

‘Die Unsichtbare Dimension des Coaching’ Workshop

Interdevelopmental Institute

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Zweck und Ziele des Seminars

- Bereicherung Ihrer Coaching Praxis durch Einfuehrung neuer Perspektiven und Werkzeuge, die aus sozialwissenschaftlicher Forschung stammen
- Vertiefung Ihrer Kompetenzen als Coach
- Einleitung in ein tieferes Verstehen hinsichtlich der Frage: “Wer ist mein Kunde?” und “Welches Entwicklungspotential hat mein Kunde?”
- Einleitung in die Verwendung von Resultaten der Entwicklungswissenschaft beim Aufbau einer Kundenbeziehung, beim Feedback, und bei der Demonstration und dem Provozieren neuer Verhaltensweisen
- Eroeffnung der Moeglichkeit, mit Kunden einer hoeheren Entwicklungsstufe zu arbeiten
- Reflektionen ueber Ihren eigenen Entwicklungsstand und Ihre Entwicklungsmoeglichkeiten als Coach und Person.

Vorteile des IDM Programms

- Ein besseres Verstaendnis Ihres eigenen Entwicklungsprofils als eines Schluessels zu erfolgreichem und wirksamem Coaching.
- Ein besseres Verstaendnis Ihres Kunden, dessen, was fuer ihn/sie wichtig ist, und der Wege, Kunden zum Erfolg zu verhelfen
- Methoden dafuer, Ihrem Kunden zu groesserer Flexibilitaet im Denken und Faellen von Entscheidungen zu verhelfen, und dadurch zu ihrer Entwicklung (mental growth) beizutragen.
- Bessere Werkzeuge dafuer, Ihren Kunden bei der Loesung von Entwicklungskonflikten beizustehen, die zur Zeit ihre Leistung vermindern
- Bessere Werkzeuge dafuer, zu einer besseren Lebensqualitaet Ihrer Kunden beizutragen.

Drei Perspektiven auf den Kunden

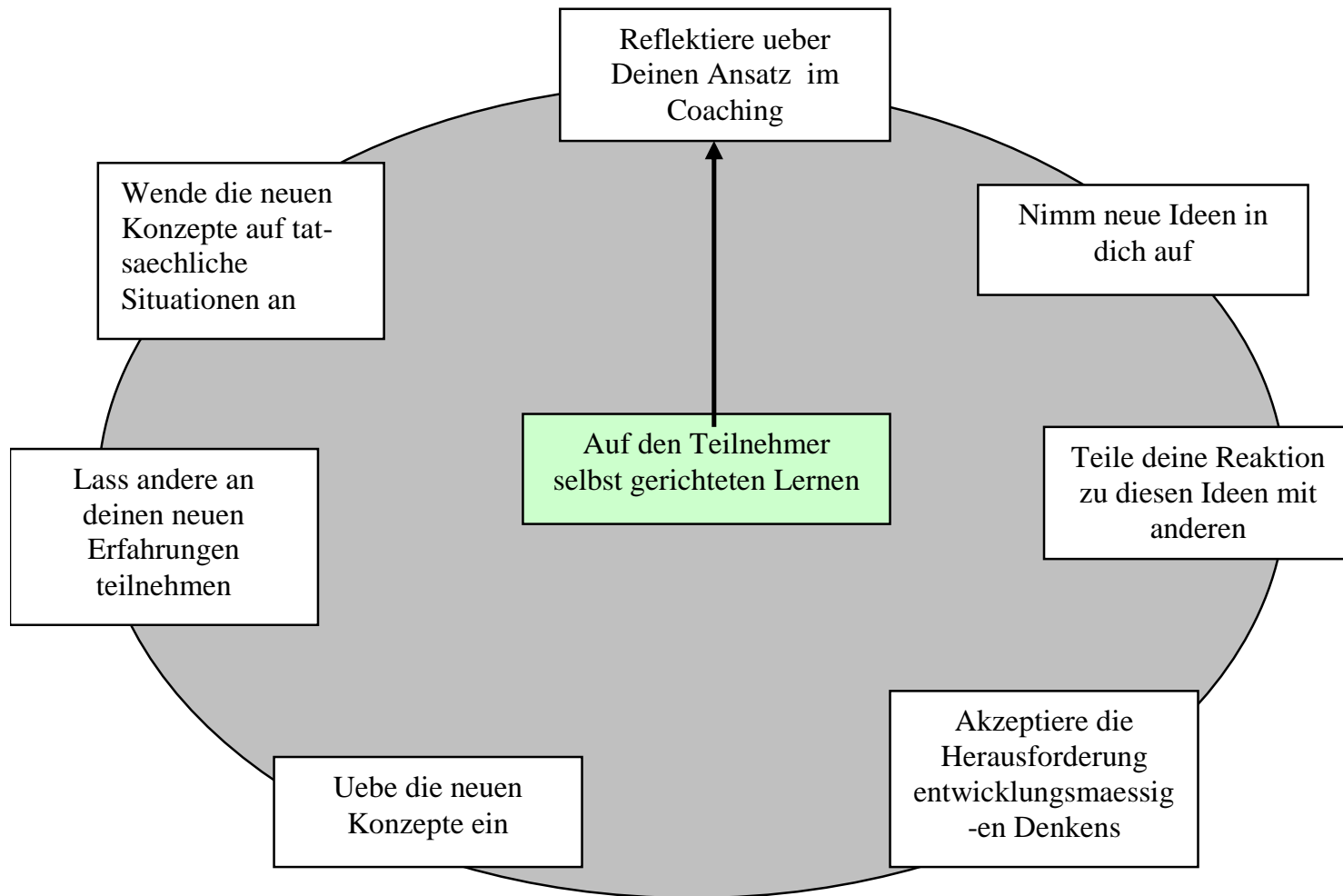
- Um den Coaching Kunden wirklich zu verstehen, ist es notwendig drei Aspekte in Betracht zu ziehen:
 - ‘meaning making’ – wie stellt sich der Kunde zu sich selbst und der Welt?
 - ‘sense making’ – wie konstruiert der Kunde seine/ihre Welt im eigenen Denken
 - Verhalten – persönliche Haltung, Aufgabenloesen, Beziehung zu anderen
- Diese drei Perspektiven zusammengenommen geben umfassenden Einblick in die Frage: “wer ist mein Kunde?”
- **In diesem Seminar legen wir Nachdruck auf die erste Perspektive, da sie die am meisten vernachlaessigte ist**
- In Program One des Interdevelopmental Institutes lehren wir alle drei Aspekte
- Alle drei Perspektiven zu erstellen ist auch die Voraussetzung dafuer, sich durch eine Fallstudie als ein Certified Developmental Coach auszuweisen.

Praxisreflektion

- Wie entscheiden Sie gegenwaertig ob Sie mit einem Kunden “kompatibel” sind?
- Welche Merkmale von Kompatibilitaet gibt es, die ueber “Persoenlichkeit” “persoenliche Eigenarten” hinausgehen?
- Was halten Sie gegenwaertig fuer den Grund Ihrer Wirksamkeit in der Arbeit mit Ihren Kunden?
- Haben Sie sich gefragt, wie es moeglich waere intensivere Gespraechе mit Kunden hoeherer Entwicklungsstufe zu fuehren?
- Wenn Ihnen gezeigt wuerde, dass sozialwissenschaftliche Forschungen darueber vorliegen wie auf stets hoehere Bewusstseinsstufen gelangen, und daher die Welt verschieden interpretieren, waeren Sie interessiert?

IDM Lernmodell

Ein interaktives Laboratorium zur Erforschung des Coaching



Seminarinhalt

- Teil 1: Einleitung in das 'adult development' Modell in Beziehung auf das eigene Leben und eigene Berufserfahrung
 - Fokus: Kunden helfen, ihre gegenwaertigen Entwicklungspotentiale zu verstehen
- Teil II: Erforschung von Entwicklungsbereichen und ihrer Bedeutung im Coaching
 - Fokus: Kunden Einsicht schaffen darueber, wie sie ihr Bestes leisten koennen
- Teil III: Uebungen zum Verstehen wie Kunden sich zu sich selbst und zur Welt, und daher auch zu ihrer Arbeit, stellen.
 - Fokus: mit Einfuehlung die Stellung des Kunden einnehmen
- Teil IV: Erste Schritt dazu, beim Interview entwicklungsmaessig zu denken.
 - Fokus: verstehen wie Kunden die Welt anschauen, und wie sie Welt sich ihnen darstellt

Teil 1

What Has Been YOUR Development?

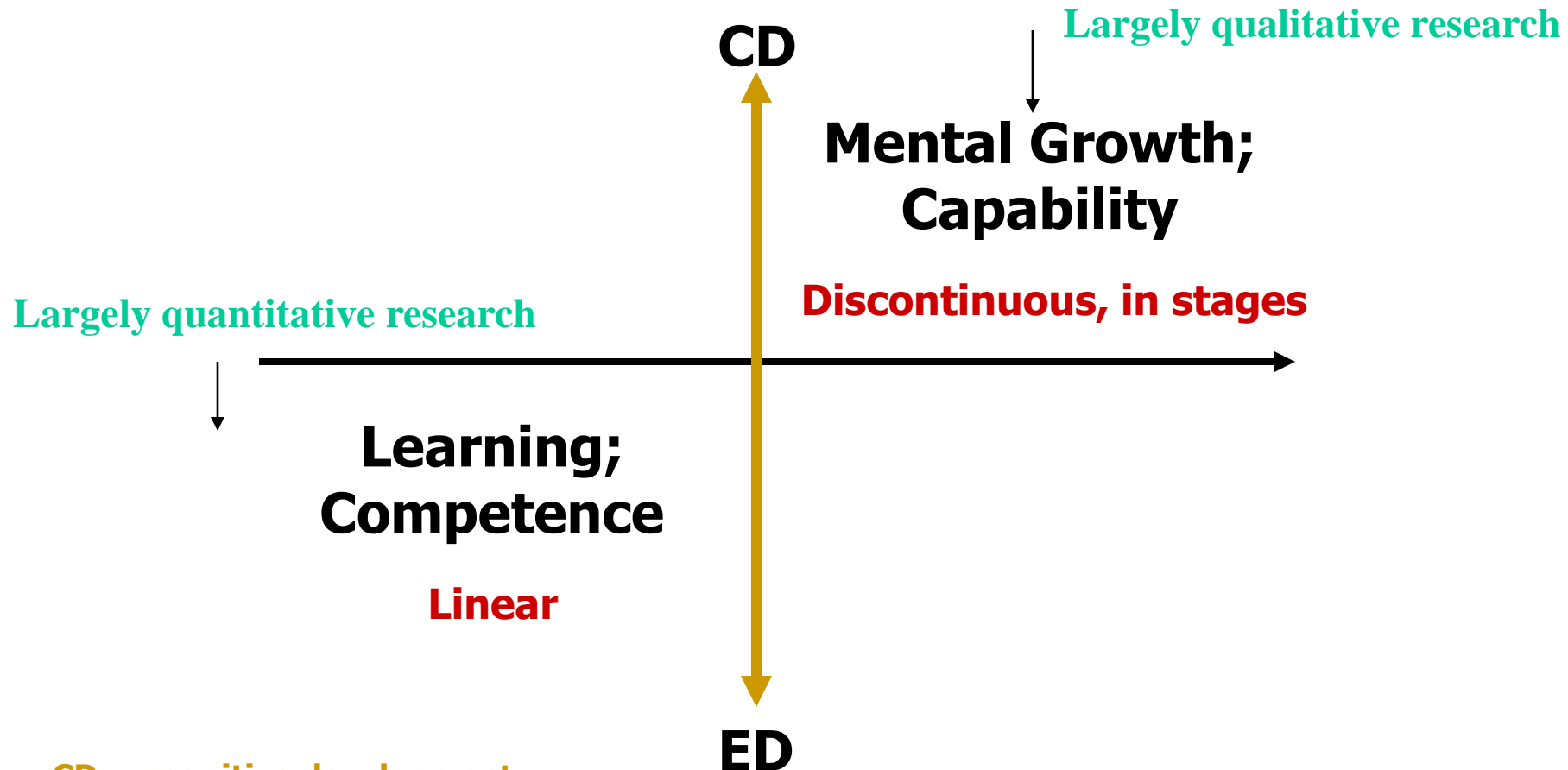
Think back in your own life one decade, and reflect upon how you then saw the world, compared to now, and what you couldn't do that you can do now. *What has changed for you:*

- in your way of seeing yourself ('self image')?
- in your ability to be intimate ('emotional intelligence')?
- in your ability to think abstractly and systemically?
- in your sensitivity to the feeling and thinking of others?
- in your embeddedness in your environment?
- in your relationship to the cosmos at large?
- in the way you proceed from observations to reactions to judgments to goal formulation and action ('behavioral cycle') in your work and life?

What is a Developmental Model?

- A 'developmental model' is a conceptual framework for viewing clients as engaged in a journey over their lifespan in which they steadily succeed in realizing their developmental potential
- The developmental model used in this workshop is based on research; it reveals the "hidden dimension of coaching:" how clients make developmental shifts
 - The developmental dimension is HIDDEN because it is typically not a part of what is taught in this culture
 - The dimension is HIDDEN also since it becomes observable only with special tools, such as interviewing, by a third party
- The model contrasts *behavioral change* (which is linear) with *developmental shift* (which is discontinuous, or happens in STAGES)
- The model helps calibrate developmental shifts along a vertical axis, different from the horizontal axis of accumulative learning

Learning is 'Horizontal,' Mental Growth is 'Vertical'



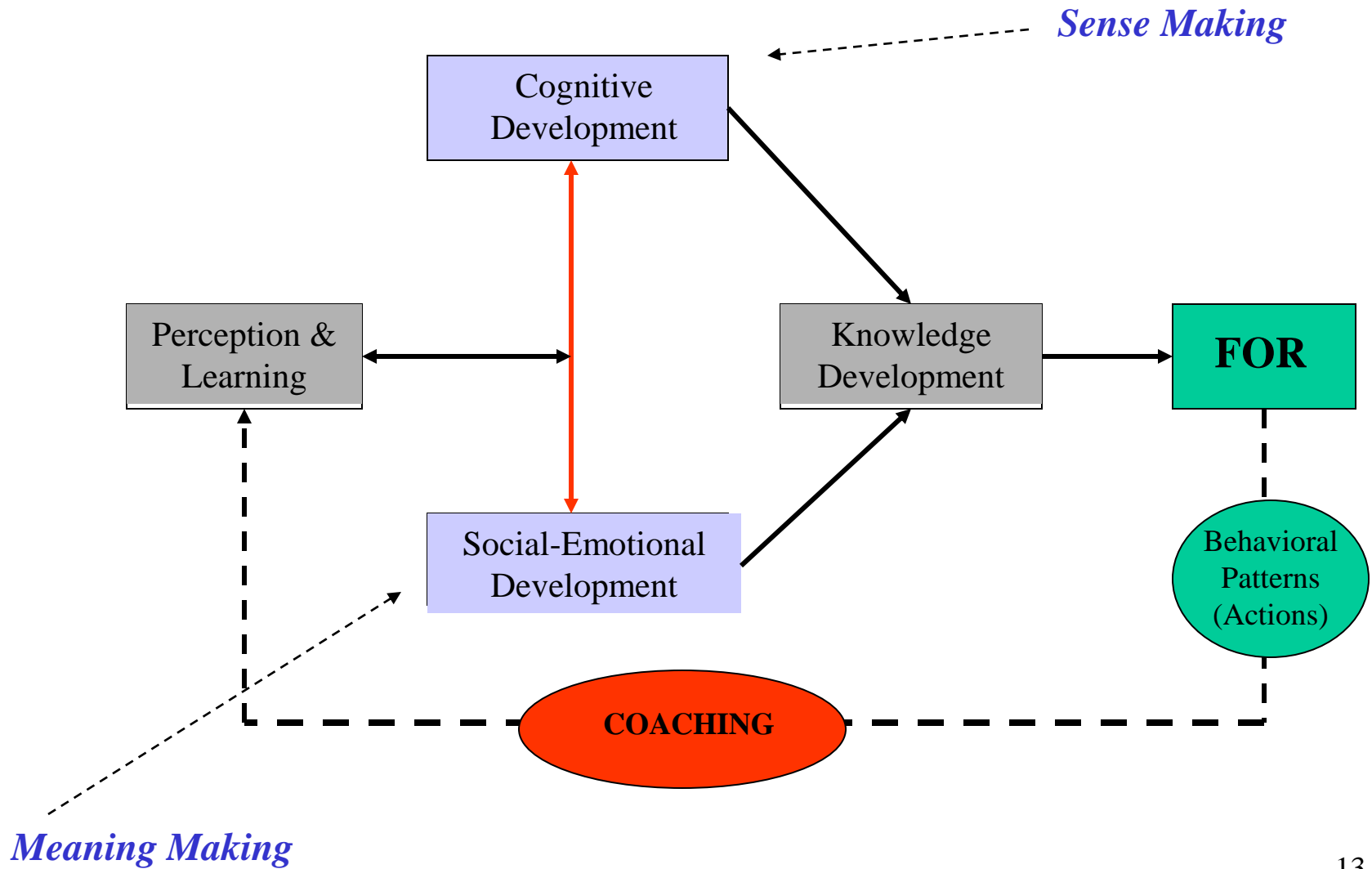
CD = cognitive development

ED = social-emotional development

What Clients Bring to Coaching

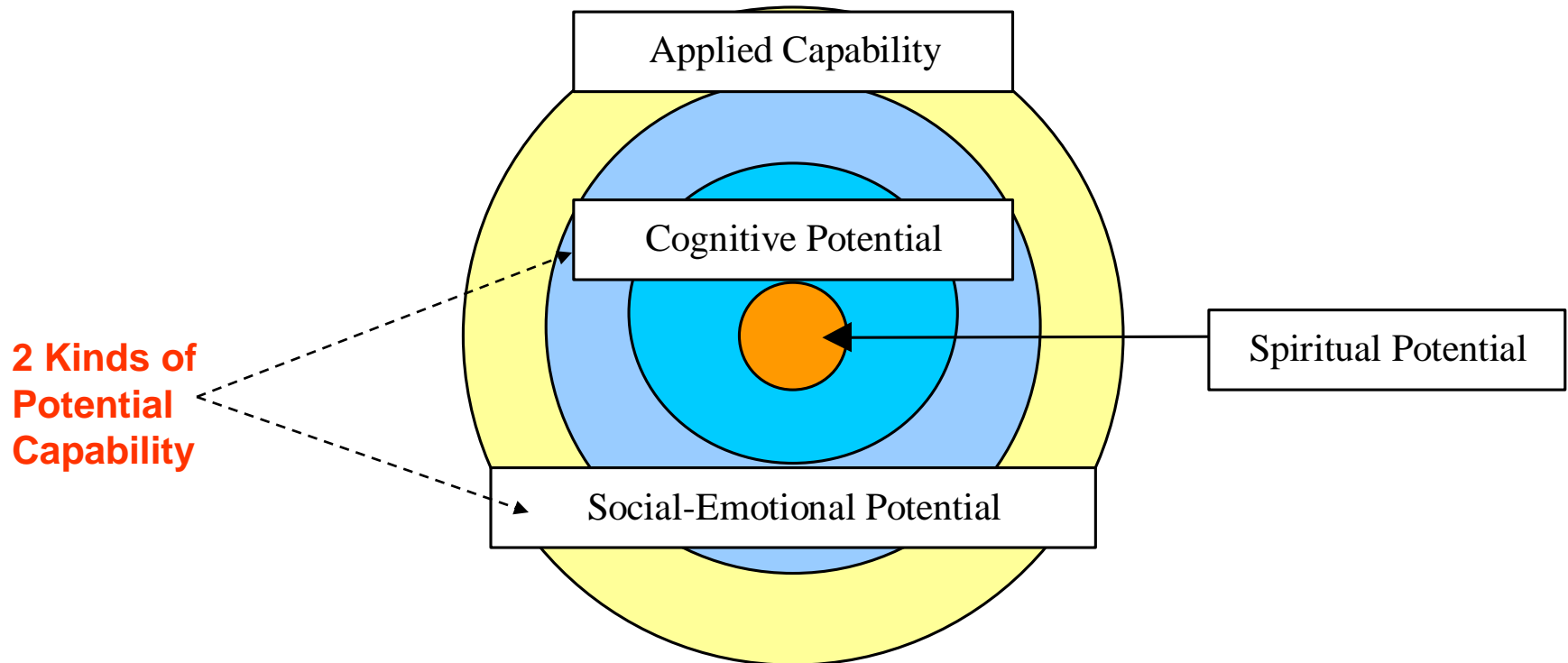
- A full-fledged *meaning making system*, constructed by them since birth, that may not fit their present life or work challenge
- A full-fledged *sense making system* (“cognitive”) comprising thought forms both logical and dialectical
- The potential to move beyond their present meaning making system, by reflecting upon it as an ‘object’ (moving from ‘being a problem => to ‘having a problem’)
- An equivalent potential for resisting any move that would lead to a developmental shift
- A certain cognitive profile that supports their present meaning making, and may, or may not, be powerful enough to lead to a developmental shift

Clients' Frame of Reference (FOR)



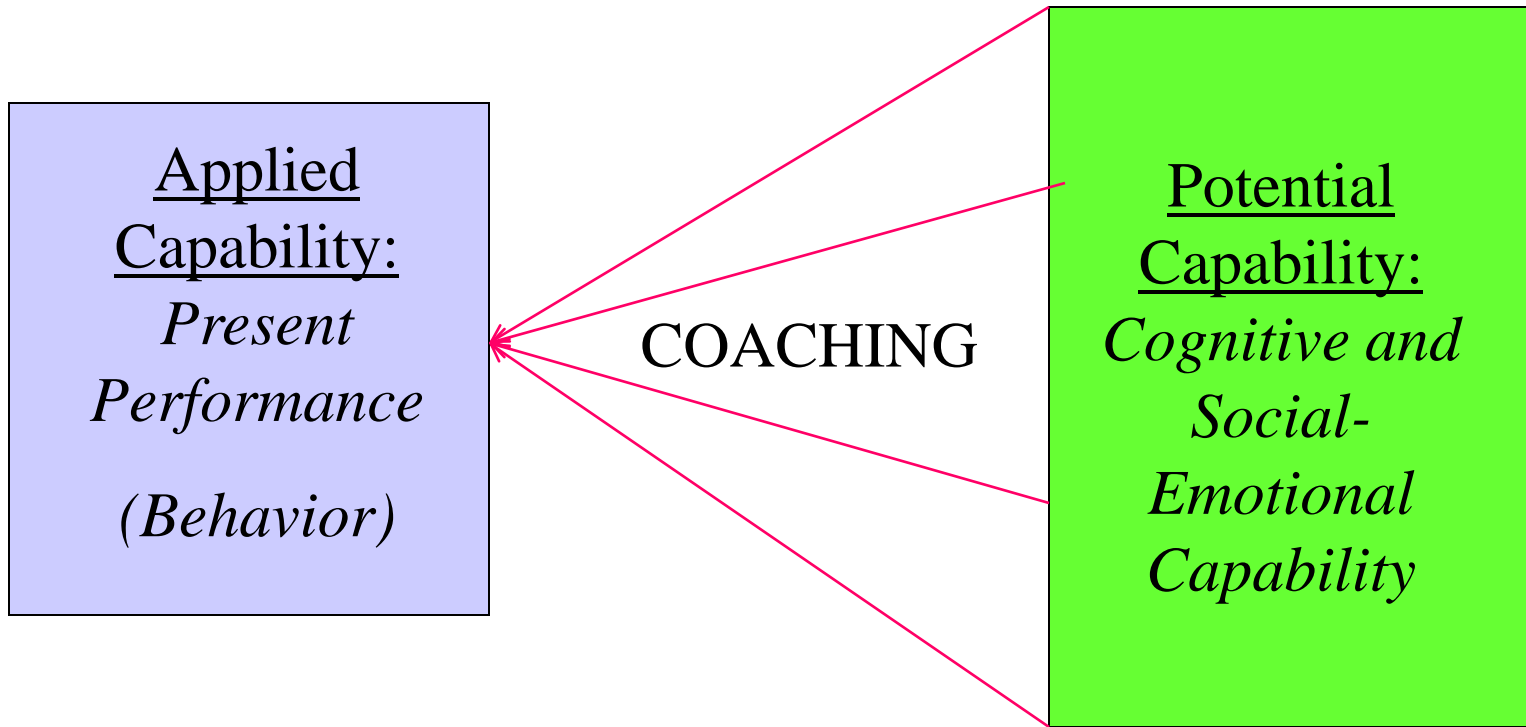
What You Can Do Now is Only a Fragment of You

In addition to 'applied' capability, there is 'potential' capability



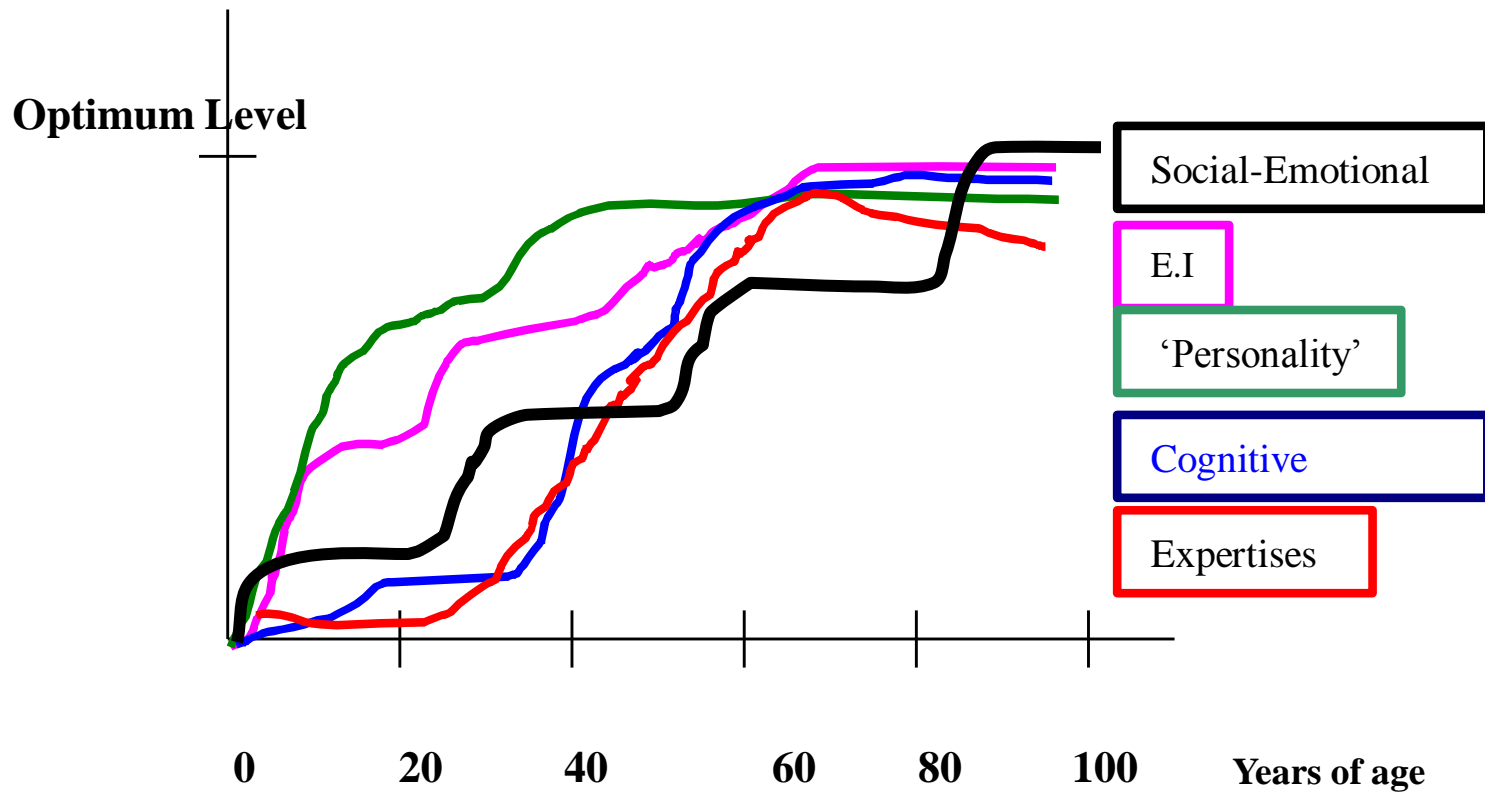
* Applied capability is the capability you are now using, while potential capability is what you COULD BE USING. This potential capability is twofold: cognitive and social-emotional. It is also spiritual, but no measurements exist for it today.

Zone of Development



Coaching = harnessing potential capability to increase applied capability

Bundling of 'Developmental Strands'



Wilber, *Integral Psychology*, Shambhala, 2000

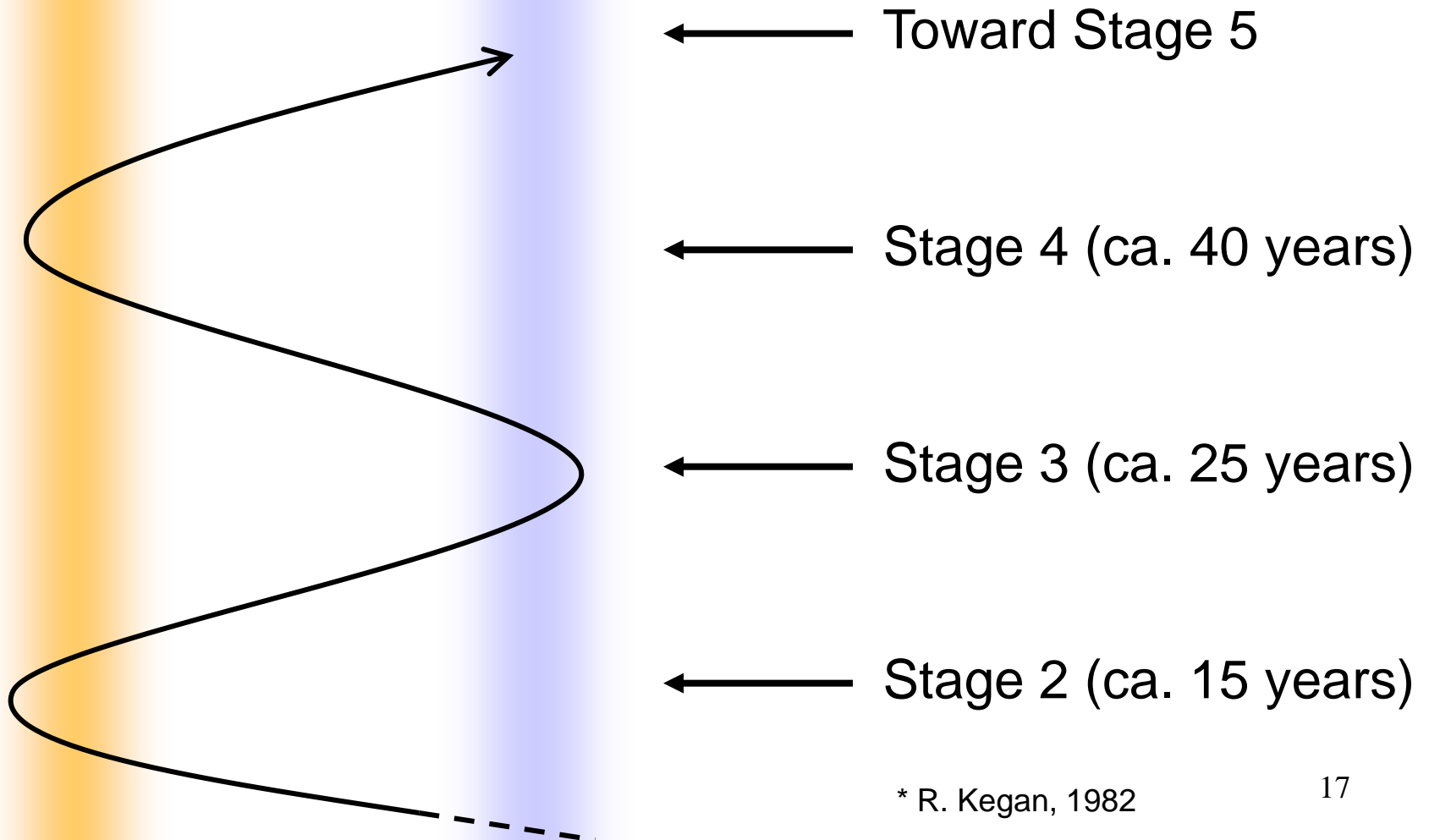
Levels of Social-Emotional Potential*

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Focus on
SELF

Focus on
OTHERS

**Level is NOT strictly
bound to age!**



* R. Kegan, 1982

Statistics of Adult Developmental Attainment in Evolved Societies



To the left are 4 adult levels, each comprising 4 intermediate steps. These sublevels indicate degrees of advancing toward the next following level. As the percentages on the right indicate, most individuals remain on level 3, while 25% of individuals reach level 4, and 8% reach level 5. The names of the levels are meant to indicate a crucial feature of each of the levels of social-emotional potential. ¹⁸

self aware

Leader

5 8%

self authoring

Manager

4 25%

other-dependent

Group Contributor

3 55%

instrumental

Individualist

2 10%

How Could Developmental Coaching Benefit YOUR Practice?

- In light of this MODEL, where do you see intersections with what the model highlights, and your own practice?
- In how far does this model coincide with your own intuitive knowledge of your adult development?
- Do you think that, as a coach, you make an “intuitive” assessment of “vertical” developmental levels? If so, how are you using that knowledge?
- Do you think that learning a language for making developmental distinctions would be helpful to you as a coach?
- Do you think that learning to assess developmental level would be an enhancement of your coaching practice?
- What does the model, as far as you now understand it, seem NOT to address that is important to you in your coaching practice?

Homework #1

- Think about one of your present coaching clients, and spell out what you think is the client's **Frame of Reference**, in terms of how the client positions him-/herself toward the world and others
- Get together with your buddy, role modeling the “coach and client couple,” and interview the client in a way that you think will shed light on their present maturity level. Then report to the class.
- Taking into account the two kinds of potential capability (growth resources) outlined, -- cognitive and social-emotional -- which of these resources do you think are presently strongest in your client?
- Thinking of yourself in terms of social-emotional potential, are you presently more centered on self or on others in the way you make meaning of your experiences?

Competencies and Proficiencies

- Neither ICF competencies nor IAC proficiencies presently take adult-developmental knowledge into account
- Doing so in coaching research would show that coaches function at different developmental levels, and therefore realize competencies and proficiencies to various, presently unknown, degrees
- Also unknown is the effect of “coach training” on these competencies and proficiencies
- In developmental coaching, we put a premium on the competencies called “coaching presence” (#4), “active listening” (#5), “powerful questioning”(#6), and “creating awareness” (#8)
- The proficiencies focused on in developmental coaching are “reveals the client to themselves” (#2), “expands the client’s best efforts (#5), “navigates via (developmentally informed) curiosity” (#6), “hones in on what is most important” (#8), “communicates cleanly” (#9), and “enters new territories”(#12).

Session 2

Practice Reflection

- What, for you, follows from the fact that coaches and clients alike “live” at different developmental levels (4 main, and altogether 15 intermediate & main levels)
- If coaches and clients “live” at different developmental levels, what follows for the way coaching is practiced?
- Should a coach “live” at a level “below” the client’s present way of making meaning, what are the consequences?
- What is your take on the ethical responsibility of coaches to know their own developmental level?
- Where along scale from 1 to 7 do you think you presently are in being able to “think developmentally,” and thus recognize where your client “lives,” developmentally speaking?

Consequences of Levels for Coaching

- **You can only coach from your present developmental level. In fact, that's what you are doing, whether you know it or not!**
- Therefore, “where you are developmentally,” in terms of potential capability, determines how you coach, especially how you formulate the ‘model of the client’
- ‘Coaching level’ is a matter of VERTICAL development, and is thus independent of ‘applied capability’ as expressed by ‘expertise,’ ‘experience,’ ‘professional background’ (applied capability does not automatically **put you** into a higher coaching level)
- The higher the **coaching level**, the more highly developed clients can a coach responsibly take on and support.
- Knowing his/her level of development is an ethical responsibility of every coach.

What is a Developmental Level?

- **There are several different ways of understanding what it means to be at a particular developmental level**
 - **A way of making meaning of experiences**
 - **A mode of functioning in the world**
 - **A mindset for answering the question “What Should I Do, and For Whom?”**
 - **A way of negotiating the tension between being focused on ‘self’ and ‘other’ or ‘others’**
 - **An indication of the degree of ego-centrism presently expressed by a person’s thinking, feeling, actions, and ways of social relating**
 - **An indication of the particular joys, sorrows, and goals of being human at a particular stage of lifespan development**
- **As this shows, the notion of ‘developmental level’ is very comprehensive and complex.**
- **This is so since ‘being a person’ and ‘making meaning’ is the same thing.**

Stage Descriptions

Caricature of Stage 2

Stage 2 is an 'I' stage, characteristic of late teenage and early adulthood, although in our own culture, private sector profit concerns often drive many adults to revert to this stage, at least in their 'world of work.' Persons on this stage are highly, if not totally, steeped in their own wants or needs. They are impulsive, seek immediate gratification for those needs and wants, pay little attention to what others say about them, but will vehemently deny feedback that is not concordant with their own rigid self-perception. Above all else, they are interested in preserving the image they have established for themselves, regardless of how accurate it might be. When challenged, they can be very emotionally explosive and abusive to the feedback's source(s). S(he) readily understands others' perspectives, not out of empathy, but for the sake of knowing how to manipulate them to satisfy their own needs and ends. They will follow socially established (Stage 3) community rules and conventions when beneficial to them, or as long as they believe they will not be caught or punished. Thus, cheating, lying, deception, and falsification will be used, as necessary, to achieve self-set goals. They can work effectively and productively, if working alone and if their objectives happen to be aligned with those of the organization. In a Leader role, they will tend to micro-manage, exploit others, create ill will and mistrust, and misunderstandings will abound within the team or work group. Unbridled 'careerism' typifies this stage, for those individuals who manage to work their way into positions where they are given any degree of social authority.

Hallmarks of Stage 2

- **Distribution:** about 10% of adults
- **Advance over Stage 1:** A distinction can be made between what something seems and what it is. This requires the ability to separate oneself from one's perception (stage 1), of taking one's perceptions as object (stage 2).
- **Essence of this stage:** As a self subject to my needs, wishes, and interests, I relate to another person in terms of possible consequences for my world view. I "know" you in terms of how helpful you can be to me, and am thus unable to consider your independent view at the same time that I am taking my own into account.
- **Instrumentalism:** The ultimate concern is with whether the person will lose a source of support or help for herself. The person's own interest constitutes the ground from which (s)he attends to others' perspective.
- **Pervasive limitation:** a 'split universe,' where each person's knowing is separate from the other's knowing.

Typical Coaching Problems at Stage 2

- Only a single perspective, that of the client, can be held; consequently:
 - others are only known as ‘instruments’ of satisfying clients’ own needs and desires
 - imagining others’ thinking and feeling about them is non-existent or undeveloped
 - consequently, others’ thinking and feeling does not influence or determine clients’ goals, decisions, and actions
 - competitive careerism is in the foreground; no more comprehensive self developmental perspective exists
 - individuals at this stage cannot function as change agents since their grasp of their environment and others’ need is woefully lacking

Journey to Stage 3

- **Journey toward stage 3:** is about bringing inside the self others' perspective. My new perspective now includes my ability to imagine your taking a perspective on me, and to bring inside myself the mediation of these separate perspectives, -- which previously were negotiated only as a matter of social consequence in the external world.
- **Developmental risk:** loss of imagined self containment
- **Meaning of 'internalizing another's perspective':** ability to hold more than a single view:
 - First, a bringing inside the self another's or others' perspectives which were before considered only from the viewpoint of my own independent enterprises.
 - Second, an ability to derive my own thoughts and feelings as a direct consequence of how the other is thinking and feeling, and not solely as a consequence of what the other will DO in response to my actions

Caricature of Stage 3

This is a 'We,' or a sense of community, stage. Self-image is determined entirely by what others think, whether these others are internalized or external others. Thus, people at this stage are highly, if not completely, identified with an external socially established norm or standard that has been internalized. If rank, position, power, etc., are viewed as being important by the system that defines them, then they are important to this individual, as are appearances – social correctness. Obtaining status, in whatever terms the external reference is based upon, makes them highly competitive, but they will not stoop to the stratagems Stage 2 persons will to achieve their ends. They 'follow the rules,' and are 'above board' about winning and losing. It is very unlikely that they will 'see' or think beyond the established operational principles and values of 'their' organization. Because their image is so caught up in the status quo, they will be unwilling to take the risks necessary to change it, even if they can stand apart from their unit, group, or organization far enough to objectively assess what could make it operate more effectively. Hence, they do not make good change agents, either in the sense of seeing what needs to be done or in actually doing it. Any change they believe might be beneficial will be whatever is being echoed by the majority. In a leader position, this person will follow what they believe the norms are and will try to establish a climate accordingly. Yet, they may have a very tough time doing so, unless those norms lead them to simultaneously gain recognition, or credits, within the broader social structure. What contributes to the climate first is how it will affect their stature. Hence, the climate will be focused as much on individual achievement as it is on the group's collective effectiveness.

Hallmarks of Stage 3

- **Distribution:** between 50 and 60% of adults live (and remain) at this stage.
- **Advance over Stage 2:** theory of self now includes others' perspective
- **Essence of this stage:** My self is made up by the expectations of physical or internalized others (family, religious or peer group), and I lose myself when losing membership in, and the support of, the group.
- **Conventionalism:** The ultimate concern is with whether I am adhering to what is expected of me. Being 'good' means following the rules of an institution larger than myself I have strongly internalized, and without which I will be "at a loss"
- **Pervasive limitation:** I cannot distinguish my internalized points of view from those of physical, and especially internalized, others; consequently, I have no 'theory of self' independent of what I have absorbed from the social surround, whether by adherence to, or strict negation of, existing conventions. My guilt is about not being sanctioned by others, not about failing my own standards.

Typical Coaching Problems at Stage 3

- Clients define themselves by the expectations of physical or internalized others; consequently:
 - they cannot distinguish internalized others (conventions) from their own authentic and unique self
 - they do not have a self-authored system of values and principles in place, and therefore act according to consensus
 - they experience loss of self (abandonment) when not approved by the group or community, and thus cannot ‘go it alone’ and stand up for their own decisions
 - they cannot ‘see’ their embeddedness in the social fabric, and are therefore confused as to where failures come from
 - they cannot ‘manage,’ and even less, ‘lead’ even if they are in a position to do so

Journey to Stage 4

While there is a social 'forcing function' for moving people from Stage 2 to 3, there is no such function beyond Stage 3, so that movement upwards is, from there on, entirely 'from the inside out.'

- **Journey toward stage 3:** starting with the distinction between physical others, internalized others, and 'myself,' individuals inch toward a sense of what is "other than me;" they don't get social help in this, and are thus on their own.
- **Developmental risk:** loss of imagined safety as member of a physical and/or internalized group, thus loss of the communal or shared self
- **Meaning of 'forming a theory of self:'**
 - First, people must internally distance themselves from their need of being acknowledged and accepted by the community; they must be able to 'go it alone' if their own inner voice tells them to do so
 - Second, people must develop a better and better notion of their uniqueness, of what makes them different from others, and find the courage to make that difference known to others while respecting others' otherness
 - Third, people must develop an ethical theory of integrity of self

Caricature of Stage 4

This is an 'I' stage, but one much different from Stage 2. These individuals, rather than trying to become someone, have found themselves or 'come of age.' They have been successful while pursuing Stage 3 goals and have, in their eyes, earned the 'right' to stand above the crowd and be noticed. Consequently, they are highly, if not completely, identified with the value system that they have authored for themselves, yet they are very respectful of others for their competence and different values and beliefs. They find great difficulty in standing away from themselves to discover their own voids, but they will accept them when they are discovered. In this sense, they can be more self-accepting, relative to those less well developed. They can stand back, however, from the institution that previously defined them far enough to be objective about what they 'see.' Since they are far more objective, they can be good at apprehending what could be done to change the system of which they are a part and, once doing so, will have enough strength in their own center-of-gravity to weather the storms that may come about in actually instigating a change or transformation process. The changes they author, however, will, more likely than not, be directed towards making the organization more responsive to themselves, authoring and moving it in directions approximating their own personal 'institution,' rather than one more universally self-sustaining. The climate they create will be one that follows the status quo, but taking on their own idiosyncratic values and operational principles as time passes. Since they are caught in their own FOR, they fail to appreciate the value of other FORs just as much, if not more, developed. This, by definition, limits the extent to which 'their' organization can learn-to-learn, grow, and further develop.

Hallmarks of Stage 4

- **Distribution:** between 20 and 25% of adults live (and remain) at this stage.
- **Advance over Stage 3:** I can articulate a coherent theory of self in terms of my values & principles potentially different from consensus
- **Essence of this stage:** I am identified with my own value system as the root of my 'integrity' (my highest value, and the grounding of my 'being in control')
- **Self Authoring:** The ultimate concern is whether I safeguard my integrity by following my own values and principles
- **Pervasive limitation:** I do not have an objective, 'outside' view of my own ways of acting on my principles. Therefore, I can only do "single loop learning," examining outcomes but not assumptions lying beyond my own value perspective. Also, I can 'respect' others for their differences, but cannot truly enter into their universe of discourse beyond what is 'understandable' to me on the grounds of my own values and principles. Therefore, as a change agent I act according to norms excluding multiple perspectives, intent on shaping my group and organization in harmony with my own principles.

Typical Coaching Problems at Stage 4

- Clients' define themselves by their own unique, history-bound individuality that defines and determines their 'integrity;' consequently:
 - they find it hard or impossible to stand back from their own peculiar individualistic values and principles (ethics)
 - they can respect others but not really stand in others' shoes or motivate others
 - they are able to go beyond consensus and act on principles, but may be relentless in applying principles
 - they are potentially good change agents but may **NOT** think systemically enough to take their environment, and their own limitations, sufficiently into account
 - they may be 'out of touch' with their team(s) following the voice of a 'lonely rider' or 'hero'

Journey to Stage 5

While there is a social ‘forcing function’ for moving people from Stage 2 to 3, there is no such function beyond Stage 3, so that movement upwards is, from there on, entirely ‘from the inside out.’

- **Journey toward stage 5:** starting with the distinction between my own identity and that of others, and feeling a keen need to work with others as ‘midwives’ of my own development, I gradually begin to see the limits of my own character, history, assumptions, certitudes, and self-constructed identity, and therefore the limits up to which I can impose my values and perspectives on others.
- **Developmental risk:** loss of the self-authoring self, by risking exposure of my own limitations to others’ intimate participation in my self development
- **Meaning of ‘abandoning my self-authored self’ [‘being in the flow’]:**
 - First, people must be shaken out of their unconscious identity with their life history and “successes,” to grasp the limitedness of their own universe
 - Second, people must embrace knowledge sources other than intellect, such as ‘heart’ and ‘spirit,’ thereby bringing a sacrifice of mere rationality; but they can give up only as much rationality as they have previously acquired
 - Third, people must extend what is ‘real’ for them to a multi-perspectival view in which many certainties can be balanced in search for the authentic action required at a particular moment

Caricature of Stage 5

At this stage, people are no longer strongly identified with any particular aspect or asset of their own FOR. They know that no matter what they do it will be limited. Consequently, they have come to realize that learning-to-learn, life long learning, is not just a platitude, but becomes their life. Collaboration and collegiality become the means for exchanging FORs openly, where exposure of self-limitations is routinely accepted as the only means to learn increasingly more about the self and others. This makes them potential unifiers – consensus builders at their level – and an invaluable resource for rethinking corporate goals, operational principles, and values that combine to create culture. Such a person is best positioned where visionary risk taking and development of others, their organization, and the broader social context are called for. Such a person is often highly self-critical, even humble, seeing clearly the limits to which s(he) can impose their perceptions and convictions on others, as suggested. The climate they will create will be one that is open to exploration, risk taking within reasonable limits, and the emphasis, above all else, will be on promoting and sustaining growth and continued development of others and the organization as a whole.

Hallmarks of Stage 5

- **Distribution:** less than 10% of adults ever reach this stage
- **Advance over Stage 4:** individuals no longer identify with a particular part of their self, history, expertise, thus 'being in the flow of life'
- **Essence of this stage:** I am transparently linked to others that I trust enough to ask for help in questioning my perspective, thus being open to uncharted pathways and unforeseen discoveries (about myself)
- **(My Own) Learning Organization:** The ultimate concern is with expanding my purview to potentials in me I have so far not grasped, or have defended against; I am motivated to support others in their development even where it may impinge on my own immediate advantage
- **Pervasive limitation:** I am not fully aware of the extent to which my 'languaging' of reality gives me the illusion of 'knowing what is going on' inside and outside of me; while I can represent 'objective reality' with increasing accuracy, I remain blind to much that escapes categorization and formulation, -- the constant flux of life.

Typical Coaching Problems at Stage 5

- Clients have risen above their own idiosyncratic life history and career successes; consequently:
 - while they are good change agents, able to embrace divergent opinions and motivate others, they may lack true peers operating on their level
 - they may be ‘lonely’ and feel misunderstood and undervalued
 - they may be seen as ‘weak’ because not primarily interested in ‘control’
 - they may be unable to elicit others’ truthful feedback, especially when in a position of power
 - they may be acting on behalf of a vision they cannot fully convey, and may thus fail to get the support they need to benefit the whole

Journey beyond Stage 5

Susan Cook-Greuter, “Postautonomous Ego Development,” 1999
(pp.80-81)

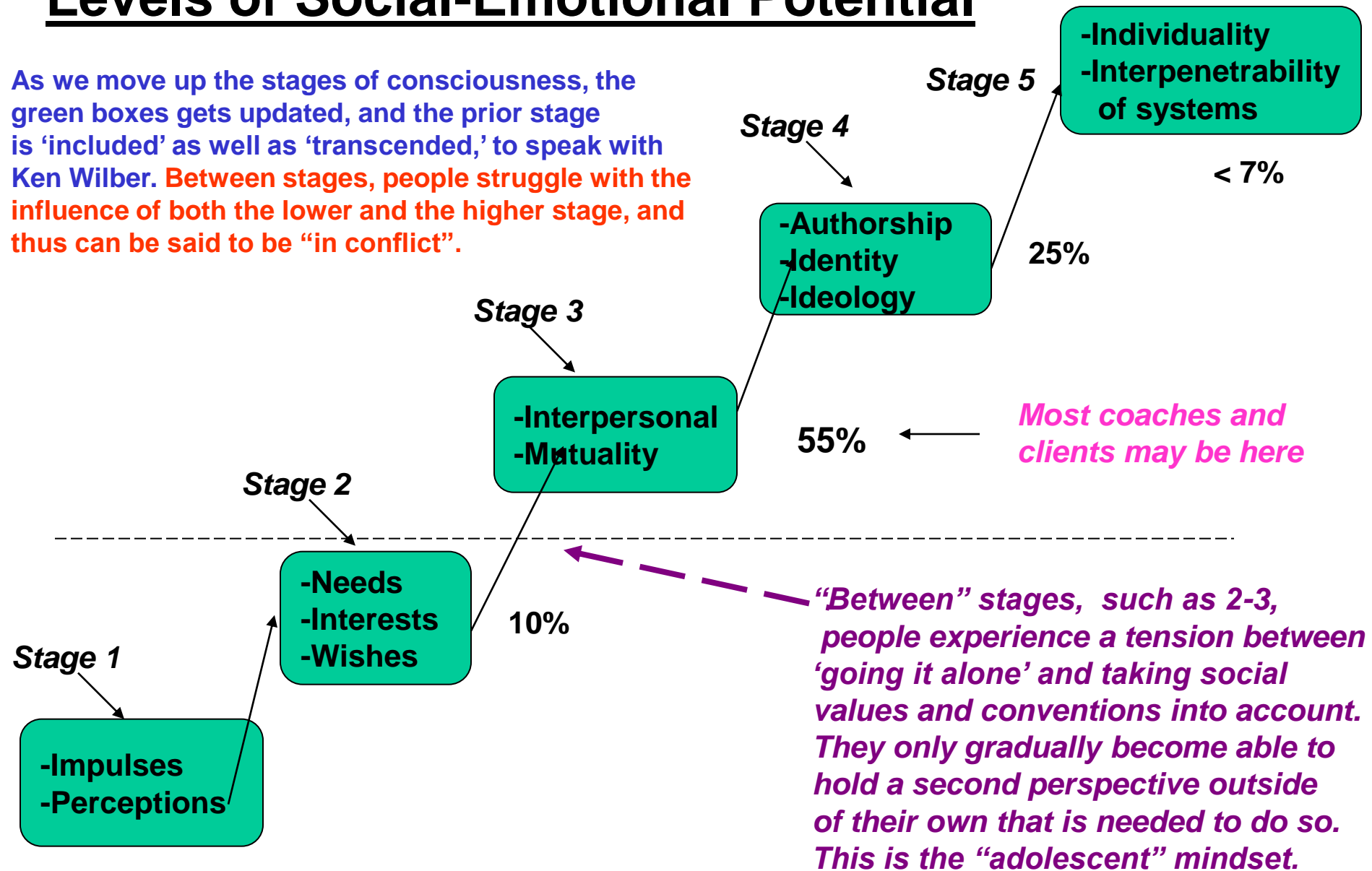
- **Journey toward higher stages:** as far we know today, developmental stages extend further to “post-autonomous” stages where maximal subject-object separation is replaced by universal embeddedness
- **Developmental risk:** journey into spirituality beyond existing developmental grounding is fraught with the risk of overextending existing resources
- **Meaning of ‘universal embeddedness’**
 - First, keen ‘construct awareness,’ meaning pervasive awareness of the limitation of language in capturing what is real
 - Second, insight into one’s own languaging as a way of limiting awareness for oneself and others
 - Third, loss of the permanent object world by further de-centering from self (subject)
 - Fourth, cyclical rather than linear experience of causality
 - Fifth, immersion in the phenomenal flux, and access to layers and layers of symbolic abstraction

Range vs. Levels

- In this workshop, we only cover “main levels,” not intermediate levels between them (of which there are four)
- As a result, we speak of “ranges” as extending between main levels only (2-3, 3-4, 4-5) [this limitation is removed in the Gateway Class]
- In order to learn to place clients and ourselves as coaches “into a range,” we need to practice “developmental interviewing” (or intake) [as we do in Session 3 of this Workshop]
- A range, then, is a mode of functioning that determines:
 - how a person presently positions him- or herself in the world vis a vis self, others, social reality, and cosmos at large
 - what, therefore, a person can and cannot take responsibility for
 - to what extent a person can de-center from their own ‘ego’ in viewing the world
 - how a person needs to be approached by a coach, in terms of what can and what cannot be “understood” or “seen”

Levels of Social-Emotional Potential

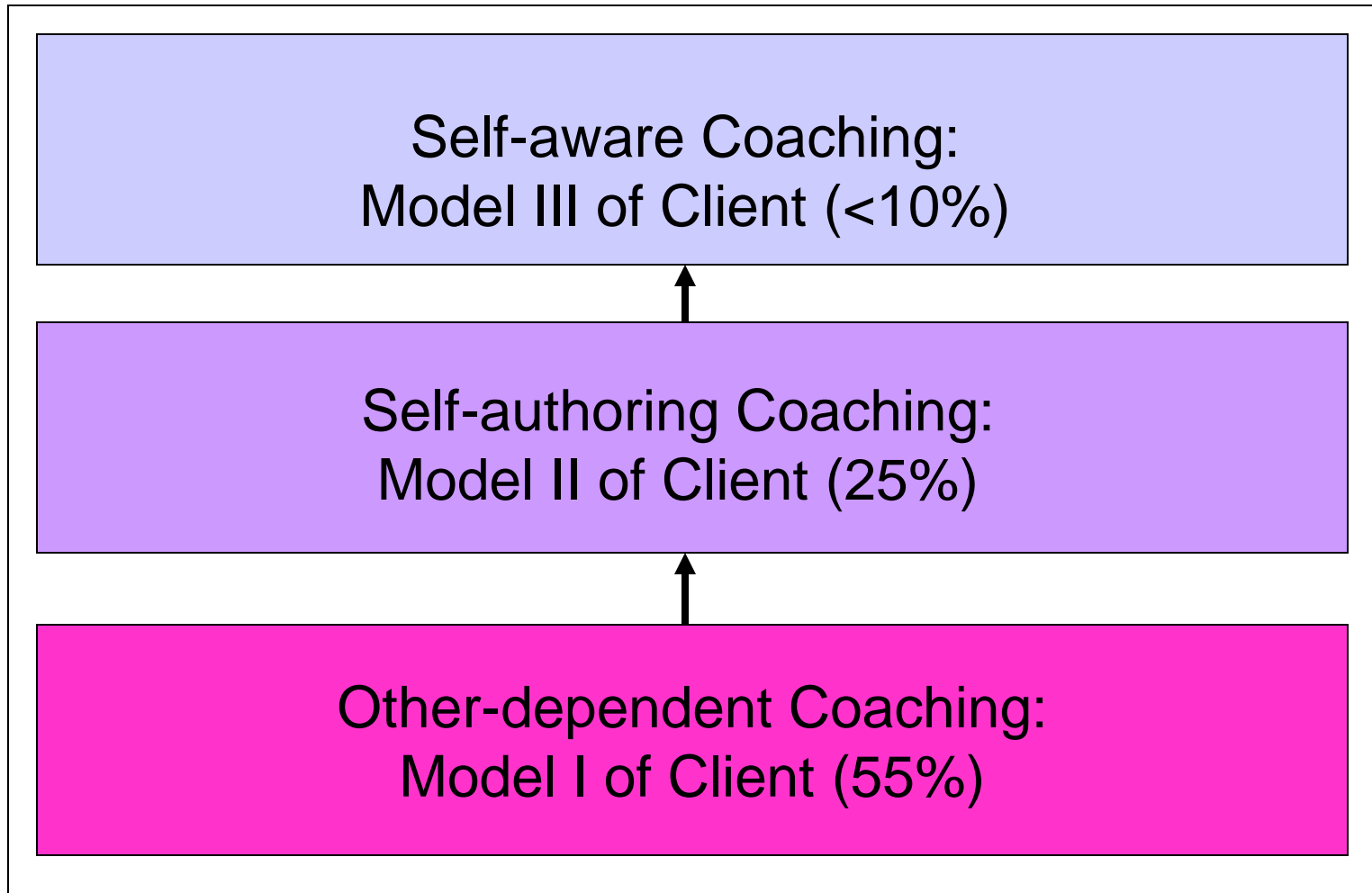
As we move up the stages of consciousness, the green boxes gets updated, and the prior stage is 'included' as well as 'transcended,' to speak with Ken Wilber. **Between stages, people struggle with the influence of both the lower and the higher stage, and thus can be said to be "in conflict".**



Determining Developmental Range

- The best way to determine overall range is to ask “what can this individual NOT take responsibility for?”
 - level-2 individuals cannot take responsibility for other people’s mind, feelings, perspectives, expectations, integrity, etc.
 - level-3 individuals cannot take responsibility for their own integrity, defined independently of the social surround (internalized by them) in which they find themselves
 - level-4 individuals cannot take responsibility for the limitations of their own value system, principles, ideology, life history, “successes,” “charisma,” “mission,” etc.
 - only level-5 individuals begin to take responsibility for the full complexity of the flow in which they are embedded together with all of humanity, but may fail to do so consistently

Three Distinct Coaching Levels



COACHING LEVELS

[dependent on coaches' developmental level]

- Other-dependent: Client model based on identification with client, client goals, and client environment (“best practices”)
- Self-authoring: Client model based on managing own idiosyncratic system of values and principles (beyond “best practices”; acquisition of a ‘coaching persona’)
- Self-aware: Client model based on “being in the flow,” open to risk taking and multiple perspective taking (far beyond “best practices”), and ability to let go of pre-defined learned notions of how coaching ‘should’ happen

Homework #2

The Life Balance Wheel below describes a particular client. How would you coach this client if you found s(he) presently “lived” on level 3 or level 4, respectively? With your buddy, impersonate this client and hold a 30 minute coaching session for both levels, then switch roles. Report your observations of the client to the class.

Life Area	Rating	Life Area	Rating
Spiritual Dev.	9	Health	7
Service	4	Fun	3
Relationship	3	Friends	5
Personal Dev.	4	Family	6
Money	4	Career	2
Home	8	Appearance	8

Competencies and Proficiencies

- **It will have become clear to you that coaches' competencies and proficiencies depend on their developmental stage or level**
- **Picture a stage-3 coach working with:**
 - a stage-2 client
 - a stage-4 client
- **In these two cases, the coach's competencies and proficiencies may be the same, but their benefit for the client will differ dramatically**
 - how?
 - to what effect?
- **It is for this reason that Coaching Research is a welcome addition to coaching: research can show the effects of level on client benefit**
- **We can thus speak of different COACHING LEVELS, and entertain some informed guesses as to the differences between them, as done in what follows.**

Session 3

Practice Reflection

- **Now that you have begun to understand developmental ranges, at least roughly, what observations about your own coaching practice come to mind?**
- **What would you have done differently in a specific case, had you known what you know about developmental ranges now?**
- **What changes do you feel you are making in your present coaching practice given your new knowledge about developmental differences?**
- **How do you now view “coach training” that lacks information about developmental differences?**
- **Do you think that furthering your insight into developmental levels will make you more effective in your practice?**

Developmental Roots of Behavior

- Client behavior is a result of complex underlying processes which are largely developmental, and thus are “hidden from view” except for the developmentally knowledgeable coach
- We can work from a model of behavior used in *process consultation* to understand how developmental insight can help coaches to become more effective in effecting “change”
- Importantly, developmental information on a client not only DESCRIBES, but EXPLAINS, behavior
- Developmental stages are functions that lead behavior in a specific direction; they give us a framework to understand underlying mental processes otherwise unfathomable.

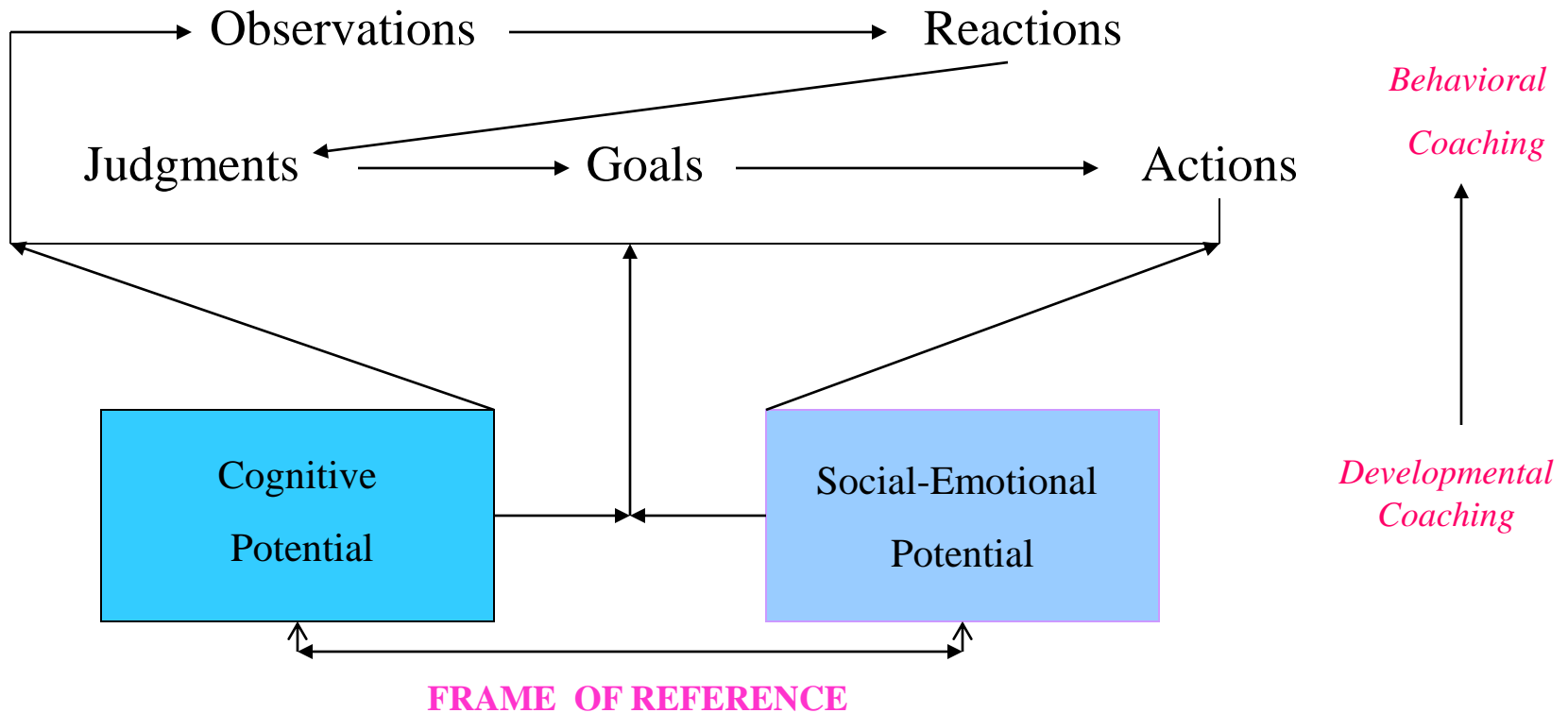
Linking Development to Behavior

Clare Graves, developmental researcher, wrote:

Briefly, what I am proposing is that the psychology of the mature human being is an unfolding, emergent, oscillating spiraling process marked by progressive subordination of older, lower-order behavior systems to newer, higher-order systems as man's existential problems change. Each successive stage, wave, or level of existence is a state through which people pass on their way to other states of being. *When the human is centralized in one state of existence (center of gravity), he or she has a psychology which is particular to that state.* His or her feelings, motivations, ethics and values, biochemistry, degree of neurological activation, learning system, belief systems, conception of mental health, ideas as to what mental illness is and how it should be treated, conceptions of and preferences for management, education, economics, and political theory and practice are all appropriate to that state. (Summay Statement, "The Emergent, Cyclical, Double-Helix Model of the Adult Human Biopsychosocial System," Boston, May 20, 1981; Wilber, 2000, 40; 227).

The ORJGA Cycle of Behavior

Adapted from E. Schein, 1987



How people observe, react emotionally, judge things, set goals, and act is a function of their *personal developmental culture*. This equally applies to the quality of their learning, and their experience of coaching.

How to Intervene in the ORJGA Cycle

- **Before** you make an effort to enact new behaviors and experiences with the client, and model them for him or her, you need to analyze developmentally:
 - where the client’s observations come from
 - how the client reacts to things that occur in the environment
 - how the client judges events, situations, and persons creating them
 - how the client proceeds to set goals on account of ORJ
 - how the client observes, and reacts to, and judges his/her own actions
 - **That is to ask: What are the developmental underpinnings of the clients ORGJA Cycle?**
- You do this by ‘supporting attention’ and ‘interpretation’ (not by rushing into goals -- “goal fetishism”)

BEHAVIORAL SELF REPORTS

We investigate some behavioral self reports to understand better the developmental underpinnings of the clients' behavior

Self Report at Stage 2

Interviewer Questions in Capitals

I'm really sad that my colleague lied to me regarding his salary raise. Now I can never be sure when he's telling me the truth. Like if you know a person has lied to someone else or to you before, then you know you just can't count on them. **WHAT DO YOU MEAN BY 'COUNT ON THEM'?** You need to know who the people are that you can turn to when you need truthful information or help. **LIKE WHAT KIND OF HELP ARE YOU THINKING OF?** Like if you're new to a workplace and working very hard to increase your salary, and you don't know whether that would make any difference in the company, you need to know who you can ask to give you the right answer. You need to know whether that person will tell you the truth.

Conflict Between Stages 2 & 3

Interviewer Questions in Capitals

I am really sad that my colleague lied to me. Because I was counting on him to tell the truth. Not, you know, that he has to, but that he should want to. CAN YOU SAY WHY HIS LYING TO YOU MAKES YOU SAD? Well because, why would he want to lie? Maybe he didn't think he could count on me. CAN YOU SAY WHAT MAKES YOU SAD ABOUT THAT? Well, I'm sad if maybe he feels I let him down, like maybe he couldn't trust me. I wish if he thought that he would tell me. WHY WOULD YOU WANT HIM TO TELL YOU? So I could remind him he can count on me, and help him feel he can trust me. I'd like us to work it out so I don't feel bad about him lying, and so he doesn't feel he can't trust me. WHY IS THAT IMPORTANT TO YOU? Because it's not right he should be feeling bad because he can't trust me, and I should be feeling bad because he lied. I shouldn't even be feeling bad because he lied. I shouldn't even be thinking of, or wondering whether, he's somebody I can count on, because really we should both just be wanting to let the other one know that we can trust each other. WHY IS THAT? Well, that's just what friendship is.

Summary of Stage 2

- Client can hold only a single perspective: his/her own, which is focused on needs and desires
- Consequently, each person's knowing is separate from that of another
- Others are known to the client only as instruments of gratifying these needs and desires
- This is an “adolescent” state of mind
- The journey to stage 3 involves internalizing others' perspective which leads to the ability:
 - to ‘have’ feelings grounded in imagining others thoughts and feelings
 - increasing empathy for others
 - a beginning understanding of the difference between self and others

Self Report at Stage 3

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

Conflict Between Stages 3 & 4

INTERVIEWER QUESTIONS IN CAPITALS

I just make the decision on my own now. I feel guilty about it sometimes, because I know my boss would rather be consulted, and would want me to wait for his input. I can see him feeling mad about my decision, and I feel myself changing my mind, right on the spot, that's not right for me to make my decision, and that just stops me in the tracks. **SO WHAT HAPPENS.** Sometimes I make the decision, and sometimes I don't. **HOW ARE YOU ABLE TO MAKE DECISIONS UNDER THESE CIRCUMSTANCES.** I remind myself that it doesn't make sense to wait for him, because then I only end up punishing him for my decision not to make up my own mind. We both end up unhappy then.

Summary of Stage 3

- Client defines him-/herself by membership in a community, external or internalized (e.g., family)
- As a result, client is defined by the expectations of others, by conventional values and principles, and concern for being accepted
- A consistent theory of 'self' is lacking
- The client finds it difficult to distinguish two aspects: self and internalized others and point of views
- The journey to stage 4 involves:
 - separating self from physical others
 - separating self from internalized others
 - building a “theory of self” that defines one’s own authentic values and principles
 - the ability to risk acting against consensus and conventional norms

Self Report at Stage 4

Last week a close colleague of mine was telling me about an important feeling about his superior he had that was evidently very painful to him. I was mainly trying to listen and understand what was important to him in this. I believe that's the way I can be most helpful to him, by being an understanding, sympathetic listener, rather than, you know, trying to fix things up, or lay my own stuff on him regarding what I am thinking or feeling. So, I encouraged him to talk, and I asked him some questions to try to understand better. And basically, he did describe his experience, but I didn't really get chance to respond at all, since he immediately asked me whether I would have felt hurt if I had been in that situation myself. From what I understood of the situation, I was pretty certain actually that I wouldn't have. But I couldn't tell him that, because that would have been like my ignoring how he actually was hurt. I would have felt like I was no longer staying with his take on things, kind of abandoning him. And that was exactly what I didn't want to do! What I really wanted to do was just to let him know that I understood how he must have felt.

Conflict Between Stages 4 & 5

Last week a close colleague of mine was telling me about an important feeling he had that was evidently very painful to him. I was trying to understand what was important to him, because I felt my being an understanding, sympathetic listener would be the way I could be most helpful. But then, he asked me how I would have felt in his situation. I found myself not wanting to tell him because I felt telling him about how I actually would not have felt hurt would be abandoning how he was hurt, and preventing me from letting him know I understood. And yet, my feeling quite stuck prompted me to consider whether I might be wrong that he would feel I was ignoring his being hurt, or wrong that just listening was the most helpful thing to do. So I said, ‘you know, I really feel that if I answer your question, that will take us away from my really being with you, and sympathizing with how you felt.’ And he said, ‘but that’s not what I really want from you—I know how I feel, and I’m really wanting to understand whether there’s another way I could be putting this experience together.’ Well, we ended up talking a long time about different ways we each might have responded, and I really saw how that experience could help both of us to be closer, and to learn from one another. He saw that maybe his being hurt was based on assumptions he might be wrong about, and I saw how letting him in on my ideas of how to be helpful was a wonderful thing. For one, then he was able to tell me that wasn’t what he wanted or needed. So, that prompted me to pause and consider my own frame of help might not be helpful at all! That helps me to improve my ideas, and make them more helpful as a result. This can be hard, because I do get very attached to my convictions, and sometimes it’s one kind of painful or another being open to having to change these convictions. Still, I realize that’s silly—no matter how exciting the ideas are, my holding them so dearly actually deadens my vitality; it drains the juice that makes me alive, even the me who invents the ideas to begin with! That’s why what was even more wonderful was that in telling him what was going on for me, the planful and contained quality of my way of being with him broken open. By intent to “help” him really got acted on in my being able to be with him. There the line between helper and helpee dissolved: instead of my being the helper, and my close colleague being the helpee, each of us became both of those for one another and ourselves.

Summary of Stage 4

- Client does not “have,” but “is,” his/her values and principles
- Client cannot stand back from these values and principles and view them ‘objectively’
- Client ‘respects’ others’ values and principles but cannot enter into them with his/her own personality
- Client can manage self, and thus others, but not lead
- The journey to stage 5 involves:
 - becoming able to stand ‘outside’ of one’s own values
 - seeing the uniqueness of one’s own personal culture and universe
 - knowing the limits up to which to impose one’s own values on others
 - becoming ‘penetrable’ to the thoughts and feelings of others
 - inviting others to serve as ‘midwives’ for one’s development
 - becoming able to motivate and support others even if risking disadvantages for oneself

Summary of Stage 5

- According to research, stage 5 is reached by only 7-8% of adults
- At this stage, people:
 - no longer identify with a particular part, aspect, “expertise” etc. of themselves
 - rather, they live “in the flow,” aware of the ceaseless flux of reality, and of their embeddedness in that flow
 - are able to be compassionate regarding themselves and their own limitations
 - are aware of the limitations of verbal language in conveying what is “real”
 - are able to act as leaders rather than ‘heroes’
 - increasingly identify with the larger common good rather than selfish or self-centered goals and achievements

Homework #3

What follows are two kinds of exercises:

1. Exercises for determining developmental range
2. Coaching exercises with clients at a particular developmental stage

Exercise 1: What Range?

The speaker has been talking about how it makes him feel good to do something for other people.

WHAT DO YOU THINK IT DOES FOR THEM, WHEN YOU DO SOMETHING FOR THEM.

It makes them feel good to know that somebody wants to help them, just to like look at them and see that they are having a hard time, laugh and walk away go over and ask whether they want any help, or help them. Like say someone has a flat tire on the road, and they don't have a spare, or they have a spare, and they don't know how to work the jack, you could go over and help them, or if you know a lot about engines and they don't, and they are trying to figure out what's wrong on their car and somebody stops, that makes them feel good that somebody would help them, and they're not just stuck out on the highway, and it makes you feel good that you did something good. Because like my father helped this guy out on the highway whose car broke down, and he didn't have a square, so my father helped him get his car over to the gas station, gave him a tow, and he didn't have any money for a tire or anything, and he bought the tire **for** him, and then he didn't have any money to pay my father, and my father said he didn't have to, and then like a week or so that the guy came back in, and paid my father, and my father didn't want to take it, but he made him take it, so he just took it, and he did a favor, but my father said he didn't have to. So, it doesn't really matter if you repay.

Exercise 2: What Range?

The speaker is talking about his feelings when playing sports.

INTERVIEWER'S QUESTIONS ARE IN CAPITALS.

WHAT IS IT THAT MAKES YOU NERVOUS AND ANXIOUS WHEN YOU ARE PLAYING SOFTBALL? I don't want to embarrass myself. I want to do well. **WHAT WOULD EMBARRASS YOU?** Well, I play the outfield and I'm a decent player. If I were to misjudge a ball; if I were to make an error. I don't know. I just want ... I guess it's just wanting to succeed and play well that's important to me. To be successful at that because I really enjoy the sport.

WHAT WOULD BE UNCOMFORTABLE OR EMBARRASSING ABOUT NOT PERFORMING WELL? What about it? Oh, o.k. If I were to miss it and no else were around, o.k., that would be fine. **SO IT'S KIND OF A WHAT THEY'LL THINK OF YOU.** What they'll think of me kind of thing. **WHAT DO YOU THINK THEY MIGHT THINK OF YOU?** That I'm a shitty player (laughs). **WHAT WOULD BOTHER YOU ABOUT HAVING THEM THINK THAT.** What would bother me? I guess I look at it as if I play well then they'll, the people, would appreciate me and like me for being such a good player. You've done a real good job. My teammates would say, 'hey, great play!', you know. **SO THERE'S SOME PART OF YOU THAT WANTS TO PLEASE THEM.** Yeah, definitely. **ARE YOU CONCERNED THAT THEY WOULD BE UNHAPPY WITH YOUR PLAY.** Yeah. If I weren't to perform well. I would be concerned they would be unhappy. I guess it's torn. I want to do well too, and I say to myself, 'well, what do I care what they feel?' You know. 'It doesn't matter.' **ARE YOU ANGRY AT YOURSELF WHEN YOU SAY THAT.** I get angry that I can't deal with it. It doesn't really matter. It's what I want to feel. If I were to make a good play, I should be happy because I'm happy that I made a good play rather than someone else is. That bothers me. **WHY DO YOU THINK YOU SHOULD BE HAPPY BECAUSE YOU'RE HAPPY, AND NOT BECAUSE THEY ARE.** Because I want to feel that I'm the only judge of what my actions are. I should be the only judge of my actions. **WHY DO YOU THINK YOU SHOULD BE THE ONLY JUDGE OF WHAT YOUR ACTIONS ARE.** Why do feel that way? **OR WHY DO YOU THINK YOU SHOULD FEEL THAT WAY? IT SEEMS AS THOUGH YOU BELIEVE THAT YOU SHOULD BE THE JUDGE OF YOUR OWN ACTIONS. WHY SHOULD YOU BE.** Because it's me. I mean, why should another person judge me? It's kind of hart to put into words the thoughts that I have about it.

Exercise 3: What Range?

The speaker in the following excerpt has been talking about wanting to give some of her self-sufficiency, to become more connected with others, and particularly in an intimate relationship.

I am clearer about my needs long term and my priorities and values, that there are some situations which used to be possibilities which I'm ruling out now. At the same time, I don't want to rule out everything but the perfect that doesn't exist, so I've felt myself struggling with that one. HOW IS IT THAT YOU EXPERIENCE YOURSELF STRUGGLING. A lot of self-consciousness. That feeling of being torn. Trying to question. Trying to have friends help me question why I do or don't do what I do. HOW DO YOUR FRIENDS HELP YOU DO THAT. There are a couple of folks in my life who are pretty good ass-kickers, who, even if they don't say "We're on to you," I am conscious of what I look like through their eyes, so that it helps me to be more self-conscious of what I'm doing. HOW DOES BEING CONSCIOUS OF WHAT YOU LOOK LIKE THROUGH THEIR EYES HELP YOU TO MONITOR YOURSELF. There are a small number of people with whom I've shared experiences that at this point in my life I don't feel bad about; they serve a purpose in their time, but are inappropriate relationships for me to be in at this point. And knowing that these folks know, and knowing that they, along with me, want more for me, different and better for me, means that the way I conduct my life is in a sense open to more public scrutiny. There was a time when I could play all sorts of games and I was the only one who knew, really. I can't do that with these folks. They are too important to me, and I know that I am too important to them, for me to withhold information about something like that. And by talking with them about it, the experience of hearing myself talk, just as I keep a journal and the experience of writing, keeps me much more honest with myself, because I have to put words to my actions and reactions, instead of just bopping along.

Coaching Exercise #1

Let's assume that the client whose self report is "stage 3" has been shown to have the following behavioral profile, on account of the "Need/Press Questionnaire." How, in this case, would you go about coaching this client? Advice: ask yourself what this client can and cannot take responsibility for.

Behavioral Aspects	Client
Self Conduct	Tends to blend in, preferring status quo, avoiding positions of authority, does not express her needs in the organization but does have a strong need to control
Approach to Tasks	Feels exploited and has a high need to self protect, has difficulty to rise to the occasion when that is needed, with a strong subjective need to explain, and a lack of need for closure (loose task organization)
Interpersonal Perspective	Minimizes social contact, is irreverant vs. the culture and authority, has little sympathy for others, shows avoidance behavior when her engagement is required

Coaching Exercise #2

This client's self report is at "stage 4"

Success Factors

- optimal self-concept, balanced risk-taking, lack of a need to berate others
- optimal creative independence, excellent follow-through, low need to self-protect
- mature, respectful manner toward authority, good understanding of others' motives, no undue dependency on others, realistic appraisal of others (with optimism as to others' ability)
- strong ability to engage with novelty and diversity

Potential Coaching Issues

Barriers to Success

- strong need to control and direct
- extreme openness to change (for change's sake)
- easily bored with repetitive activities
- unrelenting motivation to overcome obstacles (leading to misjudgment)
- difficulty in accepting short-term losses
- low quality of order and planning (inability to multi-task)
- exaggerated helpfulness masking dependency on others

Conflicts of Self and Role (Energy sinks)

- tendency to hide the discrepancy between need for creative autonomy and corporate discipline
- tendency to subordinate autonomy striving to need for being acceptable

What Have You Learned?

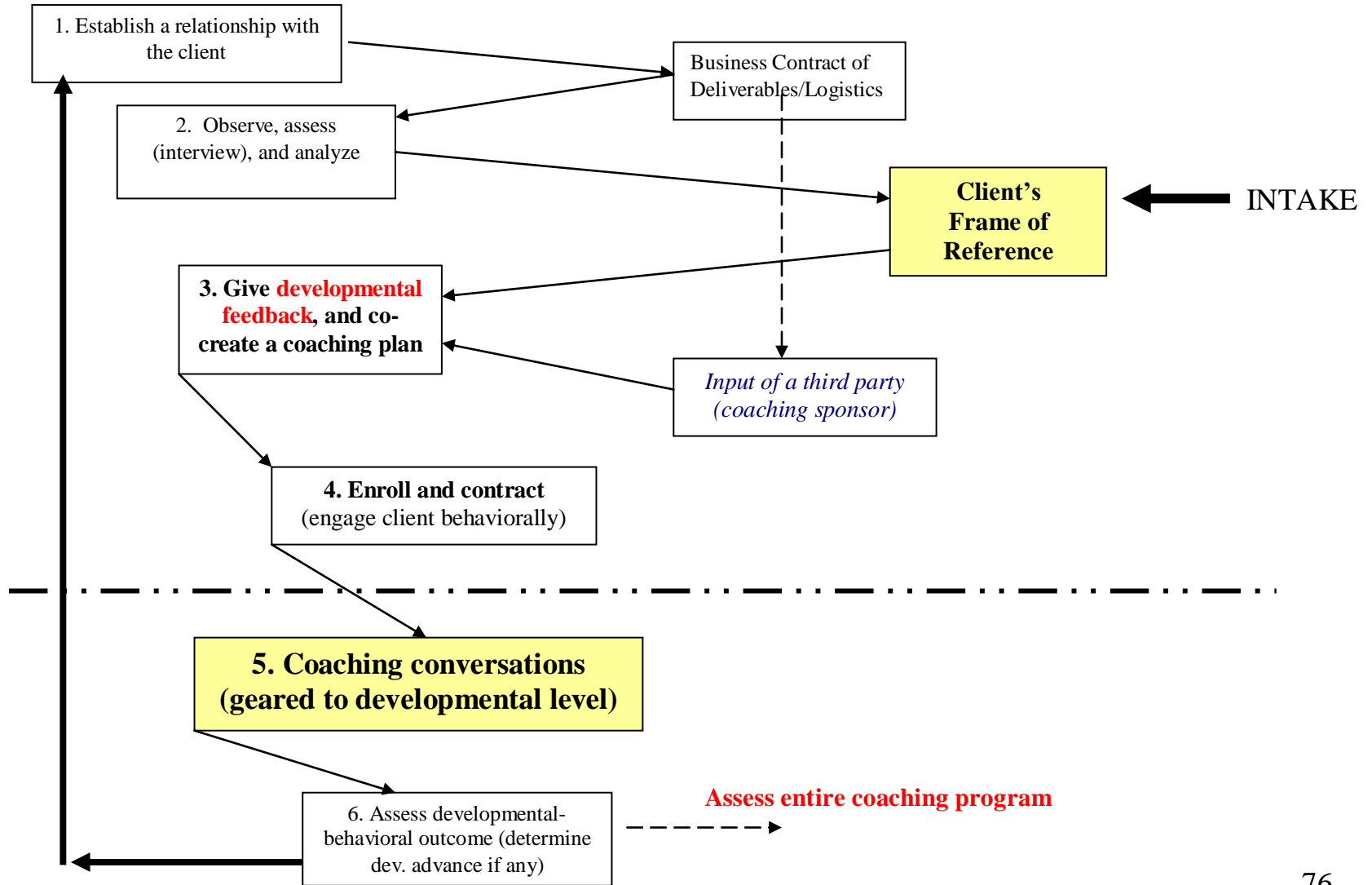
- What have you learned about yourself as a coach, in terms of
 - forming a ‘picture’ (model) of the client?
 - actively listening to the client? (ICF #5)
 - being ‘curious’ about, and having compassion for, the client? (IA #6)
 - honing in on what is ‘most important’? (IAC #8)
 - “entering new territories” with and for the client? (IAC #12)
 - “communicating cleanly” (selflessly)? (IAC #9)
- What have you learned about the client that you didn’t expect to have an insight into as a behavioral coach, in terms of:
 - the client’s developmental resources
 - the client’s developmental risks
 - the client’s ability to “understand” you and trust you?

Session 4

Practice Reflection

- Considering what you now know about developmental stages:
 - what changes are you perceiving in your way of coaching, in terms of:
 - making assessments
 - giving feedback
 - leading coaching conversations
 - negotiating coaching plans
 - describing coaching outcomes
 - describing your approach to coaching to clients
 - looking for further coach education offerings
 - formulating goals for your own self development
 - relating to the coaching community
 - understanding the “hidden dimension” of coaching

Flow of Developmental Coaching



What is a Developmental 'Intake'?

Developmental 'intake' is an 'interview,' a heightened form of the ACTIVE LISTENING competency.

Developmental intake is based on 'focusing and supporting attention' in all of its forms:

- attention directing questions

- probing

- rephrasing

- reminding

- summarizing

- (empathic) acknowledgment

- asking permission (to insist, to repeat, to keep probing)

Developmental Intake Strategy

- There are two intake strategies:
 - doing an explicit intake independent of the client's immediate concerns and goals, setting aside extra time for it (and justifying taking time for it)
 - 'spreading out' the intake over the first two or three meetings with the client, by asking developmental questions whenever an occasion for probing arises in the conversation
- **Strategy I is the 'classical' way to do intake; it is the only method that works if you are still learning the method**
- Strategy II is a device that you can use when you are already expert in developmental interviewing
- Strategy II diminishes the client's option to choose the prompts, in return for independent probing by the coach, with the risk of the coach leading the client.

In this workshop, we use only the 'classical' method

What are Verbal Prompts?

- **Developmental intake uses “verbal prompts,” single verbs and nouns, or short phrases.**
- ‘Prompts’ are attention guiding and focusing verbal fragments that help clients control attention and remember relevant experiences
- Prompts initiate a kind of ‘Rohrschach’ test, since the client “projects him-/herself” into the prompt adopted
- Based on a prompt, the client builds a scenario that lends itself to self inspection and self awareness -- just what you need to determine level
- It’s up to the client to select the prompt; it’s not your responsibility.
- Your only responsibility is to make sure that the client includes at least one prompt that can highlight “negative” experiences (the lower level, or developmental risk), in order for you to achieve a balanced intake

Developmental Interview Prompts

- **Success:** can you think of a time in your recent work where you felt somewhat jubilant, feeling you had achieved something that was difficult for you, or that you had overcome something?
- **Changed:** if you think of how you have changed over the last year or two, or even months, regarding how you conduct your life, what comes to mind?
- **Control:** can you think of a moment where you became highly aware that you were losing control, or felt the opportunity of seizing control, what occurs to you?
- **Limits:** if you think of where you are aware of limits, either in your life and/or work, something you wish you could do but feel excluded from, what comes up for you?
- **Outside of:** as you look around in the workplace or the family, 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 were in a situation not of your choosing, where you felt totally frustrated, but unable to do something about it, what emerges?
- **Important to me:** if I were to ask you 'what do you care about most deeply,' 'what matters most,' are there one or two things that come to mind?
- **Sharing:** if you think about your need of sharing your thoughts and feelings with others, either at work or at home, how, would you say, that plays out?
- **Strong stand/conviction:** if you were to think of times where you had to take a stand, and be true to your convictions, what comes to mind?
- **Taking risks:** when thinking of recent situations where you felt you were taking, or had to take, risks, either to accomplish or fend off something, what comes to mind?

Requirements of a Developmental Intake

- Make sure the client has signed an interview agreement (see following slide)
- Make sure you have conveyed that the interview is an ‘intake,’ not a test, meant to optimize coaching work
- Leave behind any pre-defined agenda, and adopt the principle of non-interference with clients’ discourse
- Become a receptacle for what the client shares with you, staying close to the client’s “train of thought”
- Fully stand in the client’s “shoes” (emphathy)
- Do not ask “Why?” questions; they derail the client’s associative thinking and “train of thought”
- **Start with a reasonable hypothesis as to the client’s developmental range.** *This takes practice.*

Agreement Form

ECF Thought Form and Relationship Assessments

I herewith agree to participate in two tape-recorded interviews making up a coaching “intake.” The first interview helps the coach to understand the way in which I presently use concepts and theories that clarify for me what I can do in my work and life (Thought Form Assessment). The second interview focuses on the way I presently function in my work and/or life in terms of relating to myself and others (Relationship Assessment). I understand that both of these interviews lay the groundwork for planned coaching work, and are made to assist me in gauging my own developmental resources and potential.

I understand that in both interviews, I am in charge of the interview agenda. In the Thought Form or “Professional Agenda” interview, I will be able to freely choose what to focus on regarding my approach to tasks, my self conduct, and my concept of my present organizational environment. In the Relationship Assessment interview, I will be choosing from a list of ten topics that form the framework of the interview. In the second interview, I will be asked about my experiences and meaning-making in regard to recent everyday issues (like taking risks, or taking a strong stand) that have occurred within the last six months or so.

I do not have to answer any questions I do not wish to address. Furthermore, I understand that although most people find these interviews engaging and interesting, should I feel like discontinuing the interview or speak “off line,” for any reasons, I may do so at any time.

I understand also that I will receive feedback from the coach so that we together can reach an agreement of what the coaching agenda should be, including its focus, length, confidentiality conditions, and milestones, and to formulate a developmental plan extending beyond the coaching proper. Feedback will occur throughout the coaching, and will inform our conversations, roleplays, and action plans.

I have the right to the absolute confidentiality of this interview, both toward the sponsor of the coaching, and the organization as a whole. Any excerpts taken from this interview, written or spoken, will disguise all names of persons and places so as to preserve my anonymity and privacy. None of the information I will share in this interview as well as results obtained will be conveyed, in any form, to any person without my written permission.

Elementary Principles of Developmental Interviewing

- As soon as possible, develop an hypothesis as to the client's developmental range, as a guide to interviewing*
- Never interrupt the client's flow of thought
- Play devil's advocate to make sure you hypothesize the correct range (by questioning yourself)
- Stop probing only when sure that you are standing firmly in the client's "shoes," seeing the world as does s(he)
- When probing yields a result discordant with your initial hypothesis, REVISE your hypothesis
- When the client has trouble focusing attention because of discomfort or pain, stop probing and turn entirely *empathic*

* Doing a cognitive assessment first helps to gather material for such an hypothesis

Practice Template for Intake

- **The class divides itself into a coach, client, and observers**
- **The volunteer client decides on a role to play, either actual or invented**
- ***The client is asked by the coach to choose a starting prompt from among the 'prompts' introduced previously***
- **Fifteen minutes intake ...**
- **The client reports his/her experiences during the coaching**
- **The coach reports his/her experiences during the coaching**
- **The observers share their observations about:**
 - **the coach**
 - **the client**
- **The class summarizes what has been learned**

Three Interviewing Exercises

- #1: Interview a client whose self report falls into the range from stage 3 to 4. **Assume life coaching.** The volunteer client makes up a scenario of his/her choice, then interviewing begins. Ask the client to select a prompt. Interview for 15 minutes. Then debrief and ask for observations and comments from the client and the observers.
- #2: Interview a client whose self report falls into the range above stage 4. **Assume executive coaching or career coaching.** Do as described above.
- #3: Interview a client whose self report falls into the range from stage 2 to 3. **Assume relationship coaching** with two people in their late teens or early twenties. Follow the strategy above.

Questions About Coaching Competencies

- In what way has the meaning of coaching competencies and proficiencies changed for you over the course of this workshop?
- Which coaching competencies have been particularly deepened, and how?
- What 'cherished assumptions' regarding coaching have been weakened or fallen by the wayside?
- Which cherished assumptions have been strengthened?
- What do you expect further deepening of the developmental approach to coaching will accomplish, in terms of your coaching effectiveness and kind of clientele?

Where to Go From Here

- If you like developmental coaching, and want to deepen your competences in this domain of research based coaching, I suggest you:
 - visit the www.interdevelopmentals.org website, to familiarize yourself with the IDM Certificate Program for “Certified Developmental Coach” (Program One)
 - consider taking the **Gateway Class**, a prerequisite of Program One
 - do more voluntary reading, as indicated on the website, especially Robert Kegan’s THE EVOLVING SELF and Ken Wilber’s INTEGRAL PSYCHOLOGY
 - ask for papers and slides by Otto Laske on developmental coaching

**We will be happy to advise you further,
and consider your application for joining **Gateway****

Interdevelopmental Institute

The Evidence Based Approach to Developmental Coaching, Coach Education, and Coaching Research

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Additions: let people leave as “minimally competent,” with something they could not DO before:

- how to probe a level x client (recipes)
- dealing with “ruptures in transparency” between levels, e.g., 3-4