bringing into relationship <i>Contrast: 15, 17</i>
17. Critique of reductionism and “de-totalized,” thus isolated, entities separated from their shared common ground <i>Contrast: 18-21</i>
18. Relatedness of different value and judgment systems <i>Contrast: 20</i>
19. Structural aspects of relationship <i>Contrast: 4, 15-17, 20-21</i>
20. Patterns of interaction in relationships <i>Contrast: 4, 21</i>
21. Constitutive, intrinsic relationships (logically prior to what they relate) <i>Contrast: 2-3, 15-20</i>



TRANSFORMATION

- To move from Phase 1 to Phase 4 of deep thinking, Process and Relationship thought forms are a requirement.
- Team members need to learn to **COORDINATE** context-focused with process- and relationship-based thought forms.
- There is no other way to arrive at transformational thinking; transformational thought forms embody process and relationship thinking.

• Example

- A Stratum-3 team, sporting a Fluidity Index <30, most likely has picked up some Process but few or no Relationship thought forms.
 - How can such a team need to rethink operational processes?
 - These processes all intrinsically hang together, and rethinking them means precisely to “re-think” their intrinsic relationships in greater depth.
- Thus, there are two requirements: (1) using as many critical thought forms as possible, and (2) coordinating them with Context thought forms.

Session 6

Wrap-Up: Signs and Encouragements of Maturity

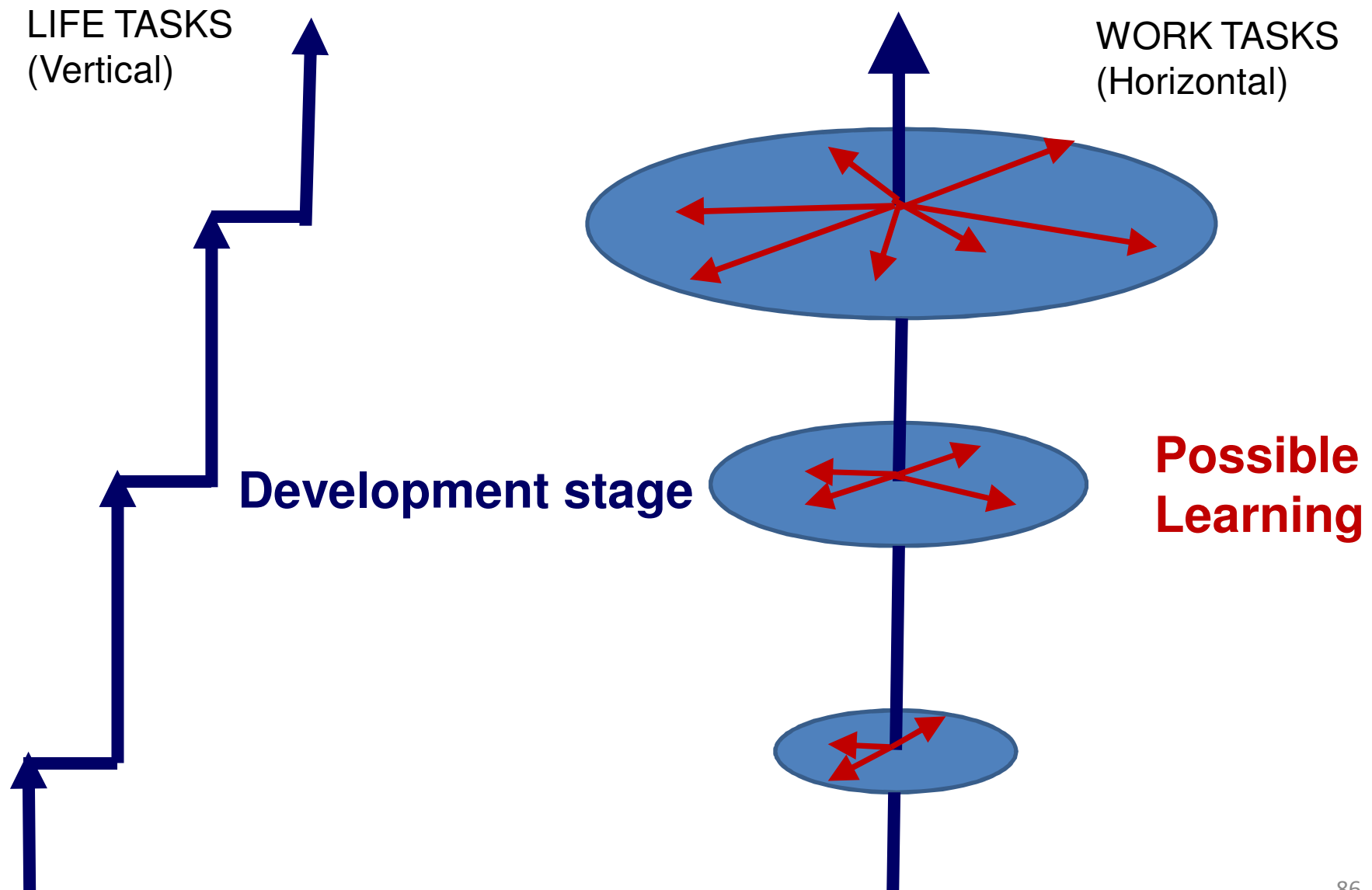
One way to increase effectiveness of teams is to include in team coaching existing knowledge about adult development; this permits to distinguish developmentally starkly different types of teams.

In this way we can expand team coaches' tool kit considerably and beneficially.

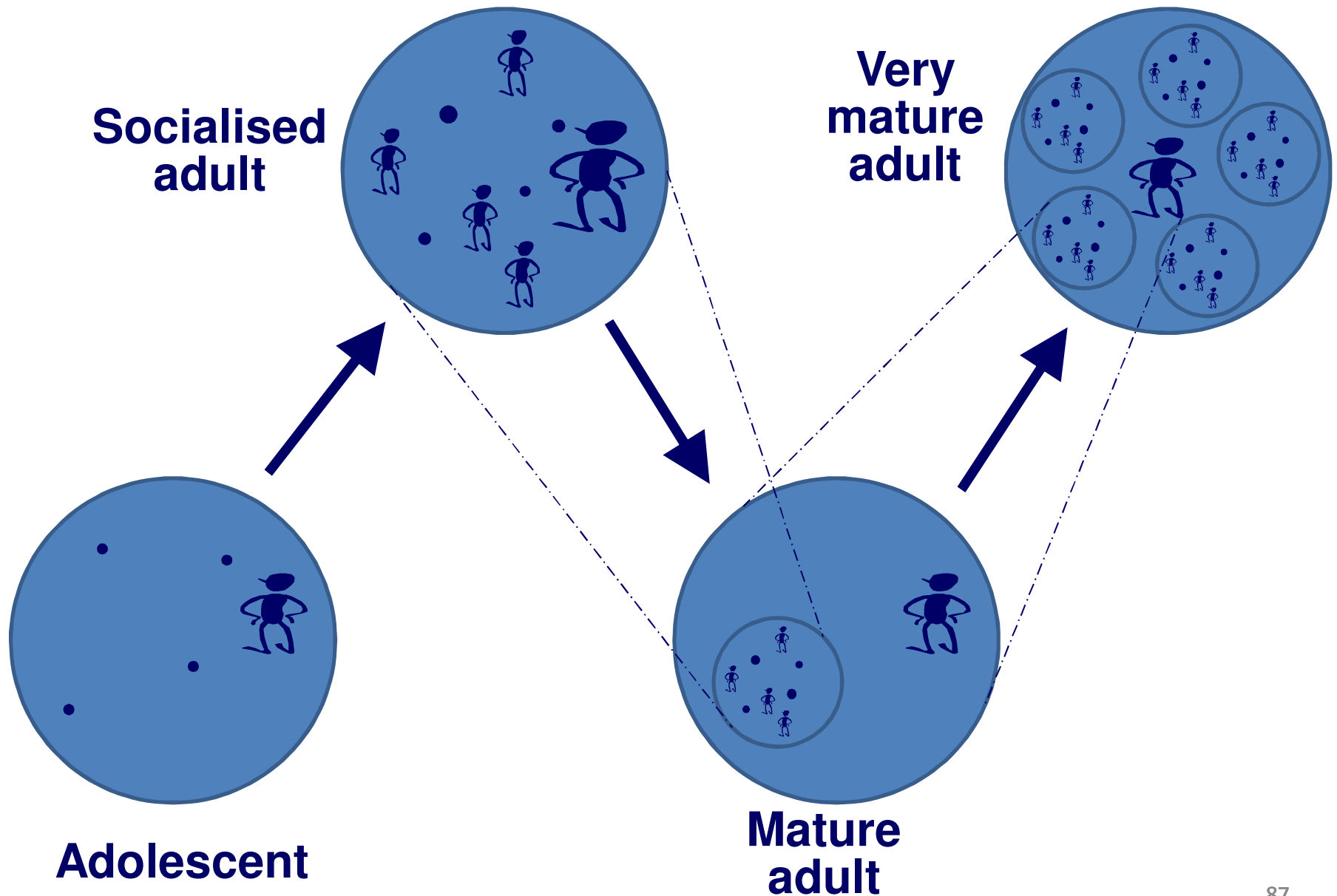
The Broadened Landscape of Teams

- We have broadened the landscape of work with teams to one which equally includes behavioral and adult-developmental issues, showing that learning and development are different but intrinsically connected.
- What conclusions for team coaching are we to draw from this broader view?
- Here are some thoughts:
 - Behind every team task stands a **life task** taken on by team members as well as the team leader.
 - While the immediate team task is solving problems and innovating, etc., the life task regards maturity: progressing to a higher level of social-emotional meaning making and thinking (sense making).
 - While “self coaching” remains a valuable goal for higher-developed teams (UD4, DD5), in most cases the coach will have to work with the team leader and “help him/her help the team” by way of individual coaching.
- What should such “helping” consist of? Coaching will have to be of a different kind depending on the type of team the coach is dealing with.

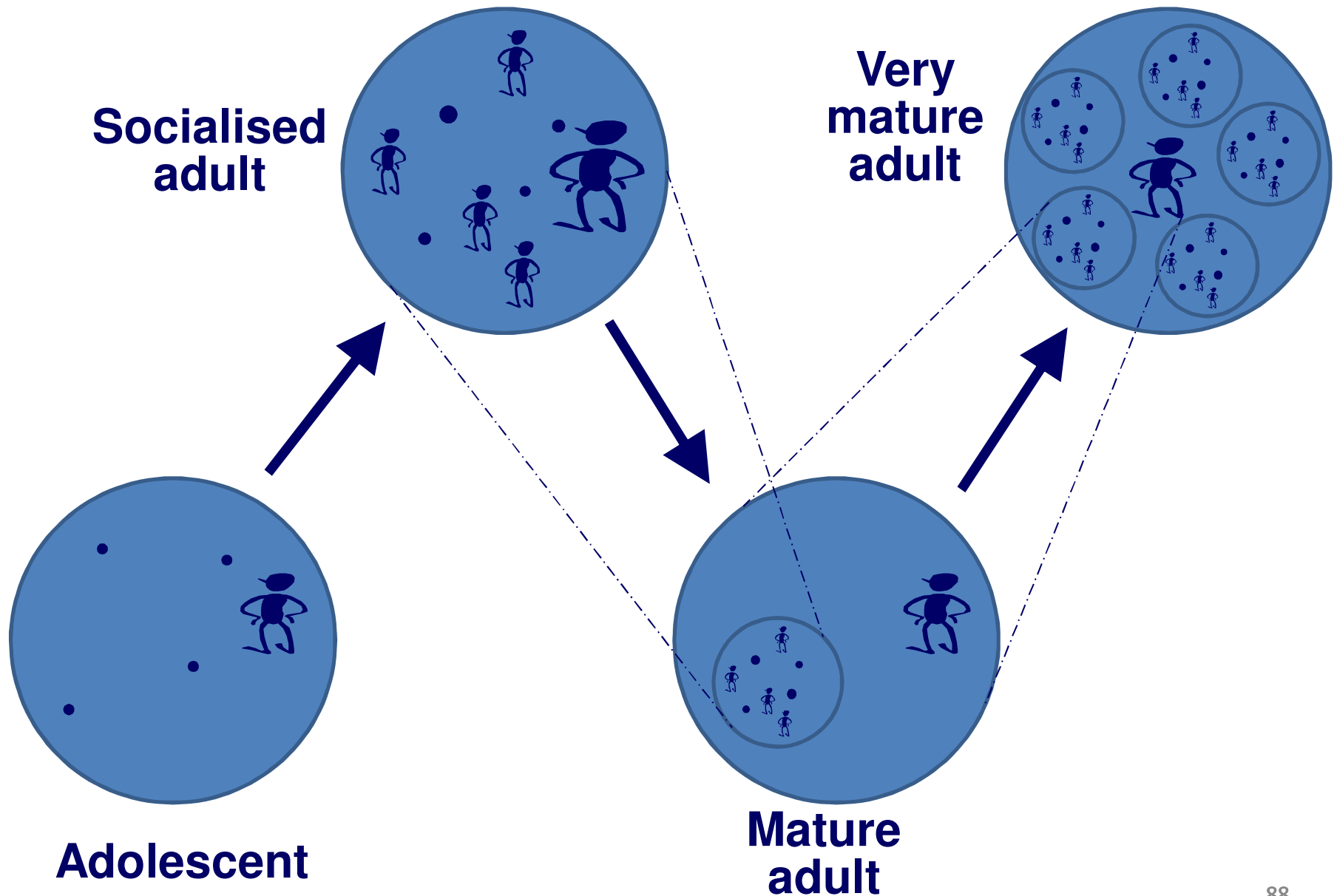
Coaching is More Effective If We Distinguish Between Team Development (vertical) from Learning (horizontal)



Question 1: Whom Are We Coaching?



Question 2: How Developed Is the Coach?



Question 3: How Much Do We Care to Know about Our Team?

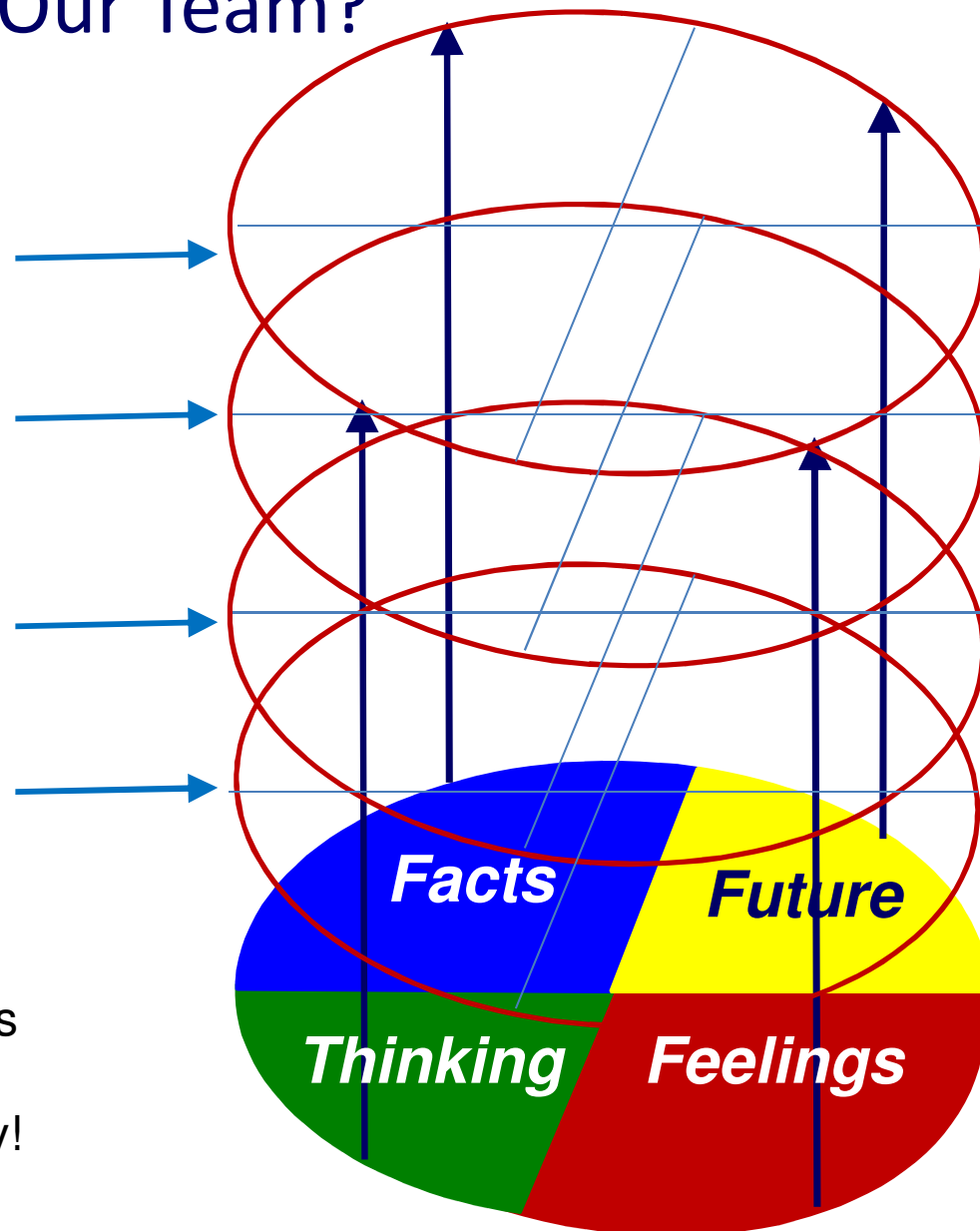
**Very mature adult
(Self-aware Leader)**

**Mature adult
(Manager)**

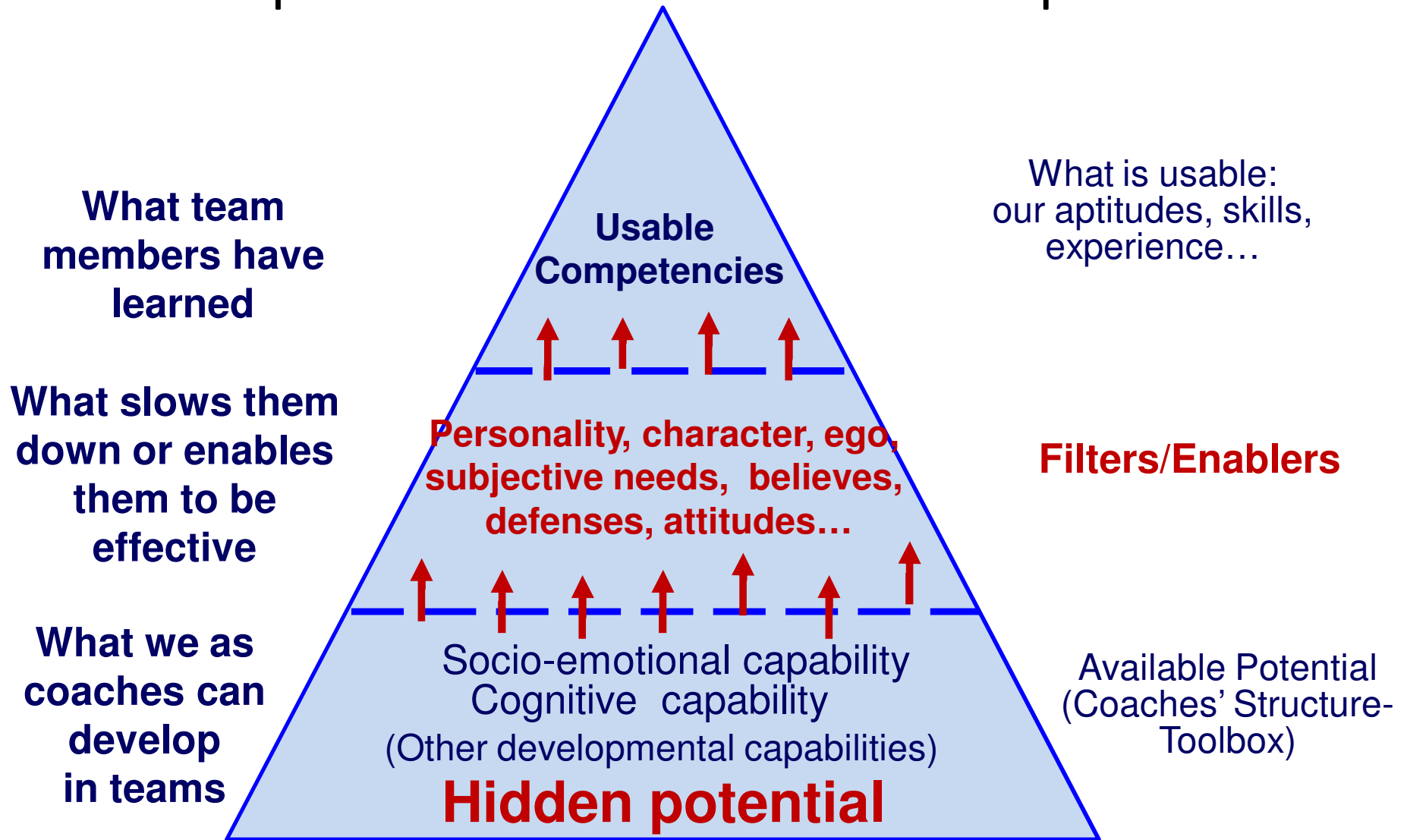
**Socialised adult
(Other-dependent)**

**Adolescent
(Manipulator)**

Team members as different as
the above grouping indicates
cannot be dealt with uniformly!

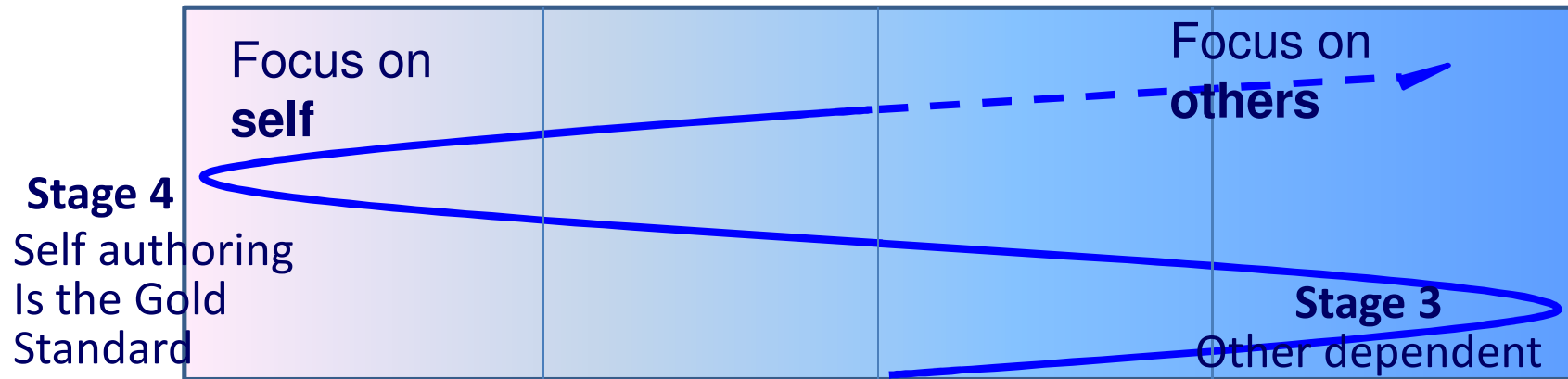
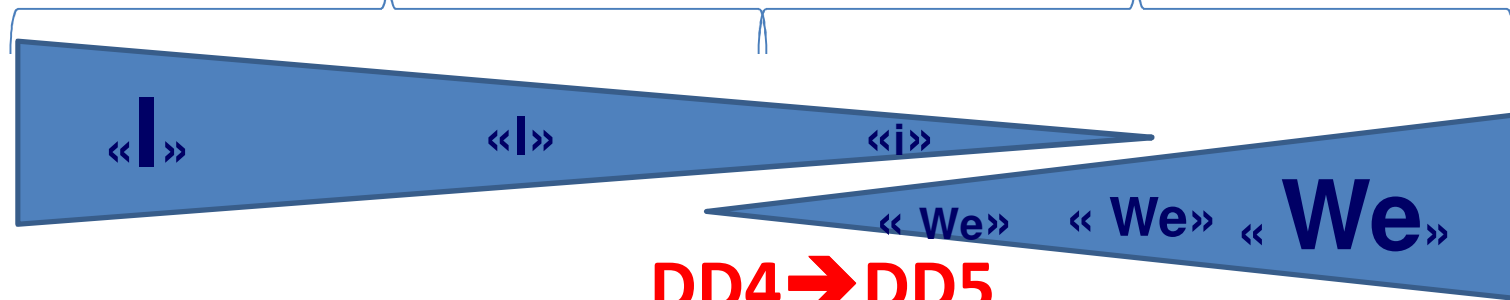


The Capability Pyramid of Teams: Competences Are Grounded in Capabilities



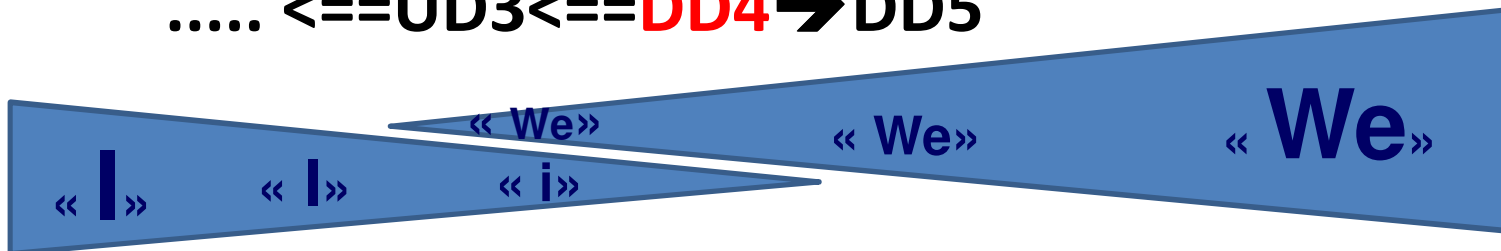
Path from “I” to “We” (Team Cohesion)

“I” space dominance “We” space dominance



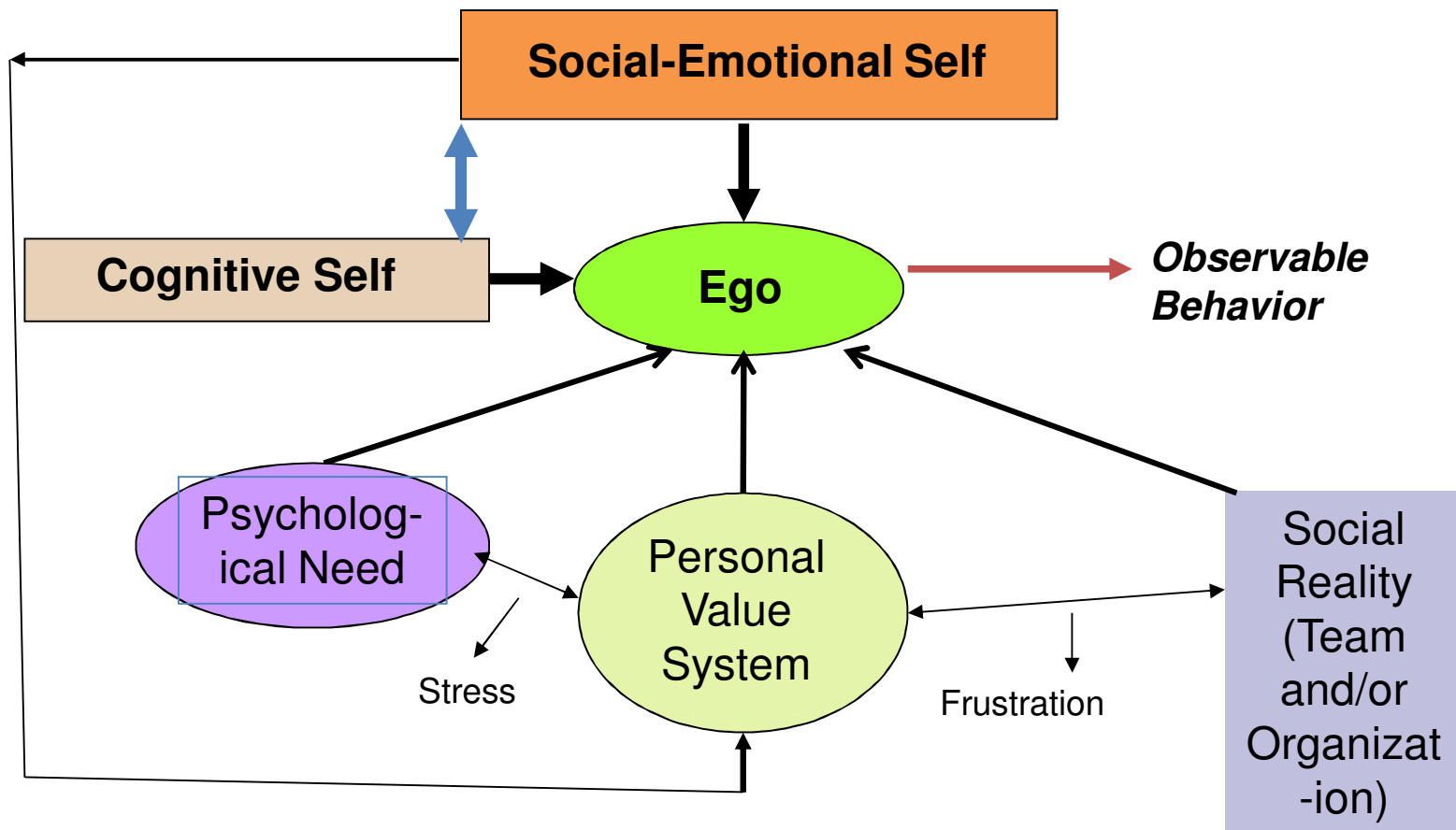
Path from Other-Dependent “We” to Autonomous “I”

..... <==UD3<==**DD4**→DD5



Three Dimensions of Team Coaching

When we are aware of the close connection between the psychological, social-emotional, and cognitive dimensions of teams, we can decide with more certainty which questions are realistic, which are illusory, and which are treatable.



Team Typology Delivers a Map for Coaching

- **The six types of teams we have distinguished deliver a map of the territory in which as team coaches we can bring about changes aimed at helping along a team's mature functioning.**
- A team's UD/DD structure points to **what a team cannot see, conceive of, and do**, while a team's size of role (Stratum 1 to 6) indicates **what topics are in the forefront of the team's discussion, based on what quality of use of language.**
- Team coaching leads to more than learning; effective team coaching is leading to higher levels of adult development in both the team and the team's coach, and can become a lever for organizational development and culture transformation.
- We can coach a team's **thinking**, focusing on its task process.
- We can coach a team's **meaning making**, focusing on the interpersonal relationship among members, both with the team leader and/or with other teams.
- Since to achieve developmental changes takes time, we need to think about how to design *team development journeys* across 1-2 years, by which the team can re-orient itself toward more thinking fluidity and less ego-centric meaning making.
- Even then, "self coaching" and "self-steering" is a possibility only for the highest-developed teams working under optimal organizational and cultural conditions.

Relationship of Interpersonal and Task Process: A Measure For Assessing Team Maturity

Interpersonal Process

The team's interpersonal process is a function of where the majority and minority of the team members are developmentally: L2, L3, L4, or L5, thus a social-emotional issue.

This can be measured by the coach by way of structured interview but also informally by using social-emotional "prompts" (see below).

Prompts are used by the coach for finding out how particular team members "see" others in terms of their MEANING MAKING (which is independent of their psychology).

I suggest that social-emotional prompts, of which below, should become an integral part of teach coaches' tool kit, as this is already the case in CDF-based one-on-one coaching.

See my volume 1 on Measuring Hidden Dimensions (2005),
<http://www.interdevelopmentals.org/publications-MHDv1.php>

Task Process

The team's task process is structured according to the phase of fluid deep thinking (and speaking) in which the majority and minority of a team find themselves, especially by how far they can *think* the social but also the physical world systemically and holistically.

This can be measured by structured interview but also informally by using dialectical thought forms as cognitive "prompts".

While social-emotional prompts are *diagnostic*, cognitive prompts enable a team coach to intervene in the discourse of the team, with the coach **functioning as an intent listener forcing concretization, process emphasis, scaffolding process management and agenda setting, reducing conflict, and giving feedback regarding goal attainment.**

In the previous session, we were introduced to the cognitive tools available for this purpose, called "moments of dialectic" and their associated "thought forms".

Probing a Team's Interpersonal Process

[This presupposes learning social-emotional theory.]

- **Success:** can you think of a time in your recent work with the team where you felt somewhat jubilant, feeling that the team achieved something that was difficult for it, or that you personally had overcome something that helped the team succeed?
- **Changed:** if you think of how the team has changed over the last year or two, or even months, regarding how it conducts itself, what comes to mind?
- **Control:** can you think of a moment where you became highly aware that you, as a team member, were losing control of the team, or felt the need of seizing control, of the team, what occurs to you?
- **Limits:** if you think of limits you encounter in your work with the team, something you wish you could do but feel excluded from, what comes to mind?
- **Outside of:** as you look around in the team, where do you see yourself as not fitting in, being an outsider, and how does that make you feel?
- **Frustration:** if you think of a time where you got into a situation in the team that was not of your choosing, where you felt totally frustrated but unable to do something about it, what comes to mind?**Important to me:** if I were to ask you what you care about most deeply, what matters most, in your work with the team, are there some things that come to mind?
- **Sharing:** if you think about your need of sharing thoughts and feelings with members of the team, how does that play out for you?
- **Strong stand/conviction:** if you were to think of times where you had to take a stand in the team, and remain true to your convictions, what comes to mind?
- **Taking risks:** when thinking of recent situations in the team where you felt you were taking, or had to take, risks, either to accomplish or fend off something, what comes to mind?

Coaching the Coaches:

Coaches are Not Born but Schooled

- Most team leaders are not prepared to act as coaches because being a coach not only takes schooling but, more importantly, requires a sure knowledge of oneself in adult-developmental terms, thus a particular developmental level (preferably L4).
- The same is true of managers, who in most cases are too caught up in their team's work and too closely identified with their organization, to have a cogent sense of self apart from their team. (I have encountered many managers at Kegan level L3).
- For these reasons, team leaders and managers make dubious coaches unless thoroughly self-aware of their person (UD4, DD5) and trained in adult development.
- The solution to this is to prepare team leaders and managers for coaching, by coaching them in understanding **their own adult-developmental profile in relation to the members of their team**.
- Such an understanding will not only generate compassion with team members, but also a more secure, self-authoring stance for acting as a coach.
- In my experience, one can work with team leaders and managers best by passing from coaching them as individuals to coaching them as agents of a team, **two very different things**, by using all three dimensions of CDF.

Preparing Team Members for Coaches

- Team members understand “coaching” initially as little as do team leaders and managers. There is nothing to complain about in this.
- Making use of coaching has to be learned, just as use of psychotherapy does.
- Team members first have to be taught who they are themselves, how they *therefore* see others, and then how they can make use of coaching, both for their own sake and the sake of the team they are a member of.
- This particular kind of “coaching preparation” draws much power from giving team members a sense of what is the type of team they are a member of, -- theoretical knowledge that creates distance toward themselves and objectifies their concerns regarding the team.
- **A team member of an UD2 team has very different propensities and self-insight than a member of an UD3 or UD4 team.**
- As a consequence, coaching team members is well served by formulating an hypothesis as to what kind of team the respective individual is part of. (Does s(he) belong to the developmental majority or minority of the team?)

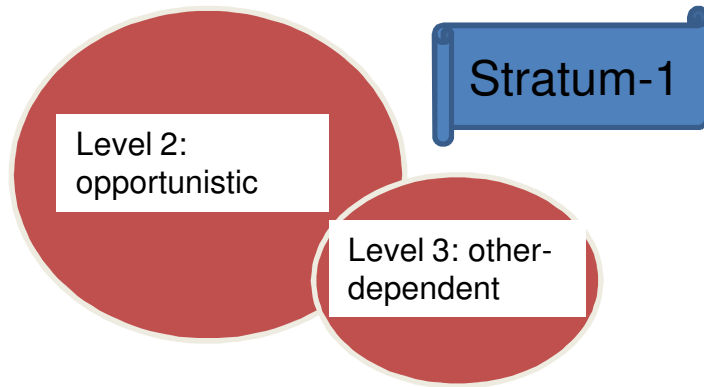
Probing a Team's Task Process Social-Emotionally and Cognitively

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' for 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

Further Coaching Suggestions

The Universe of Stratum-1 (UD2) Teams: *Service and Execution Excellence*



Interpersonal process overshadows task process.

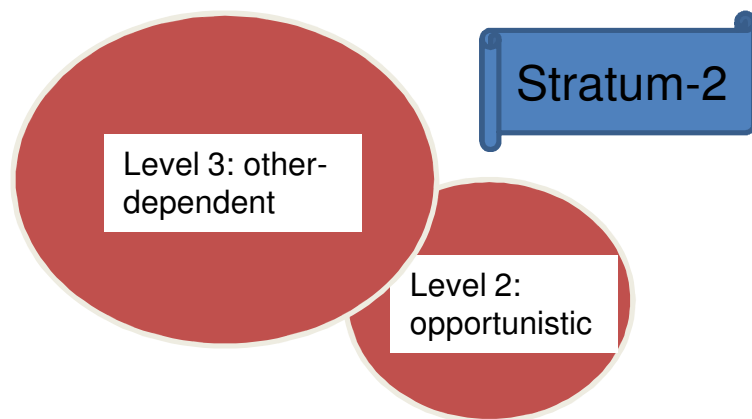
Task process is limited because of team members' cognitive profile (restriction to formal logical thinking).

Central task of coach:
Harnessing ego-centric energies to a common goal with emphasis on similarity of self interest; active listening for signs of structural consensus.

- In a team work time-horizon of up to 6 months the main focus is on the present and the very near future.
- Mostly static systems are in view.
- Deep, dialectical thinking is in its very beginning.
- The predominant *moment of dialectic* concerned is CONTEXT: describing parts and wholes, and getting the internal structure and/or big picture of a situation, accumulating perspectives but not integrating them.
- *Thinking* happens largely based on downloading of predefined theories and models, using a concrete, procedural frames of reference.
- Such thinking is largely rule-based, in a way that responds to downloaded categorizations.

The Universe of Stratum-2 (DD3) Teams:

Optimization of Practices



Interpersonal process is focused on signs of structural consensus.

Task process is limited because of team members' cognitive profile (restriction to formal logical thinking).

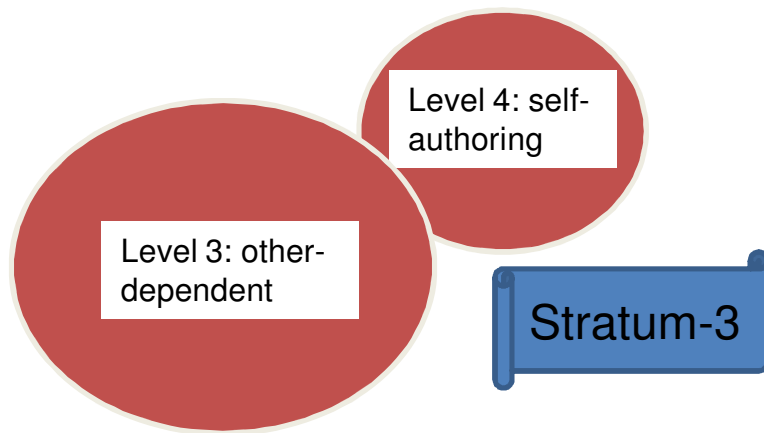
Central task of coach:

Forcing task concretization and process emphasis; if need be, conceptual inputs and confrontive agenda setting.

- In a team work time-horizon of up to 1 year one reaches the boundaries of thinking in terms of static systems (thus of contextual thought forms)
- There is a beginning need to think of “what is not there”, basically what emerges through change, or is required by the “future” (forms of absence).
- Thinking shifts to a conditional and diagnostic frame of reference, although rule-based decision making based on formal logic remains predominant.
- While the predominant moment of dialectic remains context, “process” – in the form of what is absent, emergent change filling absences, including “mind processes” – begin to move to the fore.
- The predominant focus of managerial thinking becomes differentiation of services and products, optimization of existing practices (practices that are “outmoded”) because of the need to “go with the times”.
- A doubling of dialectical thinking fluidity is required (>10<20).

The Universe of Stratum-3 (UD3) Teams:

Rethinking Operational Processes



Interpersonal process is based on consensus but lacks cognitive guidance focused on task process.

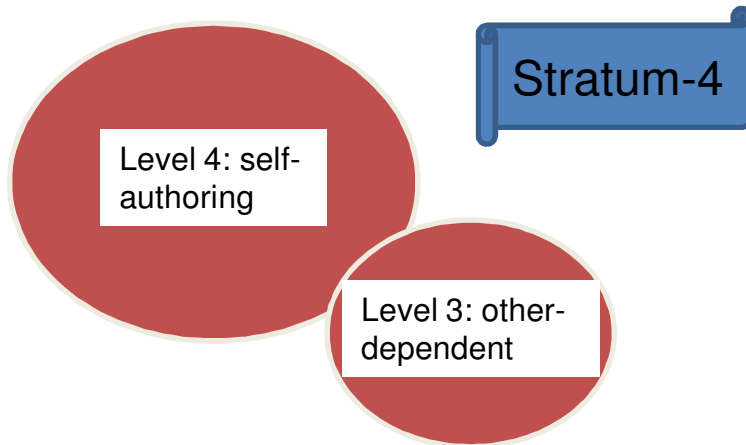
Task process needs feedback (if need be confrontive) on making it the center of attention.

Central task of coach:

Active listening for dilution of task process, and feedback on how team members are doing relative to their own (self-authoring) goals.

- In a team work time-horizon of up to 2 years many “unforeseeable” events take place that might have been anticipated as *possible* or *potential*.
- Many of these unforeseeable events could have been foreseen if only one had paid attention to relationships (in the dialectical sense), i.e., to what links different entities within a shared and shifting common ground.
- Reductionism comes to a halt; instead, systemic thinking gains ground, and there is an intuitive extrapolation of rules.
- Decision making is now preceded by doubting, probing, researching, and re-defining supposedly linear relationships.
- Given these new tools, one can begin to re-think [reflect on and change] heretofore unquestioned operational processes.
- Change management initiatives, designing new values streams, begin to take precedence over status quo in whatever form.
- Implementation, rather than mere contemplation, of changes, becomes a priority.
- As a result, *relationship thoughts forms* gain in importance, and become coordinated with *process thought forms*.
- Realistic thinking now inches upward to a fluidity index of dialectical thinking of $>20<30$.

The Universe of Stratum-4 (DD4) Teams: *Developing and Testing Alternative Strategies*



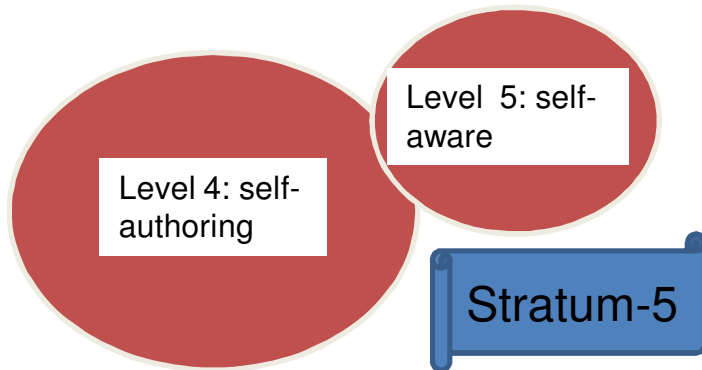
Interpersonal process is supporting set agenda despite occasional dilution of task process by focus on personal values. Task process is at risk of being dominated by uncritically espoused value systems of individuals developed to L4.

Central task of coach:
Active listening for interference from individuals obstructing the task process, if need be forcing historical re-construction of team's work process.

- In a team work time-horizon of up to 5 years developing a single strategy is insufficient; rather, alternative strategies need to be developed and tested.
- The team now needs to think in terms of all classes of thought forms simultaneously, and in a broader context.
- The team's vision is focused on the creation of breakthroughs, and this requires complex systems mapping.
- Thinking in multiple contexts is forced upon the team by emergent changes
- Abstract modeling provides the framework for decision making.
- "Rules" are gone, and "rule changing" reigns.
- What makes a team "executive" is its ability to develop and test alternative strategies based on empirical research.
- Not change, but transformation, becomes the main goal.

The Universe of Stratum-5 (UD5) Teams:

New Business Models, Reshaping of Competitive Position



On account of holistic and inclusive thinking, Interpersonal process is becoming subordinate to task process.

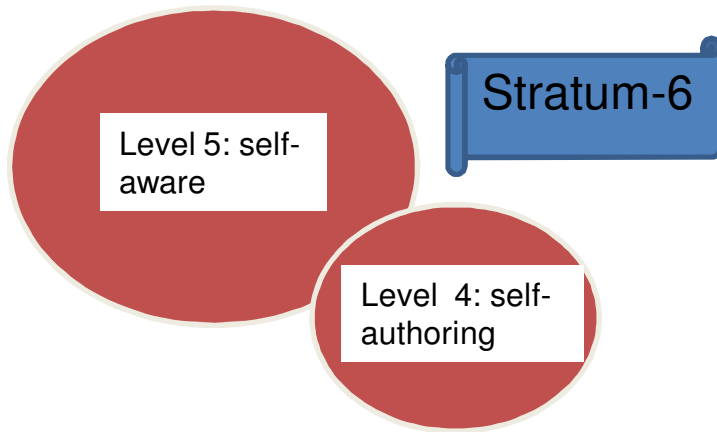
Central task of coach:

Active listening for shared common ground in ethically and politically diverging views: by way of historical reconstruction (of team processes), forcing concretization, process emphasis, and discussion-enlarging conceptual input.

- In a team work time-horizon of over 5 years, interpersonal process is giving way to sophisticated task processes.
- The team's vision is focused on re-defining its business model, not for immediate gain but for reshaping its present competitive position.
- This cognitively requires broad transformational thinking with a high level of coordination of thought forms.
- Abstract modeling (based on down-loaded theories) therefore no longer provides a framework for decision making.
- Instead, individual "deep thinking" willing to risk one's own standing in the team is the most creative strategy.
- This requires scaffolding by the coach regarding the switch from "what" to think to "how" to think, involving dialectical thinking.

The Universe of Stratum-6 (DD5) Teams:

Global Issues



Interpersonal process held in check by shared overriding values and goals of political and ecological importance, despite often un-resolvable conflicts of interest.

Task process is focused on the coordination of often exclusive interests for the benefit of the common good.

Coaching gives way to “self-coaching”, meaning a concerted effort of team members to subordinate interpersonal process to task process, engaging all team members.

- In a team work time-horizon larger than 10 years, issues of legacy and guardianship become dominant factors of the team’s interpersonal process.
- There is insight into team realizing and preserving cohesion as an important factor of team success.
- This insight is rooted both in an awareness of limits of dialog (despite good intentions), and in a rehearsed coordination of dialectical thought forms in an ambience of mutual helpfulness for the sake of others, less privileged individuals.

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