

# Developmental Tools for Executive Coaching:

An Eight Session Introduction to Social-Emotional Work with Clients

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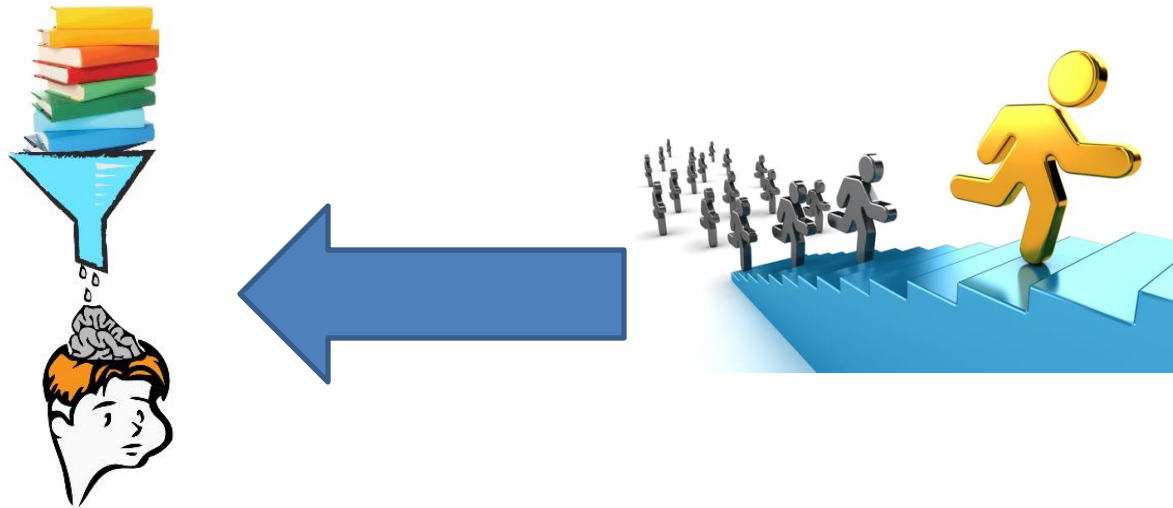
# Purpose

- The purpose of this course is to help you extend your coaching expertise into *developmental coaching*.
- Developmental coaching was established in the USA through research in adult development between 1975 and 1995, and was made into a practice by the instructor, Otto Laske.
- The course introduces you to developmental tools and interventions for working with executive clients.
- Executives need to be very good thinkers; for this reason, in its second part, the course includes tools for *cognitive coaching*, something nowhere else to be found.
- The tools taught here form part of CDF, the *Constructive Developmental Framework*, created by Otto Laske.

# Coaching Has a Short History ...

- Coaching being by nature a *developmental* enterprise, it behooves us as coaches to be aware of a research tradition that can help us enter into clients' experience of life and work.
- In order to understand and influence clients' Frame of Reference, we need to learn from the developmental sciences.
- The beginning of the developmental sciences dates from Stanley Hall (1845-1924), J. M. Baldwin (1861-1934) and J. Piaget (1896-1980).
- This is the (adult-) developmental tradition, also referred to as the *constructivist* tradition in developmental psychology.
- As you will see, this tradition has immense substance and breadth; it can serve as a basis for evidence-based HR management, process consultation, and life and executive coaching.

# Development Determines Behavior and Learning



## *Learning*

From less to more  
**(horizontal)**  
Levels of mastering  
Competences, Skills  
Ability

## *Development*

From low to high **(vertical)**  
Orders of consciousness  
Capability  
Cognitive and social-emotional development

# Developmental Contributions to Coaching

- Reaching into clients' experience focused on **behavior** alone is only partially successful because clients' experience is based on how they "see" the world, their **Frame of Reference (FoR)**, and this FoR changes over their life time.
- **In a developmental perspective, people act from an internal vision of the world (FoR), not simply from their psychological profile or "habits".**
- People are always positioned in a particular "stance" to the world, and use cognitive "tools" to navigate in it.
- Developmental coaching opens coaches to a broader perspective on how personal stance and cognitive tools *interrelate* and influence each other.
- In addition to broadening coaches' repertory of tools, developmental coaching also strengthens coaches' **self development**, an important factor in coaching success.

# Essential Developmental Issues for Clients in Developmental Coaching ...

## How detached can I be from important others? (social-emotional)

- To what extent do I rely on my own value system in making decisions?
- To what extent do I embody my own value system
- Can I live with making the wrong decisions?
- Can I live with having to justify wrong decisions?

## What is the biggest picture I can grasp? (cognitive)

- What is missing in my understanding of the big picture of things?
- Can I see underlying processes?
- Can I see relationships that define situations I encounter?
- Can I see those situations as being in transformation?



# Part 1, Session no. 1

# Coaching: A Structured Conversation

In this course, we focus on helping clients understand better how they make meaning of their experiences and deliver work as a consequence of their experience of themselves in the world.

To do so we need to learn the following new tools :

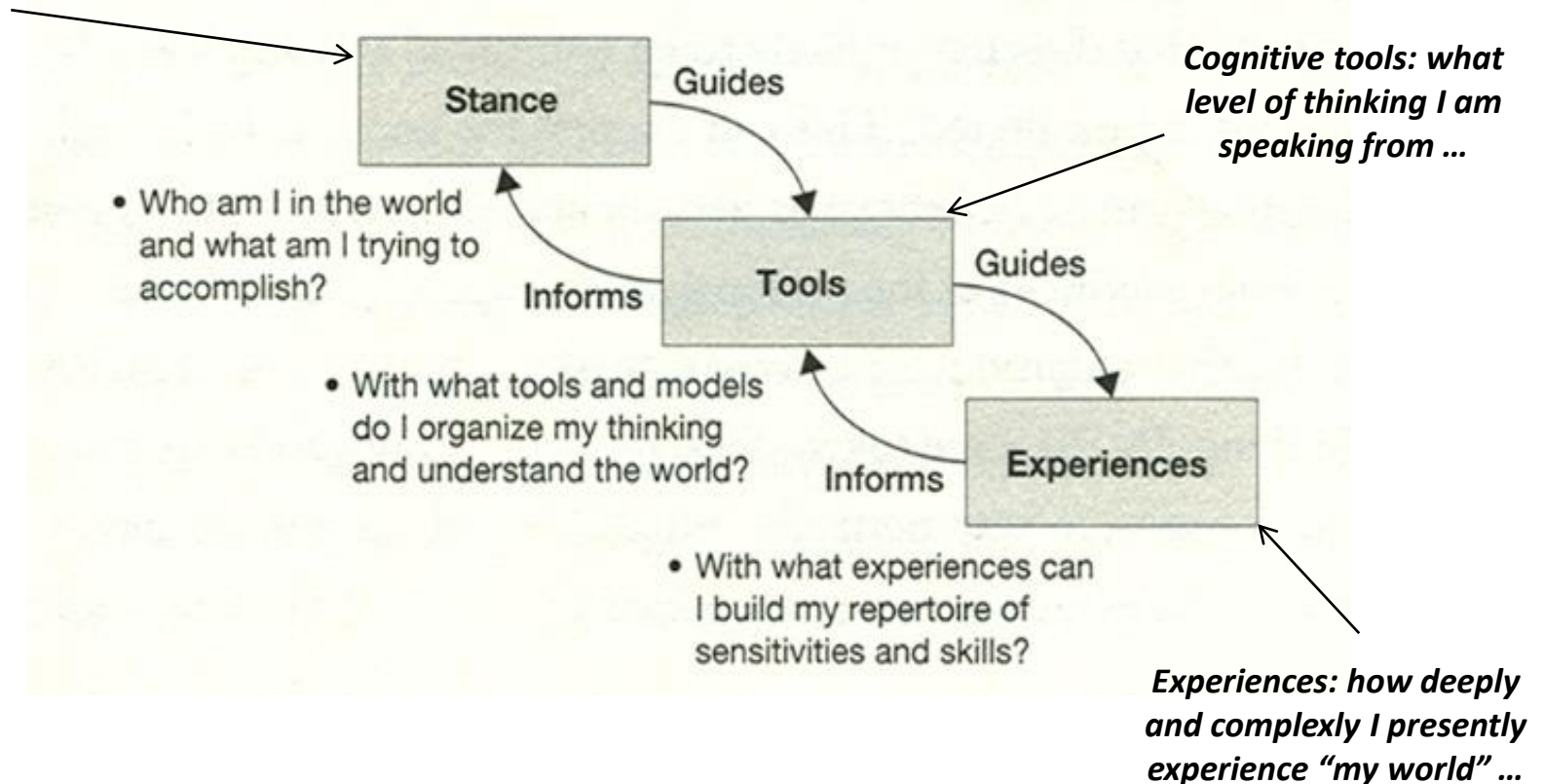
1. A theoretical background on human meaning making
2. A framework for holding social-emotional coaching sessions
3. The ability to listen to clients (and ourselves) *developmentally*
4. A set of “prompts” for opening clients’ mind to the structure of their meaning making
5. A protocol for coaching sessions that helps to use prompts expertly each time we work with a client

# How Far Into A Client's Experience Can We Reach?

- Effective coaching reaches deep into our clients' personal and professional **experience**.
- The most important tool for entering into clients' stance and tools – also referred to as “Frame of Reference -- is **deep listening**.
- Deep listening is the focus of what this course teaches.

# Entering into Your Client's Experience

*Personal position:  
how I unknowingly  
relate to others ...*



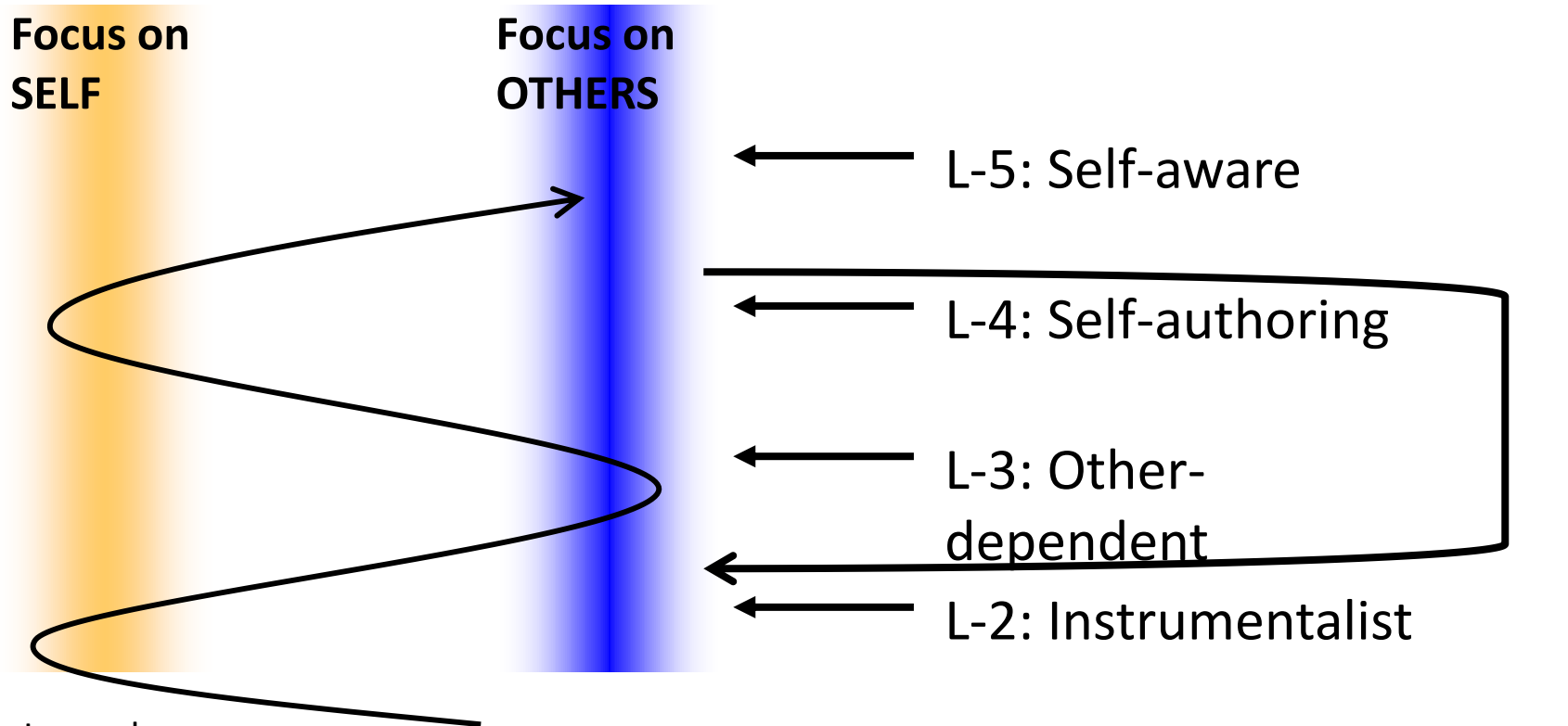
# Stance and Tools Create Experience

- In this course, we aim to understand both clients' Stance and their (cognitive) Tools.
- We refer to Stance as a “social-emotional”, and to Tools as a “cognitive”, issue.
- **In this course, we focus on Stance, working with how clients make meaning of their experiences.**

# Changing a Client's Frame of Reference Changes His/Her Behavior

- Frame of Reference (FoR) has two main aspects: social-emotional and cognitive.
- Changing a Client's Frame of Reference results in changing the client's *Behavior*.
- It helps clients to:
  - Cope in a more mature way with situations
  - See more relevant things that can be integrated in decision making
  - And thus: behave more effectively in better understood situations

# FoR Differs According to Social-Emotional Maturity



## Legend:

Level 2: My needs and desires come first (instrumental level)

Level 3: I am defined by team members' expectations (other-dependent level)

Level 4: I follow my own unique value system (self-authoring level)

Level 5: I am no longer defined by my upbringing and achievements but am a member of

humanity

# Social-Emotional Coaching Tools: Prompts

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- On each of the levels depicted on the previous slide, and on each of the four intermediate levels between them, clients act from a different world view (see the world differently).
- We can probe how they see themselves in the social world by having them “project” themselves into one of the 10 PROMPTS (verbal cues) – as into a Rorschach image.
- By learning to use these prompts and by learning to listen to how clients project themselves into them we can carry out a social-emotional coaching agenda.
- We can thus speak of “social-emotional” in contrast to “cognitive” coaching (where our prompts will be different ...)



# Coaching Tools: 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?

# Social-Emotional Coaching Map

## Social-Emotional Prompts

### Supportive

Success  
Strong Conviction  
Important to me  
Sharing  
Control

### Challenging

Change  
Limits  
Outside of  
Taking Risks  
Frustration



Focus  
on  
SELF

Focus on  
OTHERS

← S-5

← S-4

← S-3

← S-2

# Case 1: Social-Emotional Coaching Issues

- Imagine a client:
  - Who fails making decisions on his/her own
  - Who is frustrated not knowing how to handle interpersonal connections professionally
  - Who feels guilty about decisions s(he) has made
  - Who is uncertain about his/her value as a contributor
  - We call such issues “social-emotional” since they have to do with the client’s level of **making meaning** of his/her experiences.

# Case 2: Cognitive Issues Coaching Issues

- Imagine a client:
  - Who is unable to grasp the complexity of issues
  - Who misjudges what are next steps in a situation
  - Who has no “big picture” of the potential outcome of decisions s(he) is making
  - Who has failed to develop a long term view of his/her own activity.
  - We call such issues “cognitive” since they have to do with how the client \*thinks\*, or **makes sense** of his/her life and work.

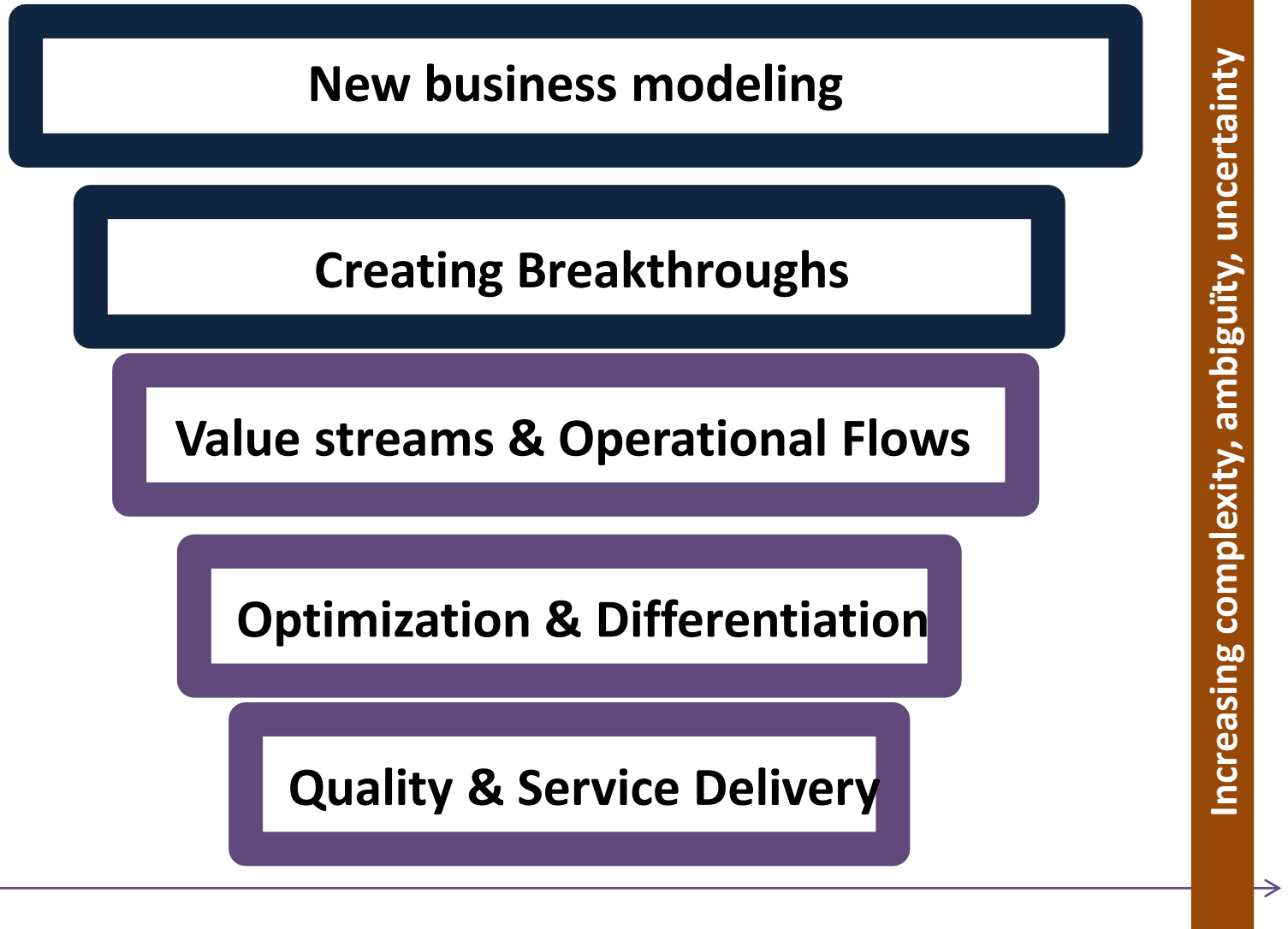
# Special Requirements of Executive Coaching

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# Organizations Are Complex

- Even the simplest organization, such as a family business, has hierarchical features: it comprises **different levels of accountability**.
- If as coaches we want to work from a holistic understanding of clients, these different levels need to guide our coaching practice.
- Each accountability level is associated with a unique “universe of discourse” that determines how a particular coachee thinks and acts.
- In order to reach into the coachee’s experience, we first need to understand on what level of accountability s(he) is functioning.

# Levels of Executive Accountability



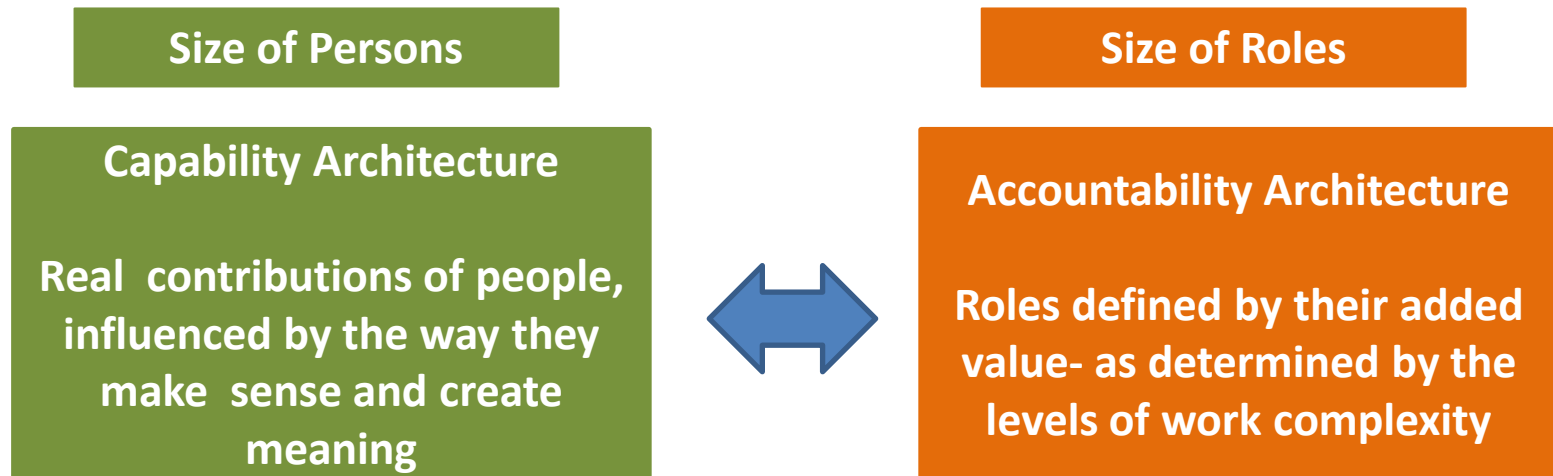
# Levels of Accountability: Increasing One's Vision of the Future at the Price of Higher Complexity and Ambiguity

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- *Quality and service delivery*: people attend entirely to the present, trying to satisfy clients' needs following highest possible standards.
- *Optimization and differentiation*: people begin to think critically of their own activities, trying to streamline and perfect present operations.
- *Value streams and operational flows*: people look for new ways of doing their task, introducing new ideas about how to best satisfy customers' needs, and try to change customer needs using feedback from customers and competitors.
- *Creating breakthroughs*: people strive to be seen differently in their market compared to the past, and begin to think about how conquer new markets.
- *New business models*: people become entirely oriented toward the future, break with their past, and define new business models (as did, e.g., Steve Jobs, when he made Apple introduce the iPhone).
- EACH OF THESE LEVELS CONSTITUTES ITS OWN UNIVERSE OF EXECUTIVE DISCOURSE.



# Different ‘Work Levels’ Require a Different “Size of Person”



## Key-points:

- A new lens for looking at executive coaching
- ‘Size of Person’ – ‘Size of Role’ dynamics will determine what the managerial structure of an organization looks like, and where to focus in executive coaching

# On What Work Level Resides Your Client?

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- You can't determine a client's work level from his/her job description!
- Work level is defined by the client's accountability *relative to* his/her maturity (Size of Person)
- If your client is not sufficiently developed for the work level s(he) functions on, there exists a coaching problem
- If the coach has not learned to make developmental assessments, can s(he) still work with an executive client?
- Yes, but less well than with an actual assessment.
- In this case, the coach needs to learn to use *social-emotional prompts* in accordance with developmental theory ...

# A Shifting Leadership Paradigm In Coaching

## Focus in Developmental Coaching

- **Currently dominant paradigm**
- Focus on Competencies/Traits
- Looking at SMART performance objectives
- Focus: Task/activities
- Matching persons to tasks
- Human Capital considered a stand-alone dimension

## Emerging paradigm

- Focus on Capability (How one creates reality)
- Looking at value-add/decision making (Performance Hierarchy) at different accountability levels
- Design of role-role relationships
- Matching 'size of person' to 'size of role'  
Making sure size of manager's role > size of direct report's role  
Avoiding size of manager role < size of role of direct report
- Human Resources as an integrated business partner

# Home Work

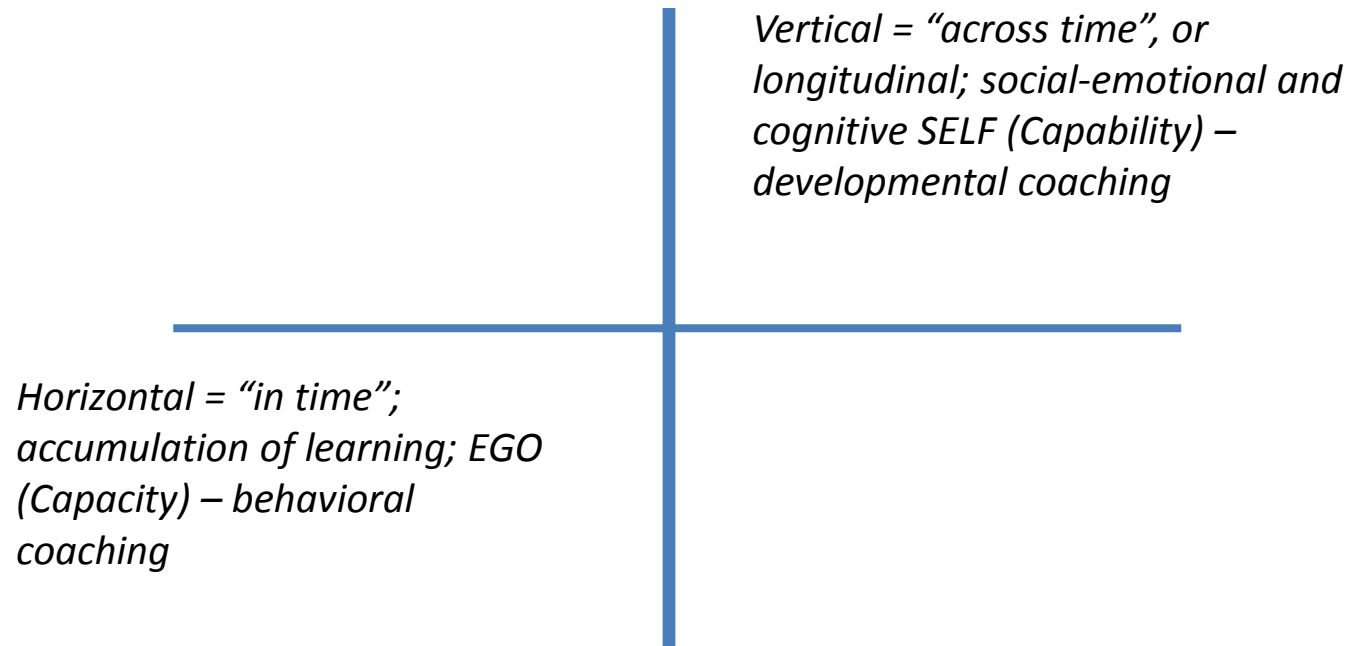
- Go over the slides we discussed.
- Think of a client of yours and try to analyze on which of the three levels discussed your client is operating on right now.
- Then ready yourself to talk about a client of yours in the next class.

# Part 1, Session no. 2

# Meaning Making Explained

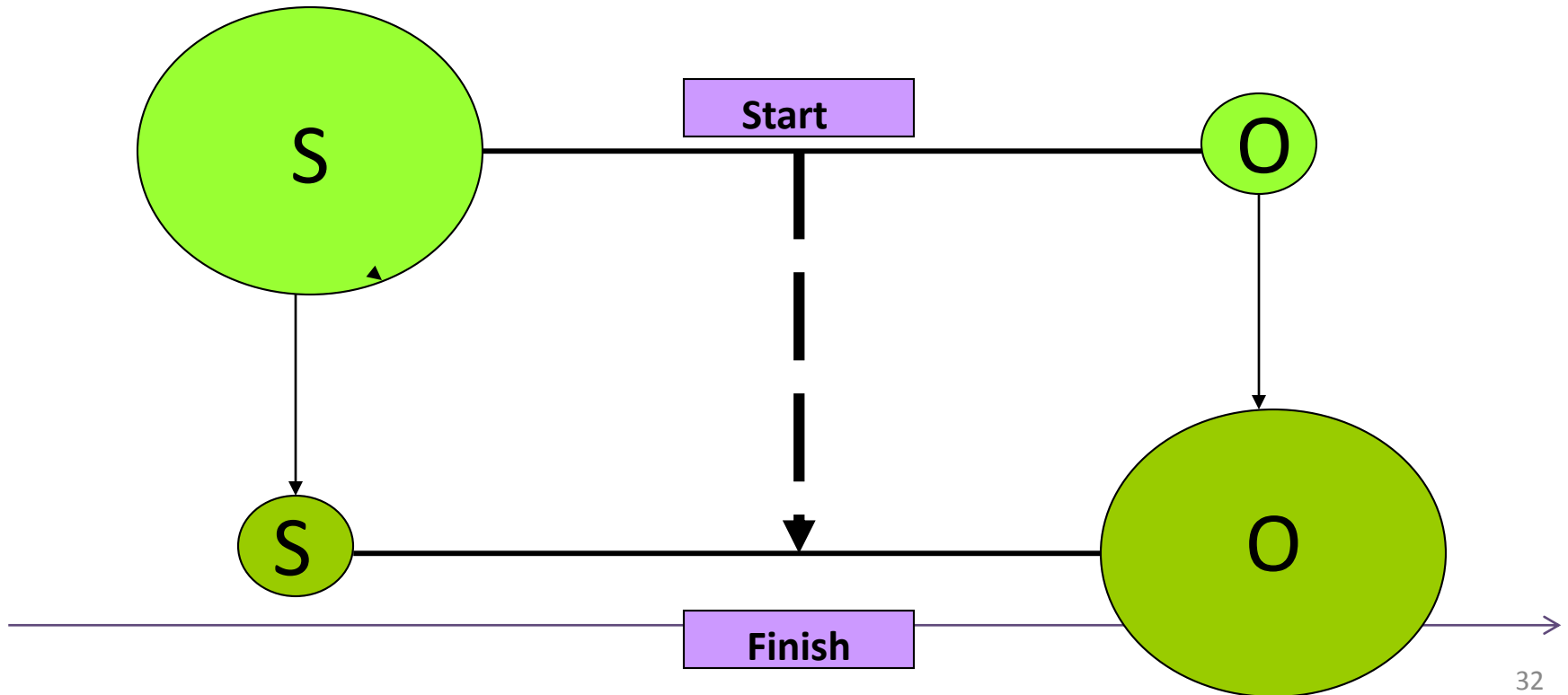


# Meaning Making is Vertical, Behavior is Horizontal



# Meaning is Made as a Function of Degree of Ego-Centricity Retained ...

**Adult Development is a matter of increasing loss of ego-centrism (J. Piaget).** Such loss gradually leads to focus one's attention on the world around oneself and other human beings, in the sense of a single *humanity* of which one is a part. In terms of human consciousness, losing one's ego-centrism takes an entire life time and moves humans from a “big subject and small object” to a “small subject and big object”, as shown below.

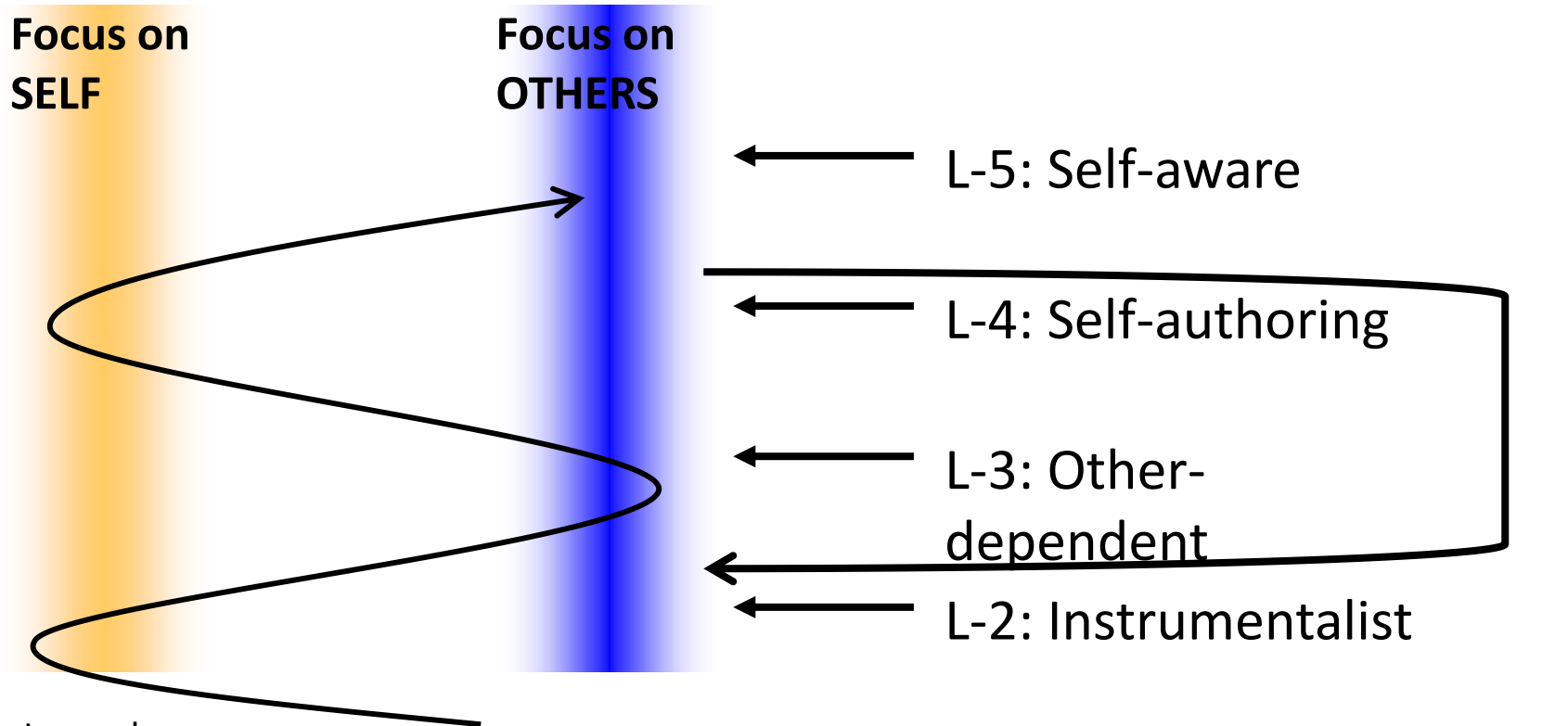




# What is Meaning Making?

- Meaning is “made” *unconsciously*, and expressed through speech; it is open to inspection only through a third party.
- MM is based on how a person positions him- or herself unconsciously toward social others.
- MM is measured by the *stage structure [level of social-emotional development]* of client reports about experiences in daily life and at work
- MM consists of explicit and implicit interpretations of experiences and events.
- Interpreting one’s experiences has to do with how much of one’s *ego-centricity* one has lost, and how one therefore positions oneself with toward peers, colleagues, subordinates, and “higher-ups”.
- Levels of meaning making are levels of adult maturity.
- Meaning making develops over a person’s entire life span, that is, longitudinally -- across years, not weeks or months.
- Depending on an executive’s level of *work accountability*, reaching a sufficiently high level of meaning making is absolutely crucial, not only for the executive but his or her company.
- **Meaning making is measured in terms of “stages” (also called “levels) and intermediate steps between them.**

# Between 2 Levels, 4 Intermediate Steps



## Legend:

Level 2: My needs and desires come first (instrumental level)

Level 3: I am defined by team members' expectations (other-dependent level)

Level 4: I follow my own unique value system (self-authoring level)

Level 5: I am no longer defined by my upbringing and achievements but am a member of  
humanity →

# Three Levels of Communication

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**The Other-Dependent** individual is focused on being acknowledged and recognized by peers. His/her self-identity is based on the expectations of physical and/or internalised others. Others are needed to contribute to own self image.

Communication is influenced by what others need to hear so it can fit into the social context; it is based on wanting to maintain alignment with others. Limited ability for independent thinking.

**The Self-Authoring** individual is self-reliant and focused on achievement. S(he) can articulate a coherent theory of self in terms of values and principles potentially different from consensus ('manager')

Communication is strongly influenced by one's own values and agenda, as well as holding a big picture of the situation. Others are respected but will be critiqued and even opposed in order to realize one's own values.

**The Self-Transforming** individual is a humble individual no longer defined by origin, education, and social status. S(he) sees work as a mission for the greater good, aware of his/her mortality.

Communication is one of an independently thinking mind who takes into account important others, not to align with them but to create consensus, however conflictual.

Between these three main levels, there are 4 sublevels each

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# Differences Between Social-Emotional Levels

L-3(2)	Able to be influenced by imagined others and their expectations
<b>L-3</b>	<b>Made up of others' expectations; 'our world' hypothesis</b>
L-3(4)	In need of 'handholding' by physical other to act on own behalf
L-3 /4	<i>Conflicted over, and unsure about, own values, direction, worth, capability</i>
L-4/3	<i>Conflicted, but with more detachment from internalized viewpoints, resolving to level 4 self-authoring</i>
L-4(3)	Nearing self-authoring, but remaining at risk for regression to others' expectations
<b>L-4</b>	<b>Fully self-authoring decision maker respecting others; 'my world' hypothesis, secure self-generated value system</b>
L-4(5)	Begins to question scope and infallibility of own value system; aware of own history
L-4/5	Conflicted over relinquishing control and taking risk of critical exposure of own view
L-5/4	Conflicted, but increasingly succeeding in 'deconstructing' self; committed to flow
L-5(4)	Fully committed to deconstructing own values, benefiting from divergent others
<b>L-5</b>	<b>No longer attached to any particular aspect of the self, focused on unceasing flow, transformation, not formation</b>

# Levels as “WORLD VIEWS”

- A level of meaning making should be seen as a *World View* so that coaches and clients at a particular level see the world differently.
- Therefore, reaching a “higher level” means changing one’s World View (or Frame of Reference).
- This does not happen over night but may takes years.
- It is important to realize that one’s level of meaning making, just as one’s level of cognitive development, determines how the world will “show up” for oneself.
- This implies that developmental coaching is the attempt to change a client’s World View first, and Behavior second, as a consequence.
- Each change in World View also changes Behavior.

# 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

# Level of 'Meaning Making' Determines Organizational Effectiveness and/or Risk

	Other dependant mind (socialized)	Self-authoring mind	Self-transforming mind
Business model & reshaping relative competitive position	High risk	High risk	Low risk
New product/market/technology & creating breakthroughs	High risk	Medium risk	Low risk
Rethinking operational flows	Medium risk	Low risk	Medium risk
Optimization & differentiation	Low risk	Low risk	n.a.
Quality & service differentiation	Low risk	n.a.	n.a.

n.a. = not applicable. Highly unlikely to find someone with this social emotional maturity in this type of role in an organization. →

# Part 1, Session no. 3 (Examples and Exercises)



# Meaning Making

## Example Of Other-Dependence

**Coach:** *Tell me a little more about the way you presently make decisions in your job.*

**Client:** Since we were in a merger with another company, I have recently changed in this. I feel that the urgency to make decisions by myself has increased.

**Coach:** *Tell me more [neutral stance].*

**Client:** I used to wait for the boss to come in for decisions to come about. But 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 would enjoy work more if he did, but at least, I get to decide.

**Coach:** *How does that work out for you?*

**Client:** To tell you the truth, sometimes I wonder whether doing it this way is much better than (him) telling me what to do, because even though he doesn't say 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!

**Coach:** *What happens when decide to wait for the boss to come in?*

**Client:** I often get really angry 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."

# Analysis of the Meaning Making Example

1. **The client is conflicted regarding her values, direction, worth, capability.**
  2. S(he) is unaware that “the boss” she speaks of is not only a physical other but also an internalized other (voice) in him/her; a projection.
  3. In the dialog, the client reveals a Frame of Reference (FoR) according to which s(he) takes responsibility for the feelings of physical and internalized others.
  4. These internalized others are thought to guarantee the client’s self-cohesion (either by delegating to her, or intervening as physical other).
  5. Thinking developmentally, we say that this client’s FoR is that of an “other-dependent” person, since s(he) defines herself by others’ expectations.
  6. Out of this, a conflict arises that ultimately leads to anger, certainly frustration.
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# Developmental Coaching Focuses on Changing Clients' Frame of Reference

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- Changing a client's Frame of Reference results in changing the client's *Behavior*.
- It helps clients to:
  - Cope in a more mature way in life and work situations (stance)
  - Develop a more holistic and systemic view of the “real world” (tools)
  - And thus: behave more effectively in better understood situations

# Exercises in Class: Practicing Stages ...

- **Topic 1:** From your present understanding of the three main levels of meaning making (other-dependent, self authoring, self aware), briefly describe what in your work with clients at each of these three levels you would focus on, or summarize what the differences in work with different levels would be.
- **Topic 2:** Entertain some thoughts about a situation in which you, the coach, would be less developed in your meaning making than your client; how would you proceed?
- **Topic 3:** Think about what is your specific professional “model of the client”, or set of assumption you make about who your client is and what aspects of the client, according to you, need your attention; feel free to design a diagram as is used in this course.
- **Topic 4:** Think about what an other-dependent client cannot do that would pose no difficulties for a self-authoring client and what, accordingly, you, the coach should focus on.

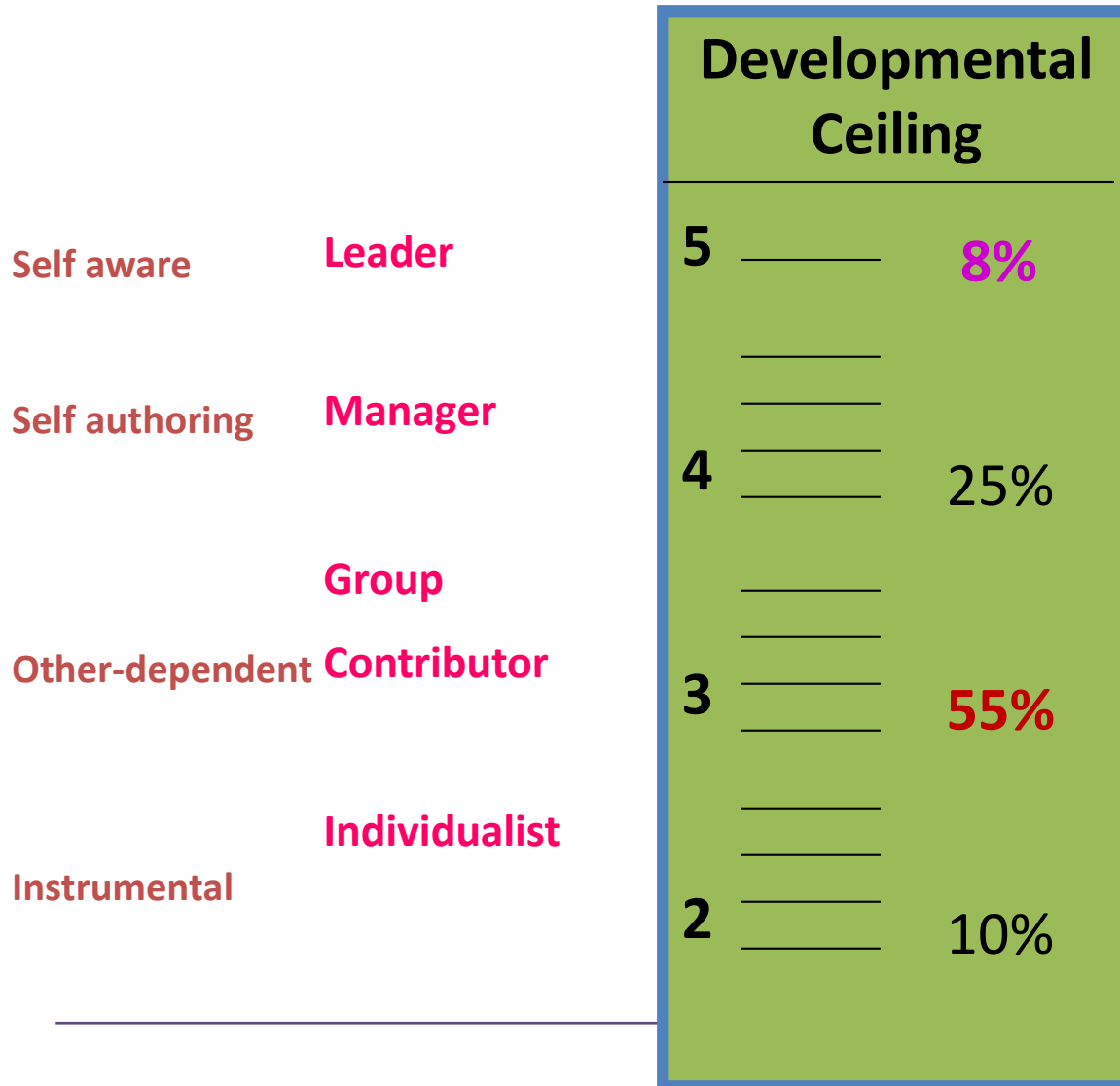
# Part 1, Session no. 4

# The Social World is Structured Hierarchically ...

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- I think you are beginning to get the point that the social world we live in is **stratified, with many levels of meaning making co-existing.**
- In fact, we can say the social world is stratified in a way not very different from the way organizations are stratified in terms of different responsibility and accountability levels.
- This reminds us that social-emotional and cognitive levels are linked, and can be separated only in theory.
- The argument that to speak of “levels” and “stages” is elitist does not hold because these terms do not refer to, or deny, equality of opportunity in life (E. Jaques 1994).
- They simply indicate that different individuals have different developmental resources, and that coaching without an awareness of such resources is blind to fact.

# Levels of Adult-Developmental Attainment



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.

# Changing Orientations Across Adult Stages

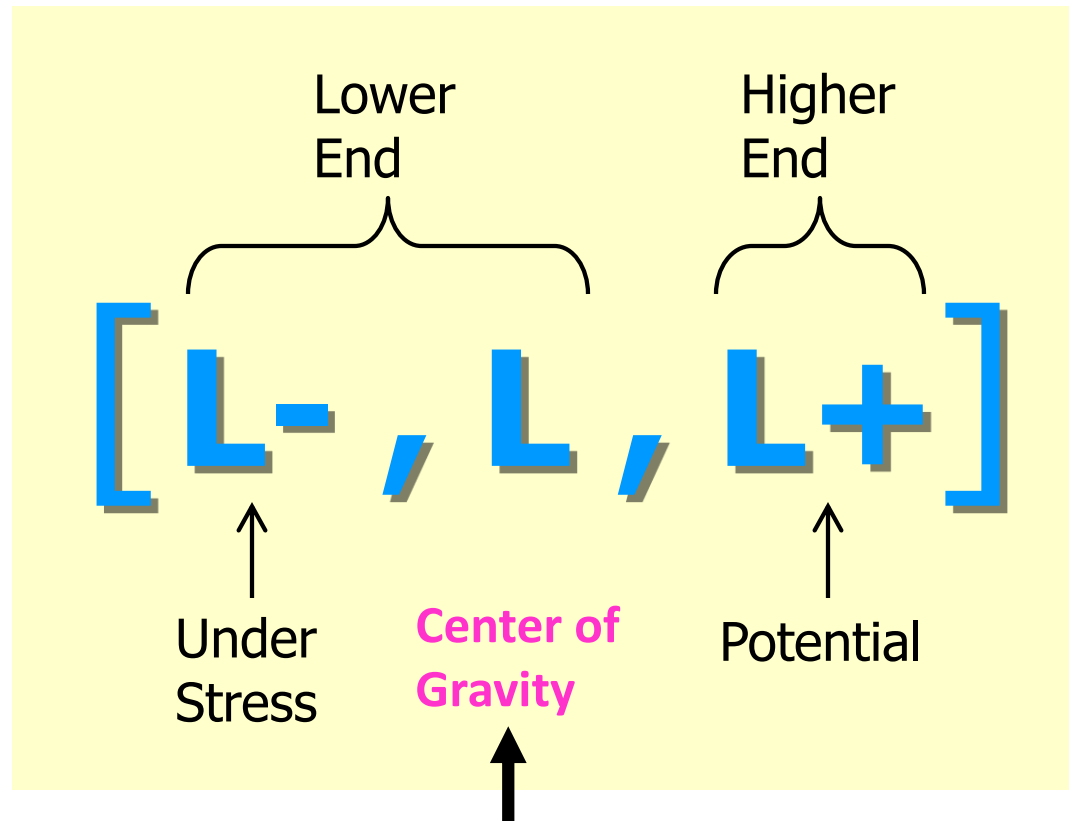
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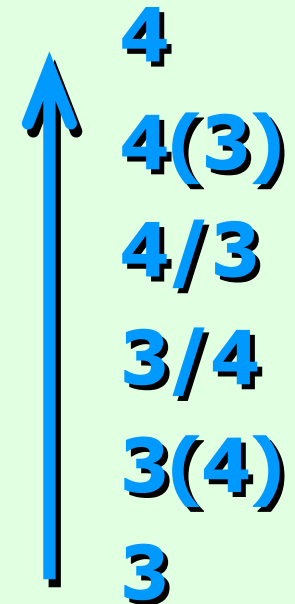
# Understanding Intermediate Stages



# Oscillations around a Social-Emotional Center of Gravity

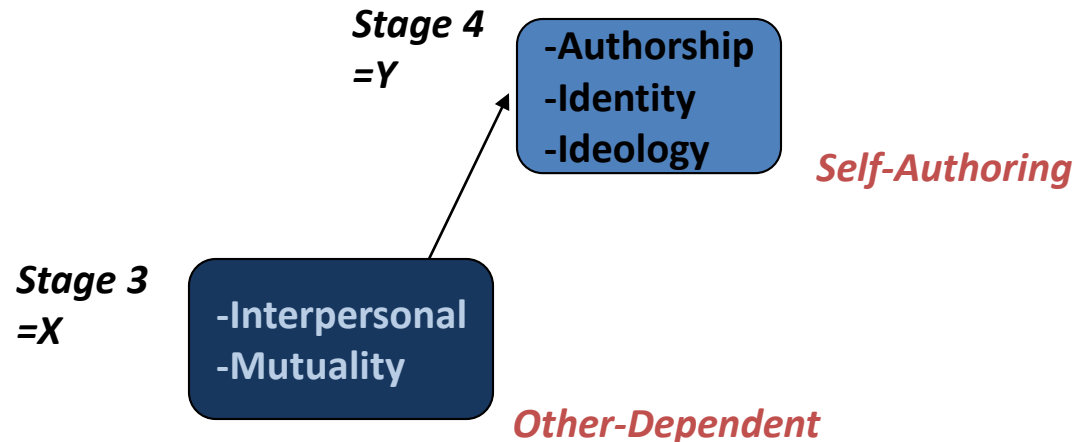


Progression  
between levels (e.g.):



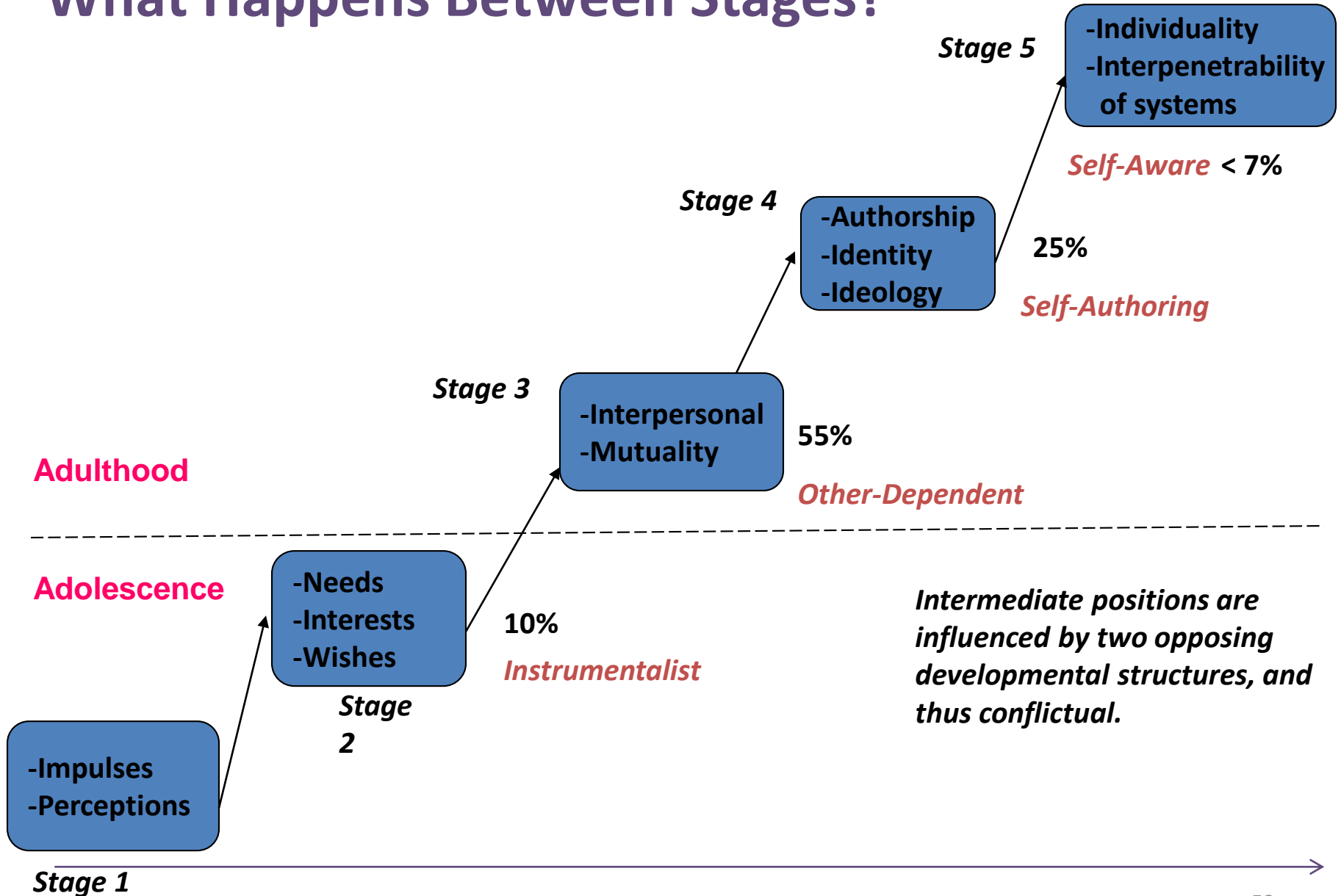
# There Are Four Intermediate Stages

## Example



- Since **consciousness is holistic**, nobody ever lives at a single stage.
- Rather, there is a **Center of Gravity**, C, associated with a lower (C-1) and higher stage (C+1). The lower stage defines *risk*, the higher, *potential*.
- People – coaches as well as clients – “oscillate around” their social-emotional center, moving from actions “below” to actions “at” and “above” the center as a function of circumstances and inner psychological states.

# What Happens Between Stages?





# The Mental Space of Social-Emotional Coaching

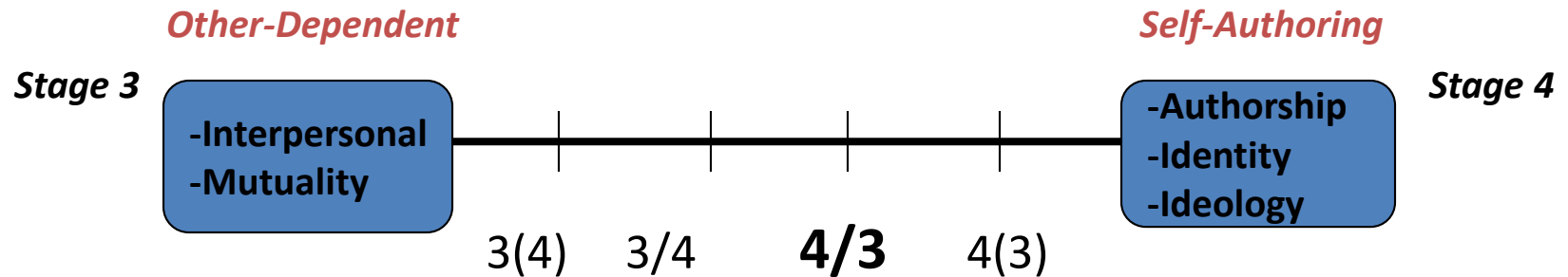
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**3 → 3(4) → 3/4 → 4/3 → 4(3) → 4**

“Range” of Meaning Making

- When a coach is aware of a client’s “range of meaning making” – e.g., between S-3(4) and S-4/3 – and “center of gravity”, s(he) also knows where the client’s Risk (S-3(4)) and Potential (S-4/3) lie.
- S(he) can also surmise the client’s “center of gravity” (here S-3/4), although s(he) may not know the strength of the center relative to risk and potential (which is possible only by way of assessment).
- It is crucially important that the coach learns how to listen “developmentally”, to discern the client’s center of gravity

# Risk-Clarity-Potential Index (RCP)

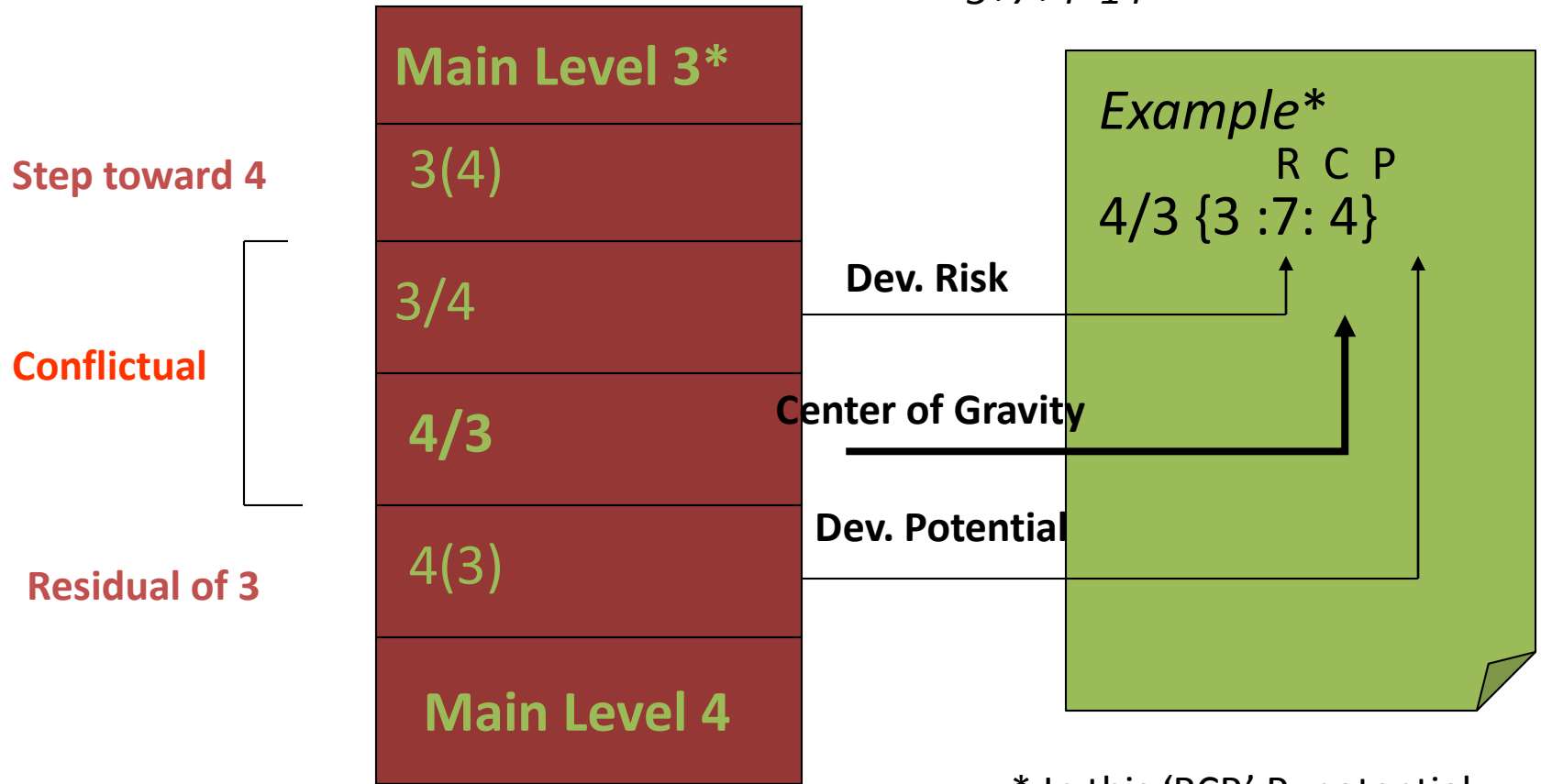


- We ascertain through *interview* where a client's center of gravity is, say 4/3.
- We also ascertain the client's total range, from lowest to highest (typically 3 stages), say 3/4 to 4(3).
- By selecting about 15 "structurally relevant" passages (*bits*) from an interview, we give a *weighting* to the client's score, notated in '{...}', say 4/3 {3:7:4} (meaning: 3/4 = 3, 4/3 = 7, 4(3) = 4, altogether 14 passages).
- The expression in curly brackets is the RCP, where L-3/4 defines developmental RISK (of regression) while L-4(3) defines dev. potential.
- The RCP is central in building realistic coaching plans. →

# Deriving the Risk-Clarity-Potential Index

No. of interview passages scored:

$$3+7+4=14$$



\* These divisions occur on all levels

\* In this 'RCP,' P=potential outweighs R=risk, the main level being strongly articulated



# Size of Role Versus Size of Person

Thinking Fluidity of Clients	Levels of Responsibility *	Social-Emotional Maturity of Clients
>50	VIII	5
	VII	5/4 – 5(4)
>30	VI	4(5) – 4/5
	V	4
>10<30	IV	4/3 – 4(3)
	III	3(4) – 3/4
<10	II	3
	I	2/3 – 3(2)

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

# Homework, Session 4, Case #1

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**Make an attempt to evaluate the social-emotional level of two different clients; justify your evaluation. Then decide which client is more highly developed, Case #1 or #2 (following page), and justify your solution.**

*Now I just make a decision by myself, and don't wait for boss to come in. 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.*

**This client's center of gravity is:  
Because of:**

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# Homework, Session 4, Case #2

---

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.

**This client's center of gravity is:**

**Because of:**

**The client in case ..... is more highly developed because of: .....**

# Part 1, Session no. 5

# How would you coach this client: Case #1

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- **Task 1:** The social-emotional profile of your client is defined by a range of meaning making extending from S-3 via S-3(4) to S-4/3, with an RCP of S-3/4 {2:7:5}, thus a strong center of gravity (7) and high potential to move to S-4/3 (5) and minimal developmental risk (2).
- You are discussing problems the client encounters with his/her boss, and are attempting to help the client to become more self-authoring.
- **Since you know the social-developmental profile of your client, what in the client's behavior and work would you primarily focus on? [100 words maximum].**
- See Task 2 below.

# How would you coach this client: Case #2

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Your client is Manager of Operations. He works at the level where optimizing routine operations for delivering excellent service is in focus. His/her present center of gravity is S-4/3.

The client works with a team of 5 individuals only one of whom is more highly developed than s(he) [S-4(3)], but is not in a managerial position. This person is playing your client's adversary, trying to take power away from your client by being very critical of his/her performance, and proposing steps to take toward improvement of present operations.

As a result, your client feels slighted and intimidated.

You want to help the client follow a structured approach to an improvement of business operations, but know you need to attend to his/her relative inferior level of meaning making (S-4/3) instead of S-4(3)).

**Question: What would be your strategy in helping this client? Describe the main issues you would bring up in coaching and also what you would look for in your client's responses.**

# Part 1, Session no. 6

# Short Review of Session 5

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- **Case #1:** Coaching within the range of S-3(4) to S-4/3, with a strong position in S-3/4 and a strong potential to assert oneself in the sense of S-4/3, focused on improving the clients relationship with his/her boss.
- **Case #2:** Coaching around a center of gravity around S-4/3, with unknown RCP, focused on strengthening the client's ability to deal with a professional critique and adversary.



# Deepening Insight into Stages as *World Views*

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- You have experienced *the hard way* that working with stages as factors that define clients' meaning making requires practice.
- For such practice, we now need a deeper understanding of the main social-emotional stages disregarding intermediate stages than we presently have.
- In this session (no. 6), let's take a step back from detail and through stories told by clients try to absorb the essence of each of the 4 main stages.
- This will show us that dramatic changes occur as individuals – coaches and clients – move from the *instrumental* stage of S-2 to the *self-aware* stage of S-5.
- Having a better grasp of these changes, we can then return to intermediate stages and social-emotional ranges with a stronger promise of effective coaching.
- To make a beginning with understand stages more deeply, consider the following table which is subsequently unfolded in more detail.

# 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

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

# Journey to Level 3

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

# The Level-3 'Other-Dependent' Culture

<b>Orientation</b>	<b>L-3 [55%]</b>
<b><i>View of Others</i></b>	Needed to contribute to own self image
<b><i>Level of Self Insight</i></b>	Moderate
<b><i>Values</i></b>	Community
<b><i>Needs</i></b>	Subordinate to community, work group
<b><i>Need to Control</i></b>	Moderate
<b><i>Communication</i></b>	Exchange 1:1
<b><i>Organizational Orientation</i></b>	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), and therefore don't make good change agents, but rather followers. In any population, they form the majority.

# Journey to Stage 4

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

- **Journey toward stage 4:** starting with the distinction between physical others, internalized others, and ‘myself,’ individuals inch toward a sense **of what is “other than me;”** they don’t get social help in this, and are thus on their own.
- **Developmental risk:** loss of imagined safety as member of a physical and/or internalized group, thus loss of the communal or shared self
- **Meaning of ‘forming a theory of self:’**
  - First, people must internally distance themselves from their need of being acknowledged and accepted by the community; they must be able to ‘go it alone’ if their own inner voice tells them to do so
  - Second, people must develop a better and better notion of their uniqueness, of what makes them different from others, and find the courage to make that difference known to others while respecting others’ otherness
  - Third, people must develop an ethical theory of integrity of self.

# The Level-4 'Self-Authoring' Culture

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

# Journey to Stage 5

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

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



# The Level-5 'Self Aware' Culture

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

# Homework

- Think about a person you work with. Based on the description of stages just presented, make evaluate his or her “main level” (S-2, -3, -4, -5).
- If you feel confident, also surmise his/her developmental range between the lowest and highest intermediate stage.
- Justify your evaluation: Why are you deciding the way you do? What criteria are you using in your evaluation.
- State your solution in about 75 words maximally.
- Result: “X is presently on stage ... or between stages ..., and lives in a developmental range from ... to. My reasons for thus evaluating him/her are the following ...

# Part 1, Session no. 7

# Understanding Developmental Sequences

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- In the following 4 narratives, sequenced in steps A to D, try to discover a developmental movement to higher levels of meaning making (notated as, e.g., ABCD, BACD, DABC, etc.)
- When you think you have a good grasp of the overall sequence in terms of increasing developmental level from lowest to highest, notate the sequence using the letters A to D, and justify your solution by quotes from the narrative(s) [maximally 200 words].
- You may assume that the narratives move within the range from S-3 to S-4.
- Hint: Pay attention to what the speaker appears to be able to can take responsibility for, in contrast to what s(he) assumes is the responsibility of internalized or external others.

# Client 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.

# Client 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's questions in capital letters]

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# Client C

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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?

[Interviewer's questions in capital letters]

# Client 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.

[Interviewer's questions in capital letters]



# What Your Solution Should Explain

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- You are dealing either with one and the same person speaking at four different developmental levels, or else four different people at increasingly higher levels.
- Since the narratives fall into the range from S-3 to S-4, the journey documented by the narratives is one of moving from “other-dependence” to “self-authoring”, spelled out by the speaker in words.
- This entails that you need to think about each speaker’s internal “meaning generator” as to what level of meaning making it is on as shown by what the client is saying.
- This is a matter of developmental listening when reading what s(he) says.
- **Your solution to the assignment should show in *what sentences of what narrative* you find a justification for the way in which you sequence the narratives.**
- **The solution is not ABCD.**

# Coach or Client at L-4, Self Authoring

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Last week my friend was telling me about an important feeling he had that was evidently very painful to him. I was mainly trying to listen and understand what was important to him in this. I believe that's the way I can be most helpful to him, by being an understanding, sympathetic listener, rather than, you know, trying to fix things up, or lay my own stuff on him.

So I encouraged him to talk, and I asked him some questions to try to understand better. And basically, he did describe his experience, but I didn't really get a chance to respond at all, since he immediately asked me whether I would have felt hurt if I were in that situation myself.

From what I understood of the situation, I was pretty certain actually that I wouldn't have (been hurt). But I couldn't tell him that because that would have been like my ignoring how he actually was hurt. I would have felt like I was no longer staying with his take on things, kind of abandoning him. And that was exactly what I didn't want to do: What I really wanted to do was just to let him know that I understood how he must have felt.

# Part 1, Session no. 8 (Last)

# Using Social-Emotional Prompts in Coaching

# Social-Emotional Prompts and their Use in Coaching Practice

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- A social-emotional *prompt* is a salient question formulated by the coach that is meant to help him or her understand a client's present Frame of Reference (FoR).
- It is also a tool for the client to express him- or herself at a deeper emotional level than s(he) otherwise be able to do.
- Prompts are “projective” in that they help clients “project themselves” into a particular word or question that acts as a mind opener for them; it functions like an image in a Rohrschach test.
- Using these prompts is an art that has to be learned, along with the developmental listening that they require.
- The coach uses such prompts not only to intuitively determine the client's present FoR, but also in order to make sure that s(he) approaches the client at the correct developmental level, with empathy for how the client presently makes meaning of experiences.

# Social-Emotional Prompts

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- **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?

# Two Kinds of Prompts

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- We can distinguish between “supporting” and “challenging” prompts.
- The first kind of prompt is a tool by which the client can “boost” him- or herself; it makes “feel good”.
- The second kind of prompt helps clients to express what they presently find difficult to achieve or even attempt to achieve.
- The coach has to learn when and in what situation to use either prompt.
- The coach also needs to learn how to “follow up” the client’s answers to a prompt, to deepen the emotion that was engendered.
- This takes practice. Let’s make a beginning with it in this conclusion session of the introductory module.

# Using Social-Emotional *Prompts* Facilitate Understanding Clients' FoR

## Helping Clients Speak From a Deeper Emotional Place in Themselves

Supports	Challenges
<b>Success:</b> <i>what do you need to overcome in yourself to be successful?</i>	<b>Changes:</b> what has recently changed in how you conduct your life [deliver work]?
<b>Strong Conviction:</b> <i>what does it look like for you to take a strong stand?</i>	<b>Limits:</b> what do you feel excluded from or not entitled to?
<b>Important to Me:</b> <i>what do you care about most deeply?</i>	<b>Outside Of:</b> what makes you feel like an outsider, and how do you experience that?
<b>Sharing:</b> <i>what does sharing thoughts and feelings mean to you?</i>	<b>Taking Risks:</b> in what way do you take risks ,either to accomplish or fend off something?
<b>Control:</b> <i>when and how would you seize, or avoid losing, control?</i>	<b>Frustration:</b> how do you deal with a situation beyond your control?



# Social-Emotional Coaching Example

## (Individual Coaching)

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**Coachee (Level-4/3):** Working together with my boss is difficult these days since I don't really know what decisions he wants me to make, and which one's not. So when I make a decision on my own I tend to feel guilty about it, thinking my boss would rather be consulted, and would want me to wait for his input.

**Coach: (Level-4 or higher)** [using the prompt "strong conviction"]: *if you decided to take a strong stand to clear up these inner difficulties you have in working with your boss, what comes to mind for you?*

**Coachee:** The first thing I think of is that s(he) might be upset about my making a decision on my own, that I have no right to do so, and that makes taking a strong stand relative to him very difficult for me.

**Coach:** *Let's think more deeply about what is really important for you in this. Imagine a situation where you have made a decision for him. What does that feel like inside of you?*

**Coachee [three alternative answers]** (a) I would want to make sure neither s(he) or I get hurt in this [L-3/4]; (b): I would just want to get beyond thinking of her reactions and thus act more spontaneously [onset of L-4/3]; (c): Most important to me would be to have the feeling that in my position I have a full right to make decisions on my own [L-4(3), thus higher level].

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To obtain credit for participating in this module, please take the test below and send it in for evaluation; you will receive a joint IDM/ICC certificate.

## **SOCIAL-EMOTIONAL TEST**

# Social-Emotional Test, Questions

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- This test is the concluding challenge of the introductory social-emotional course. Taking it will help participants know how far they have absorbed the material presented.
- The test requires answers to theoretical questions and comments on a single coaching case.
- You are asked to answer the following **2 questions** [50 words minimum, 75 words maximum]
  - *1. What is a social-emotional center of gravity and how is it refined by the Risk-Clarity-Potential Index (RCP)?*
  - *2. What are “internalized others”, and what happens to them on the journey from S-3 to S-4?*

# Social-Emotional Test

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- ***Below is the narrative of a client who speaks about her recent progress in self development. She wants to become a leader in the community.***
- ***First determine the speaker's present social-emotional range (around the center of gravity) or just the center of gravity, then devise a coaching plan for her, focused on the issue of becoming a leader in her church. Speak about what you see as her challenges and strengths [100 words minimum; 150 words maximum].***

I don't feel like an outsider any longer, I feel more choiceful about what I am an insider about. I really enjoy my family and I really enjoy the closeness and a lot of the things we grew up with. But the way that I think about things and the way that I see things is very different. I can look at some of the choices my siblings are making or some of their take on things and I think that, "I used to think that." That is what I mean.

I am also aware of some of the decisions I made about choosing a suitable church for myself. For a while I was going to this church in my city, and I was leading this anti-racism effort. From my school work and the work I have done since then, that is a big thing and it is a huge issue for me and has become a focus for my life's work. In the church we had all these liberals who claimed to understand about the importance of creating a non-racist society, but they were not willing to do any of the introspective work. They wanted to go paint porches in black communities. There is a difference, as we know, in that level of awareness (and my own). I used to question whether I was crazy or whether it was just because my kids are kids of color. But last year I selected a different church and surrounded myself with other people who feel the same way I do about racism. And yet, I am aware that other people don't and it is O.K., I just look at it with curiosity now. I don't have any question that I am happy with the belief that I have. And happy with the choices I have made about surrounding myself and my kids with people who are of like mind.

# Additional Reading Materials

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- Kegan, R. (1982). *The evolving self*. Cambridge, MA: Harvard University Press.
- Laske, O. (2005). *Measuring hidden dimensions, volume 1*, <http://interdevelopmentals.org/publications/books/>
- With German, French, Spanish, and Japanese translations.

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# Extras: Stage Caricatures and Illustrations

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## Caricature of Stage 2

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



## Caricature of Stage 3

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

## Caricature of Stage 4

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

FOR = Frame of Reference

## Caricature of Stage 5

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

FOR = Frame of Reference

## Illustration of Stage 2

I'm really sad that S. lied to me regarding his salary raise. Now I can never be sure when he's telling me the truth. Like if you know a person has lied to someone else or to you before, then you know you just can't count on them.

WHAT DO YOU MEAN BY 'COUNT ON THEM'?

You need to know who the people are that you can turn to when you need truthful information or help.

LIKE WHAT KIND OF HELP ARE YOU THINKING OF? Like if you're new to a workplace and working very hard to increase your salary, and you don't know whether that would make any difference in the company, you need to know who you can ask to give you the right answer. You need to know whether that person will tell you the truth.

## Illustration of Stage 3

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

## Illustration of Stage 4

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

## Illustration of Stage 5

- Stage 5 is too complex to illustrate by a short quote.
- It has to do with being one's own transformation, rather than being a form that transforms itself.
- No longer does one define oneself by “what one is,” where one studied, what one does, etc.
- These are bygone views of oneself that one has shed.
- We are closer to “no-self” in the strict developmental, not necessarily spiritual, sense of the term (and let's not mix up the two, because Stage 5 is cognitively that of Practical Wisdom!)
- Few stage-5 people stay in organizations which they find too confining.
- They have other things to do!