OD & HR Interpreter Course

How to Use Developmental Assessment Data
For Forging a Human Capital Strategy

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Purpose of the Workshop

- This is a course in interpreting developmental data without the benefit of having learned to gather them through semi-structured interviews.

- Interpreting such data means understanding what they say about a client system regardless of the data gathering process.

- Since you have never met the client the data is about, you need to form a picture of the client simply by looking at, and understanding, the data.

- To do so, for whatever purpose, means to have a thorough understanding of the Constructivist Developmental Framework (CDF), and of the data it generates in its three components (ED, CD, and NP)

- As a result of this workshop, you will be able to make use of assessments provided by the Interdevelopmental Institute.

Practice Reflection

- How do you currently assess 'human capital' requirements in your company?

- What are your procedures to learn the level of capability of your workforce, either individually, or in terms of teams and larger groups?

- Do you realize that there is social science research that can help you understand 'what is going on' with your workforce, not only presently, but in terms of future trends?

- If so, what evidence based methods have you been using

- If not, you many want to investigate the assessment methods and results of the Interdevelopmental Institute

Workshop Objectives

- Deepen your competencies in using developmental assessment data regarding work capability.

- Enrich your HR and coaching practice by providing new tools and perspectives deriving from use of social science evidence.

- Develop a more systemic view of teams and companies based on evidence-based developmental perspectives.

- Provide elementary ways of "wearing developmental glasses" when building a relationship, giving feedback, and evaluating team, larger groups, and entire companies.

Relationship to Gateway

- The Workshop is a stand-alone course aimed to enhance human capital management, whether from an HR or OD perspective.

- The workshop does not teach assessments per se, but a conceptual framework from which assessments can be generated.

- To learn how to administer the assessments here presupposed requires partaking of the IDM Gateway class and entering Program One.

- Alternatively, the assessments demonstrated in this course can be carried out by the Interdevelopmental Institute.

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Workshop Agenda

- Session I   Introduction to the Developmental Consulting and Coaching Model with reference to your own life and professional experience (slides 8-27)

- Session II   Exploration of developmental ranges and their impact on the practice of coaching (slides 28-59)

- Session III   Exercises in understanding how clients make sense of their life and work experiences as a function of their present developmental range (slides 60-77)

- Session IV   First steps in developmental interviewing using verbal prompts (slides 78-87)

Pre-Workshop Readings

- Robert Kegan (1982). *The evolving self.* Cambridge, MA: Harvard University Press.

- Ken Wilber (2000). *Integral psychology.* Boston, MA: Shambhala.

- Otto Laske (2005). *Mastering Hidden Dimensions: The Art and Science of Fully Engaging Adults,* IDM Press.

- Otto Laske (1999). *An integrated model of developmental coaching.* Consulting Psychology Journal [upon request via otto@interdevelopmentals.org].

Four Models of Consultation

- **The Expert Model – a known problem is given over to a consultant** assuming responsibility for solving the problem

- The Doctor-Patient Model – both parties engage in diagnosis, and the client retains some responsibility for the problem (in following instructions)

- The Process Consultation Model (PC) – the client owns the problem, and the consultant's task is to consult to the client's mental process where the problem originates

- The Developmental Process Consultation Model (DPC) – the client fully owns the problem; the consultant's task is to understand the client's process *developmentally and behaviorally*, and to assist the client in revising the Frame of Reference which produced the problem in the first place, within which the problem – by definition -- cannot be solved. This requires a developmental shift.

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What is Developmental Process Consultation?

- A conceptual framework for viewing clients as engaged in a journey over their lifespan in which they realize their developmental potential
- A model of the client based on research, revealing how clients make developmental shifts:
  - The developmental dimension is HIDDEN because it is not available to consciousness
  - The dimension is HIDDEN also since it becomes observable only with special tools, such as interviewing by a third party
- In contrast to *linear* behavioral change, a model of *discontinuous* shifts to higher developmental levels
- In the current model, there are shifts in two different but related dimensions:
  - CD = cognitive development
  - ED = social-emotional development
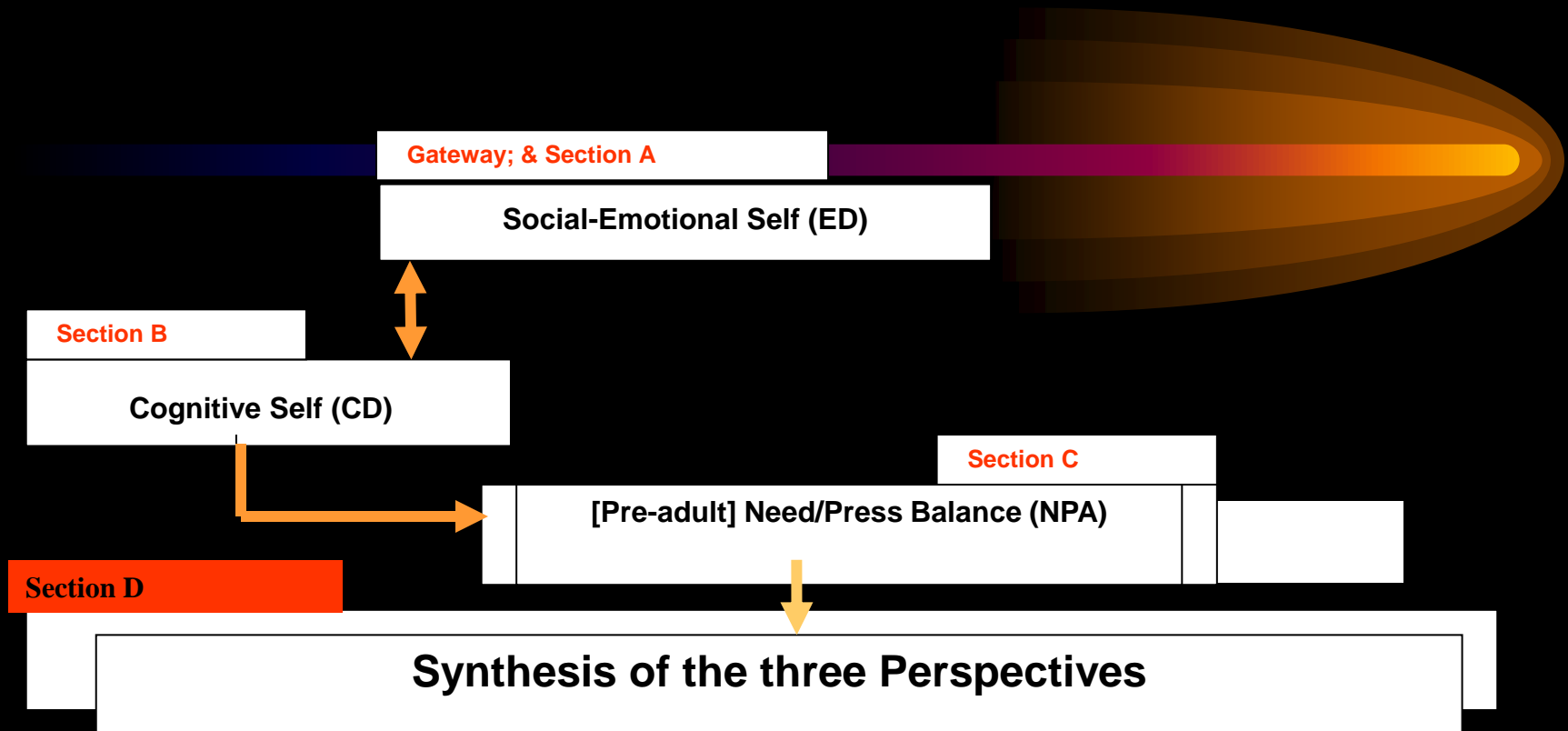 - Correlated at about 0.6

What Clients Bring With Them

- 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.
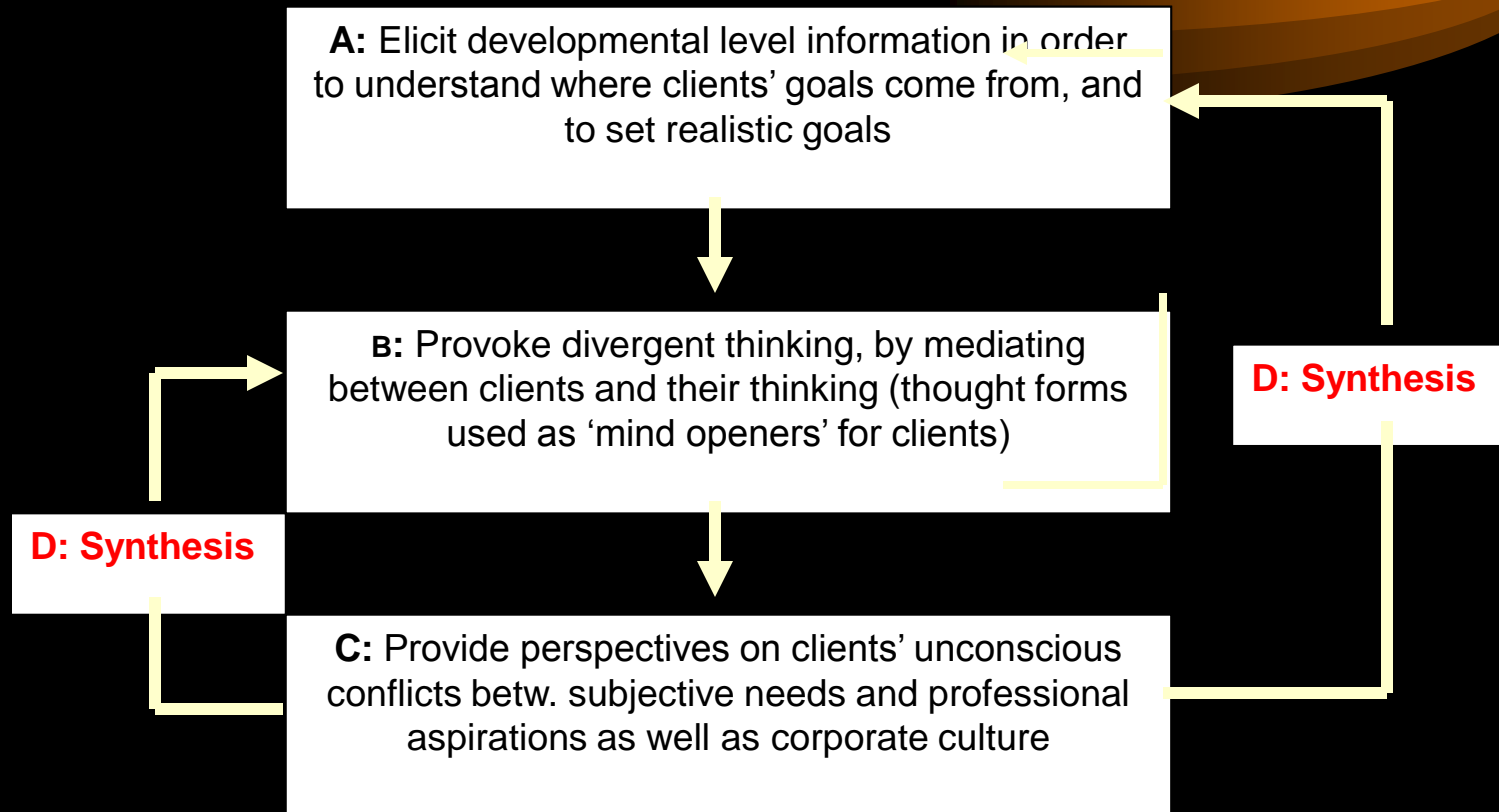
Three Perspectives on Clients

- **In order to engage with clients at a deep motivational level, you need to explore *three aspects of their life*:**
  - **How, as a person, they answer the question "What should I do and for whom"? ("ED" – social-emotional development)**
  - **How, as a person, they make intellectual sense of things, to answer the question "What can I do"? ("CD" – cognitive development)**
  - **their self conduct, approach to tasks, and emotional intelligence that may help or hinder their success in work and life ("NPA" – need/press analysis)**
- **Together, these three perspectives give you a comprehensive grasp of how to have powerful conversations with clients**
- **In this workshop, we concentrate on the first of these aspects, this aspect being the ground of the other two (and the most thoroughly hidden)**
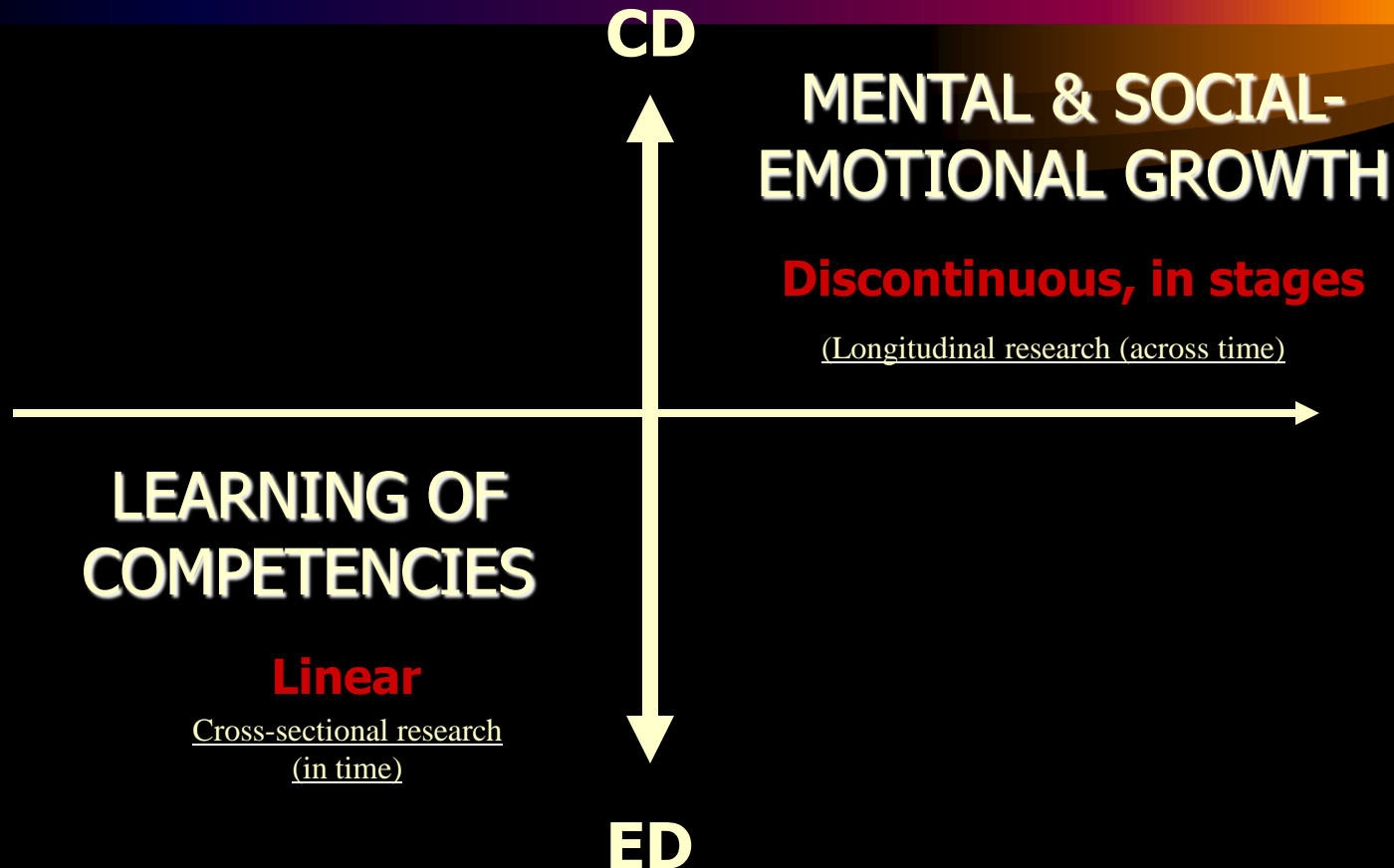
Relationship of the Three Perspectives

Gateway; & Section A

Social-Emotional Self (ED)

Section B

Cognitive Self (CD)

Section C

[Pre-adult] Need/Press Balance (NPA)

Section D

Synthesis of the three Perspectives

Consultation Tasks Detailed Developmentally

A: Elicit developmental level information in order to understand where clients' goals come from, and to set realistic goals

B: Provoke divergent thinking, by mediating between clients and their thinking (thought forms used as 'mind openers' for clients)

D: Synthesis

D: Synthesis

C: Provide perspectives on clients' unconscious conflicts betw. subjective needs and professional aspirations as well as corporate culture

Viewing the Broader HR Landscape

• Within the broader landscape of 'human capital' or HR, we can AGGREGATE individual (and confidential) data to larger data sets comprising only the main developmental features of teams, larger groups, and entire organizations.

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• This aggregated data can help us as consultants to bring clarity to many strategic problems, not only in HR, but focused there.

• We can begin to distinguish two aspects of Work Capability which we call CAPABILITY and COMPETENCE.

• Capability comprises ED and CD – the two crucial – and hidden – developmental dimensions of the workforce.

• *Capability is a set of enablers of Competence.*

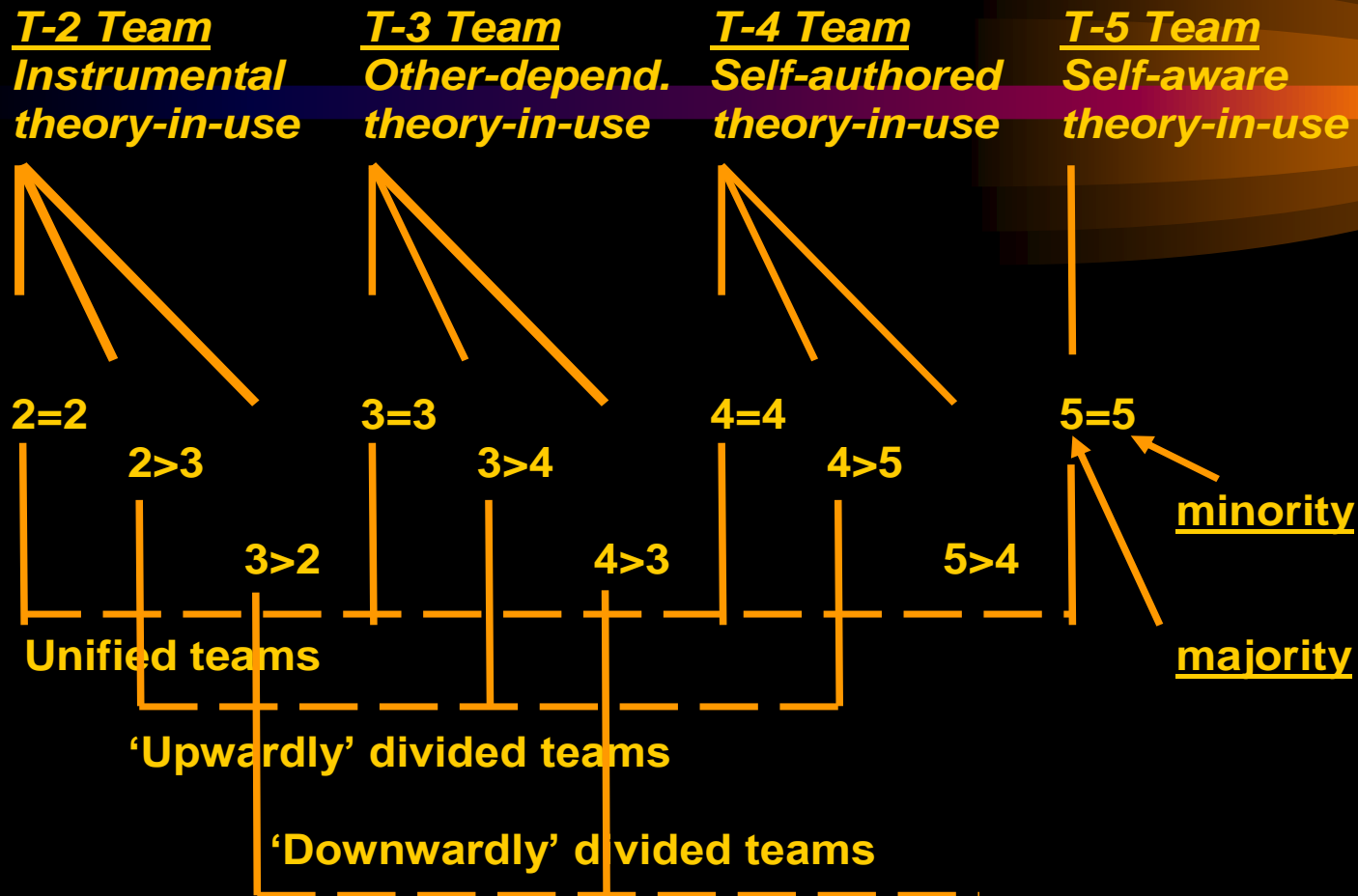• We can locate Capability in a vertical, and Competence in a horizontal, behavioral dimension.

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Learning is 'horizontal,' Development is 'vertical'

CD

MENTAL & SOCIAL-EMOTIONAL GROWTH

Discontinuous, in stages

(Longitudinal research (across time)

LEARNING OF COMPETENCIES

Linear

Cross-sectional research
(in time)

ED

Team Typology and Capability Metric

• **Based on developmental assessments alone, we can gain new insights into organizational environments and corporate culture.**

• **In particular, we can predict team dynamics to a high degree, based on a developmentally based team typology.**

• **We can also calibrate the developmental profile of 'representative samples' of the workforce and display the result in Capability Metrics which:**

> • **show the proportion of workers 'below,' 'at,' and 'above required developmental level**
> • **suggest strategic ways in which to remove capability gaps, in order to arrive at requisite organization**

Team Typology

T-2 Team
Instrumental theory-in-use

T-3 Team
Other-depend. theory-in-use

T-4 Team
Self-authored theory-in-use

T-5 Team
Self-aware theory-in-use

2=2

2>3

3>2

3=3

3>4

4>3

4=4

4>5

5>4

5=5

minority

majority

Unified teams

'Upwardly' divided teams

'Downwardly' divided teams

The Team Typology Unfolded

Type of Team	Description
T-2=2	<u>Unified T-2 team</u>: Group united by opportunistic strategy, but barely a group since members' instrumental objectives hinder consensual action. Fragility of group due to lack of truly common goal. No leadership.
T-2>3	<u>Upwardly divided T-2 team</u>: Most team members reside at S-2, a minority closer to S-3. The majority's instrumental theory in use outweighs minority strivings toward consensual action. Frequent espousal (faking) of common goals occur where none exist. Argyris' Model-I self-sealing processes are the rule. Inconsistent and temporary leadership.
T-3>2	<u>Downwardly divided T-3 team</u>: Most team members reside at S-3, a minority closer to S-2. The majority's shared context and consensus is weakened or openly opposed by the minority's special interests. Majority consensus postures as 'leadership.' Task process is chaotic, overrun by interpersonal process.
T-3=3	<u>Unified T-3 team</u>: Strongly consensual group without leader, unable to transcend itself through principled action. Interpersonal process absorbs task process. Leadership, if existent, is limited to carrying out group consensus (with a largely managerial focus).

T-3>4   <u>Upwardly divided T-3 team</u>: Most team members reside at S-3, a minority closer to S-4 (and slightly beyond). Group with leadership potential groping toward a mission beyond itself. Leadership is fragile since exerted by minority member(s) potentially without power and support. Task process is largely determined by interpersonal process.

T-4>3   <u>Downwardly divided T-4 team</u>: Most team members reside at S-4, a minority closer to S-3. Group with hierarchical profile. Those defining guidelines beyond shared context are seen as authorities to follow. Task process nearly independent of interpersonal process.

T-4=4   <u>Unified T-4 team:</u> Status- and expertise-based group with respectful competition between different ideological systems. Group favoring hierarchical ('top down') solutions, unable to stand back from its own governing variables of action. Resistance to consensual team work, since members prefer to 'go it alone.'

T-4>5   <u>Upwardly divided T-4 team</u>: Most team members reside at S-4, a minority closer to S-5. Group minority is able to set transformational goals and exert leadership, but the majority is afraid of 'opening flood gates,' thus resists leadership as potentially self-threatening. Leader may use interpersonal process to advance task process, but his or her hold on the group is a fragile one. Need for support of leader, and of dealing with majority (Argyris' Model-I) defenses.

T-5>4   <u>Downwardly divided T-5 team</u>: Most team members reside at S-5, a minority closer to S-4. Group focused on self-transformation by empowering members. Focus on how to strengthen self-transformation without dismantling authority, by scrutinizing own governing variables of action. Interpersonal process absorbed into, and balanced with, task process.

T-5=5   <u>Unified T-5 team</u>: TOO GOOD TO BE TRUE. Complete equilibrium of task and interpersonal process, where mutual self-transformation leads to consensual leadership, as in friendship. Risk: task process may get subordinated to transpersonal goals.

Two Organizational Architectures
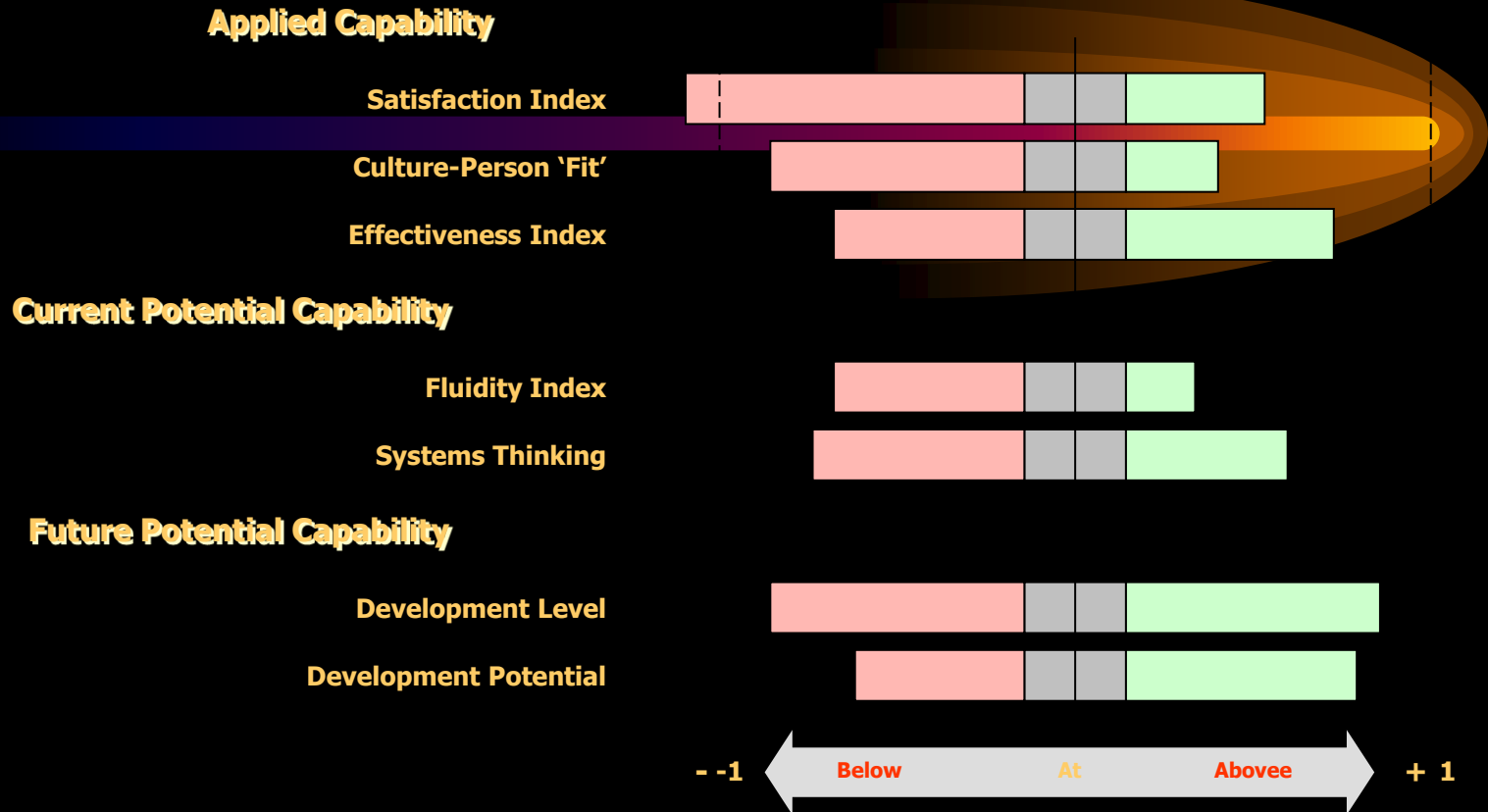
Work: Complexity Architecture   **People: Capability Architecture**

Level of Work Complexity *	Breadth of Time Span *	C D R E M	Formal Logic Type* [CD]	Fluidity Score [CD]**	Develop-mental Stage [ED]**
VIII	50 yrs	⟷	C4	>70	5(4)
VII	25 yrs	⟷	C3	>60	5/4
VI	10-20 yrs	⟷	C2	50-59	4/5
V	5-10 yrs	⟷	C1	40-49	4(5)
IV	2-5 yrs	⟷	B4	30-39	4
III	1-2 yrs	⟷	B3	20-29	4/3 to 4(3)
II	3 mo -1 yr	⟷	B2	10-19	3(4)-3/4
I	1 day - 3 mo	⟷	B1	<9	3(2) to 3

* Elliott Jaques (1996; 1994)
** Otto Laske (1999), elaborating work by R. Kegan (1982, 1994) and M. Basseches (1984 f.)

Profile of a Representative Sample at S-4

Applied Capability

Satisfaction Index

Culture-Person 'Fit'

Effectiveness Index

Current Potential Capability

Fluidity Index

Systems Thinking

Future Potential Capability

Development Level

Development Potential

- -1   **Below**   **At**   **Abovee**   + 1

Each bar represents the cumulative sample data for that particular Level variable.
Gray = meets capability requirements (optimal engagement)
Pink = below capability requirements (performance risk)
Green = exceeds capability requirements (wasted potential capability)
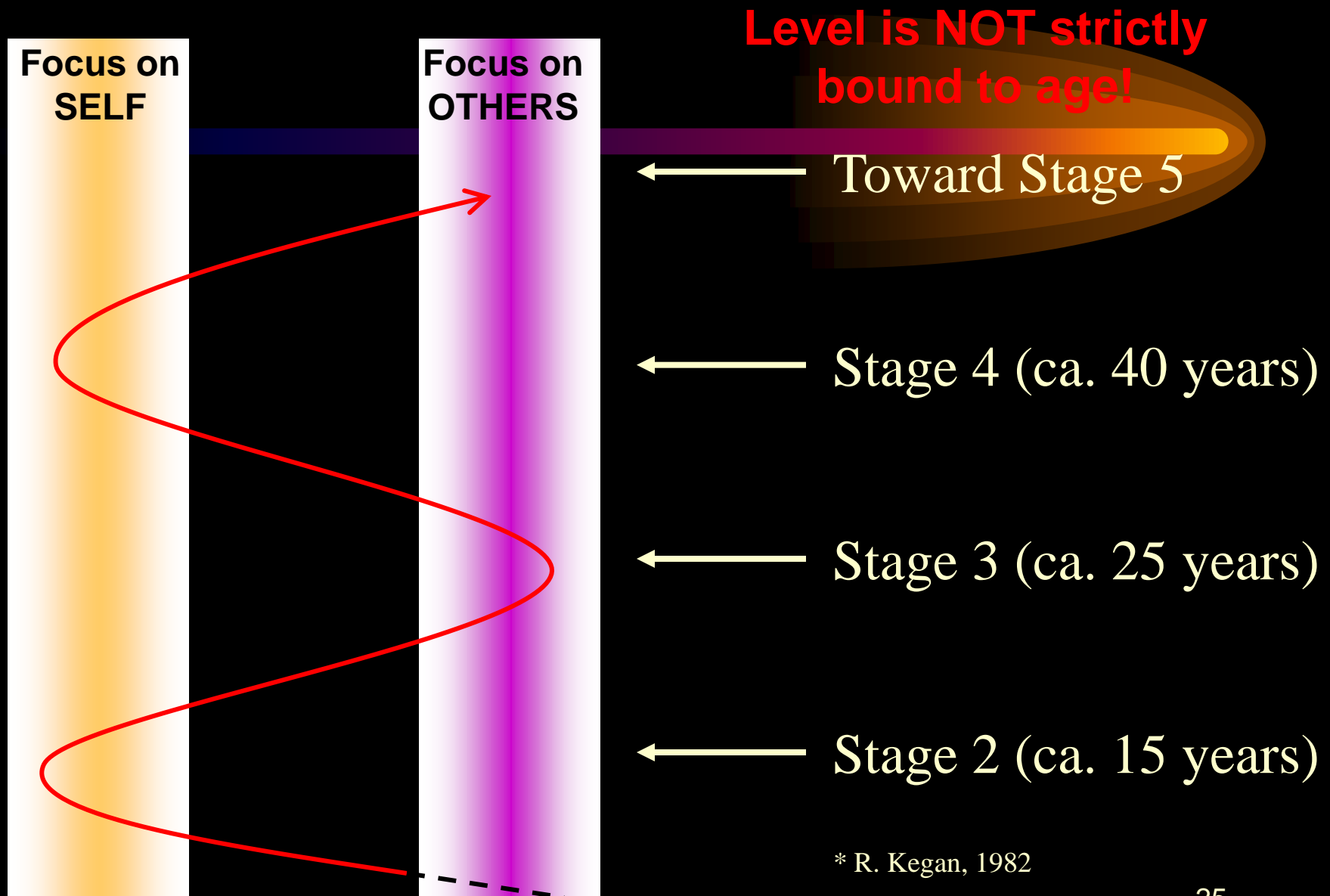
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The Dynamics of Adult Development
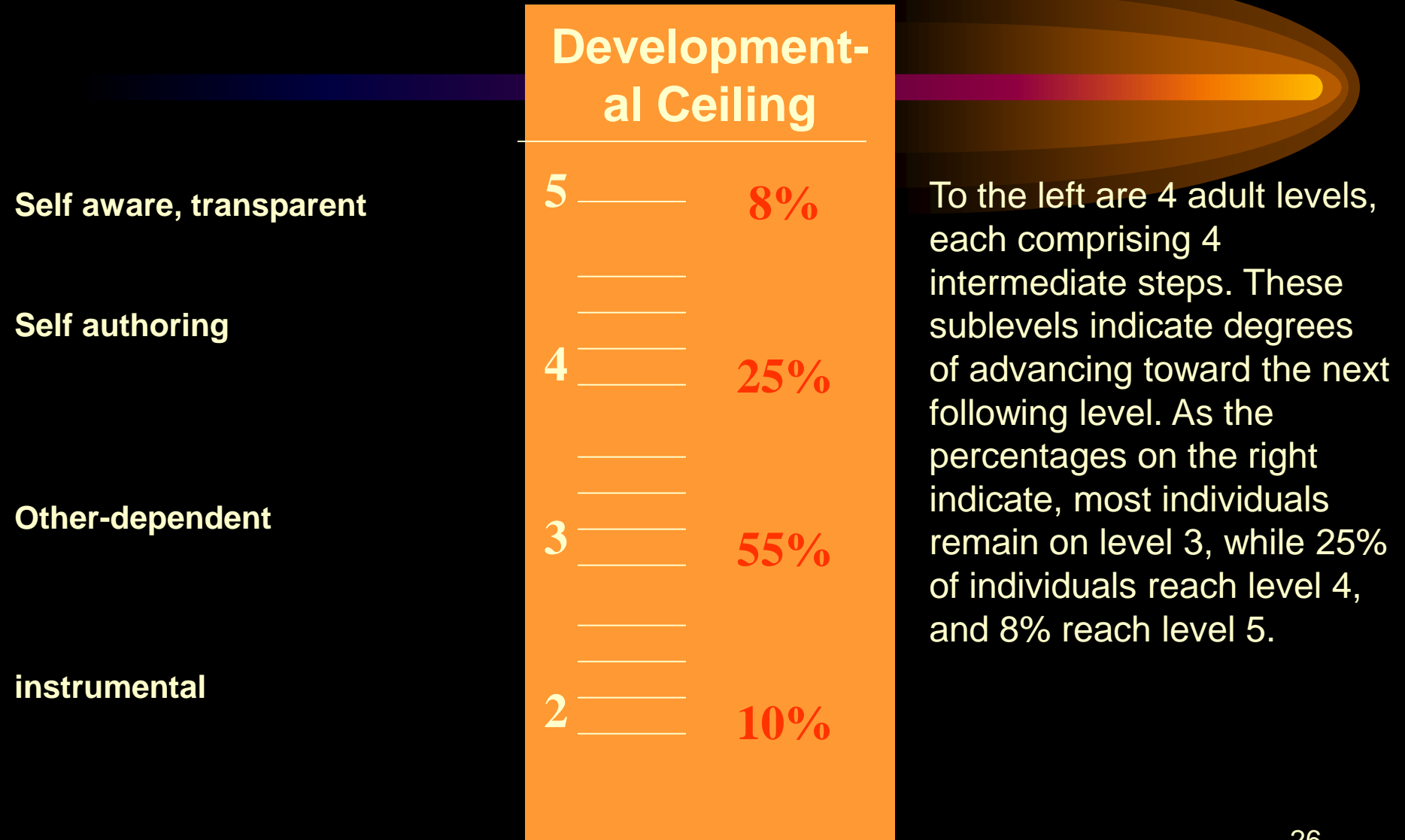
What Has Been YOUR Development?

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?

Levels of Social-Emotional Potential *

Focus on SELF

Focus on OTHERS

Level is NOT strictly bound to age!

← Toward Stage 5

← Stage 4 (ca. 40 years)

← Stage 3 (ca. 25 years)

← Stage 2 (ca. 15 years)

* R. Kegan, 1982

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Statistics of Adult Developmental Attainment

Developmental Ceiling

5 ———	**8%**
———	
4 ———	**25%**
———	
3 ———	**55%**
———	
2 ———	**10%**

Self aware, transparent

Self authoring

Other-dependent

instrumental

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.

Homework #1

- Think about one of your present consulting or 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 class partner, 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?

Practice Reflection

- What, for you, follows from the fact that consultants and clients alike "live" at different developmental levels (4 main, and altogether 15 intermediate & main levels)

- If consultants and clients "live" at different developmental levels, what follows for the way coaching is practiced?

- Should a consultant "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 consultants and coaches to know their own developmental level?

- Where along scale from 0 to 9 do you think you presently are at in terms of being able to "think developmentally" about yourself and/or your client?

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 Kegan says, 'being a person' and 'being a meaning maker' is the same thing.**

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What is a 'Coaching Level'

- **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"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'

- The higher your **coaching level**, the more highly developed clients can you responsibly take on and support

- Knowing his/her level of development is an ethical responsibility of every coach.

Stage Descriptions

Social-Emotional Development – Adult Stages

Other ⟷ **Self** 'WE' **Humanity**

Self ⟷ **Other** Stage 5 'I' **I am my Institution**

Other ⟷ **Self** Stage 4 'WE' **My Company, Country, Friends, etc.**

Self ⟷ **Other** Stage 3 'I' **Imperial, Conquest, Careerist**

Stage 2

TIME
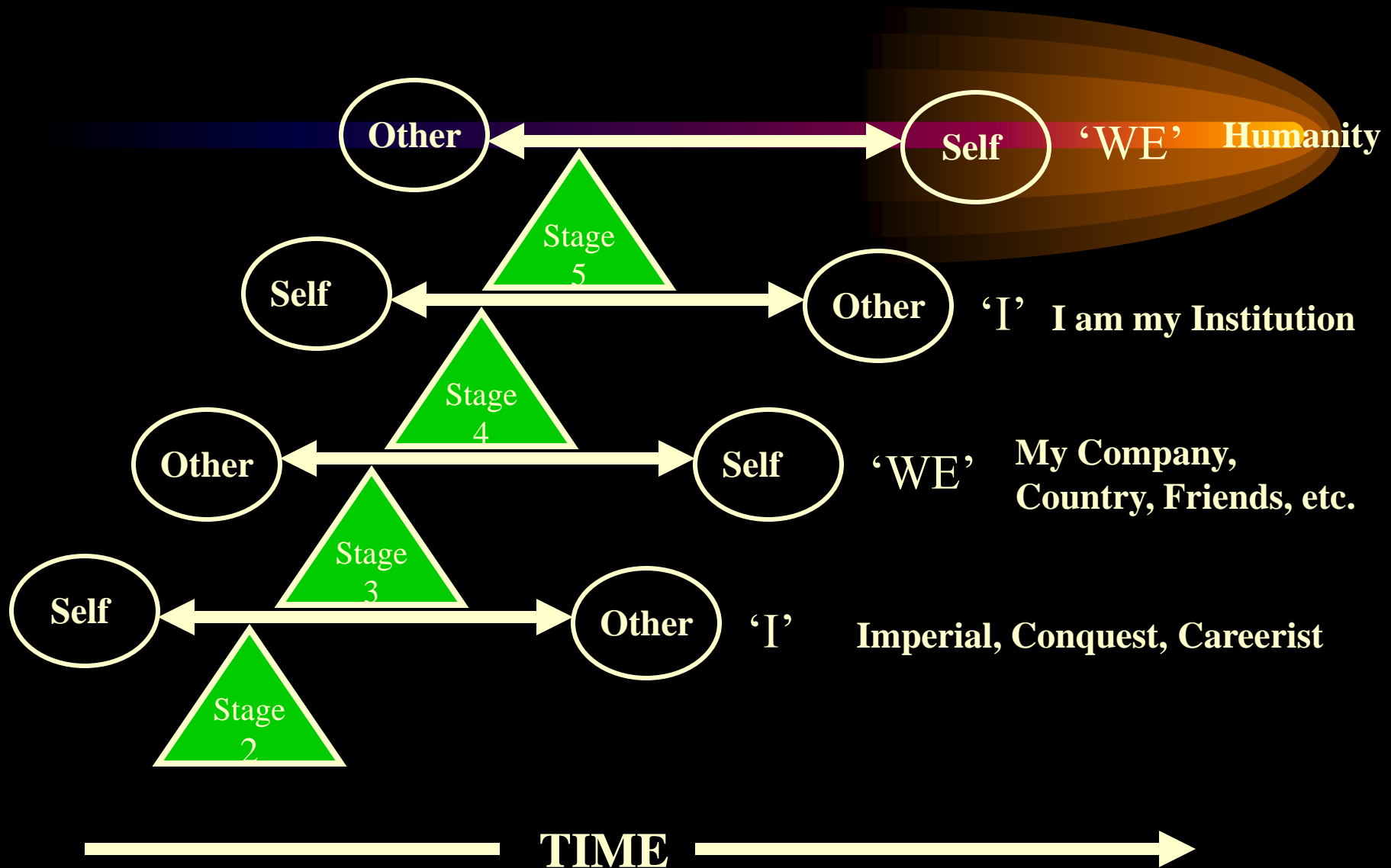
Changing Orientations Across Stages

Orientation	Stage 2	Stage 3	Stage 4	Stage 5
View of Others	Instruments of own need gratification	Needed to contribute to own self image	Collaborator, delegate, peer	Contributors to own integrity and balance
Level of Self Insight	Low	Moderate	High	Very High
Values	Law of Jungle	Community	Self-determined	Humanity
Needs	Overriding all others' needs	Subordinate to community, work group	Flowing from striving for integrity	Viewed in con-nection with own obligations and limitations
Need to Control	Very High	Moderate	Low	Very low
Communication	Unilateral	Exchange 1:1	Dialogue	True Communication
Organizational Orientation	Careerist	Good Citizen	Manager	System's Leader

Differences in Personal Orientation

Center of Gravity	Self House	Task House	Environmental House
S-2	'My needs come first'	'I need to be in control'	'I need to know what they will do'
S-3/2 [between S-2 & 3]	'I really need to know what others are thinking and doing'	'Knowing about how others feel and think gives me lot's of clout'	'I am learning a lot about my environment'
S-3	'I live in and for the community'	'Let's all work together'	'What a privilege to work with such a community of people'
S-4/3 [between S-3 & 4]	'There are times when I can't follow consensus'	'It's often hard to get the cooperation I need'	'I have real doubts about the consensus we are working from'
S-4	'My integrity comes first'	'Others clearly look to me when things get tough'	'I stand behind my values for everybody to see'
S-5/4 [between S-4 & 5]	'I more and more rely on others to keep me honest'	'My collaborators are invaluable for my own self development'	'The more I really understand others, and they understand me, the better for the organization as a whole'

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SOCIAL-EMOTIONAL STAGE DESCRIPTIONS

STAGE 2: Self-Centered and -Serving.

• **Their own needs, wants, & desires solely drive their actions.**

• **Others are viewed as objects and means-to-ends, something to be manipulated and controlled, in order to achieve their objectives.**

• **Level of Self-Insight is next to non-existent, although they do hold a very strong, rigid self-perception that they will defend vehemently if its validity is questioned by others.**

• **They use control over others as a source of showing their own power & prestige, not the foundation for accomplishing assigned organizational tasks.**

• **Unbridled 'Careerism' typifies this Stage.**

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Hallmarks of Stage 2

- **Distribution:** about 10% of adults
- **Advance over Stage 1:** A distinction can be made between what something <u>seems</u> and what it <u>is</u>. 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

- The client can hold only a single perspective, his or her own; 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:** *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

STAGE 3: Community-Centered and -Serving.

• They subordinate own needs, wants, & desires to their work group & organization.

• What they think of and how they view themselves is determined entirely by what others think, so others are needed and valued for what they contribute to Self-Image.

• Level of Self-Insight is stronger than in Stage 2, but they cannot be 'Self-Authoring;' they are dependent upon others to get assigned tasks done and objectives accomplished.

• They are good 'citizens,' follow established norms and traditions, and are very concerned about 'social correctness' and 'keeping up with the Joneses.'

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

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STAGE 4: Self-Actualizing and Serving.

• Have 'mastered' the Stage 3 ethos and 'come of age.' Are confident in their own abilities and will take stands on issues on their own.

• What they think of and how they view themselves is almost entirely of their own making. They have developed a strong, well founded sense of Self – what they can and can't do well, yet they will 'listen' when confronted with conflicting info about the Self.

• Since they are not defined by the Stage 3 world that they live in, they can be good critics of it and act as Change Agents, although the changes they might bring about will shape the organization more to meet their own needs than for universal application.

• They are not very concerned about 'social correctness' and 'keeping up with the Joneses.'

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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 don't 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

STAGE 5: Universally Community Centered and Serving.

• They have learned that their 'Way' has limitations, that it may fit them, but not most others.
• What they think of, and how they view themselves, is determined by what they can do for others, and by how to improve the general well-being of not only their immediate community, but the more general one of the humankind.
• Their 'Self-Actualization' comes through being 'collaborative' Change Agents, working with and through others to accomplish strategic organizational objectives and its overall mission.
• They are entirely open to new experience and insights, because they are objective about themselves. and their Self-Image is not threatened by what others think. Their Will is also not easily shaken, even in the face of potentially harsh social sanctions.

Hallmarks of Stage 5

- **Distribution:** less then 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 unchartered 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

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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
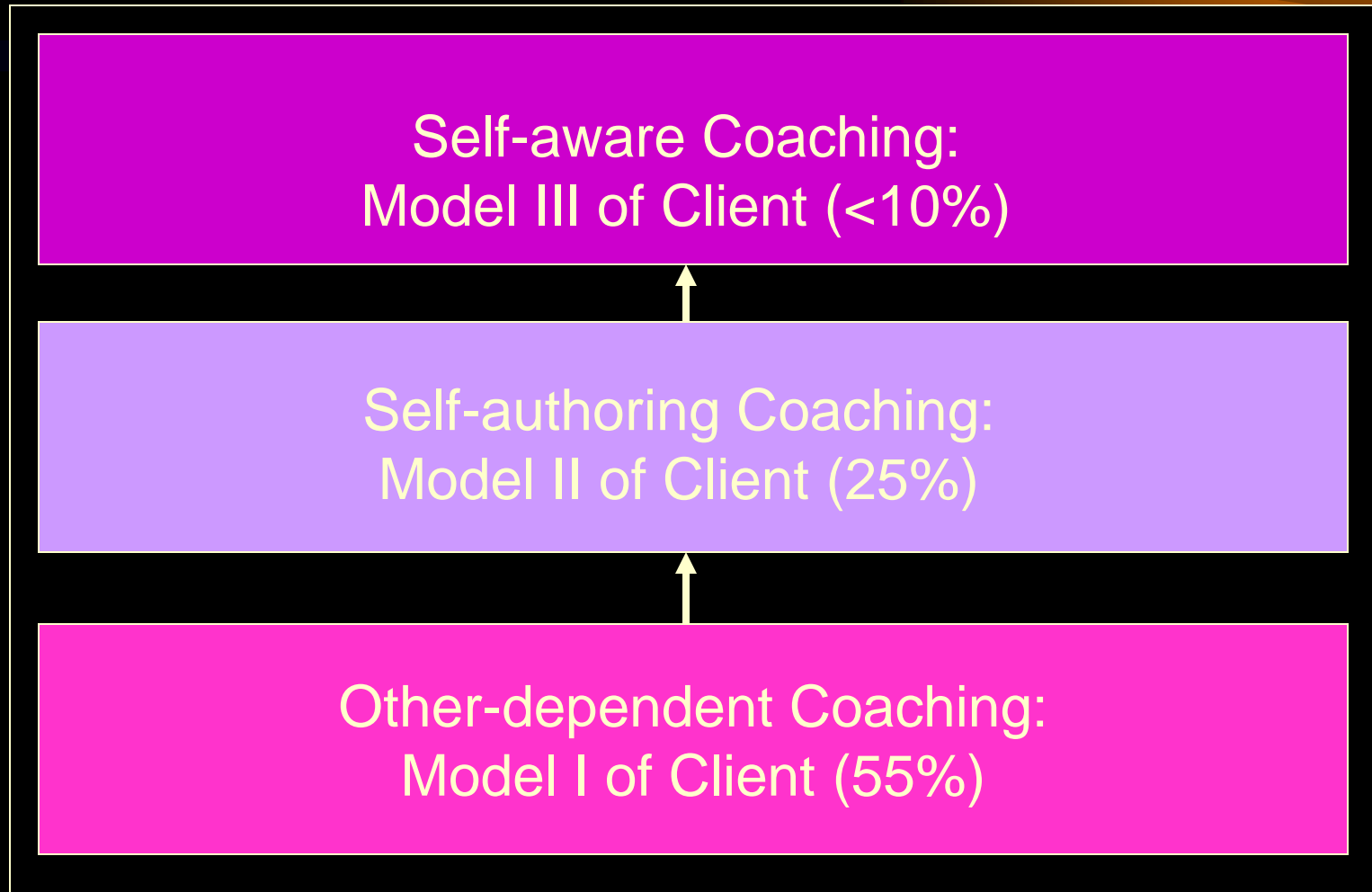
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Range vs. Levels

- **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"

Determining Developmental Ranges

- 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

Self-aware Coaching:
Model III of Client (<10%)

↑

Self-authoring Coaching:
Model II of Client (25%)

↑

Other-dependent Coaching:
Model I of Client (55%)

Coaching Levels Defined
[dependent on coaches' developmental level]

- <u>Other-dependent</u>: Client model based on identification with client, client goals, and client environment ("best practices")

- <u>Self-authoring</u>: Client model based on managing own idiosyncratic system of values and principles (beyond "best practices"); acquisition of a 'coaching persona'

- <u>Self-aware</u>: 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

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

The Life Balance Wheel below describes a particular client. Think about how you would approach this client at Stages 3 and 4, respectively. With your buddy, impersonate this client and hold a 30 minute coaching session at one or 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	Appear-ance	8

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  - how?
  - to what effect?
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- You are dealing with an upwardly divided T3-team. (The majority of team members lives at S-3, a minority at S-4)
  - What team dynamic do you predict?
  - Explain the influence of the minority on the majority of members of the team
  - How does the political power of team members distort or confirm the developmental composition of the team?
  - As a team builder, what do you do?
  - As a CEO, what do you do if the dynamic is that of your executive team?
  - How would you staff the team if you could build it from the bottom up?
  - Failing that, what coaching and mentoring procedures would you put in place?

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 develop-mentally knowledgeable

- 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).

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 under-pinnings of the clients ORGJA Cycle?**
- You do this by 'supporting attention' and 'interpretation' (not by rushing into goals -- "goal fetishism")

The ORJGA Cycle of Behavior

Adapted from E. Schein, 1987

Observations → **Reactions**

Behavioral

Coaching

Judgments ← **Goals** → **Actions**

| Cognitive Potential | Social-Emotional Potential |

Developmental Coaching

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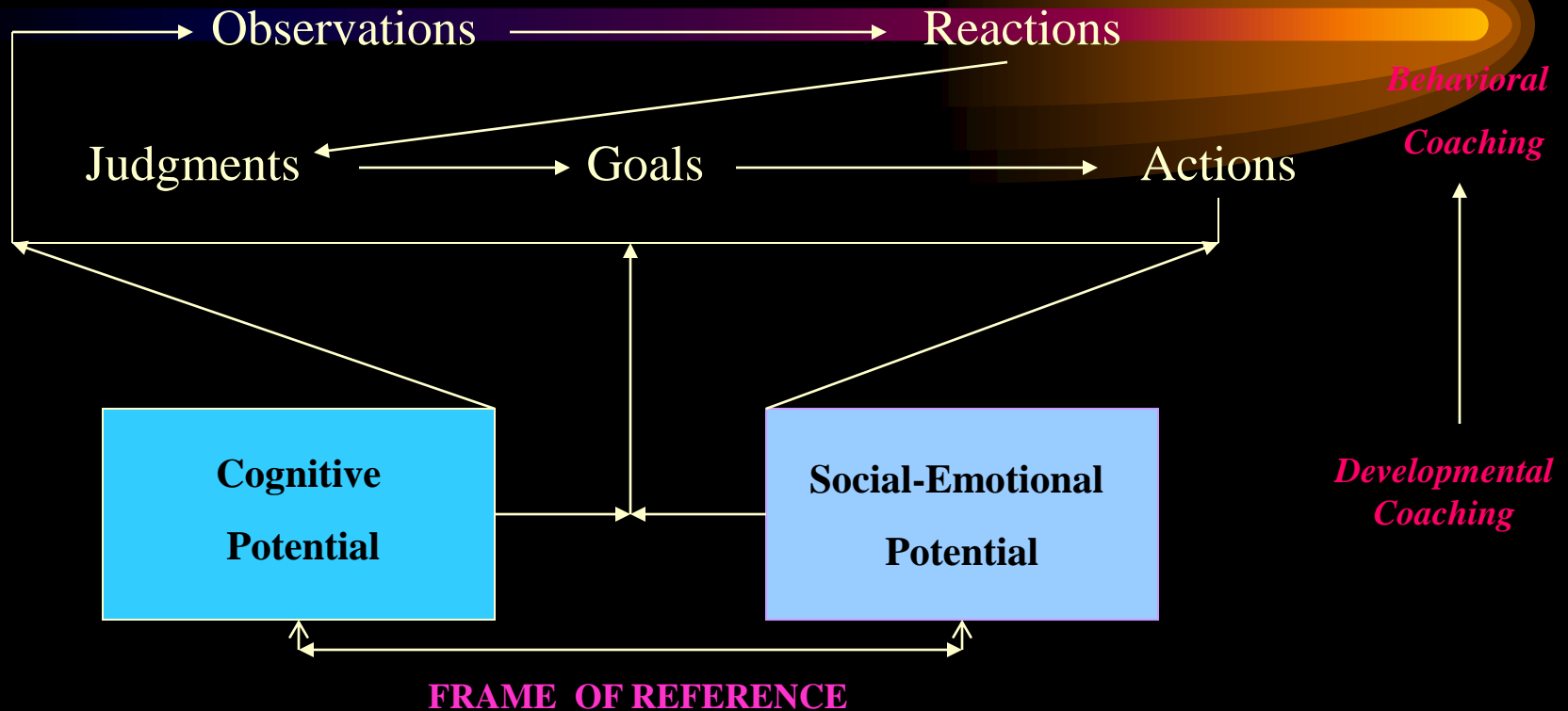
How people observe, react emotionally, judge things, set goals, and act is a function of their *personal developmental culture*. This equally applies to the quality of their learning, and their experience of coaching.

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BEHAVIORAL SELF REPORTS

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

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.
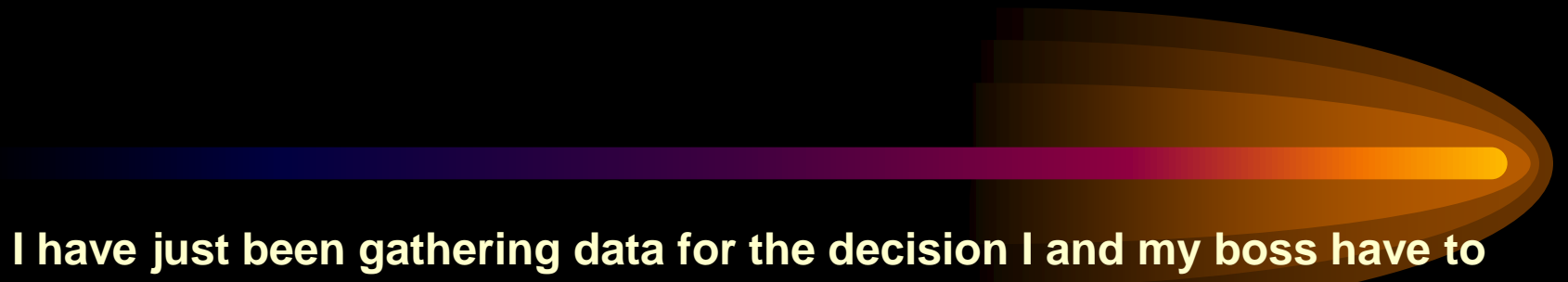WHAT DO YOU MEAN BY 'COUNT ON THEM'?
You need to know who the people are that you can turn to when you need truthful information or help.
LIKE WHAT KIND OF HELP ARE YOU THINKING OF? Like if you're new to a workplace and working very hard to increase your salary, and you don't know whether that would 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.

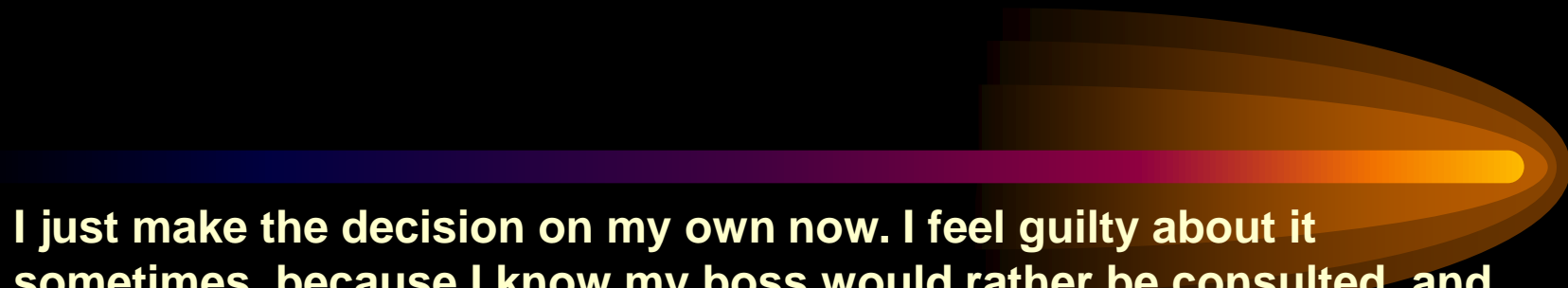# *Conflict between Stages 2 and 3*

I am really sad that S. lied to me. Because I was counting on him to tell me the truth. We've always promised to tell each other the truth, and he didn't follow through with that. He lied to me. CAN YOU SAY WHY HIS LYING TO YOU MAKES YOU SAD? Well, because I don't know if I can count on him to tell me the truth, and he didn't follow through with that. He lied to me. CAN YOU SAY WHY HIS LYING TO YOU MAKES YOU SAD? Well, because I don't know if I can count on him to tell me the truth. You know, is he going to lie to me all the time? I guess it also makes me sad that he felt he had to lie to me. Like maybe he didn't think he could count on me. CAN YOU SAY WHAT MAKES YOU SAD ABOUT THAT? Well, it's like he lost a friend. Like maybe he was mad about something I did, and so he didn't feel like he could trust me anymore, so in a way I guess I let him down. That makes me sad because he must have been upset that I let him down. HOW DO YOU SEE THAT YOU'VE LET HIM DOWN? Well, maybe he kind of felt he couldn't count on me, and so that's why he lied. I wish he would have told me if that's what he felt. WHY WOULD YOU WANT HIM TO TELL YOU? Because then I could have let him know I was sorry. He'd feel better, and I'd feel better too, because I wouldn't be worried about whether he was feeling let down, and then if he wasn't feeling let down, I'd know he wouldn't lie to me either, and I'd know I could count on him.

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 and 4

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.

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 a 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 and 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 though it's 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 broke open. My 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.

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 figue out what's wrong on their car and somebody stops, that makes them feel food 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.

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The speaker is talking about his feelings when playing sports.

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.

Range Exercise 3c

The speaker has been talking about wanting to giveup some of her self-sufficiency, to become more connected with others, 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 pretting 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 they 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.

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Coaching Exercise

Let's assume that a STAGE 3 client, on account of a Need/Press Analysis, has the behavioral profile shown below, How, in this case, would you go about coaching this client? Advice: ask yourself what this client may or may not be able to 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

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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?

Practice Reflection

- **Considering what you now know about developmental stages:**
  - **what changes are you perceiving in your way of consulting and coaching, in terms of:**
    - **making assessments**
    - **giving feedback**
    - **leading coaching conversations**
    - **negotiating coaching and other strategic plans**
    - **embedding coaching programs in the HR landscape as a whole**
    - **approaching team coaching and team building**
    - **developing strategies for human capital development within a company**
    - **formulating goals for your own self development**

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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 recepticle 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.*

What is a Developmental 'Intake'?

A 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)

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?

Adapted from R. Kegan's "Subject-Object Interview"

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Developmental Interview Agreement

   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 intial 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 gather material for such an hypothesis**

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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.

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?

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What gets measured, gets managed!

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