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Merging Behavioural and Developmental Coaching: The Constructive Developmental Framework (CDF)

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Abstract

This article describes the *Constructive Developmental Framework* (CDF), a psychometric tool for coaching research, coaching practice, and more broadly for managing human capital. The extension to corporate uses is straightforward: CDF assesses clients' present *frame of reference* ('world view') from the double perspective of cognitive and social-emotional development over the life span. It scrutinizes, in addition, clients' psychological balance at work. By synthesizing developmental and behavioural findings, CDF provides empirical evidence based on which a coaching plan or entire program can be based. The same data, when aggregated to a larger number of individuals, can be used to define strategies for developing human resources, in particular recruitment, placement, leadership development coaching, executive development, succession planning, and other purposes.

In contrast to the majority of tools used by the human services professions, CDF is based on research in adult development over the life span. As is known today, adult development comprises two major strands: cognitive and social-emotional. CDF distinguishes as well as links these two strands, thereby providing a comprehensive view of the developmental underpinnings of an individual's work capability. This view is based on the 'constructivist' notion that individuals 'construct' their frame of reference very differently at different levels of adult development.

Historically, CDF is itself a synthesis of five different strands of developmental research: (1) research into social-emotional development (Kegan, 1982; 1994; Lahey, 1988; Laske, 1999a, 2006a; Loevinger, 1976), (2) the structure of dialectical thinking (Laske, 1966; Adorno, 1999; Bhaskar, 1993), (3) the development of dialectical thinking and reflective judgment over the lifespan (Basseches, 1984, 1989a-b; King and Kitchener, 1994; Laske 1999a), (4) psychodynamic foundations of work behaviour (Murray, 1938, 1948; Aderman, 1967), and (5) the cognitive-developmental structure of organizational roles (Jaques, 1994, 1998).

This article details the three dimensions of CDF, referring to them as CD (cognitive development), ED (social-emotional development), and NP (Need/Press or psychological balance), respectively.

This paper comprises four sections, a summary, and references. Section I describes the theoretical model CDF is based on. Section II details the three dimensions of CDF: cognitive, social-emotional, and behavioural. Sections III and IV regard applications of CDF in mentoring and coaching, respectively. The summary comments on the relationship between behavioural and developmental coaching, pointing to the benefit of merging them in practice.

Keywords: adult development, coaching, frame of reference, process consultation, psychometrics.

Section I: Theoretical model

Central Idea

The central idea of CDF is that the way in which people make meaning and sense of the real world unceasingly and dramatically changes over their life span. An associated notion is that people's behaviour, goal-setting and actions reflect these changes. Individuals' consciousness is conceived as a transformational system in which three different dimensions constitute each other:

- a social-emotional dimension

- a cognitive dimension
- a clinical-behavioural dimension.

Assessment data about life and workplace behaviour is therefore evaluated in CDF in terms of developmental information about an individual, rather than on its own terms as happens in behavioural coaching. In this way, behaviour and development are seen as closely interrelated from the start.

In terms of pedagogy, mastering CDF entails acquiring expertise in using three separate assessment tools:

- Lahey et al.'s subject-object interview (1988; refined by Laske, 2006a)
- Laske's professional agenda interview (1999a; modified from Basseches's educational interview, 1984)
- Aderman's 'Need/Press' questionnaire (1967; derived from Murray, 1938, 1948).

The seminal role of J. Piaget

The research that underlies CDF synthesizes important developmental findings of the second half of the 20th century. As inaugurator of CDF's research base, J. Piaget stands out.

A central notion of Piaget's research is that human development manifests in the degree to which an individual can take an 'objective' view of herself and the world, rather than remaining ego-centered. In studies of children and adolescents, Piaget showed that *ego-centricity gradually diminishes over the human life span*, along with the progressive development of formal logical thinking. This process, found as well in social-emotional development, is pictured below by the relative size of "subject" – what people are subject to and thus ego-centrally controlled by – and "object" – what through reflection people can make an object of, and thus become aware of. *The larger the object, the lower ego-centricity, and the larger the mental space an individual is working in.*

Loss of subject (ego-centricity) corresponds to a gain in self-awareness, and manifests in three different but related domains: CD, ED, and NP. Three associated questions typically asked and answered by individuals are involved here:

1. What can I know, and what can I do once I know? (CD = cognitive development)
2. What should I do, and for whom? (ED = social-emotional development)
3. How am I doing? (NP = need/press psychological balance).

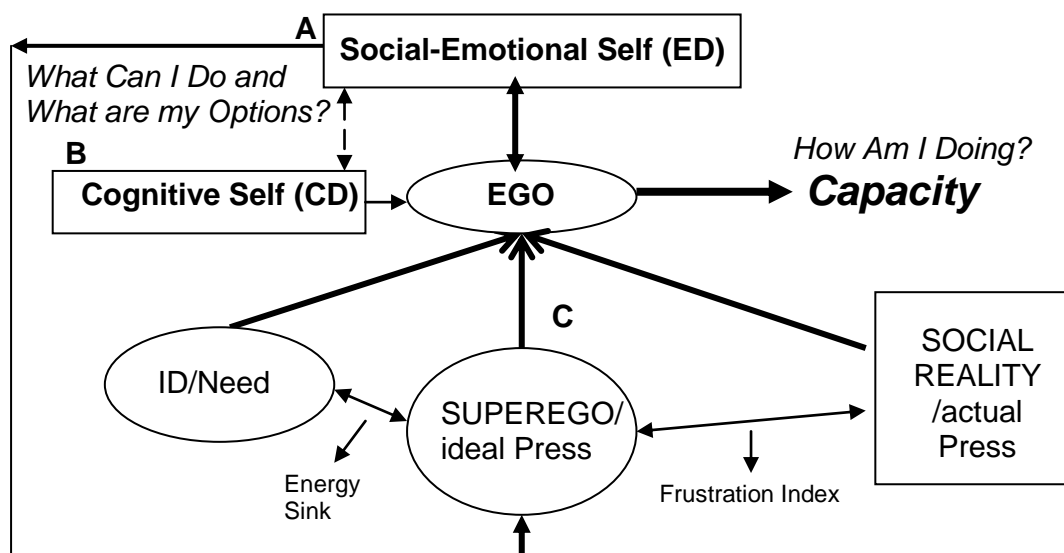
Findings from CDF assessments give insight into how an individual answers these three questions on a daily basis. Such findings are of great benefit in coaching, psychotherapy, and Human Resources in which these questions are typically raised.

The tripartite nature of CDF assessments

As indicated, CDF addresses three components of human behaviour. Fig. 2, below, shows their interrelationship.

Figure 1 **Interrelationship between CDF components**

What Should I do and For Whom?



As shown, Ego is in charge of behaviour. It is itself in unceasing transformation based on its roots in the social-emotional and cognitive self. There is no way one could separate the three components from each other in actual life and work except conceptually.

Following H. Murray's psychoanalytic research (1938, 1948), the Ego is defined by its *psychogenic needs* and the pressures that stand against their fulfilment. Two kinds of pressures exist:

- The individual's *aspirations* deriving from the Superego (which may contradict the needs) – called "ideal press".
- The individual's *experiences* of social reality – called "actual press".

The task of the Ego is to establish a *modus vivendi* between the Need and Press sides of an individual. Most likely, gaps will exist in the individual's makeup, not only between needs and aspirations, but also between the two kinds of press. The first gap [between needs and aspirations] saps energy away from actual work, and therefore is referred to as *energy sink*. The second gap [between ideal and actual press] causes frustration, and is measured by a frustration index (Aderman et al., 1967, Aderman 1969). These two indexes determine the individual's *psychological balance* at work, that is, the degree to which an individual can actually make optimal use of his or her competences and knowledge.

Since, as shown, Ego is a satellite of the individual's social-emotional and cognitive self (which are themselves constitutive of each other), the way Ego resolves conflict within itself, its needs, and its needs vs. presses, is dependent upon the level of an individual's social-emotional and cognitive development. Level of development will ultimately determine how far an individual, who has no choice but to integrate his pre-adult need/press profile into adult life as a *pre-adult legacy*, will be able to "live with himself". The ability to do so will increase to the extent that the individual has mastered its ego-centricity both social-emotionally and cognitively.

More specifically, psychological balance in the workplace is optimal if an individual's profile, measured by a Likert scale from 0 to 9, shows no extreme (dysfunctional) needs and a low *Energy Sink* and *Frustration Index*. In the NP questionnaire, this situation is indicated by a high *Effectiveness Index*.

Since in CDF, an individual's need/press profile is interpreted in terms of numerical developmental findings, those consulting to an individual's mental process can give precise answers regarding strength and challenges of the individual's present performance. As developmental thinkers, they can also explain why present performance is what it is, no more no less, and what the psychological cost to the individual is of being active at a particular work place.

Two Important Distinctions [rewrite this without the diagram on work, separating applied vs. potential cap]

A close second to influence over the design of CDF is Elliott Jaques. In his life-long research on work, work capability, and the cognitive-developmental foundations of organizations, Jaques made two important distinctions central to CDF, those between:

- applied and potential capability;
- work capacity and work capability.

For coaching and process consultation, these distinctions are far-reaching, as is shown below. The distinction of overriding importance is the first one, between two aspects of work capability, *applied and potential*. This distinction introduces a focus on individuals' developmental potential, separating it from focus on mere performance. The second distinction introduces a clinical perspective. It says that work capacity (psychological balance) is an important component of applied capability (performance).

CDF assesses potential capability by way of two developmental interviews (described below), while it assesses applied capability under the aspect of capacity through the NP questionnaire.

..... But what is WORK?

Jaques defines work as *the exercise of reflective judgment and discretion in the pursuit of a goal within a certain time period*. This definition puts the emphasis on cognitive development over the lifespan as the defining ability to do work and be held accountable for it. In Jaques's mind, work places are "requisitely organized" only if their workers have been assigned to roles according to their level of cognitive development. In his view, as in CDF, whether or not a worker can do justice to her assigned role can be precisely assessed.

An important implication of Jaques's distinction of two aspects of capability is that potential capability is always greater than applied capability, for two reasons:

- the capability that is currently applied rests on potential capability which is in a state of constant emergence;
- few if any workers are active in roles that permit them to realize their full potential.

Potential versus Applied Capability

These are important considerations in the context of developmental coaching and process consultation. If we exclusively focus attention on client's performance (applied capability), we are missing the individual's potential. This is a methodological faux-pas since an individual's potential defines who the individual IS, while applied capability only defines what the individual HAS and can therefore always decide not to use or "shed" (Jaques, 1994, 21):

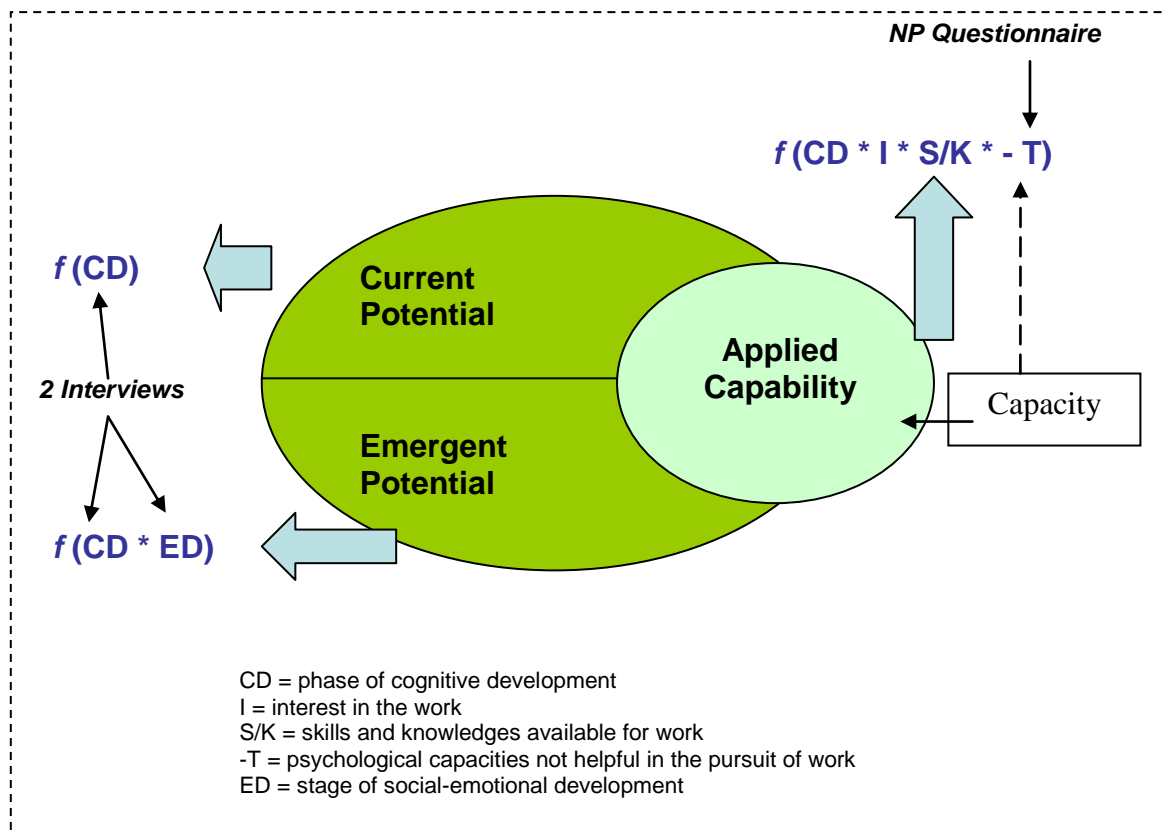
There exists substantial confusion on the subject of individual working capability, because of the common failure to separate out three main categories of human

capability: current *applied* capability, current potential capability, and future potential capability. ...

The difference between applied and potential capability [lies in that the latter is] an innate property of *the person as a whole*, whereas a person's values and skilled knowledge are entities that have their own existence in their own right independently of any particular person, **and which a person can acquire or shed.**

Jaques's distinctions between capacity and capability and within capability are depicted in the figure below:

Figure 2
Three Aspects of Work Capability



As shown, level of cognitive development (CD in terms of CDF) pervades all aspects of capability. However, the function of cognitive-developmental level is different in regard to different aspects of capability:

- Applied capability comprises CD as one of its factors.
- Current potential capability is defined by CD alone.
- Emergent potential capability comprises CD as one of its factors.

These different aspects are elucidated further below.

The crucial distinction made by Jaques and CDF is that between *applied* and *potential* capability. It amounts to a distinction between behavioural and developmental aspects of work capability. The developmental aspect derives from what a person IS, while the behavioural aspect refers to what a person happens to HAVE and has acquired.

According to Fig. 2, above, applied capability (AC) is a function of:

- Level of cognitive development

- Level of interest in the work
- Acquired skills and knowledge
- Temperamental aptitude (psychological balance).

In more detail (Jaques, 1994, 21-22):

Applied capability comprises potential capability (mental complexity) as a general factor applicable to all work, plus values and skilled knowledge which apply only to any specific role at a specific time. Applied capability will always be lower than potential capability, partly because our values and skilled knowledge are not often just in line with the roles we have the opportunity to occupy at any given time, and partly because the work as assigned by the manager into the role may not provide the opportunity to apply our full potential. ...

It remains to define potential capability, namely, current and emergent (future) potential (Jaques, 1998, 22-23):

Current Potential Capability, i.e., the highest level of work a person could currently carry, in work that he or she valued and for which he or she had the necessary skilled knowledge and experience, is a function of complexity of mental process (CMP) *alone*". ...

Future potential is the potential capability a person will possess at various times in the future as a result of the maturation of his or her level of complexity of mental processing (potential). There is a fundamental difference between a person's potential capability on the one hand, and values (interest/commitment) and skilled knowledge on the other.

The difference between the two potentials is straightforward. It is a matter of currently available versus emergent and expectable capability. The former is defined by cognitive development alone, while the latter cannot be defined without including social-emotional development.

Relevance of Jaques's definitions for coaching

In light of Figure 2, one can distinguish five (non-exclusive) types of coaching:

1. coaching for capacity (psychological balance).
2. coaching for applied capability (performance).
3. coaching for current potential (cognitive level).
4. coaching for emergent potential (cognitive and social-emotional levels).
5. behavioural-developmental coaching comprising all of these aspects.

The first two types of coaching are behavioural, the remaining three are developmental to different degrees. The fifth type, in particular, is a complete merger of behavioural and developmental coaching.

In the same perspective, typical coaching issues may be classified as follows.

A client may present with:

1. a lack of psychological balance (capacity) either because s(he) labors under large *energy sinks* (gaps between subconscious needs and professional aspirations) or under a large frustration index (gaps between professional aspirations and experience of organizational culture);
2. a gap between her level of cognitive and social-emotional development;
3. [as a consequence of #1-2] a low *effectiveness index* depressing level of performance;
4. a social-emotional *arrest* at a particular level of meaning making;

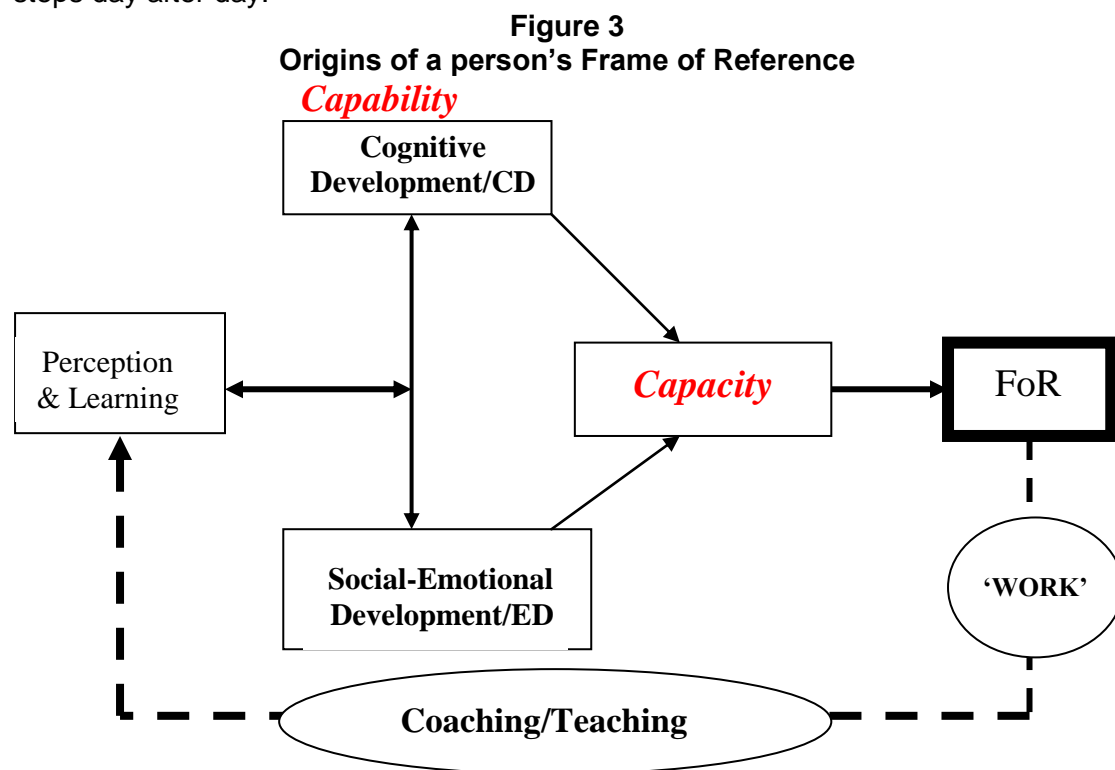
5. a cognitive *arrest* in a particular phase of cognitive development (sense making);
6. a social-emotional *delay* in developing self-authoring capability;
7. a cognitive *delay* in developing the ability of systemic, dialectical thinking.

With CDF, all of these eventualities can be diagnosed, and interventions for dealing with them can be designed.

Jaques's distinctions between aspects of work capability ought to concern not only organizational coaches. Since WORK, following Jaques, is any exercise of judgment and discretion, even in 'private' life, his distinctions equally apply to life and business coaching. The only difference between 'life' and 'work' coaching is that much of the former regards the INNER WORK an individual has to do to become a human being, while organizational work primarily regards the outer manifestations of work. However, as every leadership development coach knows, in organizations, too, it is often the inner work that is primarily required.

Intermediate Summary

In order to synthesize in your mind what was said above about aspects of Capability and Capacity, consider Figure 3, below. The figure presents a bird's eye view of the relationship between Capability and Capacity, showing how both of them ultimately determine an individual's **Frame of Reference** (FoR; world view). By FoR is meant how the individual "frames (constructs) his world." This includes how the individual internally constructs his or her workplace into whose physical manifestation s(he) steps day after day.



- FoR = Frame of Reference (World View)
- Capacity = An individual's psychological profile
- Capability = An individual's developmental resources.

The embedding of the feedback loop between Frame of Reference and 'Perception and Learning' is intentional.

What is meant is that:

1. Work is based on Frame of Reference, the way the individual constructs her world cognitively and social-emotionally, -- thus only *indirectly* on her competences and psychological balance (capacity).
2. Perception and learning cannot be equated with adult development but are rather determined by the latter.
3. Learning, as distinct from adult development, is open to coaching and teaching interventions to the extent that there exists a *developmental potential* that interventions can tap.
4. Learning and change of behavior may or may not translate into an adult developmental shift; they may equally simply reinforce a present developmental state (including arrest and delay).
5. Work capacity acts as a *filter* that determines how far current potential can be known and emergent potential recognized by the individual.
6. Lack of psychological balance (capacity) may hinder potential from taking full effect, not only currently, but into the future (as far as emergent potential is concerned).
7. The identification of an individual's psychological profile with her developmental profile amounts to a reduction of developmental teleology to behavioural dynamics, something CDF is designed to avoid by clearly separating the two.

Pedagogical consequences **AVOID MARKETING, DELETE FIG. 6**

Conceptual distinctions made in CDF have important pedagogical consequences. Teaching this methodology is meant to foster a more reflective practice than strictly behavioural "training" in most cases allows for. Learning to master the assessment of three aspects of human capability is the crux of instruction at the *Interdevelopmental Institute* (IDM), Medford, MA, USA (www.interdevelopmentals.org).

As shown below, the CDF theoretical model directly translates into the structure of IDM *Program One*. This program requires 10-12 months of study and terminates in an individual case study in which all three CDF perspectives are combined for the purpose of formulating feedback and designing a coaching plan for an individual. Program One is deepened by *Program Two*, in which three additional case studies are completed for the sake of deepening CDF practice. *Program Three* is an academic program for writing a thesis (Masters or doctoral) based on qualitative research using CDF. When applied to a larger sample, the resulting thesis can merge quantitative and qualitative studies.

Explain without diagram, point to website (</certification-overview.php>).

[rework] As shown, after an introductory overview (Gateway), students first study in depth the three CDF perspectives (A-C), thereafter learning to combine these in writing an actual case study. (As testimonials show, this is a mind- and life-changing enterprise.) Those who desire to make CDF their daily practice have the opportunity to write three further case studies in Program Two. Those who want to use CDF in obtaining an academic degree enter Program Three. It is to their advantage to design their thesis already in Program Two.

Section II: Dimensions of the CDF Instrument

Any theoretical model is only as good as its implementation. In operational terms, CDF comprises two semi-structured interviews, one cognitive and one social-emotional, plus a clinical-behavioural questionnaire gauging a client's psychological balance at work.

The crucial link between these tools is the process consultant who not only administers the interviews and questionnaire, but is responsible for interpreting CDF findings expertly and ethically, according to standards of inter-rater reliability. The consultant is using himself as the instrument of qualitative research, and therefore needs to adhere to strict standards of separating interview “content” from “structure” (e.g., stage). The extent to which a consultant is up to this task depends on his or her own developmental level which, far beyond mere skills, shapes his ability to act as an effective instrument of qualitative-quantitative research.

From the client’s point of view, engaging with CDF involves signing an agreement of confidentiality and engaging with two one-hour long developmental interviews and a 45-minute process of answering a questionnaire. In the assessment sequence, the cognitive interview comes first. The sequence is meant to guarantee a neutral starting point as a basis for more intimate conversations that typically arise in the social-emotional interview.

The difference between the two developmental interviews for the client is one of content, while for the coach it is one of methodology. The cognitive interview requires *dialectical listening*, while the social-emotional (‘subject-object’) interview *developmental listening*. The first kind of listening focuses on the presence and absence of dialectical thought forms in specific text passages [see below], while the latter focuses on detecting social-emotionally relevant differences between segments of an interview. In expert uses of CDF, and in coaching benefiting from CDF training, these two abilities support each other and merge.

The Cognitive Interview

The cognitive interview is a tool for placing a client into one of four eras of cognitive development over the lifespan: Common Sense, Understanding, Reason, and Practical Wisdom. These eras, also referred to as *Orders of Mental Complexity* (Jaques, 1998, 23, 69) differ in attained level of systemic thinking, more precisely the degree to which purely logical thinking has been surpassed by an individual in favour of a holistic and balanced view of reality made possible by using dialectical thinking.

Table 1
Four Orders of Mental Complexity

Orders of Mental Complexity		Era of Cognitive Development	Focal Elements
Fourth Order	Universal order	Practical Wisdom	General principles and universals (Phronesis)
Third Order	Conceptual abstract order	Reason	Conceptual abstractions (systemic dialectical thinking)
Second Order	Symbolic verbal order	Understanding	Collections of intangible entities (formal logical thinking)
First Order	Pre—verbal and concrete verbal orders	Common Sense	Here-and-now tangible entities

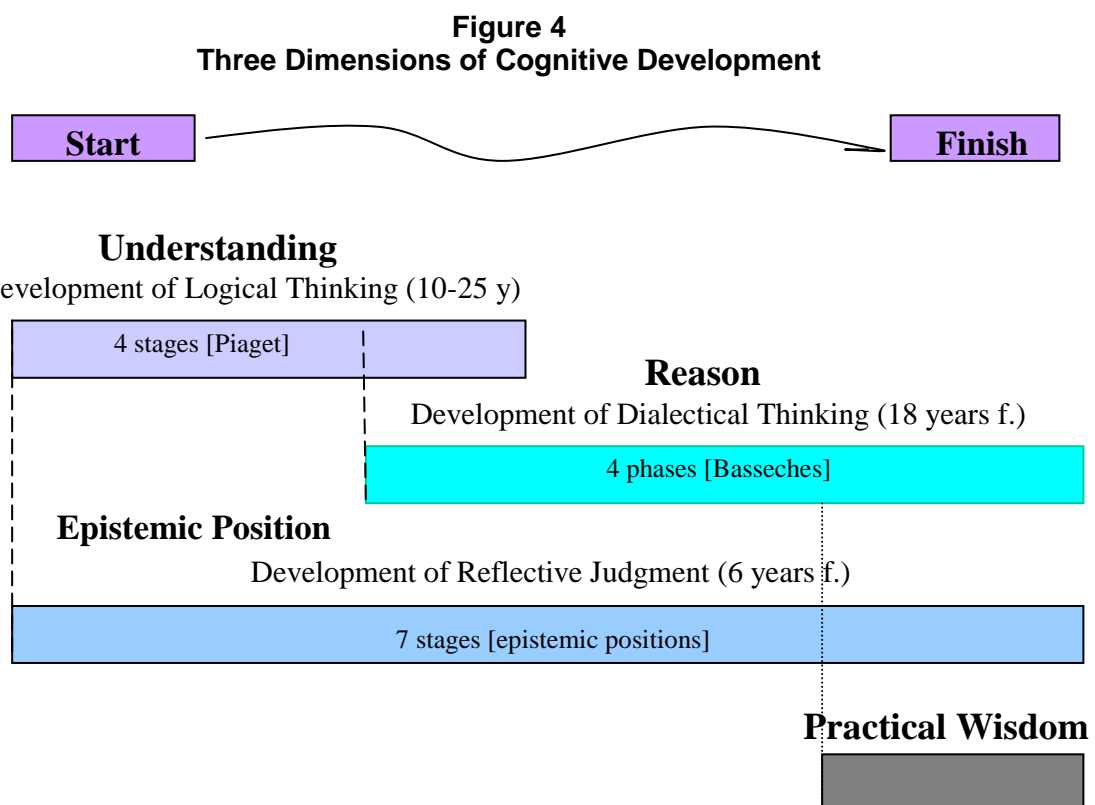
Since most professionals are working in the Second and Third Orders of Mental Complexity, CDF focuses on the transition from the era of Understanding to that of Reason. This equates with the transition from formal logical to dialectical thinking. The cognitive interviewer gauges the client’s progress in this transition, by taking note of dialectical THOUGHT FORMS used, as explained below.

From the point of view of content, the cognitive interview is focused on a client's *professional agenda*, meaning the client's tasks, function in the organization as a whole, and self-developmental mandate and values. The interview stays very close to the client's thinking at and about work.

Dwelling on content familiar to the client and largely emotionally neutral, the interview provides insight into the relationship of three interrelated but independent strands of cognitive development, detailed below.

Three Strands of Cognitive Development

As indicated in Figure 7, below, cognitive development comprises the gradual unfolding of three dimensions of consciousness: *epistemic*, *logical*, and *dialectical*. Logical and dialectical thinking are a function of the development of *epistemic cognition*. This aspect of cognition regards the development of reflective judgment which increasingly strengthens individual awareness of the limits of knowing and the uncertainty of truth (King and Kitchener, 1994).



Once logical thinking begins to develop from about age 10 onward, Common Sense is increasingly overtaken by logical thinking (Understanding) which, according to studies of Piaget and others, fully matures in early adulthood (age 25). In this way, human beings move from the first to the second Order of Mental Complexity and beyond (see Table 1).

Importantly, in late adolescence (18 years f.) an individual's cognitive development undergoes momentous changes. We are witnessing an increasing overlap between the spurt toward fully mature "formal" logical thinking and the beginning of "dialectical" thinking (Commons et al., 1990, Kohlberg, 1990). This overlap accounts for the revolutionary changes of mind and their attendant mental confusion during this time.

One can think of the transition from formal logical to systemic dialectical thinking as proposed by Figure 8, below. Essentially what materializes is an expansion of the conceptual field, thus of the mental space in which “thinking” occurs. This expansion manifests itself not only in the use of more highly abstract concepts, but expanded foresight (time horizon) as well as the use of thought patterns called *dialectical thought forms*.

This development unfolds on the basis of a maturation of epistemic cognition which, in turn, is influenced by an individual’s social-emotional development (detailed below). As the individual loses ego-centricity through socialization, a better sense for the realities of life develops, such that the limitations of formal logical thinking begin to be experienced and seen. It then becomes the task of the young adult to find ways of illuminating apparent paradoxes, contradictions, and untruths by using thought patterns of greater sophistication than formal logic comprises.

The Increasing Patterning of Thought

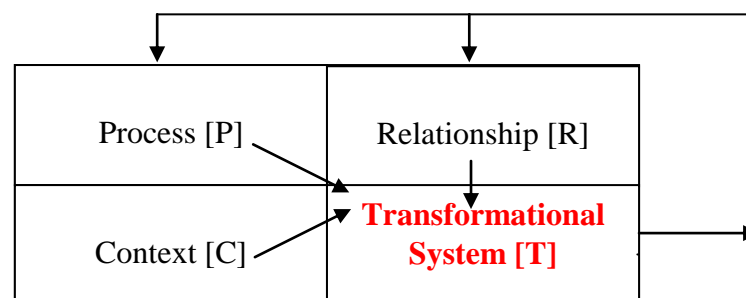
As shown, mental growth leads an increase in focus of attention using dialectical thought forms. Thought patterns are embraced which capture aspects of Process (P), Context (C), and Relationship (R) for the sake of reasoning about reality as a *transformational system* (T).

Figure erased

In order to capture the transformation of individuals’ thought into dialectical *forms*, the cognitive interviewer focuses on the occurrence of four classes of such forms. The classes represent patterns such as, e.g., *Limits of Separation*, which indicates that two things presently thought and talked about cannot truly be separated but are closely linked. (This is a thought form of class R.) In light of the philosophical tradition one can best call the four classes (P, C, R, T) the **four quadrants of dialectic**.

As seen below, the quadrants together form a *transformational system*, in the sense that one can think in terms of reality as a transformational system only to the extent that one masters thought forms of classes P, C, and R. The three classes thus comprise thought forms that represent *one-sided aspects of T* in that they only separately capture process, context, and relationship but not transformational aspects of reality. Once illuminated in an individual’s speech, thought forms of class T *remediate* implications so far absent, leading to a more ample conception of reality by the individual. As emphasized by Jaques (1998, 69), transformational thinking in terms of thought forms is a *sine qua non* for higher-level and more comprehensive mental processing in the third Order of Mental Complexity.

Figure 5
The Four Quadrants of Dialectic



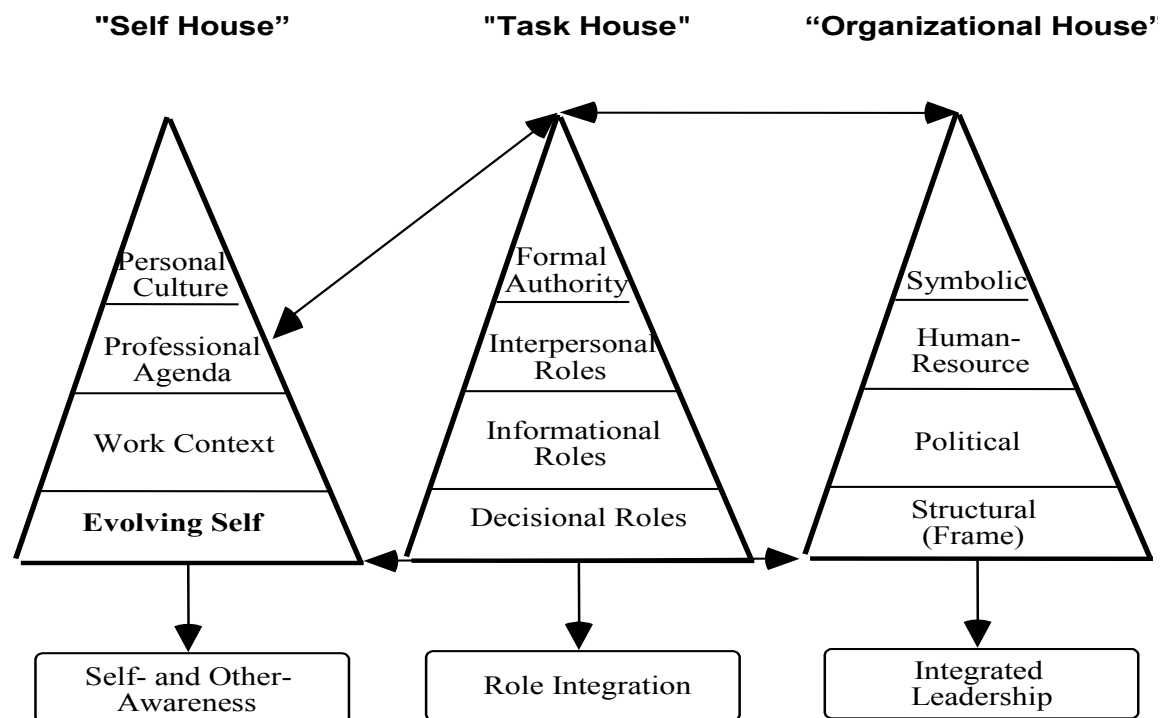
The occurrence of dialectical thought forms in the cognitive interview defines its *structure* in contrast to mere content. The interviewer uses her own dialectical thinking (as far as developed) to probe for the occurrence of thought forms from

these four quadrants, at times using them as Mind Openers. This activity is called “dialectical listening.”

The Three Houses of the Cognitive Interview

In terms of content, the interview moves through three mental spaces, called *Houses*. Typically, a cognitive interviewer spends about 15-18 minutes in each of the Houses shown in Figure 8.

Figure 6
The Three Houses of the Cognitive Interview



Individually, the Houses are referred to as *Self House*, *Task House*, and *Organizational House*, respectively. Their structure derives from different, but related, theories, -- the first from Haber’s theory of supervision (1996), the second from Mintzberg’s theory of organisational structure (1989), and the third from Bolman and Deal’s systemic view of organizations (1991).

In the context of the Houses, the interviewer functions as a **neutral observer of the client’s ‘movements-in-thought’ in and between the Houses** (Laske, 1999b). Each of the “floors” of the Houses provides the interviewer with pertinent questions

based on which the client's ability to use dialectical thought forms can be gauged. When evaluating the interview in its entirety, it can be ascertained in how far the client is "stuck" in formal logical thinking, and in how far s(he) is able to develop systemic and holistic conceptions of her work-life reality.

Typically, the interviewer starts in the emotionally neutral Task House – where functions, roles, and tasks are topical – and proceeds to the Organizational House where four different, interrelated, *mental frames* through which to view organizations, are in focus (Bolman & Deal, 1991). **These frames are open to use of thought forms in all four quadrants.** The interview concludes in the Self House where the client's professional agenda, work context, and personal values are central.

The "floors" of the Houses are primarily of interest for the interviewer who uses them to generate *probe questions* as a function of the flow of the conversation. Here, as in the social-emotional interview, staying close to the client's *train of thought* is crucially important. This is achieved by using three *guide questions* (one for each House) and as many *probe questions* as are needed to explore the depth of the client's thinking in terms of dialectical thought forms.

The three guide questions are:

1. What is your present function and authority in the organization, and what roles and tasks follow from these?
2. How would you describe the way in which your work is embedded in the larger organization?
3. What would you say is your own professional agenda, and what motivation let's you do this work?

Once interviews have been recorded and transcribed, they are evaluated based on the *Dialectical Thought Form Framework* (DTF, Laske 2008) initially developed by Basseches (1984) and put into the form of a scoring manual by Bopp (1981; revised by Laske, 2008). (A CDF expert does not need to transcribe interviews but simply listens to their recording.)

In accordance with the four quadrants of dialectic, thought forms of each class occurring in client speech are weighted in terms of degree of explicitness, from "weak" (1) to "strong" (3), as well as frequency of occurrence. Weightings are summarized at the end of the scoring process, and expressed in terms of percentages of the optimum attainable dialectical fluidity. (Optimum fluidity is defined as using 28 thought forms at level 3 of explicitness, thus $28 \times 3 = 84$).

Example, Viewed from an Organizational Perspective

The following cognitive score indicates the use that has been made during an interview of dialectical thought forms in each of four quadrants:

[P=10, C=33, R=38; T=25 (%)].

This score can be verbalized as follows:

According to the cognitive interview, the client's current *dialectical thinking* is characterized by a reasonable level as well as balance of thought form use in 2 of 4 quadrants, Context and Relationship. However, her sensitivity to Process is underdeveloped. As a result, the client's overall **Systems Thinking Index** (STI) is (only) 25 (%) [of the optimum], indicating a relatively low degree of systemic thinking.

The meaning of this statement needs further illumination. As indicated by arrows in Fig. 9, *systemic thinking* proper is possible only to the extent of use of the first three classes of thought forms (P, C, R) is similar in level. This will allow for coordinating thought forms. Thought form *coordination* is reflected in transformational thought forms of class T (transformational system), and is a late development of dialectical thinking. The fourth component of the cognitive score, called the *Systems Thinking Index* (STI), can be considered the indicator of the individual's level of cognitive development (beyond formal logic) at which she presently thinks.

The practical implications of these findings are best understood in the 'bigger picture' of Table 2, below (Basseches, 1984, 1989a-b; Jaques, 1998, 136; Laske, 1999, 2008):

Table 2
Alignment of levels of work complexity (Strata)
with levels of cognitive and social-emotional development

Systems Thinking Index (CD)	Associated Epistemic Position	Strata* [Levels of Work Complexity & Associated Responsibility]	Social-Emotional Stage (ED)
> 60	7	VIII	5
> 50 <= 60	7	VII	5/4 – 5(4)
> 40 <= 50	6	VI	4(5) – 4/5
> 30 <= 40	6	V	4
> 20 <= 30	5	IV	4/3 – 4(3)
> 10 <= 20	5	III	3(4) – 3/4
<= 10	4	II	3
< 10	4	I	2/3 – 3(2)

* Typical organizational job titles are, from top to bottom: Board Member, CEO, EVP, VP, General Manager, Unit Manager, First Line Manager, Operator/Staff.

In the table, levels of work complexity (Jaques's Strata) are associated with different levels of cognitive and social-emotional development. The higher the level, the higher is the role accountability one can entrust to an individual. The more perfectly an individual's cognitive and social-emotional scores are aligned, the more "requisite" is the organization of the individual's workplace.

In Table 2, **cognitive scores in column 1** (Basseches, 1984; Laske 1999) **are hypothetically aligned with social-emotional levels in column 3** (Laske, 2006, 2008). As indicated in Figure 8, above, **social-emotional levels, in turn, are a function of epistemic positions** ([in bold]; King & Kitchener, 1994). On account of this alignment, consultants can give effective feedback on gaps between cognitive and social-emotional development in an individual, not simply on their "competence" or "talent."

For instance, on account of the alignment of Strata (level of work complexity) with developmental levels, the score

[P=10, C=33, R=38; T=25 (%)],

viewed in terms of Table 2, places the client in a role at Stratum IV of work complexity. Should a client presently work on tasks commensurate with Stratum III [Unit Manager], his talents are being wasted since he could more appropriately be assigned to Stratum IV [General Manager]. Should the client presently work at Stratum V [VP], his cognitive capability and foresight are being overtaxed.

Depending on the client's social-emotional score (see below), there might exist a gap between the two strands of her potential capability (ED and CD). In Jaques's terms, any such gap would point to the fact that the client's organization (work place) lacks REQUISITE ORGANIZATION as does the client herself (Jaques, 1998). Where that occurs, the client is not in the right place. Moreover, the two architectures an organization is based on – its role architecture and its capability architecture – are out of sync. In short, **by determining a client's developmental scores, the process consultant simultaneously diagnoses an organization's level of requisite organization.**

The Social-Emotional Interview [\[try to condense Fig. 7-8, using only one of them\]](#)

Since Loevinger (1976), a happy mixing and merging of cognitive and social-emotional aspects of adult development has been practiced by Kegan (1982), Wilber (2000), and others. By separating the two strands, CDF puts an end to this practice, and thereby opens a path to exploring how the two different strands actually relate based on empirical research.

The social-emotional interview is a procedure for eliciting evidence about individuals' "feeling and thinking generator" (Lahey et al., 1988) by way of scrutinizing their speech generator. Research has shown that this generator is subject to constant and discontinuous change over the human lifespan, producing shadings of thought and feeling that can be precisely assessed by scoring semi-structured social-emotional interviews.

[\[Figure omitted, see interview evaluation\]](#)

Humans' developmental tendency is to inexorably embrace the next-higher world view. The new frame of reference *cancel*s, *include*s and *transcend*s the previous one. There is no going back. Moving to a higher vantage point, one finds oneself in conflict about whether to act according to one's present, reasonably comfortable, or the next higher, very uncomfortable, stage of meaning making (e.g., 3/4 vs. 4/3). Moving through that conflict, one reaches a turning point where the higher vantage point begins to dominate one's decision making. One is then on the way to self-authoring and taking full responsibility for one's life.

Importantly, nobody makes meaning perched on a single stage. Individuals are typically 'distributed' over several stages in various proportions. We all live at a central stage or *Centre of Gravity*. This stage is associated with more or less pronounced ways of meaning making at lower and higher stages. *The lower stage(s) signal developmental risk (of regression), the higher ones, developmental potential (for less ego-centric living), and can be precisely assessed.*

Interview procedure

In order to gain clarity about what is a client's present Centre of Gravity, the interviewer adopts the role of a pure listener. This becomes possible by way of using ten verbal *prompts* providing structure for the interview, as well as cleansing oneself of one's habitual ego-centricity as much as possible. In this, the CDF methodology is of major help. Through the use of verbal prompts, both interviewer and interviewee can better focus attention.

The table below lists the 10 verbal prompts used in CDF.

Table 3
Interview prompts in the social-emotional interview

[adapted from Lahey et al., 1988, 428]

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?

As seen, all prompts are asking the interviewee to visit his or her memory store and use free association, speaking freely about WHAT COMES TO MIND when s(he) remembers a certain life or professional situation. Prompts are selected exclusively by the interviewer who at any time can refuse to elaborate and choose another prompt. In most cases, no more than four or five prompts are used in an expertly guided interview.

Use of prompts by the interviewer initiates a kind of *projective test* in which the client projects him- or herself into a verbal token, thereby providing valid developmental information. The prompts not only structure the overall course of the interview but the interviewer's finer probing as well. Based on the prompts, the interviewer tests his or her hypothesis as to the level of the client's present stage of meaning making. In this way, the interview can "stand in the client's shoes". Foremost in this process is *developmental listening* ???.

Interview Evaluation

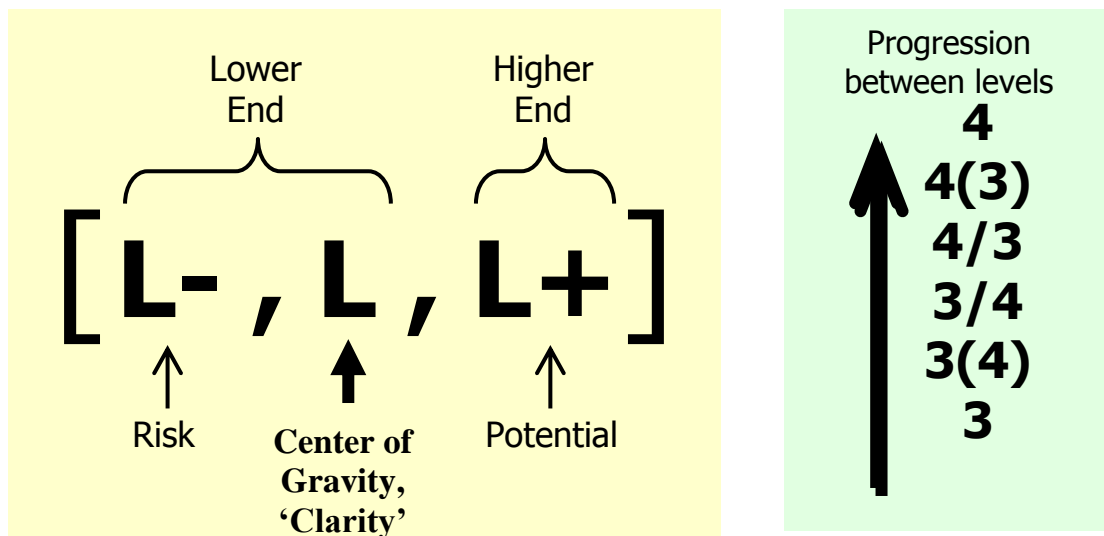
Once the interview has been recorded and transcribed, it is evaluated systematically.

The focus in scoring the interview is threefold:

1. The client's present *Centre of Gravity* ("main stage").
2. The *range of stages* the client is 'distributed over'.
3. The *proportion of developmental risk and potential*, indicated by the client's meaning making at lower or higher stages than the centre of gravity.

In order to make this better understood, below I review the underlying theoretical framework for social-emotional scoring and associated notation.

Figure 7
The Risk-Clarity-Potential Index (RCP)



The notation shown provides a framework for capturing the oscillations of consciousness around a Centre of Gravity in precise terms. By following Laske's refinement of Lahey's social-emotional scoring (Lahey et al., 1988, Laske, 1999a), one can quantify these oscillations, showing their proportional size in regard to the Centre of Gravity (L) they are associated with. In this way, one arrives at a weighted score. The score makes explicit the developmental *Risk* of regression to the lower stage (or stages) and the *Potential* for advancing to the next higher stage(s).

For instance, a social-emotional interview may yield a score such as **4(3) {4:7:2}**. This score says that the client in question presently resides at a Centre of Gravity just below self-authoring (L-4(3)). To a smaller extent than his meaning making at the Centre of Gravity, the client is also subject to acting from a lower stage or stages at a proportion of 4:7, being simultaneously poised to move to a higher stage – in this case, L-4 – in a proportion of 2:7. Developmental risk is thus higher than potential, and the coach will want to take this finding into account when deciding upon coaching plan strategy, also consulting the cognitive findings about STI and proportional use of thought forms for the client.

In general terms, the score compactly describes the following information:

Psy The client's present meaning making is focused around the espousal of being a self-authoring person, which is both a pretence and a way for the client "to talk herself into" being the author of her life. As her RCP shows, she is rather strongly ensconced in her present centre of gravity {7}. Given that her developmental profile is more highly weighted toward risk than potential {4>2}, coaching should be focused on diminishing her developmental risk rather than boosting her potential (which is likely to get realized once risk diminishes).

The notation presented above is best understood in terms of how the social-emotional interview is evaluated. As in the cognitive interview, social-emotional scoring is based on the fundamental distinction between ‘content’ and ‘structure.’ *Content* is the story told by the client, while *Structure* is the social-emotional stage(s) from which the client tells the story (focused around prompts).

A social-emotional interview of one hour length typically yields between 12 and 18 *structurally relevant* passages. In a special coding sheet, the assessor justifies his scoring of each passage. No assessor can work on his own before he has passed IDM Program One, and submitted a case study to document his scoring expertise. His results are checked for inter-rater reliability by the IDM Director of Education, just as is the case of scoring the cognitive interview. Independent scoring requires completing IDM Program Two, with the requirement to deliver three additional case studies.

Section III: Mentoring Behavioural Coaches Using CDF

From the point of view of CDF, it makes good sense to distinguish between mentoring and coaching. *Mentoring* is a way of teaching behavioural coaches how to think developmentally “hands-on,” outside of classes of instruction, while *coaching* means using CDF assessments to work out a basis for feedback and a coaching plan together with a client.

Below, I discuss a mentoring experience involving a behavioural and a developmental coach (myself). The mentoring relied not only on developmental assessment, but also made use of findings from the behavioural Need-Press Questionnaire, introduced below.

The Need-Press Questionnaire

By administering two developmental interviews, the consultant has gained insight into the client’s current (CD) and emergent (ED) *potential* capability: However, the consultant is still not sufficiently informed of the client’s *current applied capability* (including her capacity), despite the hearsay from client and third parties. This is not good enough for evidence-based coaching.

The missing information is exactly what M. Aderman’s *Need/Press Questionnaire* (1967) provides consultants with. Culled from H. Murray’s research (1938, 1948), the questionnaire informs the consultant about a client’s *psychogenic needs* in the workplace, as well as self-imposed and organizational *pressures* (*‘ideal’* and *‘actual’* press) that hinder these needs from being fulfilled in optimal work experiences. [As indicated in Figure 3, above, the client’s applied capability (performance) is largely determined by his capacity profile (psychological balance).]

A Mentoring Example

In my discussion of the Need/Press questionnaire, below, I review both the nature and use of behavioural data, based on an example.

Presenting Problem:

Sarah is a business coach with a thriving practice in which she focuses on higher-level executives of the banking industry. She has a strong background in Organizational Development as well as strong spiritual interests. Sarah asked to be mentored in order to become more effective with two particularly 'difficult' clients. One of them had conveyed to her that he felt she was, at times, 'pretty opinionated,' while Sarah perceived herself only as having strong personal convictions. The second client commented about her to peers that because of her idiosyncratic interpretations of what he brought to sessions he often did not feel 'understood' by her. Since Sarah has high opinions of her coaching expertise, and high standards of professional excellence, she was scandalized and shaken by her clients' reactions. She wondered whether there was something about herself that she did not entirely understand, some bottlenecks that it would be important for her to find out about.

From the vantage point of the questionnaire, as consultants we look at clients' presenting problem as a description of *symptoms* (surface structure). In the questionnaire, such symptoms take the form of an expression of unconscious needs, on one hand, and of self-imposed or (self-constructed) 'external' pressures (P) making need satisfaction difficult, on the other. In the questionnaire, both Need and Press variables are divided into three interrelated clusters:

- self conduct
- approach to tasks
- interpersonal perspective ('emotional intelligence').

Each of the clusters is represented by six variables, laid out in terms of a Likert scale from 0 to 9. Values that fall at either end of the scale are considered behavioural extremes (thus primary coaching issues), with acceptable values falling somewhere in the middle, around "managerial norms" accumulated over many years of use.

Likert scales also measure the "press side" of an individual's profile, distinguishing between *ideal* (Superego) and *actual* (social experience) press. Ideal press outcomes speak to the professional ideals of the client (her professional aspirations), actual press outcomes to how a client experiences an organization's cultural climate. (Administered to a group of employees, actual press outcomes deliver a corporate culture analysis.)

All 18 NP variables form a system, in the sense that challenges and strengths exacerbate and mitigate each other. Given that the extreme values of the scale pinpoint *extreme*, and values in the middle represent *socially acceptable*, values, one can say that NP focuses on the overall **balance** between needs and pressures an individual's work is constitutionally based on. This is **in harmony with developmental scores which likewise focus on equilibrium.**

In terms of CDF's theoretical model (Section I), the Need/Press questionnaire determines a good portion of an individual's performance (current applied capability), especially 'interest in the work' and presence or absence of clinical symptoms. In order to simplify presentation, in the following sketch of Sarah's data I will restrict myself to her behavioural challenges, rather than also delving into compensating strengths.

Table 4
Sarah's Psychogenic Needs

NP Variables	Behavioral Imbalances
<i>Self Conduct</i>	
1. Flexibility	Ruthless change agent
2. Need for power	Blurring of leadership skills and ego-needs
<i>Task Approach</i>	
3. Resourcefulness*	Need to win every battle; avoids negative experiences, impulsivity
4. Endurance	Weak engagement with tasks not of her own making
5. Quality of Planning	Poor use of cognitive skills, priorities emerging from own interests
6. Need to self-protect	Strong need to justify, be right, rationalize
<i>Emotional intelligence</i>	
7. Empathy	Limited ability to empathize; limited understanding of own motivation and impact on others
8. Helpfulness	Exaggerated need to 'help' (a hidden cry for help)
9. Bias	Highly discriminative as to whom to relate to; questioning others' motives.

* Literally "counter-action," or need to counter-act experienced pressures.

As seen, Sarah encounters challenges to her psychological balance in all three clusters, most notably in how she approaches her tasks, but also in her self conduct and interpersonal perspective-taking. Given that these challenges are based on unconscious strivings, it is clear that her need to self-protect (#6) and her limited understanding of her own motivation and impact on others (#7) will make many of these challenges invisible to her.

Seeing her challenges with clarity is not helped either by her blurring of leadership skills and ego-needs (#2), and her need to win every battle and avoid negatives experiences (#3). All of these challenges are easily buried underneath an exaggerated need to help others which, in psychogenic terms, is essentially a loud cry for help.

Because Sarah models her clients according to her own developmental level (as all coaches by necessity do), she, the ruthless change agent (#1), has as little empathy for them as she has for herself. She therefore often comes across as aloof and undemonstrative, with a tendency to question others' motive much like her own (#9).

The above sketch of Sarah's (partial) capacity profile can be understood and acted upon *professionally* only if her developmental profile is simultaneously taken into account.

Acting Upon Sarah's Findings

Table 5.
Sarah's behavioural-developmental profile

Social-emotional Score (ED) [most generic]	Cognitive Score (CD) [more highly individuated]	Capacity (NP) [unique to Sarah]
4 {9:7:4}	[34, 25, 30; 11 (%)];	<i>Energy sink: moderate (30)</i> <i>Frustration: low (15)</i> <i>Overall efficiency: close to low (38)</i>
Alternative notation: 4(3) {3:6:11}	Epistemic position=5	

	[Phase 2 of dialectical thinking]	<i>Attunement</i> : good understanding of organizational functioning (29) <i>Distortion</i> of org. experiences: moderate (25)
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As seen, Sarah's specific challenges play out in a risk-laden social-emotional constellation and a cognitive profile characterized by a low Systems Thinking Index (STI = 11%). Her present ability to act as the author of her life (L-4) is compromised by great risk of regression to lower levels {9} and considerable espousal {4}. When we rewrite her stage to the stage below her present Centre of Gravity, namely L-4(3), to take a different view at her profile, her risk predictably diminishes and her potential shoots up because we are now calibrating her profile equivalently from the lower level.

In the uncomfortable developmental position she is presently subject to (without her own doing or knowing), Sarah's psychogenic need constellation gets charged by additional conflict and frustration, especially since she is bent on being in control of herself as well as others (her 'helpfulness' notwithstanding) to assert her self-authoring. It is therefore understandable that she would be scandalized by insinuations that she is "opinionated" regarding coaching clients, and to learn that she often comes across to them as distant and hard to follow.

Given the developmental pickle Sarah is presently in, it is reassuring (at least to a developmental coach) that she has a strong potential for moving to a fully self-authoring position within 1-3 years (or so), and also, that in her thinking, she is well equilibrated in focusing attention on Process, Context, and Relationship with nearly equal strength (column 2).

What may hold her back is her very low *Systems Thinking Index* (11%) which shows pervasive absence of systemic thinking. While she is capable of bringing to light what is in contrast, conflict, and generally incomplete or 'absent' from actual situations (P), and can generally see a situation's big picture (C) and what holds its component together (R), she is not very adept at thinking of herself and reality as a transformational system. She cannot combine thought forms from the four quadrants of dialectic and also fails in thought form coordination. This colours her grasp on things in her professional life. In terms of her cognitive profile, she has largely remained an orthodox logical thinker in the second Order of Mental Complexity (Stratum IV) while having acquired the social-emotional status of a person at Stratum V in the third Order of Mental Complexity.

This is more clearly shown in Table 5, below (see also Table 2, above).

Table 6
Sarah's CDF profile
viewed in the context of organizational Strata

Systems Thinking Index (CD) [Associated Epistemic Position]	Strata* [Levels of Work Complexity & Associated Responsibility]	Social-Emotional Stage (ED)
> 30 <= 40 [6]	V	4
> 20 <= 30 [5]	IV	4/3 – 4(3)

> 10 <= 20 [5]	III	3(4) – 3/4
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* Epistemic position [5] corresponds to phase 2 of dialectical thinking, where a thinker fails to coordinate thought forms, thus hindered from achieving a STI > 30.

When inspecting Sarah's potential for mental growth in terms of levels of work complexity and organizational accountability (Jaques, 1998, 69), we discover that she is presently positioned at Stratum III (STI=11%, between 10-20), while social-emotionally she is poised to move to Stratum V where self-authoring is required. *It is developmental gaps such as Sarah's that are the root of most coaching and mentoring problems.*

Section IV: Contributions of CDF to Coaching

The Black Hole of Coaching

CDF is a methodology for merging behavioural and developmental coaching. It is simultaneously of relevance far beyond coaching. Above all, it is central to all *capability management* where larger groups of individuals need to be assessed for how far their capability matches the level of work complexity of their role.

From what the reader, who is a coach, has now absorbed of this methodology, it is pertinent to consider the gap between conventional coaching tools and CDF. Most of these tools are strictly behavioural, thus provide only snapshots anchored in an individual's past. They do not lend themselves to measuring and strategizing developmental potential.

The conventional tools used shed full light on the character of the 'coaching community.' More generally, what strikes a developmental coach about this community is the *big black hole in the centre of coaching practice and the coaching literature that presently exists*. Pervading all extant coaching approaches, evidence-based or not, this hole is due to two aspects:

1. cognitively, the lack of integration of behavioural and developmental methodologies;
2. axiologically (in terms of values), the absence of ethical and pedagogical demands for coaches to know and acknowledge their own developmental profile, with regard to themselves and in relationship to clients.

At issue is thus the *coaching culture* as a whole as well as its research organs, not just personal or pedagogical issues.

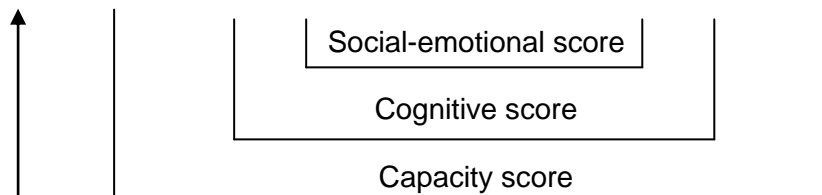
Since statistically most coaches practice from social-emotional level L-3, of *other-dependence* (rather than self-authoring, or L-4), the "coaching community" assumes that "coach and client speak the same language and see the world from the same vantage point" (O'Connor, 2007 [IDM Newsletter, ISSN 1559-7512, May 2007]). At the same time, members of the community voice loud espousal of being stationed at a higher social-emotional level than their clients (L-4 of self-authoring).

Concomitantly, coach "training" opportunities vastly outnumber those for coach education in which developmental thinking could be taught and expertly applied. As a result, coaching is presently restricted, at least in mandate, to what Jaques calls *current applied capability* ('performance'), and talk about potential (which is never assessed) remains just talk.

The Stratification of CDF Scores

When considering the multiplicity of perspectives built into CDF, readers will probably agree that a *more adventurous mandate* than presently exists in the other-dependent and espousal-based coaching community can be envisioned. To this end, I believe one can take one's cues from *the different ontological levels implicit in the CDF scores, shown below.*

Figure 11
Hierarchy of degrees of generality
of CDF scores



In the figure, the different half-squares indicate different *layers* of social human nature (Bhaskar, 1993, 160) as expressed by CDF scores. On the uppermost, social-emotional level, we are dealing with “core universal human nature” (Bhaskar, 1993, 267), in the sense that every human being, in whatever culture, lawfully passes through the developmental landscape outlined by 20 or so different stages of social-emotional meaning making. As a result, the ED score is the *most generic* of the three scores, given that potentially millions of people share a particular stage.

On the next layer down, that of cognitive scores (CD), a greater degree of individuation and variety pertains. Cognitive scores are more attuned to specific individuals than social-emotional scores, just as cognitive development is more complex than social-emotional development. As a result, one and the same level of meaning making can be associated (and is empirically found to be associated) with many different rhythmic of thinking, or ways of making sense of the world. On the psychological level of NP, finally, we encounter the *concrete singularity of the individual* (Bhaskar, 1993, 267), infused as it is by the more universal social-emotional and cognitive determinants that define ‘social being’. Since the three CDF scores form, and point to, a *system in unceasing transformation*, namely the person, it is to be expected that there are manifold inter-relationships between CDF scores, and that understanding these inter-relationships is of great help in process consultation and coaching.

In methodological terms, CDF assessments do justice to the fact that any singular individual, paradoxically, owes its singularity to the universality shared with other human beings. Acknowledging this requires dialectical thinking, since singularity and universality are seen as intertwined.

Being aware that behavioural findings separate individuals from each other as much as developmental findings show how they share essential humanity (in highly nuanced ways) is the hallmark of professional coaching. In light of Fig. 14, as coaching researchers we can make a clear distinction between the *false* behavioural identity of coach and client professed by the other-dependent mind of the “coaching community,” on one hand, and the *core identity* of human nature recognizable in individuals’ social-emotional and cognitive profile, on the other.

While the behavioural coach mistakes the ‘individuality’ of individuals (in CDF corresponding to the NP profile) for being the common ground on which to join clients, this singularity is exactly what is the least shared among the two parties. An

individual's behavioural profile describes, rather, how one individual is dramatically different from another, pointing to a legacy involuntarily brought into adulthood by the individual from an earlier, pre-adult, life in which his or her humanity was largely underdeveloped.

However, this fact is hidden from view for those who do not think *developmentally*, since they do not grasp what is truly universal in individuals, namely the (hidden) cognitive and social-emotional dimensions that are thoroughly intermingled with behavioural determinants. It is also hidden from those who do not think *dialectically*, since they cannot fathom the integration of singularity and universality in a person.

In short, we are dealing with a philosophical and methodological divide of large proportions.

The limitations of other-dependent thinking in and about coaching are pedagogically manifest in the notion of most behavioural coaches, that understanding adult development is a mere skills issue (rather than a developmental issue). The adult-developmental issue is seen as simply a matter of adding another tool to one's repertory for entering a client's world, and that is that.

This view is merely a reflection of the coach's own developmental level prior to reaching social-emotional level L-4 or its cognitive equivalent. It misconstrues the pervasive influence of developmental level on the professional self of the coach, and erects a flimsy barrier between the two parties to the coaching that is unsupported by developmental evidence.

The un-dialectical unity of coach and client -- 'we speak the same language' -- is methodologically as false as the un-dialectical separation of the two parties ('I am the coach, and you, the client.')

Contribution of CDF Scores to Coaching Practice

In cognitive terms, learning CDF accomplishes more than acquiring new skills, even dialectical skills. Social-emotionally it "turns over the apple cart" of one's life, as one learns that the social world is stratified in terms of different stages of meaning making and that therefore one's goals reflect one's state of development. From the vantage point of CDF, the commonality of human nature cuts through all carefully delimited coaching disciplines, trainings, ideologies, and research projects.

At the same time, CDF scores have very practical advantages. Their use makes substantial contributions to mentoring and coaching practice:

- Social-emotional scores predominantly situate the client – as well as the coach – in the realm of mental growth, where questions about the *size of person*, and thus the *size of role* a person can fill are central. Pragmatically speaking, these scores embody the key for understanding *where the client's goals come from, and why they presently are what they are.*
- Cognitive scores further situate the client, in particular in different Strata (levels of work complexity) of the second or third Order of Mental Complexity which indicate different levels of accountability and fit with organizational role. The scores shed light on clients' current potential capability, a measure of how deep an understanding and systemic reason they are capable of. Pragmatically, these scores embody the key for understanding *how a client pursues goals, and what goals are never set since they remain out of reach for the client.*
- Need/Press scores do not so much situate as characterize the client as how s(he) presently copes with his or her pre-adult legacy that determines self conduct, approach to tasks, and interpersonal perspective (emotional intelligence). NP scores

provide knowledge of the client's actual behavioural bottlenecks as well as strengths at work (beyond the client's own knowing), by highlighting the unconscious needs the client attempts to satisfy through work or by avoiding work. Therefore, they spell out the client's overall work efficiency as determined by existing energy sinks and frustration.

- *In combination with each other, the three sets of CDF scores make visible the universal nature of the client as a social being, filtered through his peculiar psychological profile which determines his presently applied capability.*

Clearly, learning and using CDF is not for everyone. This assessment instrument directly feeds off cutting-edge developmental research and is embraced predominantly by those who have already reached a self-authoring developmental and commensurate cognitive level. Thus, the ability to acknowledge, and thrive based on, the professional challenge posed by CDF is a matter of the consultant's own developmental profile.

Summary

I have outlined a psychometric tool that merges behavioural and developmental approaches to mentoring and coaching. More specifically, I have outlined the three dimensions of the CDF instrument (CD, ED, NP) and their intricate interrelationships. I have discussed both the theoretical underpinnings and the practical applications of the instrument, and have given examples of how CDF is used, and the kind of insight into the client it enables a consultant, mentor, or coach to acquire.

The examples given are meant to show that it would produce a true advance in coaching if behavioural and developmental approaches would be merged, not only in pedagogy and practice but in research as well. Failing that, it would seem to be difficult to escape what I have called the BLACK HOLE OF COACHING AND COACHING RESEARCH, which is due to the neglect of extant developmental research on the part of the coaching community.

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Short Bio

Otto Laske is a clinical-developmental psychologist with roots in the Frankfurt School of Critical Theory as well as the Kohlberg School of research in adult development. He is also a composer and lyric poet, and has a legacy of writings in cognitive musicology, a discipline he founded in the 1970s. Laske is the Founder and Director of the *Interdevelopmental Institute* (IDM) where he teaches CDF (www.interdevelopmentals.org). In the last 15 years, Otto has concentrated his philosophical and psychological insights on creating a *theory of work and of process consultation* based on developmental theory. He can be reached at otto@interdevelopmentals.org.