

Insights into Coaching From Developmental Theory

An Evidence Based Approach
to Developmental Coaching

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Agenda

Part I: Theoretical Foundations

- 1. Introduction to Developmental Coaching**
- 2. History of Developmental Research**
- 3. Some Seminal Research Findings – social-emotional, cognitive, and clinical-developmental**

Part II: Focus on One of Three Client Perspectives

- 4. Exercises in Social-Emotional Development**
- 5. The Art and Science of Developmental Interviewing**
- 6. Appendix: Special Coaching Issues**

Part I

Developmental Psychology is an integral part of
Coaching Psychology.

In fact, what is 'coaching psychology' without
insight into adult development?

Introduction to Developmental Coaching

Go Back Ten Years in Your Life

- Going back in your life 10 years, what do you find you could not do then that now you have no problem doing?
- Thinking about this, you'll find that you have **mentally grown** in two regards:
 - your thinking has become more subtle and systemic
 - your way of relating and emoting has become more discriminating and self-authored, or 'deep'.
- As a consequence, your **BEHAVIOR** is now different, in a way that can be precisely assessed.
- It is this phenomenon of **mental growth over the adult life span** that is central in developmental coaching.

What is Developmental Coaching?

- Developmental Coaching is about coaches' self insight first, and insight into clients second.
- Those who learn developmental coaching first apply what they learn to themselves, then to the client.
- *That's how the mind works.*
- The central notion is therefore that you can be a professional coach only to the extent that you understand your own development and, based on that, develop a model of your client.
- This means that learning developmental coaching presupposes a curiosity and willingness to learn about yourself, and to trust that your self insight will transfer to the client.

Developmental Coaching has an Existential and a Professional Side

- Both sides are closely wedded to each other.
- The **existential** side concerns WHOYOU ARE at this moment in time, and how therefore developmental coaching affects you.
- The **professional** side concerns WHAT YOU HAVE at this moment: competences, education, expertises, skills, etc. etc.
- You can always suspend what you have, and decide not to use it, but **you cannot suspend who you are.**
- Therefore, we need to look first at who you are. And that is determined by how you presently answer two questions: WHAT SHOULD I DO?, and WHAT CAN I DO?

The Two Answers that Tell ‘Who You Presently Are’

- **What should I do, and for whom** is the social-emotionally crucial question. Answers to it depend on your level of social-emotional development, i.e., your *meaning making*.
- **What can I do, and what are my options** is the cognitively crucial question. Answers to it depend on your level of cognitive development, i.e., your *sense making*.
- In whatever you do, or whatever your client does, these two questions are answered **simultaneously**. However, we can conceptually distinguish cognitive sense making and social-emotional meaning making, following research.
- Assessments may detect a gap between the two.

Coaching as Process Consultation

- Coaching is a variant of the discipline of ‘consulting to another party’s mental process,’ or **process consultation** (Schein, 1987 f).
- To successfully consult to another person, that person’s present **FRAME OF REFERENCE (FOR)** must be known to the consultant.
- **Based on this understanding, the consultant can largely predict the client’s specific way of seeking and using his or her “help.”**
- Therefore, the more the coach can predict about the client based on developmental knowledge, the better.
- And -- the more apt is going to be his/her intervention in the other party’s mental process.

Three Generic Coaching Processes

- While there are many kinds of coaching, there are only three generic coaching processes.
- These are (Basseches, 2000):
 - Supporting and guiding attention
 - Interpreting (what is said by clients)
 - Enacting novel experiences and behaviors.
- In eliciting developmental data, the first process is paramount; the other two are used in assessment feedback and coaching proper.
- Different coaching ‘styles’ are based on differing ‘weightings’ and combinations of these generic processes.

Two Generic Client Processes

- On the side of the client, we can distinguish two essentially different processes:
 - Learning
 - Mental growth through *developmental shifts*
- These processes are often mixed up, which leads to muddled outcome studies and assertions of coaching effect.
- “Change” is too fuzzy a notion to deserve the title of generic process. (Unceasing change is the rule, and stability the exception, in what we experience as ‘reality’).

Learning is not Development

- Learning is a change *in time*, while development is a change *across time* (longitudinal).
- Some learning leads to making developmental shifts, but most learning simply reinforces the learner's present developmental station, or frame of reference.
- We need to distinguish two notions of *development*:
 - “agentic” – “we are developing this team”
 - “ontic” – “people in this team are highly developed”
- Learning and *agentic* development have limits defined by *ontic* development, both cognitive (CD) or social-emotional (ED).
- You don't expect a six-year old to master calculus.

Two Lines of Adult Development

- The development of coaching methodology has been hampered by not distinguishing between different lines of adult development.
- The most researched lines are:
 - cognitive development (CD)
 - social-emotional development (ED)
- There is a large body of literature addressing both of these kinds of development.
- In developmental coaching as taught as IDM, the two lines of adult development are taught separately, and students are then coached in relating clients' cognitive and social-emotional profile to each other and to the clients' behavioral (clinical-developmental) profile.

The History of Developmental Research

Coaching Has a Short History

- However you want to delineate the history of coaching, taken in its present meaning, it is a very short history.
- In fact, this history is shorter than that of the developmental sciences which date at least from Piaget's early work (1925).
- Coaching is by nature a developmental enterprise, even if its explicit intention is not necessarily to enhance adult development.
- **It thus behooves coaches to be aware of an overarching tradition that has generated insights they can disregard only at their professional peril.**
- This tradition has sufficient substance and breadth to serve as a basis for evidence based, professional coaching.

Milestones of Developmental Research

THREE GIANTS ...

- **1900-1939: S. Freud** shows that ego development is rooted in infancy and childhood experiences of subjective need versus internal/external pressure.
- **1925-1980: J. Piaget** reveals the trajectory of the cognitive development of children and adolescents.
- **1955 – 2003: E. Jaques** formulates a theory of human capability, work, and organizational structure based on levels of cognitive development.

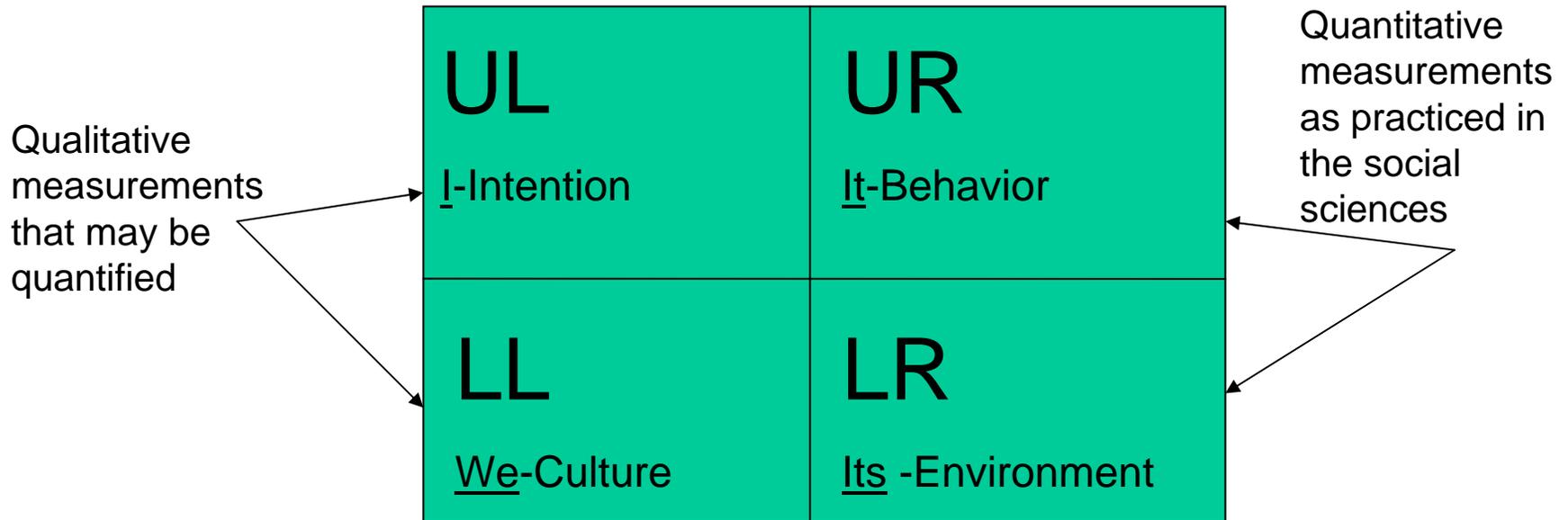
... AND A FEW FOOTNOTES

- 1970: W. Perry investigates the relationship between two lines of human development, intellectual and social-emotional, in the college years (adolescents).
- 1969-1984: L. Kohlberg studies the levels (stages) of ethical development from childhood into adulthood.
- 1976: J. Loevinger presents a theory of stages of 'ego-development.'
- 1975-1984: M. Basseches studies the development of dialectical thinking.
- 1982: R. Kegan presents a theory of the 'evolving self.'
- 1999: O. Laske studies the relationship between the two lines of adult development (social-emotional and cognitive) in executives.
- **2000: K. Wilber publishes a comprehensive summary of developmental theories in world cultures.**

The Four Quadrants

We can think of the social world as composed of four quadrants, as suggested by Wilber:

- 1. The self and its intentions – Upper left**
- 2. The culture the self is embedded in – Lower left**
- 3. The behavior exhibited by the self – Upper right**
- 4. The environment in which the behavior becomes manifest – lower right**



Legend: UL = upper left; LL = lower left; UR = upper right; LR = lower right 17

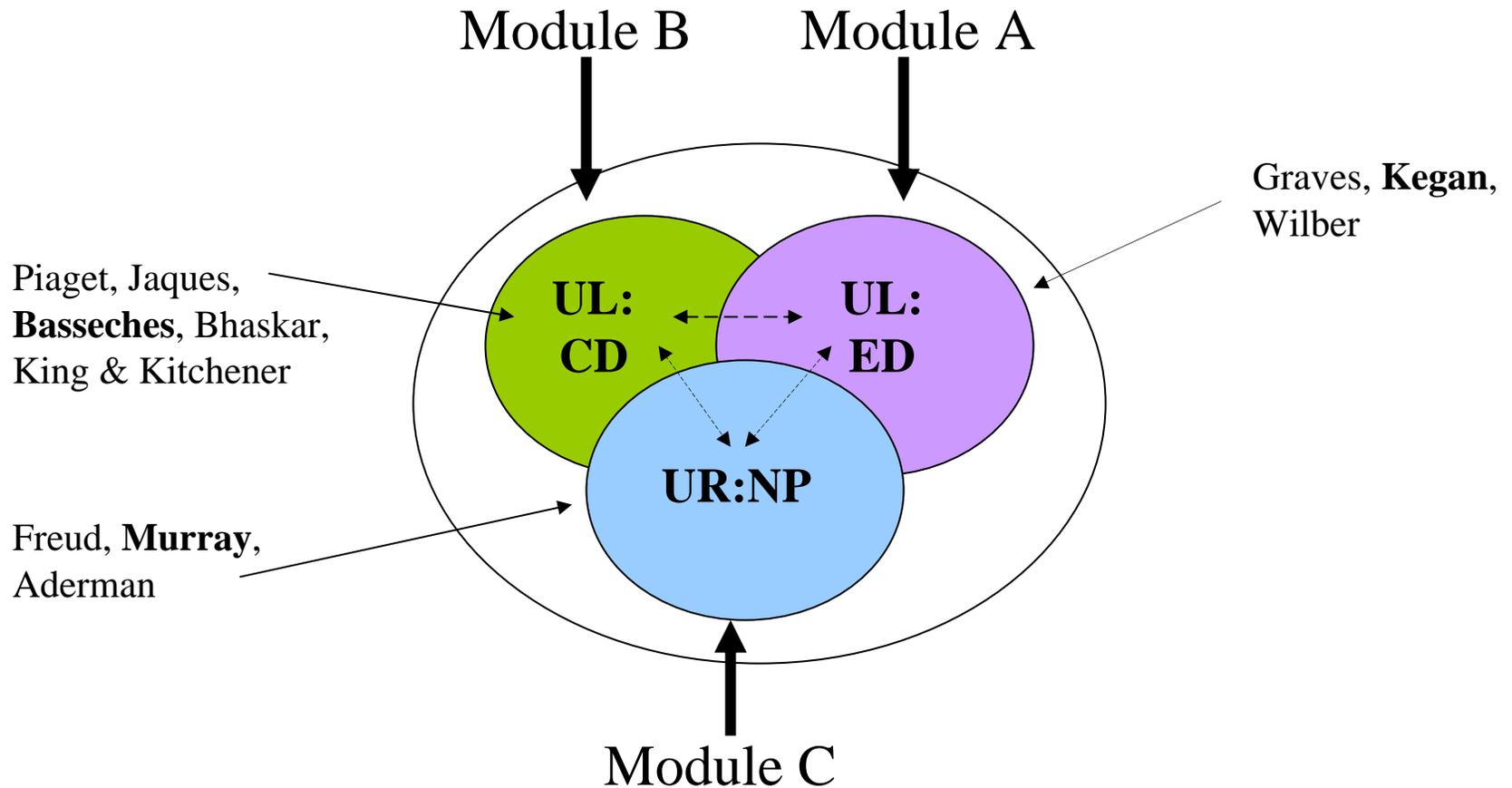
Integral View of Coaching Situations

- Every coaching situation comprises:
 - *intentions* – internal processes of sense and meaning making
 - *culture* -- in which the client is embedded
 - *behavior* – much of it unconscious
 - *environment* -- organizational or not
- An integral view of these four dimensions can be called **evidence based** to the extent that the four quadrants are explored with the aid of qualitative and quantitative (or mixed) assessments.

‘Instrumentalizing’ the Four Quadrants

- At the Interdevelopmental Institute (IDM), we teach coaching and mentoring based on validated developmental assessments directly addressing the two upper quadrants as follows:
 - Upper Left: (interview-based) social-emotional and cognitive assessments
 - Upper Right: clinical-developmental questionnaire.
- Each of these three instruments has its own literature and research knowledge base.
- Step by step, students learn to use all three assessments as perspectives on the client.
- In a final case study, students synthesize these assessments in giving feedback and formulating coaching plans.

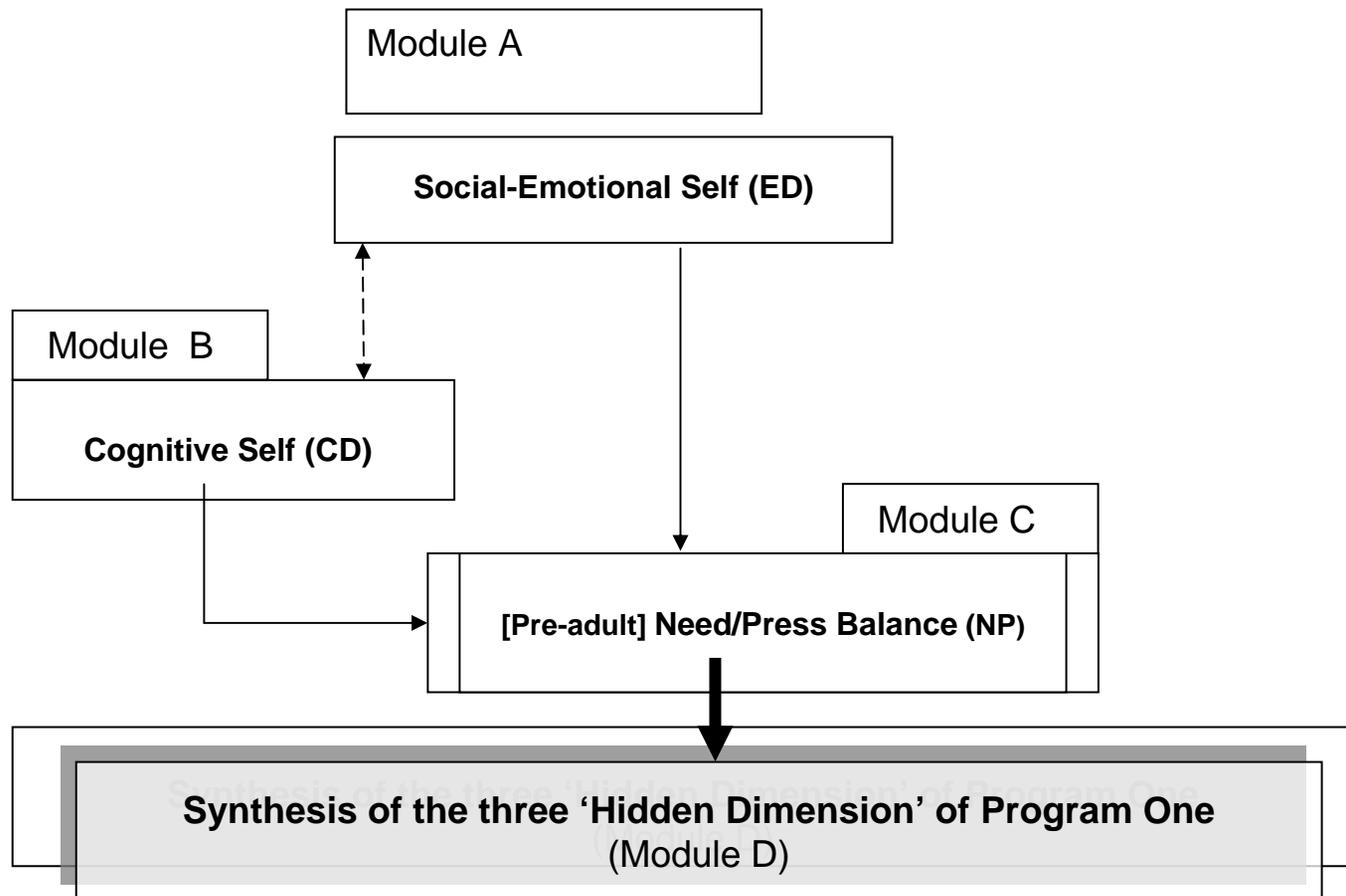
IDM Program One



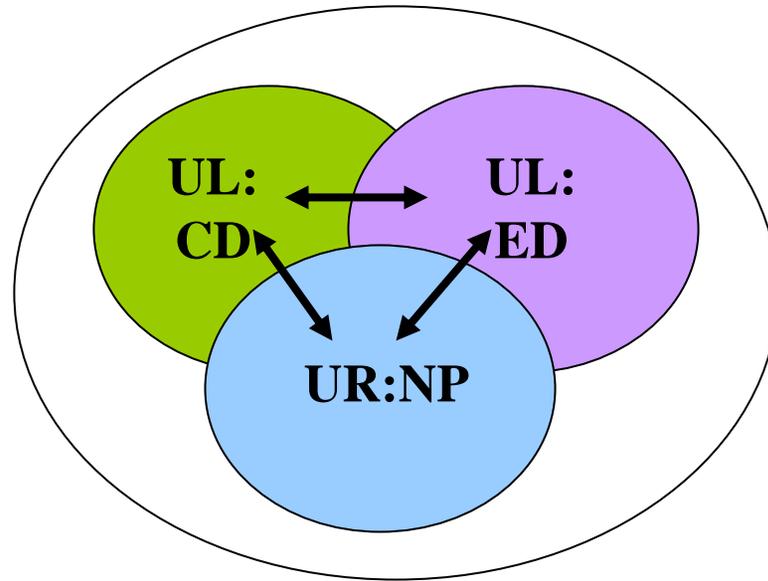
Module ABC Synthesis is in the form of a case study prepared in Module “Prep-D,” and carried out in D.

Another View of IDM Program One

Integrating Three Perspectives



Correspondence To Client Questions



- **CD = What can I do, and what are my options?**
- **ED = What should I do, and for whom?**
- **NP = How am I doing?**

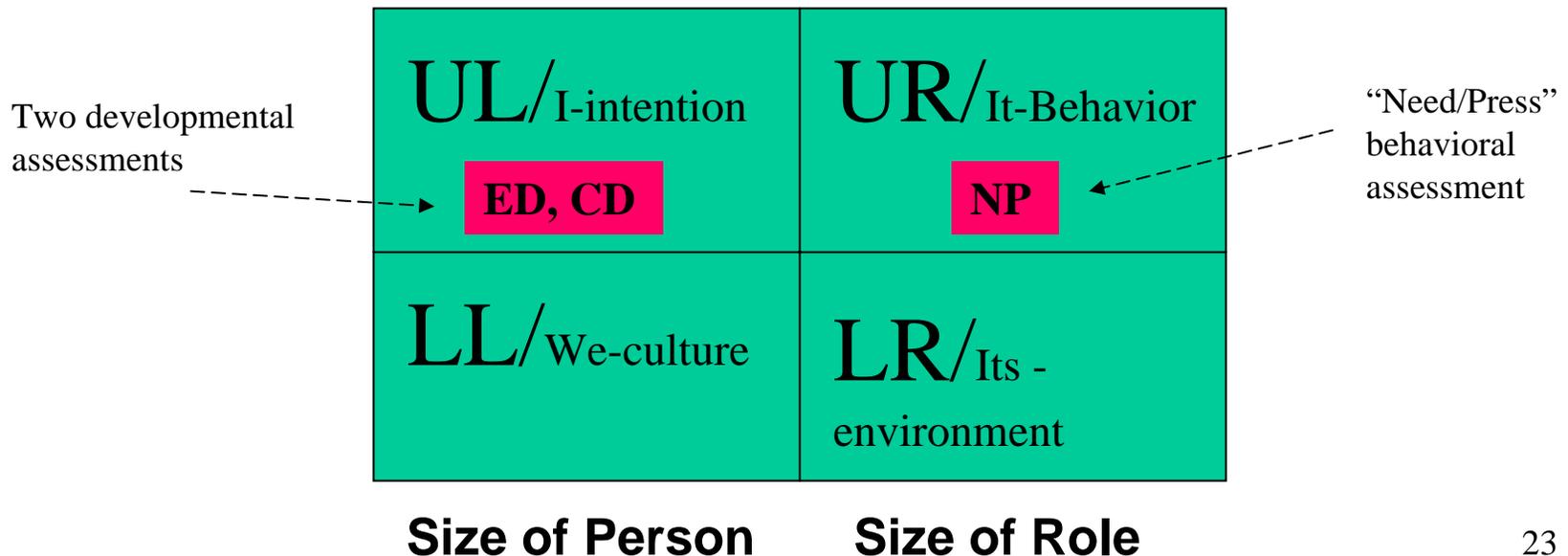
**All of these questions are answered
subconsciously.**

Instrumentation of the Quadrants

We can instrument the **LEFT Quadrants** by assessing social-emotional and cognitive client development, thereby determining “size of Person”

We can instrument the **RIGHT Quadrants** by making behavioral assessments (of which there are many) to determine “size of Role”

The Focus of IDM Education is on having left and right quadrants inform each other.



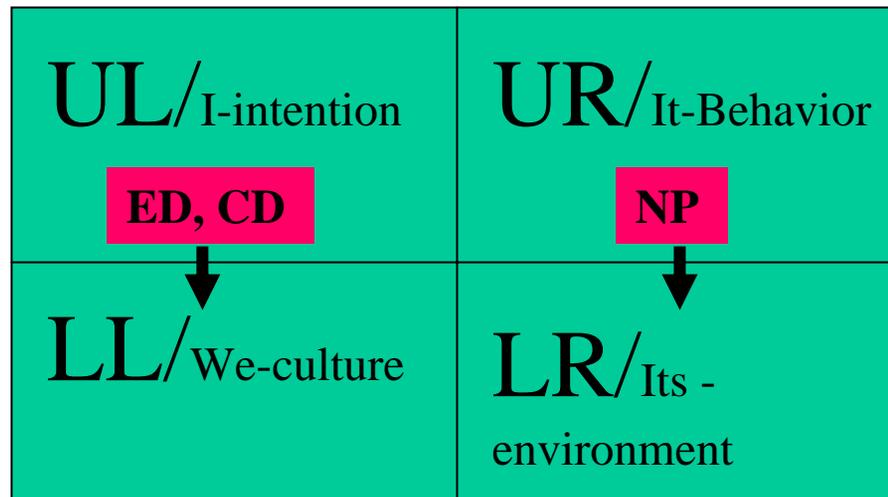
Developmental Research Concerns the Upper and Lower Left Quadrants

- The left quadrants concern the developmental “**size of person**” as an individual (UL) as well as a member of community (LL).
- By contrast, the right quadrants concern the “**size of role**” of a person in society, either individually (UR) or of people as a group (organizational culture) (LR).
- **Developmental research** directly addresses “size of person,” being about internal processes of sense making (cognitive) and meaning-making (social emotional).
- Insight into the left quadrants of a situation or person is immensely helpful in addressing “real world” problems of role, whether individual (UR) or organizational (LR).

Developmental Listening

- Exploring the LEFT quadrants entirely relies on *developmental listening*: the art and science to listen for developmental structure.
- Once this expertise is in place in the coach, s(he) can integrate “objective” (e.g. questionnaire) data (quantitative evidence) into the (qualitative) developmental perspective.

Intention is embedded in culture, thus UL extends into LL



Objectively measured behavior is an aspect of a larger environment, thus UR extends into LR.

The Basic IDM Program

Program Modules	Focus	Continuing Education Credits	Certification
Program One			
Gateway*	Introduction to Modules A to C and Prep-D	12	Certificate of Attendance
Module A	Social-emotional	12	Certificate of Developmental Coaching**
Module B	Cognitive	12	
Module C	Behavioral	12	
Module 'Prep-D '	Synthesis of A, B, C; Preparation for Case Study	12	Certificate of Attendance
Module D	Individual Case Study	16	Certificate of Developmental Assessment**
Program Two	3 Additional Case Studies	16	Master Developmental Coach/Consultant**

* Gateway to Module C takes 24 weeks (6 months), while Prep-D and D takes 14 weeks (3 ½ months), together 9 ½ months. Three additional case studies can be done in 2 months. The total for Programs I and II is about a year. ** All Certificates presuppose a written exam (or case study) and an exit interview.

Research Foundation of IDM's Constructive-Developmental Framework (CDF)

1	Stage developmental framework, enriched by weighting of risk and potential – Kegan/Laske (Module A)
2	Cognitive-developmental research in dialectical thinking (dialectical thought forms) – Basseches (Module B)
3	Theory of logical reasoning capability – Jaques (Module B)
4	Theory of organizational levels (information complexity) – Jaques (Module B)
5	Theory of psychogenic needs – Henry Murray ('Need' analysis in Module C)
6	Emotional intelligence – Henry Murray (Interpersonal perspective in Module C)
7	Organizational Climate analysis – Morris Aderman ('Press' analysis in Module C)
8	Character structure – Freud (Self conduct and task approach in Module C)
9	Developmental hermeneutics (depth-interviewing and depth-interpretation) – Schein, Laske (Modules A to D)
10	Coaching psychology research and literature

Some Seminal Research Findings

To understand what it means to “instrument” the quadrants, the threefold perspective on the client taught at IDM must be understood in some detail.

In order to understand the research findings that follow, some knowledge of notation is also required.

Social Emotional Development (ED)

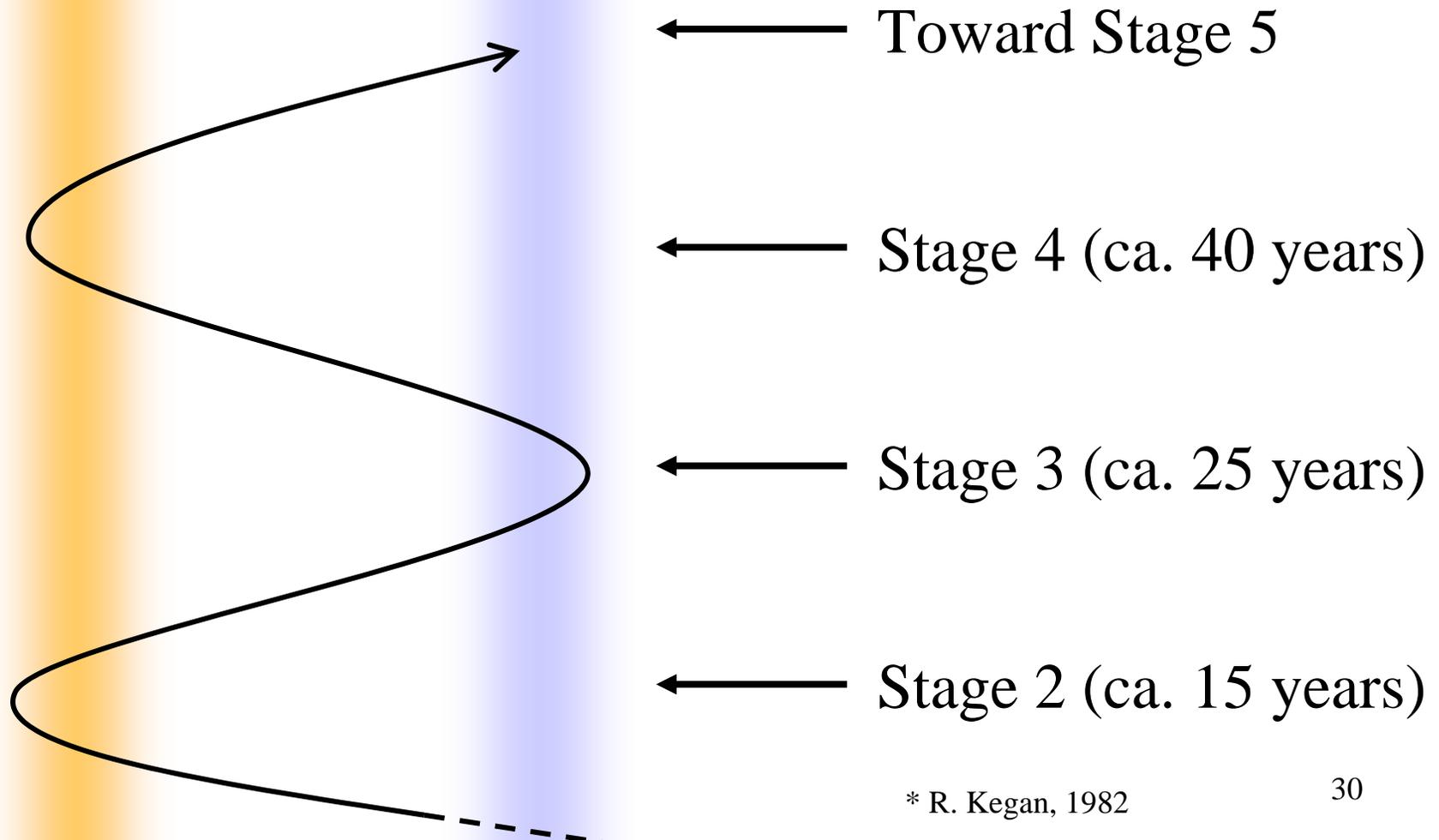
[Program One, Module A]

Developmental Stratification of Social World

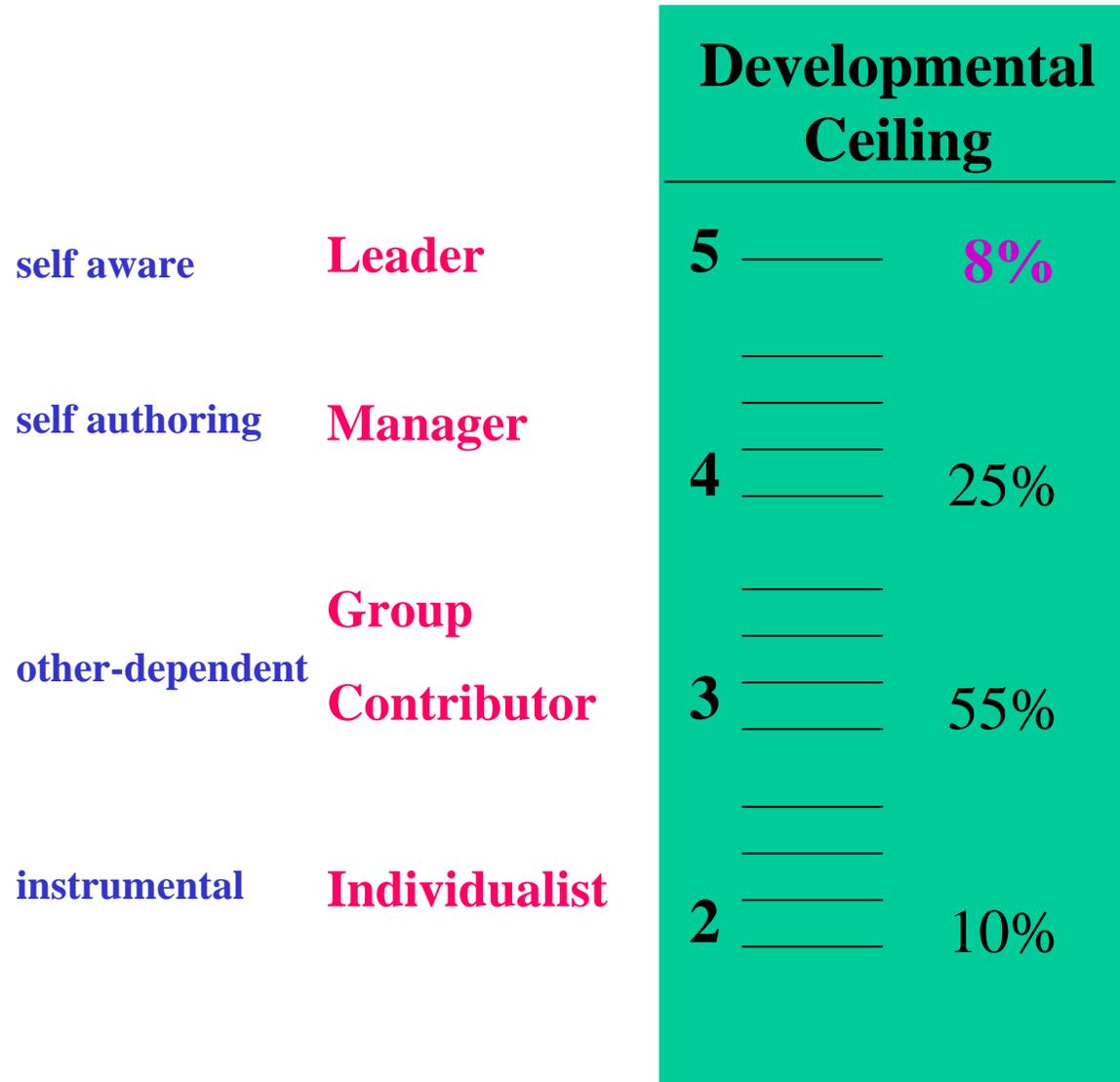
Focus on
SELF

Focus on
OTHERS

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

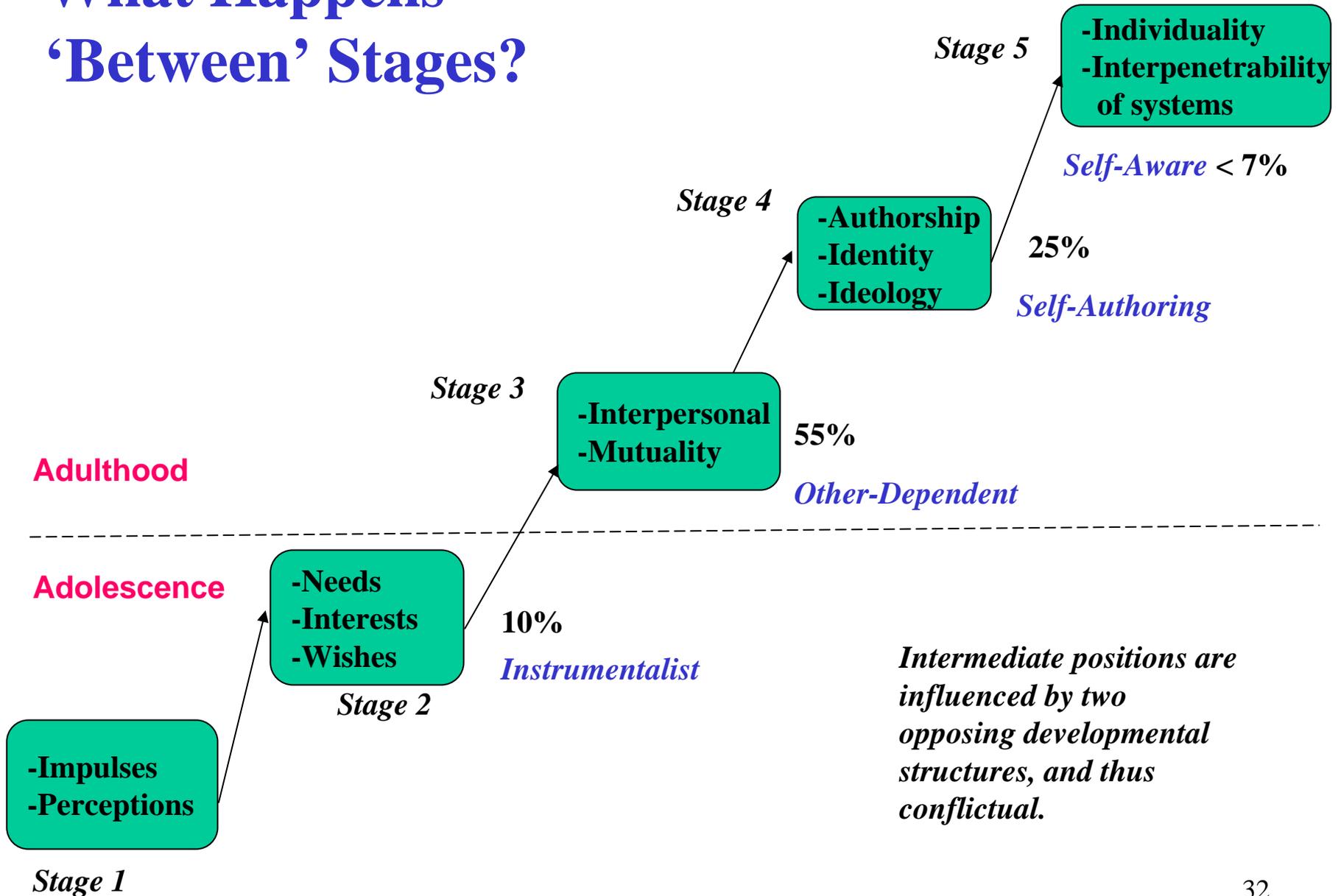


Statistics of Adult Developmental Attainment in Evolved Societies



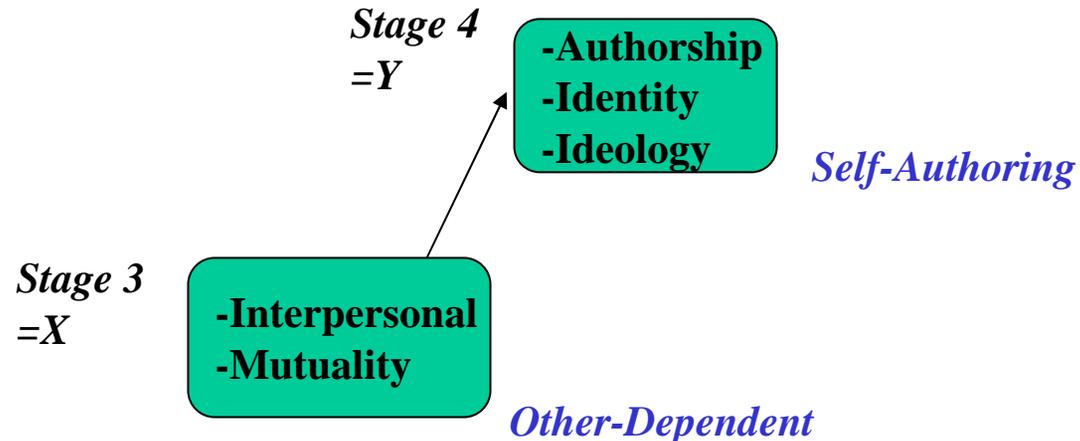
To the left are 4 main levels, each comprising 4 intermediate levels. These sublevels indicate degrees of advancing toward the next following level. As the percentages on the right indicate, most individuals remain on level 3, while 25% of individuals reach level 4, and 8% reach level 5. The names of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

What Happens 'Between' Stages?



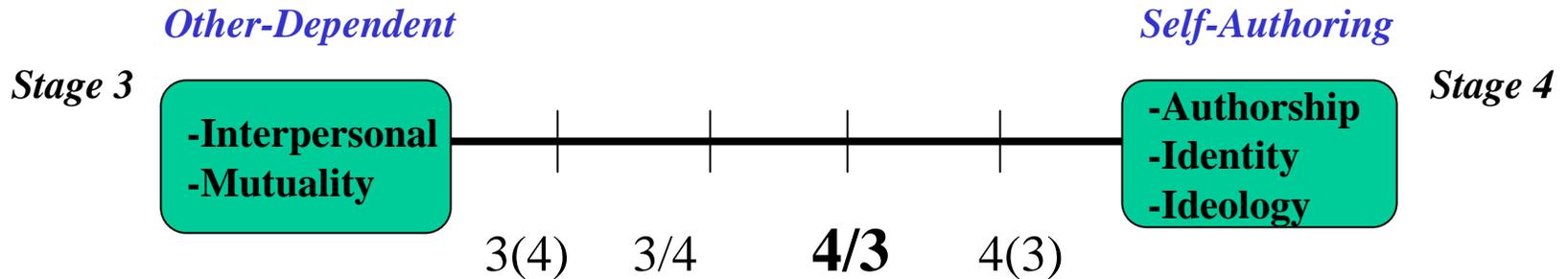
Intermediate Stages

Example



- Nobody ever lives at a single stage.
- Rather, there is a Center of Gravity, L , associated with a lower ($L-1$) and higher level ($L+1$). The lower stage defines *risk*, the higher, *potential*.
- We notate four intermediate stages as:
 $X(Y) = 3(4)$; $X/Y = 3/4$; $Y/X = 4/3$; $Y(X) = 4(3)$.
- The turning point toward the higher stage is Y/X , here $4/3$, where the higher stage is first reached, however tentatively.

Risk-Clarity-Potential Index (RCP)



- We ascertain through *interview* where a client's center of gravity is, say 4/3.
- We also ascertain the client's total range, from lowest to highest (typically 3 stages), say 3/4 to 4(3).
- By selecting about 15 "structurally relevant" passages (*bits*) from an interview, we give a *weighting* to the client's score, notated in '{...}', say 4/3 {4: 7: 5}.
- The expression in curly brackets is the RCP, where L-3/4 defines developmental RISK (of regression) while L-4(3) defines potential.
- We can then interpret the expression to build a coaching plan.

Social-Emotional Progression of Adults

To link social-emotional to cognitive scores, we distribute the ED progression over 8 organizational Strata [Jaques]; see below.

ED [Individuals] (Social-Emotional Interview)*	ED [Teams]**
5(4)	Unified S-5
5/4	Downwardly divided S-5
4/5	Upwardly divided S-4
4(5)-4	Unified S-4
4(3) – 4/3	Downwardly divided S-4
3(4) – 3/4	Upwardly divided S-3
3	Unified S-3
2/3 - 3(2)	Downwardly divided S-3

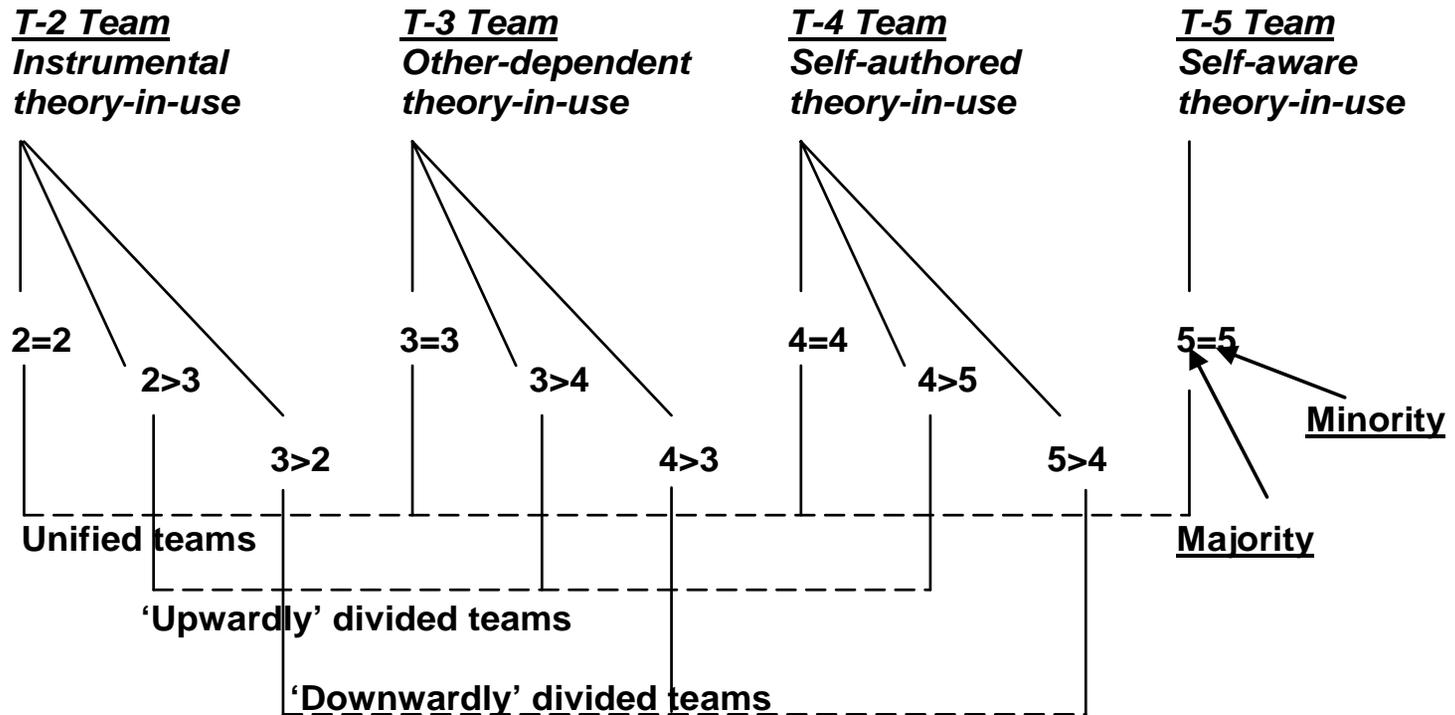
See the Team Typology on the next slide.

Crucial developmental boundary for professional work

*Lahey et al. (1988) & Laske (1999)

** Laske, 2006 (MHD vol. 1)

Social-Emotional Team Typology



Teams are typically developmentally divided (rather than unified). We speak of 'downwardly divided' teams if the *majority* of team members resides at a *higher* level than the minority, and of 'upwardly divided' in the opposite case.

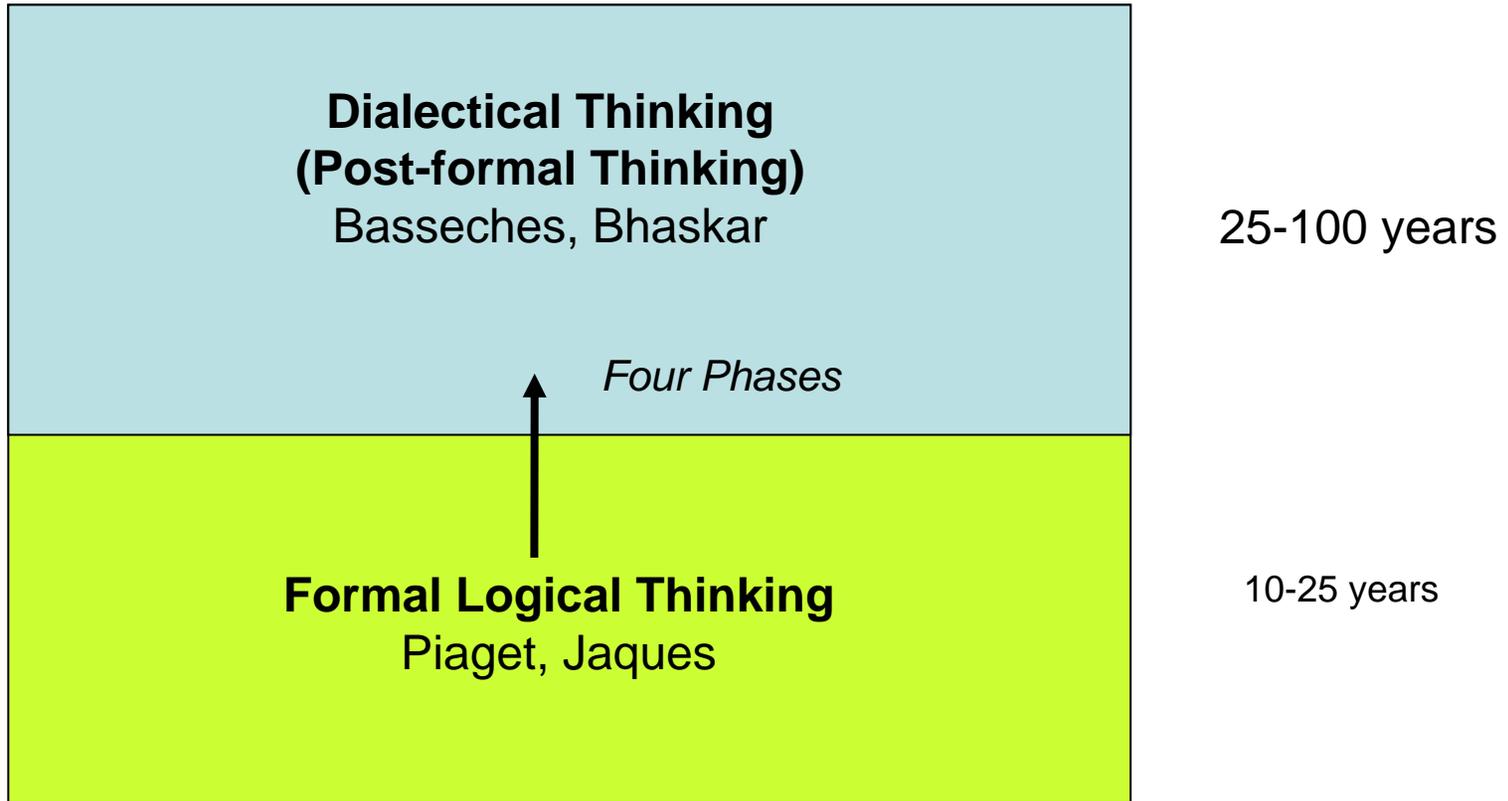
Cognitive Development (CD)

[Program One, Module B]

The cognitive development of adults represents the second “line of adult development” that has been researched in depth.

This development leads from mastering formal logical to practicing “post-formal” or “dialectical” thinking, in four phases.

Two Dimensions of Logical Thinking



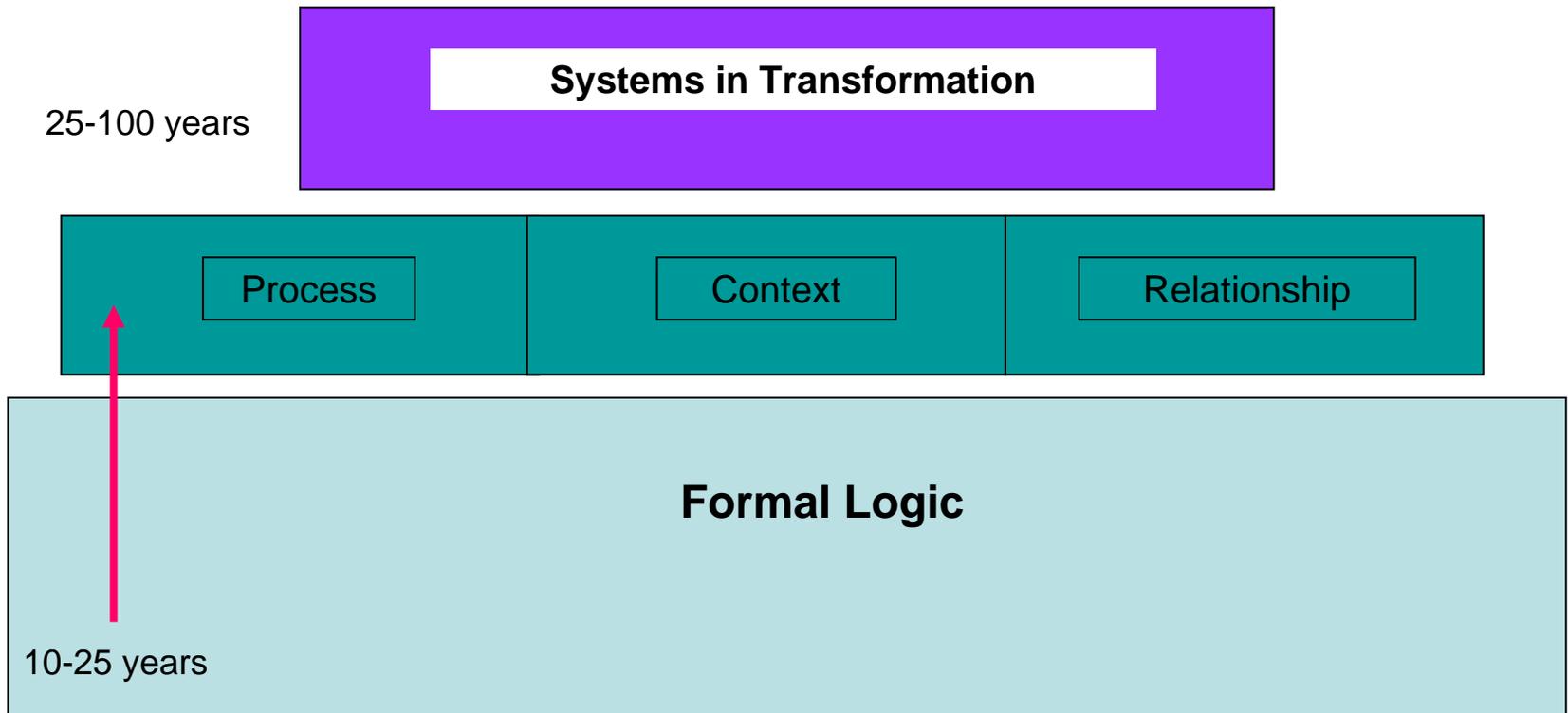
Dialectical thinking relies on the mastery of logical thinking.

Growth of Formal Operations Up to Age 25 (Piaget)

Stage	Age	Description
Sensorimotor	Age: 0-2	<ul style="list-style-type: none"> · Reflex base · Coordinate Reflexes
Preoperational	Age: 2-6 or 7	<ul style="list-style-type: none"> · Self-oriented · Egocentric
Concrete operations	Age: 6 or 7-11 or 12	<ul style="list-style-type: none"> · More than one viewpoint · No abstract problems · Consider some outcomes
Formal operations	Age: 11 or 12 up to 25	<ul style="list-style-type: none"> · Think abstractly · Reason theoretically · Not all people reach this stage

Steps towards Post-Formal Thinking After Age 25

Formal thinking by nature evolves into 'meta-systemic' thinking



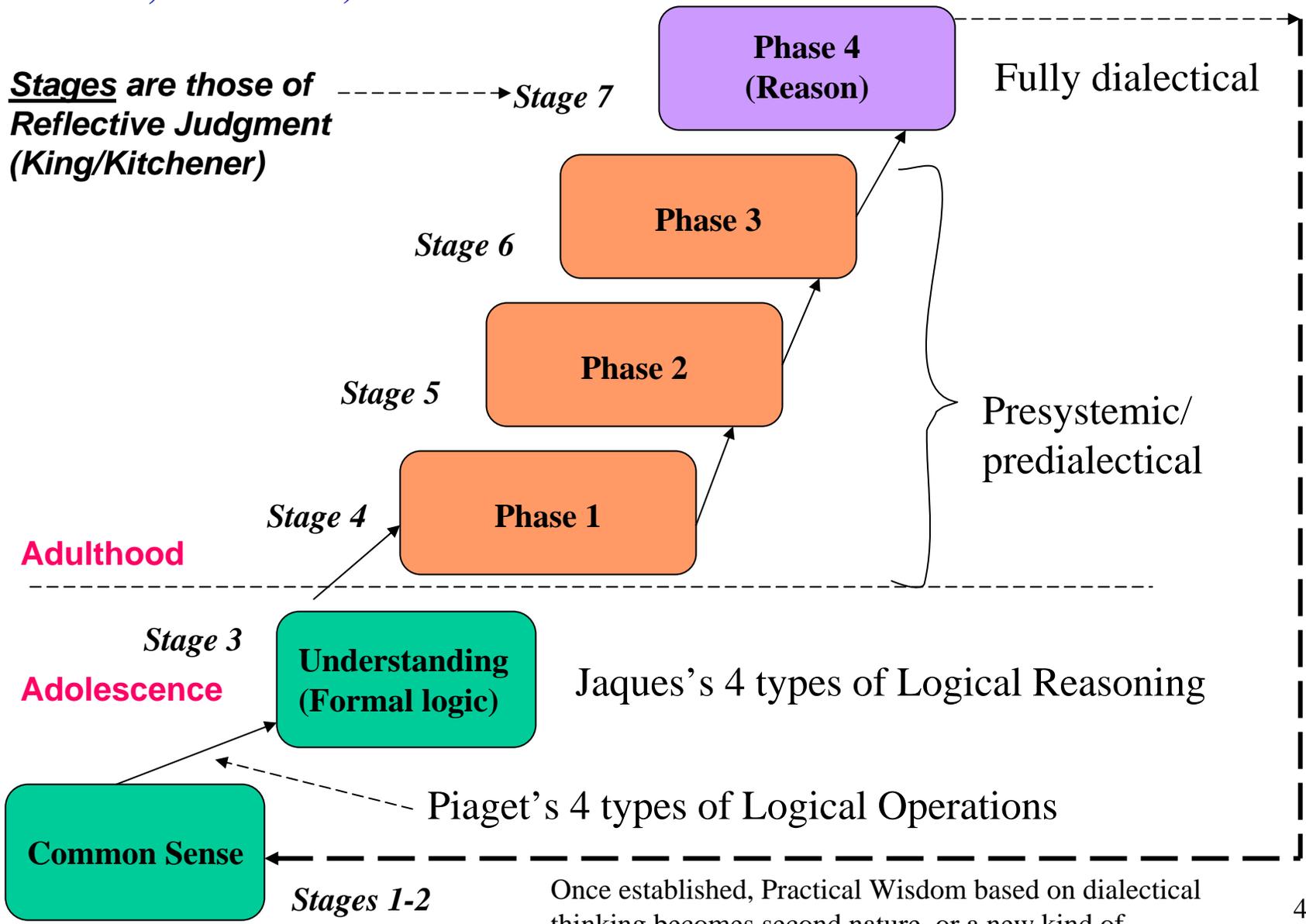
Equivalent Measures of Cognitive Development

- As in social-emotional research, in cognitive research there are ‘parallel’ traditions and associated methodologies.
- For instance, developmental phases of dialectical thinking (Basseches) associate with ‘stages’ of reflective judgment (King & Kitchener).
- Starting from formal logic, Jaques validated the emergence of 8 levels of complexity of mental processing, which he associated with 8 corresponding levels of organizational accountability (“strata”).

Phases of Cognitive Development

(Bhaskar; Basseches)

Stages are those of Reflective Judgment (King/Kitchener)



Levels of Work Complexity (Strata)

based on levels of logical thinking

- Understanding ‘work’ as *the ineffable process of exercising judgment and discretion*, Jaques distinguishes eight ‘Strata’ or levels of organizational accountability, numbered from I to VIII (1989 f.)
- Based on Types of Logical Reasoning (Jaques), we can define levels of work complexity, or **strata**, both in and outside of organizations.
- Each **stratum** is associated with a particular **time horizon** (thus abstractness of thinking) in which a client has the ability to work.
- Having assessed level of cognitive development, we can determine at what level of work complexity there exists a true match between the client’s ‘size of person’ and ‘size of role’ (left and right quadrants).

- As managers, we can decide about placement based on empirical data.
- As coaches, we can give feedback about gaps existing between **size of role** (level of work complexity) and **size of person** (social-emotional and cognitive capability).

Cognitive Progression in Adults

Stratum of Organizational Work Complexity*	Type of Logical Reasoning*	Stage of Reflective Judgment**	Phase of Dialectical Thinking***	Fluidity Index (Cognitive Interview)***
VIII	C4 [parallel]	7	4	>70
VII	C3 [serial]			>60
VI	C2 [cumulative]	6	3	50-59
V	C1 [declarative]			40-49
IV	B4 [parallel]	5	2	30-39
III	B3 [serial]			20-29
II	B2 [cumulative]	4	1	10-19
I	B1 [declarative]			<9

* Jaques 1989 f: Operator-Clerk, First-line Manager, Unit Manager, General manager; VP, Exexutive VP, CEO/President, Board Member

** King & Kitchener, 1994

*** Basseches, 1978 - 1984

Measuring Cognitive Fluidity

- **Cognitive development manifests in mental fluidity based on dialectical thought forms.**
- We measure level of fluidity of thinking through **semi-structured interview**.
- We do so by gauging the use of **dialectical thought forms** in four different categories called *Process, Context, Relationship, and Transformation* – P, C, R, T for short (Basseches, 1978).
- The resulting **Fluidity Index** is the total weighting of all dialectical thought forms used by a client during a 1-hr interview.
- We can differentiate this index further into the four classes named above, to arrive at a **Systems Thinking Index** that shows us in what phase of dialectical thinking a client is presently operating.
- *E.g., we may arrive at a cognitive score of [P=11, C=25, R=18; T=21(%)], which shows us that the client has just moved into phase 2 [slide 45].*
- *This is a client who is a better ‘constructive’ (c+t) than ‘critical’ thinker (p+r) whose cognitive flexibility is 25% of fully dialectical [84=100%].*

Behavioral Perspective (NP)

[Module C]

We view client behavior as do clinical-developmental psychologists who see ‘adult behavior’ as co-determined by child- and adolescent development.

Following H. Murray, we can differentiate subjective (“psychogenic”) *Need* and environmental *Press* (pressure).

Clients put pressure on themselves by their **aspirations** (ideal press) as well as their way of experiencing (and distorting) social reality, such as organizational **culture** (actual press).

The balance between Need/Press and ideal/actual Press determines clients’ **Performance Profile** (applied capability in contrast to potential Capability).

Behavioral Perspective (NP)

[Module C]

Unhelpful Restriction to Applied Capability

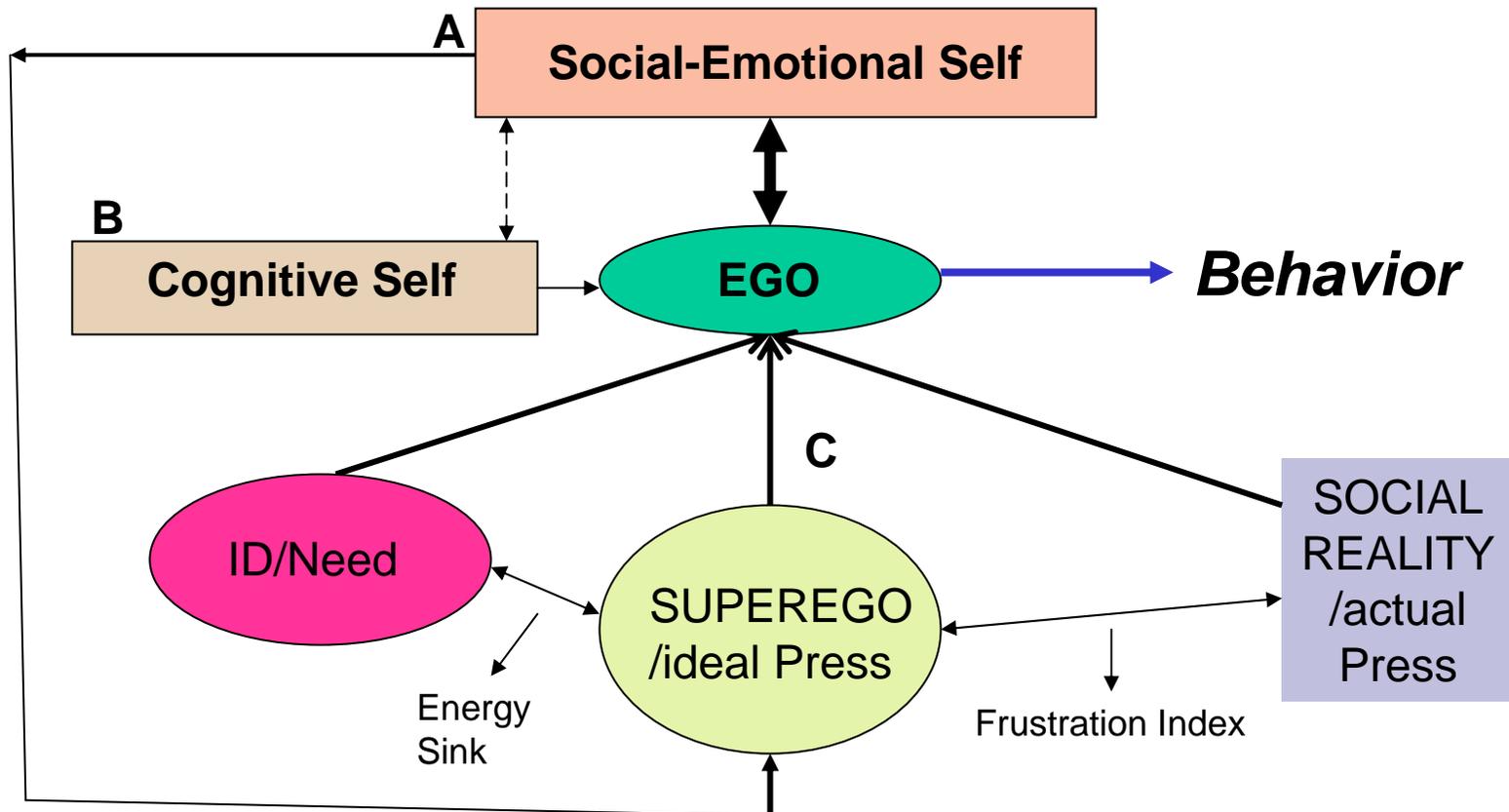
- From its beginning, coaching has been unhelpfully restricted to clients' "performance" or **Applied Capability**.
- However, that capability rests upon clients' **Potential Capability**, or developmental potential.
- By separating and linking cognitive development (CD) from social-emotional development (ED), we can explore Potential Capability.
- CD and ED define Potential, and indirectly Applied, Capability.
- We distinguish current and emergent Potential Capability.

Behavior Is Based On*Need* vs. *Press*

- People have *subjective needs* whose gratification is often opposed by their own change-resistant ‘character’ disposition.
- As adults therefore, people work burdened by a *pre-adult legacy* they have been settled with since they were children.
- As clinical-developmental psychologists, we are looking for the kind of BALANCE clients can achieve between their *Needs* and the *Pressures* that stand against need gratification and optimal performance alike.
- We distinguish ‘ideal’ Press (own aspirations) from ‘actual’ Press (experience of the real world, e.g., the organizational environment).
- **The balance between Need/Press and ideal/actual Press determines clients’ Performance Profile (which is ultimately grounded in clients’ developmental profile).**

Understanding Clients' Need/Press Profile

- Developmental thinking helps us understand a client's performance profile.
- In the spirit of Freud's **What 'Id' is shall 'Ego' Become**, we can say that people's behavior is the outcome of *how their Evolving Self (CD+ED) manages the relationship of Id, Ego, Superego with the real world.*



Need-Press Profile

NEED

Self Conduct



Task Focus



Interpersonal Perspective



Self Concept

Risk Taking

Flexibility

Need for Power

Need for Visibility

Confrontationalism

Autonomy

Drive to Achieve

Resourcefulness

Endurance

Quality of Planning

Need to Self-Protect

Affiliation

Relationship to Power

Empathy

Helpfulness

Dependency

Bias

ORGANIZATIONAL PRESS

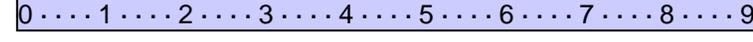
Self Conduct



Task Focus



Interpersonal Perspective



Need/Press Performance Profile

**‘Need’ = subjective need,
‘Press’ = super-ego and
environmental pressure**

*Behavioral data interpreted
developmentally:*

Variable	Need; Ideal Press, Actual Press
Self Conduct	
1	3; 1, 1
2	3; 2, 3
3	8; 5, 6
4	7; 2, 3
5	4; 4, 2
6	3; 0, 1
Approach to Tasks	
7	6; 1, 0
8	6; 6, 6
9	9; 8, 9
10	6; 7, 8
11	1; 2, 4
12	4; 7, 4
Emotional Intelligence	
13	6; 7, 8
14	4; 6, 5
15	6; 7, 8
16	9; 9, 8
17	6; 7, 6
18	2; 2, 1

<i>Energy sink</i>	Gap between Need & Aspirations (ideal press)
<i>Frustration</i>	Gap between ideal & actual Press (org. experience)
<i>Attunement to Organization</i>	Gap with Managerial Aspirations
<i>Distortion of Corporate Culture</i>	Gap with how managers experience the organization
<i>Overall Effectiveness</i>	Effectiveness Index

Putting It All Together

Case Study, Modules Prep-D & D

Bringing together three different data sets (A, B, C) requires *systemic thinking* that has to be schooled. In Module ‘Prep-D,’ students use “canned data” (not elicited by themselves) to begin synthesizing data into a holistic perspective on a particular client.

In Module D, they subsequently collect their own data, and write up a report on a volunteer client.

Your Adult Client's Profile

- Once you have completed data acquisition for a client by scoring 2 interviews and evaluating a questionnaire, thereby synthesizing your learning from Modules A, B, and C, you are ready to write a report as a basis of giving feedback to your client.
- **Your data (or client data) may look like this:**

Social-Emotional Score	Cognitive Score	Behavioral Outcomes
<p style="text-align: center;">4(5) {3:7:3}</p> <p style="text-align: center;">↑ ↑</p> <p>Dev. Stage</p> <p style="text-align: center;">RCP = Risk-Clarity- Potential Index</p>	<p style="text-align: center;">C2 [48, 29, 10; 14 (%)]</p> <p style="text-align: center;">↑ ↑</p> <p>Type of Reasoning</p> <p style="text-align: center;">Degree of Systems Thinking</p>	<ol style="list-style-type: none"> 1.Success Factors 2.Challenges 3.Behavioral Conflicts 4.Energy Sinks 5.Frustration 6.Effectiveness Index 7.Variables centrally relevant to the Coaching Plan

In the IDM case study (Module D), you are expected to make sense of this data, write a report, develop a coaching plan, and give feedback.

Looking at Behavior Developmentally

- Looking at behavior from a CD/ED perspective, we find that:
 - one and the same behavior at different developmental and cognitive levels is DIFFERENT, and needs a different kind of intervention
 - a client may need cognitive coaching more than social-emotional coaching, or vice versa
 - a client may need attention to developmental risk (of losing his/her developmental *center of gravity*) more than developmental potential (to move to a higher level), and vice versa
 - **a client thus benefits from the coach's being *developmentally discriminating* in making interventions.**

Part II: Exercises

Focus on Social-Emotional Assessment

- We have taken note of three aspects of client capability developmental coaches become experts in.
- Since in the time allotted, we cannot cover all three dimensions, **I suggest to select the social-emotional dimension as an aspect of evidence-based coaching work for the remainder of today's session.**
- **We focus on two topics:**
 - stage evaluation
 - interviewing.

Changing Orientations Across Adult Stages

Orientation	L- 2 [10%]*	L-3 [55%]	L-4 [25%]	L-5 [10%]
<i>View of Others</i>	Instruments of own need gratification	Needed to contribute to own self image	Collaborator, delegate, peer	Contributors to own integrity and balance
<i>Level of Self Insight</i>	Low	Moderate	High	Very High
<i>Values</i>	Law of Jungle	Community	Self-determined	Humanity
<i>Needs</i>	Overriding all others' needs	Subordinate to community, work group	Flowing from striving for integrity	Viewed in connection with own obligations and limitations
<i>Need to Control</i>	Very High	Moderate	Low	Very low
<i>Communication</i>	Unilateral	Exchange 1:1	Dialogue	True Communication
<i>Organizational Orientation</i>	Careerist	Good Citizen	Manager	System's Leader

The Level-2 ‘Instrumentalist’ Culture

Orientation	L-2 [10%]
<i>View of Others</i>	Instruments of own need gratification
<i>Level of Self Insight</i>	Low
<i>Values</i>	Law of Jungle
<i>Needs</i>	Overriding all others' needs
<i>Need to Control</i>	Very high
<i>Communication</i>	Unilateral
<i>Organizational Orientation</i>	Careerist

Individuals of this culture define themselves by their own immediate wants and needs. They are focused on preserving their self image regardless of its accuracy, and reject any feedback that is at odds with their own rigid self perception. They will follow convention if it is to their advantage but will take recourse to deception when convinced they are safe to do so. In a position of power, they will micromanage and manipulate others to their own advantage, and show unbridled careerism.

The Level-3 ‘Other-Dependent’ Culture

Orientation	L-3 [55%]
<i>View of Others</i>	Needed to contribute to own self image
<i>Level of Self Insight</i>	Moderate
<i>Values</i>	Community
<i>Needs</i>	Subordinate to community, work group
<i>Need to Control</i>	Moderate
<i>Communication</i>	Exchange 1:1
<i>Organizational Orientation</i>	Good Citizen

Individuals of this culture define themselves based on expectations of external and/or internalized Others. They find it difficult to know where they end and others begin. They are NOT acting from their own value system since they are unable to disentangle themselves from *internalized others* (conventions). As a result, they are not willing to be singled out and don't make good change agents, but rather are followers.

The Level-4 ‘Self-Authoring’ Culture

Orientation	L-4 [25%]
<i>View of Others</i>	Collaborator, delegate, peer
<i>Level of Self Insight</i>	High
<i>Values</i>	Self-determined
<i>Needs</i>	Flowing from striving for integrity
<i>Need to Control</i>	Low
<i>Communication</i>	Dialogue
<i>Organizational Orientation</i>	Manager

Individuals of this culture are defined by their own value system and ‘integrity.’ They can manage themselves, and therefore others. However, they have difficulty standing away from their idiosyncratic life- and career history in a critical way, and may be defensive when asked to do so. As change agents, they will try to impose their own value system on others for the better of the community, and may find it challenging to go beyond merely respecting others.

The Level-5 ‘Self Aware’ Culture

Orientation	L-5 [10%]
<i>View of Others</i>	Contributors to own integrity and balance
<i>Level of Self Insight</i>	Very High
<i>Values</i>	Humanity
<i>Needs</i>	Viewed in connection with own obligations and limitations
<i>Need to Control</i>	Very low
<i>Communication</i>	True Communication
<i>Organizational Orientation</i>	System’s Leader

Individuals of this culture think of and treat others as midwives of their own development, thereby modeling ongoing learning, self-inquiry, and risking critical self-exposure. Whatever their expertise, they are no longer attached to any particular aspect of the self, but are rather focused on ‘being in the flow’ where anything may happen. They are attuned to unceasing change and openly share their apprehensions, insights, and doubts for the good of everybody they work and live with.

Exercises

In developmental work, we distinguish:

-- **range of stages** inhabited

-- **center of gravity** (main stage or 'comfort zone'
acted from)

-- **neighboring 'lower' and 'higher' stage(s)**
representing developmental Risk and Potential, respectively.

Determining Developmental Range and Sequence

In the following exercise, we want to sequence four ‘intermediate’ stages between a lower and higher “main” stage.

To do so we need to reflect upon (and ultimately, elicit) the internal mental process that is going on in the interviewee.

We do not pay primary attention to the interviewer here, but only to the mental changes occurring from one interview fragment to another.

The fragments are named from A to D.

We want to sequence them in the “correct” order (e.g., BCAD or ACDB), and justify the order we propose.

Structure of Developmental Shifts

3 → 3(4) → 3/4 → 4/3 → 4(3) → 4

↑
A small,
timid step
beyond S-3;
very fragile

↑
Move into a
conflictual
situation,
where the
lower stage
'wins out.'

↑
Turning
point
where the
higher
stage is
first
reached

↑
'Espousal'
stage need-
ed for self-
reassurance

↑
Fully realized,
'embodied' higher
main stage

┌──┐
**2 opposed stages operating
simultaneously: conflict;
coaching may do much good.**

This schema
generalizes to
all stages

Hint: This is the ‘main’ stage from which the evolution begins ...*

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 the relationship between us smoother.

* Adapted from L. Lahey et al., Subject-Object Interview Handbook, 1988.

A.

Now I just make a decision by myself, and don't wait for his. When I need to solve an important problem, I'll tell him about it and say: "Boss, I'd like you to support me in this, else I am going ahead." Of course, he finds no time for me, and I'd enjoy work more if he did, but at least, I get to decide. To tell you the truth, though, sometimes I wonder if doing it this way is much better than delegating, because even though he doesn't say that much, I can see that it hurts his feelings that I just go ahead without him, and I feel like I'm being a bad employee. Why don't I just wait for him to make the decision? It's not so bad, and he is so busy! But then I get mad and think: "Don't I have the right to act on my own judgment? It isn't fair of him to make me feel guilty." And so go ahead, but I end up feeling guilty about it.

B.

*I just decide by myself now. My boss doesn't like it a lot of the time, but I think it's not only better for me but better for our relationship. I have just had to accept the fact that there are some things I am not going to get from him, and he has to do the same thing. He's working with somebody who has certain expertises, and though he does not fully share them, he has to understand that I am competent in what I do, and will thus make decisions on my own. I know he doesn't like it, but I try not to dwell on that. And I'm aware that there's a part of me that doesn't want him to dwell on it either—I find it much easier when he doesn't dwell on our different competences. **WHAT MAKES IT HARD IF HE DOES DWELL ON THAT.** Well, I just have to work harder to remember that although I can be sad about his not helping me decide, I do think it's very important for me to honor my own interests. **IT'S VERY IMPORTANT.** Yes, because I'm not me if I don't.*

Interviewer questions in CAPITALS.

C.

But know I am making decisions at work on my own if that's what I want to do. **HOW DOES THAT WORK.** It's not good for me to be so dependent on my boss. He himself helps me to see that. He keeps saying I have to make more of the decisions at work by myself, and I really do feel that it's important for me to decide myself. **WHY IS THAT IMPORTANT TO YOU, MAKING DECISIONS ON YOUR OWN.** I'm an adult, and I think it is time that I started making my own decisions, don't you think?

D.

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.

The Art and Science of Developmental Interviewing

A vehicle for eliciting valid developmental data.

A developmental interview is not so much an ‘assessment’ as it is a **conversation** by which the client gains knowledge about his/her own present developmental positioning.

Language Says It All ...

- Once all physical markers of development have disappeared around 25 years of age (when the body has become mature), language is the ONE AND ONLY medium in which developmental differences can be discerned and validated.
- This holds for both cognitive ‘sense making’ (CD) and social-emotional ‘meaning making’ (ED).
- This fact requires of the interviewer to remain strictly focused on the client’s *inner mental process*, to be able to differentiate between what in the client’s utterances is ‘**content**’ and what is ‘**structure**’ (whether stage (ED) or thought form (CD)).
- **Any content can be spoken from all stages**, but has different meaning according to what is the client’s feeling and thinking “generator.”

Developmental Listening

- **Developmental listening comprises range recognition, level hypothesizing, level testing (probing), determining level through inference and playing devil's advocate, and level validation.**
- The purpose of developmental listening is to elicit VALID developmental data.
- Developmental interviewing schools, as well as presupposes, developmental listening.
- **‘Developmental listening’ --**
 - -- is listening for, and above, the level of development at which the client presently makes meaning.
 - -- is based on understanding clients' language at the level of their unconscious, spontaneous meaning making.
 - -- is about ‘structure’ (= level), not content; any content can be spoken from any level.

Interviewing Methodology

- Social-emotional interviewing differs from cognitive interviewing.
- Social-emotional interviewing is based on PROMPTS, that is, ‘**projective**’ **verbal cues** into which the interviewee can ‘project’ him or herself.
- Of the ten prompts available, a typical interview uses 3-4 prompts (within an hour).
- Prompts are the backbone of the social-emotional, or ‘subject-object,’ interview since they *structure* and *focus* the conversation in a way not otherwise possible.
- Use of prompts makes the interview ‘semi-structured,’ and makes interviews comparable among themselves.

What Are and Why Use Verbal ‘Prompts’?

- **‘Prompts’** are attention guiding and focusing verbal fragments that help clients control (focus) attention and articulate memories selectively
- **Prompts** are verbal stimuli that help interviewees focus on their own inner social-emotional process.
- **Prompts** initiate a kind of ‘Rohrschach’ test, since the client “projects him-/herself” into the adopted prompt
- It’s up to the client to select a prompt. Based on a prompt, the client builds a scenario that lends itself to self inspection and self awareness -- just what an interviewer needs to determine level.
- It is advisable to include at least one prompt that highlights “negative” experiences (developmental risk), to achieve a balanced intake.

List of Social-Emotional Prompts

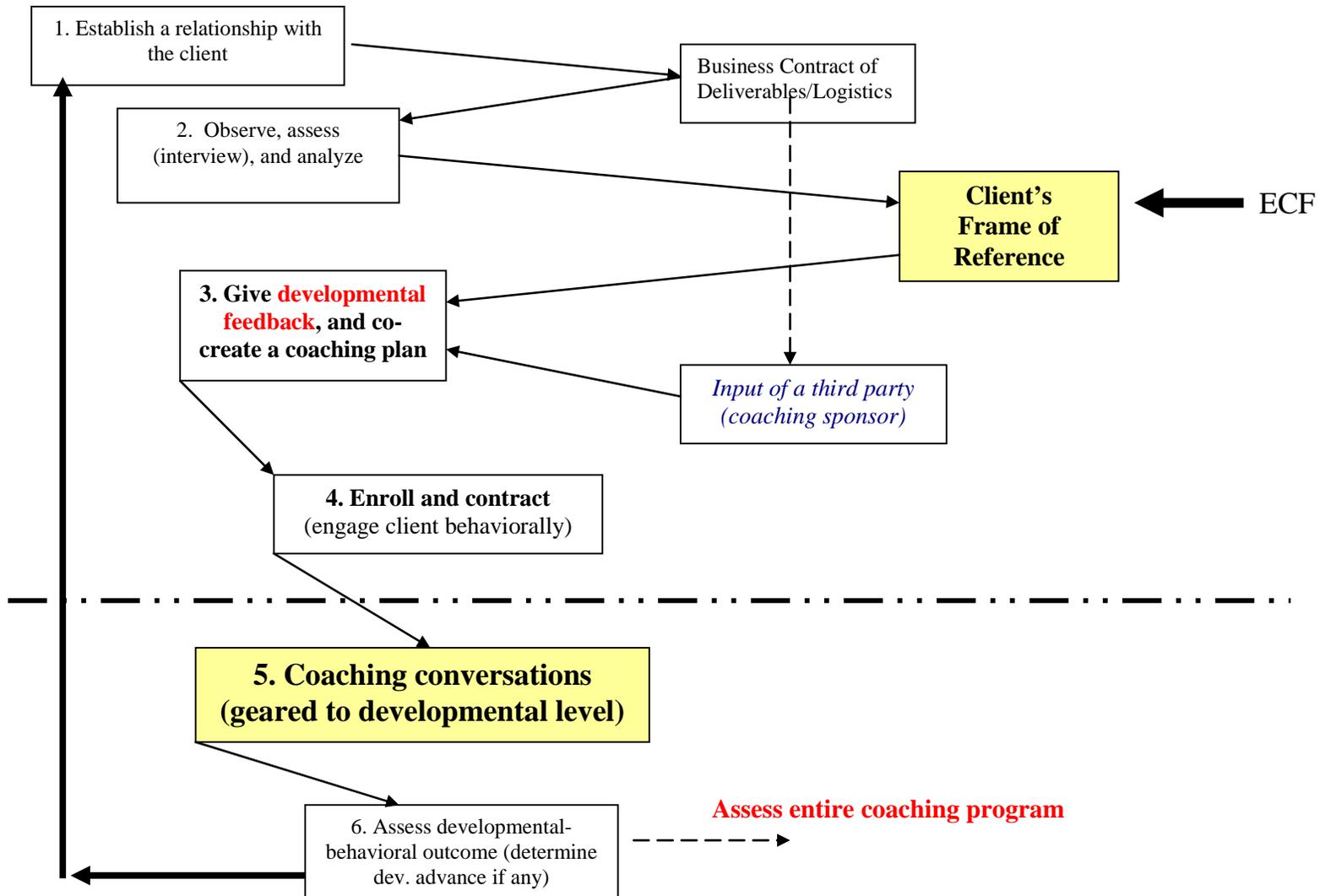
- **Success:** can you think of a time in your recent work where you felt somewhat jubilant, feeling you had achieved something that was difficult for you, or that you had overcome something?
- **Changed:** if you think of how you have changed over the last year or two, or even months, regarding how 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 L. Lahey’s Subject-Object Handbook, 1988

Elementary Principles of Developmental Interviewing

- As soon into the interview as possible, develop a hypothesis as to the client's developmental level, as a guide to interviewing.
- Never interrupt the client's flow of thought (e.g., by interpretation).
- Probe based on what you just heard; start with your "main level," which implies the lower and higher levels.
- 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 and start over.
- When the client has trouble focusing attention because of discomfort or pain, stop probing and turn entirely *empathic*.

Flow of Interdevelopmental Coaching



Reflect on your Experience

- What did you learn to look for or notice that previously you were not aware of?
- What most struck you about the difference between behavioral or cognitive and social-emotional coaching?
- In how far does developmental theory speak to your own personal development?
- Are you ready to engage with self-searching work as to how you make meaning of experience in your life right now?
- If so, you are ready for developmental coaching.

APPENDIX:

Specific Coaching Issues

Coaching Stage 2 Individuals

- **Coaching Presence:** *the coach must model bringing others' perspective inside the self*
- **Active Listening:** *the coach must discover signs of instrumentalism and the inability of internalizing others' perspectives, as well as elicit statements of self questioning regarding the client's focus of attention*
- **Attentional support:** *the coach must probe and make explicit to the client the extent to which s(he) does not have a good 'theory' of others and the environment around him or her*
- **Interpretation:** *the coach must introduce interpretations of what is not said, feared, and kept hidden, to provoke self inquiry into the present limits of holding more than a single perspective*
- **Enactment:** *the coach must invent role modeling scenarios putting the client in a stage 3 role, and playing a stage 2 role him- or herself, as well as vice versa*

Coaching Stage 3 Individuals

- **Coaching Presence:** *the coach must have enough of an independent set of values and principles (thus a ‘theory of self’) to model ‘going it alone’ if inner principles and integrity demand it*
- **Active Listening:** *the coach must discover signs of fuzzy self definition associated with a hankering for unmitigated approval or “success,” and inability to work without, or even against, consensus*
- **Attentional support:** *the coach must probe and make explicit to the client the extent to which s(he) does not have a good ‘theory of self’*
Interpretation: *the coach must introduce interpretations of what is not said, feared, and kept hidden, to provoke self inquiry into the client’s present propensity to be primarily concerned with their own acceptance by others*
- **Enactment:** *the coach must invent role modeling scenarios putting the client in a stage 4 role, and playing a stage 3 role him- or herself, as well vice versa*

Coaching Stage 4 Individuals

- **Coaching Presence:** *the coach must have left behind his/her own ‘self-authoring self’ far enough to steer clients to a world view beyond their ken, challenging their previous ‘successes’ and ‘control’ posture*
- **Active Listening:** *the coach must discover signs of rigid, self righteous self definition associated with a hankering for control, and the propensity to ‘call the shots,’ and a fixation on one part of the self (e.g., intellectual, emotional, or social), as against another*
- **Attentional support:** *the coach must probe and make explicit to clients the extent to which the client cannot take a perspective on their own uniqueness, limitations, charisma, education, etc.*
- **Interpretation:** *the coach must introduce interpretations of what is not said, feared, and kept hidden, to provoke self inquiry into the client’s present propensity to be primarily concerned with their own self*
Enactment: *the coach must invent role modeling scenarios putting the client in a stage 5 role, and playing a stage 4 role him- or herself, as well vice versa*

Coaching Stage 5 Individuals

These are largely untested hypotheses.

- **Coaching Presence:** *the coach must have made one or more steps beyond self-authoring, in order to be 'believable' to a stage-5 individual*
- **Active Listening:** *the coach must discover signs of 'hanging on to' a self-authoring (or 'control') stance that obstructs the client's ability to lead from the humility of self insight and intense exploration of own limitations (without thereby losing self confidence as a leader)*
- **Attentional support:** *the coach must probe and make explicit to the client the extent to which s(he) fails to be transparent to others, and able to take multiple perspectives on persons, events, situations, and organizational systems*
- **Interpretation:** *the coach must introduce interpretations of what is not said, feared, and kept hidden, that provoke self inquiry into the client's present propensity to be less than humble and transparent in relation to others*
- **Enactment:** *the coach must invent role modeling scenarios putting the client in a stage 5 role, and playing a stage 4 role him- or herself, as well vice versa*

Limitations of a Stage 2 Coach

- ***In general:*** a stage 2 person probably should not be coaching, period! Such a coach views money as his/her real supply, not the inner certitude of self, despite the “espoused theory” of coaching he or she may profess. A stage 2 coach is focused on preserving an unquestionable self image.
- ***Coaching Presence:*** the coach has no presence other than that of a solicitor, thus no ‘persona’ and no ‘coaching presence’
- ***Active Listening:*** the coach is focused on being ‘rewarded’ for his or her ‘expertise,’ and on being boosted in his or her self
- ***Attentional support:*** the coach’s attention is limited to immediate perceptions of clients and self
- ***Interpretation:*** the coach has no ‘model’ or ‘theory’ of the client, and therefore cannot interpret the client’s statements except for mimicking or contradicting them (in favor of own “coaching successes”)
- ***Enactment:*** the coach slavishly (and perhaps cynically) follows ‘best practices’ that happen to coincide with his or her need and advantage at the time.

Limitations of a Stage 3 Coach

- ***In general:*** a stage 3 person makes a good coach to the extent that s(he) can follow the rules defined by the coaching community, and respect the client for what s(he) is. This, however, requires insight into the clients (developmental) Frame of Reference, and where that insight is lacking, the danger of ‘colluding with the client’ under the guise of being ‘helpful’ is great
- ***Coaching Presence:*** the coach has no presence other than that bestowed by community acknowledgement (certificates, license) and identification
- ***Active Listening:*** the coach is focused on being “in sync with” the client, but unable to challenge the client’s values, principles, and self construction based on the coach’s own integrity (due to lack of his/her own theory of self)
- ***Attentional support:*** the coach’s attention is limited to keeping the client in the community s(he) herself is identified with
- ***Interpretation:*** the coach has no ‘model’ or ‘theory’ of the client, and therefore cannot interpret the client’s statements except for ‘supporting’ and colluding; client statements therefore cannot become transparent of self
- ***Enactment:*** the coach unconsciously follows those “best practices” that safeguard his/her own membership in the coaching or other community

Limitations of a Stage 4 Coach

- ***In general:*** while a self authoring coach stands his or her own ground, working from a clearly articulated ‘persona’ beyond ‘best practices,’ s(he) cannot easily, or at all, step back from his/her own value system, and thus is not open to potentials or propensities in the client that challenge that system
- ***Coaching Presence:*** the coach’s presence is that bestowed on the relationship by his/her own (limited) theory of integrity (with no perspective taken on it)
- ***Active Listening:*** the coach is focused on being successful in modeling integrity grounded in his/her own values, without a comprehensive grasp of the client’s potential for questioning his or her own purview and assumptions
- ***Attentional support:*** the coach’s attention is limited to his or her own unquestioned “theory of helpfulness” that determines “what is good for the client”
- ***Interpretation:*** similarly, the coach has a theory of the client that remains uncritical toward what the coach thinks of as ‘helpful to the client’
- ***Enactment:*** the coach unconsciously follows his/her own values and principles, and cannot stand back from them, to make room for substantial ‘otherness’ (contrariness) or self-transcending potential of the client.

Limitations of a Stage 5 Coach

- ***In general:*** a stage 5 person makes a good coach to the extent that s(he) is open to the intrinsic need of clients, to experiment with 'letting go' of narrow self definitions or theories of self that suppress a part of the client's potential
- ***Coaching Presence:*** The coach may be tempted to impose on the client a level of meaning making the client is incapable of, which might do harm to the client in ways the client does not understand, and cannot fathom.
- ***Active Listening:*** the coach may be engaged in his/her own journey in a way that precludes total openness to that of the client (limited 'use of self')
- ***Attentional support:*** the coach's attention may be limited in the scope of his/her systemic perception, cognition, and emotion needed for a full interchange of his/her own Frame of Reference with that of he client
- ***Interpretation:*** the coach may lack the degree of mental growth that sets him/her free for an undefended exchange of Frames of Reference with clients challenging the coach's basic assumptions and values
- ***Enactment:*** the coach may unconsciously continue to follow strictures of self authoring that hamper a free unfolding of the flow in which alone coach and client can meet to mutual benefit of their leadership capacity.

Here, we are encountering pre-requisites of professional psychotherapy.

Further Information

- For the most recent information, subscribe to the *Hidden Dimensions Insights Newsletter* on the home page of www.interdevelopmentals.org or go to www.interdevelopmentals.org/e-zine.html.
- For further information on curriculum, and for discussing special requests about study sequence and duration, contact the IDM Director of Education, Dr. Otto E. Laske, at otto@interdevelopmentals.org, or call 781.391.2361 in English, German, or French.
- For further logistic information regarding scheduling, payment, registration, and certification, contact the Technical and Administrative Director, Greg Welstead, at greg@interdevelopmentals.org
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