‘Cognitive Coaching’ as a Tool For Building *Enabling Environments* in Distributed-Leadership Organizations

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The New Coaching Environment

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Learning Objectives

- To understand:
  - – The new landscape of organizational work
  - – The new requirements for becoming a *deliberately developmental* organization
  - – The new function of coaching and mentoring in organizations under distributed leadership
  - – The interdependence of ‘Job 1’ and ‘Job 2’ (Size of Role and Size of Person)
  - – The difference between social-emotional and cognitive coaching
  - – The need for cognitive coaches to learn and model complex dialogue based on learning about the ‘thought-form’ structure of dialogue
  - – Steps in learning ways of listening to complex movements-in-thought in individuals and teams.

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Rewriting The Future of Work:

… and of coaching

Mindshifts for organizational transformation

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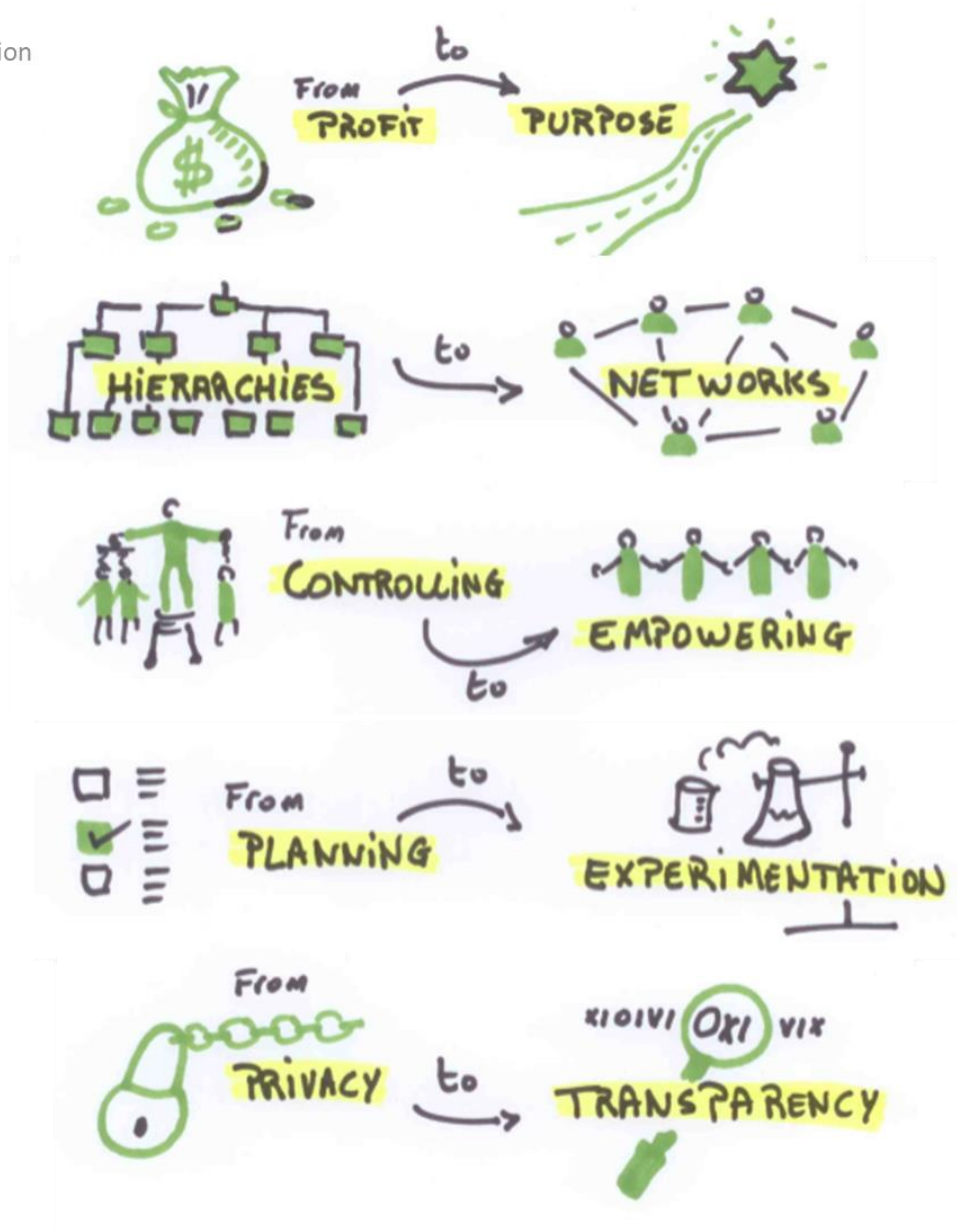

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Coaching Follows Leadership

- As notions of *leadership* change, notions of *coaching* have to adapt to them.
- Wherever hierarchical leadership (concentrated in a few executives) gives way to team-based work and distributed leadership, coaches need additional tools to support the delivery of work.
- Wherever organizational hierarchies dissolve or flatten, contributors' self concept is weakened and their risk of failure at work increases. This, in turn, increases the mandate of attending to their personal developmental agenda.
- Where 'empowering' replaces 'controlling', and 'experimentation' replaces 'planning', coaches must learn about contributors' "vertical" development over the life span.
- **At this time, the coaching profession is not prepared for dealing with contributors as *individuals subject to lifespan development*.**

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Coaching For Capability

- Organizations transitioning to distributed leadership are increasingly based on a network of teams whose members are required to switch roles while working in one and the same team.
- The need for switching roles leads to the obsolescence of ‘competence’ models and the ascendance of models of ‘capability’.
- CAPABILITY is the ability to do work assigned to or volunteered for, *at a level of the individual’s full developmental readiness*, with resources for proximal development to the next level of maturity.
- **Coaches need to learn how to assess such readiness**.
- Coaching for Capability differs from ‘behavioral coaching’ in that it pays foremost attention to “vertical” development across the life span, rather than ‘horizontal’ learning and knowledge accumulation.
- Within vertical development, coaching must pay increasing attention to the *relationship* between two dimensions of adult development.

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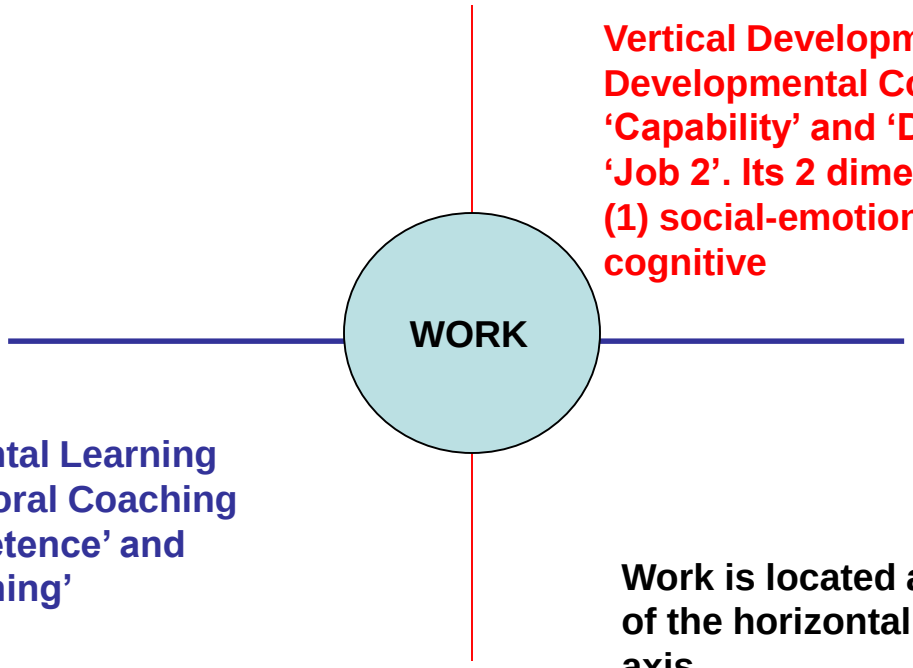
Learning Is Not 'Development'

Behavioral Coaching Differs from Developmental Coaching



Vertical Development:
Developmental Coaching
'Capability' and 'Development'
'Job 2'. Its 2 dimensions are:
(1) social-emotional, (2) cognitive

Horizontal Learning
Behavioral Coaching
'Competence' and
&'Learning'
'Job 1'

Work is located at the intersection of the horizontal and the vertical axis.

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Balancing ‘Job 1’ and ‘Job 2’ Through Coaching

Balancing a person’s ‘Size of Role’ with his/her ‘Size of Person’ (Jacques 1998; 1994) is of increasing importance in organizations transitioning to distributed leadership (De Visch/Laske, 2018). In its new incarnation, it has become a matter of balancing Job 1 and 2.

Assigned Work

Job 1

Client- & expertise- driven

Today’s practice
(focus on current revenue streams)

Job 1: The jobs to be done
(necessary processes to accomplish them)

Job 2: Developing myself in collaboration with others
(as individual, & team- and organisation-member)

Contributor’s Developmental Profile and Needs

Job 2

Capability-driven

Future practice
(focus on future revenue streams)

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Coaching within a ‘deliberately developmental’ Organization (DDO)

- A DDO is a team-based organization in which ‘work’ is seen as composed of two components: Job 1, the work assigned or volunteered for, and Job 2, the developmental work contributors (need to) do to deliver work.
- The balance of Job 1 and 2 is the contemporary form of what Jaques(1998) referred to as ‘requisite organization’, namely, the balance of a person’s size of role (accountability) and size of person.
- In a non-hierarchical environment – that is, an ‘enabling’ rather than a mere ‘learning’ environment – helping contributors balance both jobs amounts to focusing attention on their *developmental readiness*, to deliver a specific kind of work.
- Readying contributors for specific kinds of (team) work requires coaches to:
  - learn about the dimensions of adult development over the life span
  - master the tools necessary for assessing a contributor’s level of maturity, both (social-)emotional and cognitive
  - master social-emotional and cognitive assessment/coaching for heightening contributors’ readiness, especially to function in teams.

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Resources For Developmental Coaching

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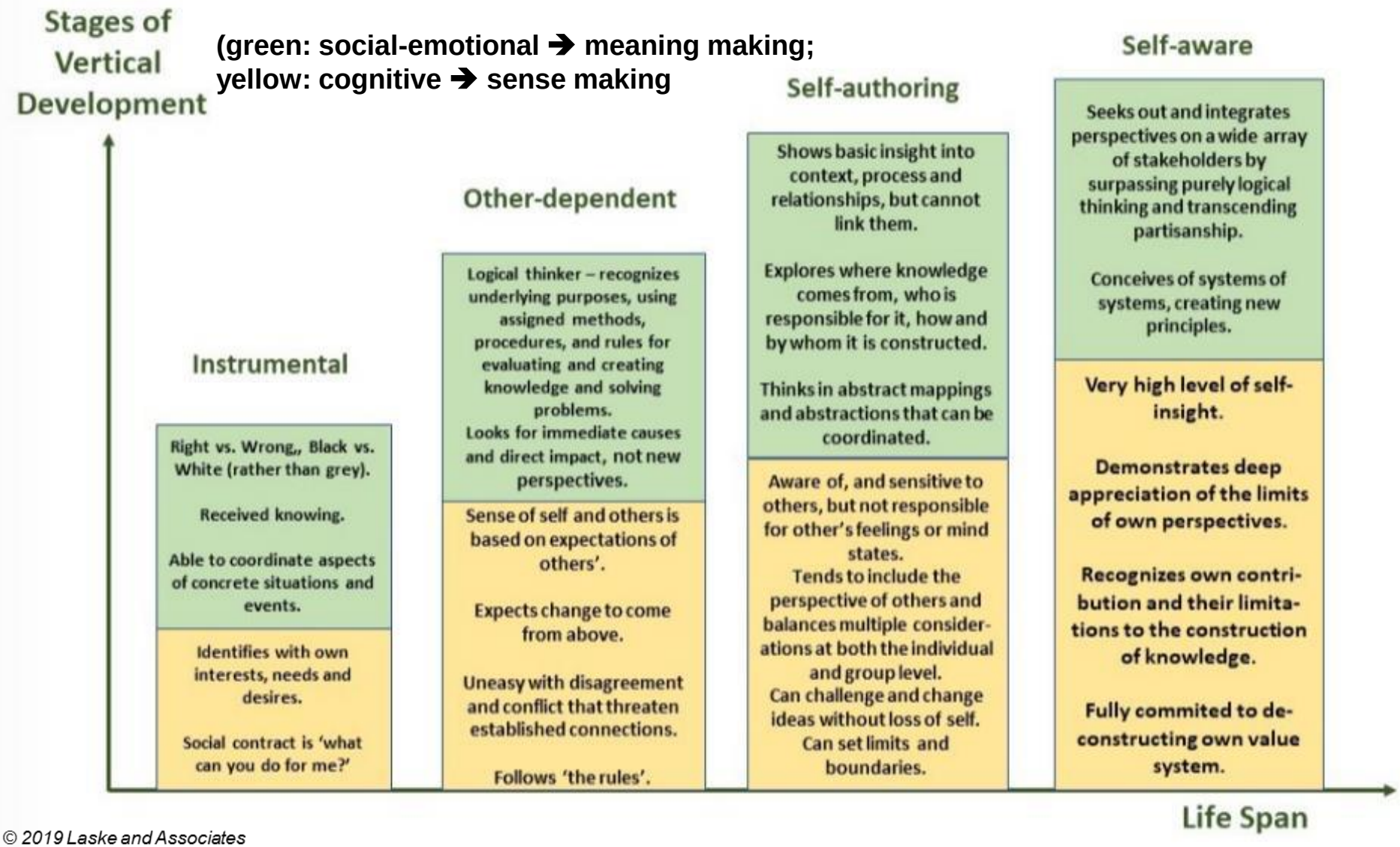
Four Stages of Vertical Development in Two Dimensions



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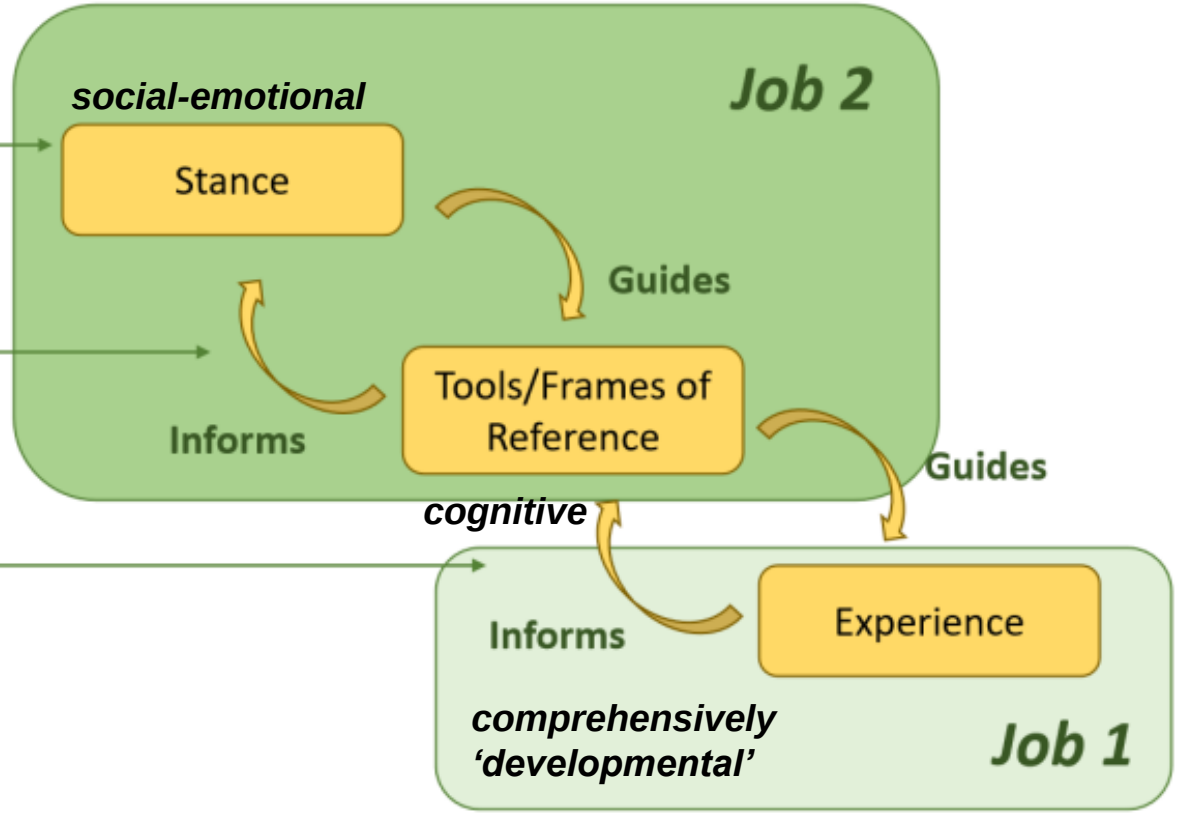
The Internal Structure of 'Job 2' is Dialogical

Job 2 comprises two dimensions: social-emotional (stance) and cognitive (tools).
Stance: 'What should I do and for whom'? [internal positioning]
Tools: 'What can I do and what are my options'? [complexity of thinking]

Stance: my Internal positioning: how I unconsciously relate to others. Who I am in the social world, and what I am trying to accomplish …

Cognitive Tools: the tools and models by which I organize my thinking in order to understand the world. What level of thought complexity I am speaking from…

Experience: the experiences based on which I build my repertory of sensitivities and skills. How deeply and complexly do I presently experience "my world" …



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Creating We-Spaces (Dialogue Spaces) in Teams

- There are many teams that are not ‘We-Spaces’.
- We-Spaces are dialogue spaces that support team members professional as well as personal development.
- Such spaces are structured in terms of thought forms.
- They are defined by a specific scope, set of assumptions, and a degree of permeability for open questions which together enable different degrees of complex thinking.
- Complex thinking is not a matter of specific competences but of the ability to think holistically and systemically.
- We can distinguish We-Spaces according to three levels of complex thinking:
  - Continuous improvement teams (service delivery teams)
  - End to end process teams (teams re-aligning operational flows)
  - Business transformation teams.

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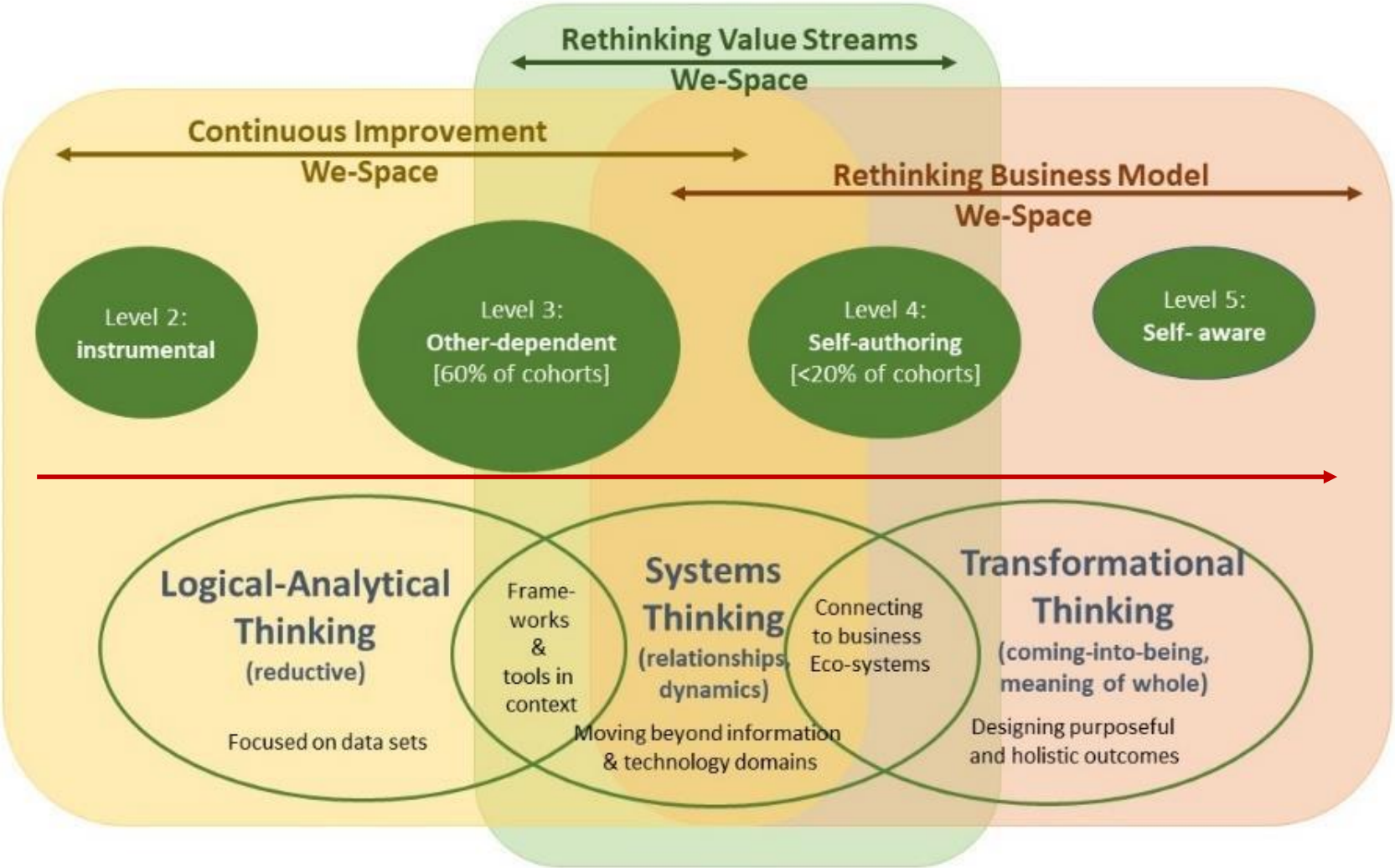
The Relationship between Social-Emotional and Cognitive Maturity in Teams



Just as individuals act from different levels of maturity so do teams. These levels also define different types of teams characterized by different levels of complexity of work they do.

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The Expansion of the Coaching Role under Distributed Leadership

- Organizations transitioning to 'holacracy' (distributed leadership) require a much broader notion of coaching than is now accepted, in part because 'Job 2' – the developmental needs of contributors – has taken on great significance for work in teams.
- Because these organizations consist of a network of teams, the following coaching roles come into play (De Visch/Laske, 2018, 168):
  - The coaching role in the conventional sense which targets to development of individuals
  - The team coach role that targets the development of individuals as team members
  - The team-lead role for facilitating work in circles (developmentally mixed teams)
  - The linking role for achieving cooperation across circles.
- In these roles, the focus of work on Job 2 gradually veers from psychological and social-emotional ('developmental') support to cognitive support in the sense of complex systemic thinking.
- As a consequence, a different kind of coach education is required than is now handed down to aspirants of coaching.

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Four Zones of Proximal Development and Developmental Readiness

- With Vygotsky, we can distinguish *four observable degrees of developmental readiness* for delivering work (Job 1). Consequently, we can distinguish four 'zones' in which members of a team may find themselves (and each other):
  - Zone 1: the contributor's or team's Job 2 profile does not overwhelm Job 1.
  - Zone 2: the contributor or team *can self-support* as long as his/her Job 2 issues are addressed by the organization.
  - *Zone 3: the contributor or team needs substantive coaching or mentoring support to avoid Job 1 from becoming overwhelmed by Job 2.*
  - Zone 4: the contributor or team is *beyond help* whatever is done to support him or her in their Job 2 functioning.
- Social-emotional and cognitive levels of development often *diverge*. This creates degrees of 'developmental risk' at which team members may find themselves.
- CDF, the *Constructive Developmental Framework* on which this presentation is based, is designed to teach assessing as well as supporting degrees of developmental readiness in individuals and teams.
- A coach *schooled in CDF* is able to assess whether a client fails for reasons of social-emotional (ED) or cognitive development (CD), or both, and thus can empirically determine the Zone in which s(he) performs relative to their 'Job 1'.

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Organizational Failure Occurs When Job 2 Concerns Overwhelm Job 1

'Job 2' – where you are going developmentally – is inseprable from how you do 'Job 1'

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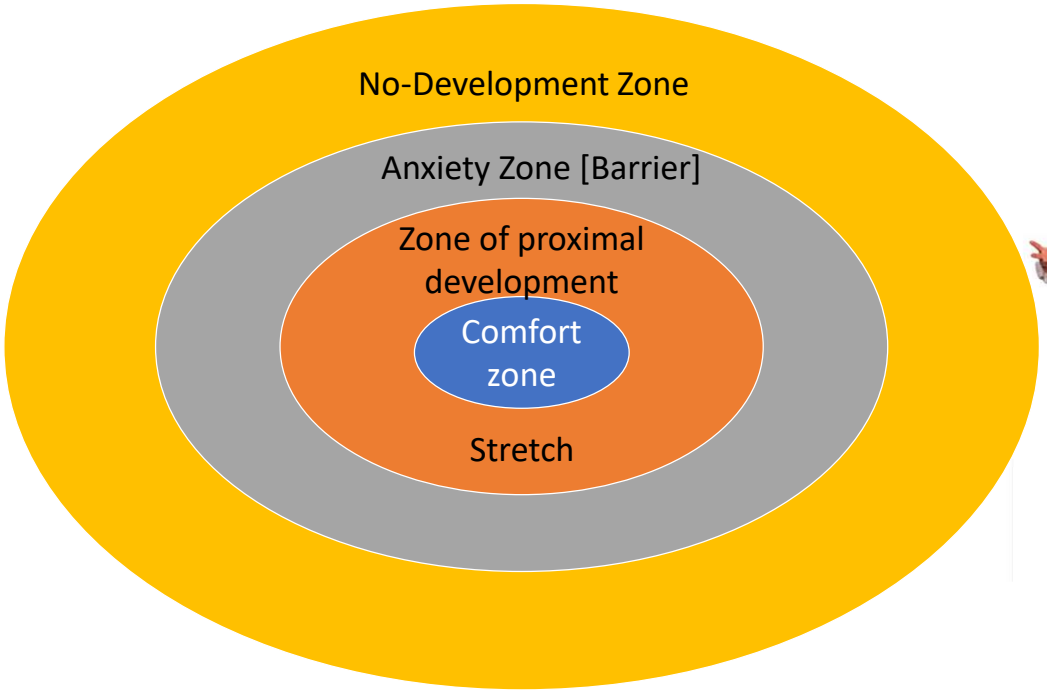

Focus of 'Job 2' in Coaching: How many aspects of your client(s)' role are open to proximal development to the next level?

Connect & Transform
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Essentials of Team Coaching

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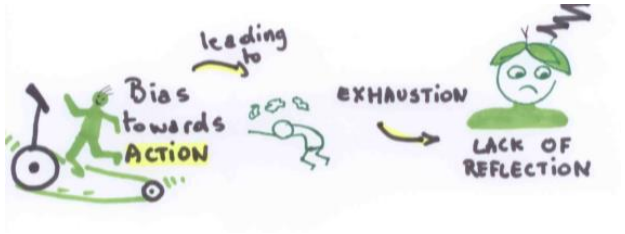
Developmental Coaching is Tasked to Alleviate Organizational Biases …

Over-Reliance on Success and Performance

Bias Towards Action; Lack of Reflection

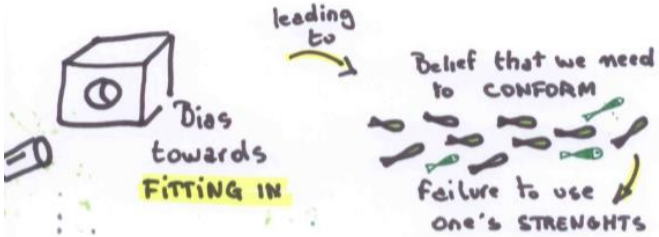


Lack of Complex Thinking (Pensamiento Dialectico)

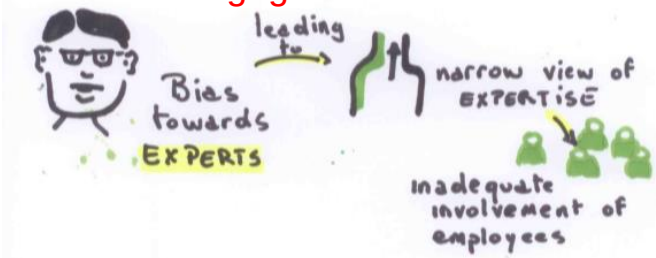
Reasons for Failure Under Distributed Leadership

* J. De Visch & O. Laske, "Dynamic Collaboration", 2018

Bias Toward 'Fitting In'; Failure to Use One's Strengths



Bias Toward Expert Knowledge; Lack of Engagement



Disregard of Maturity Level

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Developmental Team Coaches Distinguish Job 1 from Job 2

- Job 1 comprises the task(s) team members commit to do given their role and competences. This job is mostly client- and expertise driven. How this job is performed determines the current revenue stream of the company.
- Job 2 is the self-developmental job team members need to do to maintain their own self concept and integrity, especially in situations they find threatening and overwhelming (e.g., when having to fulfil different roles). Coaches need to know how to assess and unfold team members' developmental potential for future organizational practices to emerge.

Coaches need to help their clients give answers to two overriding questions every individual can be assumed to ask in his/her internal dialogue:

- *The social emotional question*: ***what should I do and for whom?***
- *The cognitive question*: w***hat biases, assumptions, and domain fixations hinder me from working with complexity?***

It helps clients integrate their Job 2 and Job 1 if coaches accept the mandate, to make and share observations about how members of a team *internally* answer these questions.
To be able to do so requires developmental savvy in both the social-emotional and cognitive domain of client functioning.

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Adapted from Jan De Visch, Dynamic Collaboration Playbook 2018

Re-Definition of Coaching

- Execution of assigned work (Job 1) is inseparable from the degree of the contributor's developmental readiness to deliver work. In most, especially hierarchical, organizations this fact has not been paid attention to.
- The disappearance of hierarchy increases contributors' psychological and developmental vulnerability since s(he) is no longer sheltered – in his/her self concept – by clearly assigned roles and placement in a hierarchy.
- For this reason, the risk of Job 2 overwhelming Job 1 increases.
- In this situation, **coaching should be focused on the *relationship* (in particular, the balance) between Job 1 and Job 2**, both through assessment and coaching or mentoring proper.
- Therefore, coaching needs to become 'evidence-based' in the sense of coaches having an obligation to know "whom" – developmentally speaking – they are coaching.
- This requires that coaches learn about the social-emotional and cognitive development of adults which (together with psychological profile) define Job 2.

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Team Coaches Are Increasingly Asked to Understand Developmental Differences in Teams

- Along a developmental spectrum, not only does Job 1 differ dramatically in different teams (We-Spaces), *teams themselves* differ in their level of capability to do their Job 1 depending on how their majority & minority relate in terms of developmental profile of team members (Job 2).
- The higher the level of work carried out, the higher are the demands on contributors' Job 2 profile.
- In terms of 'work levels', we can distinguish *three types of teams*, those focused on (1) continuous improvement (lowest level of team functioning), (2) end-to-end processes and value streams, and (3) business transformation.
- As we move from (1) to (3), individuals' and team members' requirements of being aware of their 'movements-in-thought' ("thinking") become increasingly more demanding.
- Movements-in-thought are based on thought forms (TFs) one can identify, assess and teach.
- Since the use of TFs unfolds over *phases of cognitive development*, we can use classes of TFs ascertained in individual or team dialogue *as a measure of thought complexity an individual or team is presently capable of*.
- As coaches we can intervene with teams in terms of their present level of thought complexity and point to absences in their present thinking.

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The Notion of ‘Upwardly’ and ‘Downwardly’ Divided Teams

- Most if not all teams are ‘developmentally mixed’, encompassing different developmental levels both social-emotionally and cognitively.
- The structure of a team can be understood more deeply if an assessment is made as to the developmental (im-) balance of the team’s majority and minority.
- Wherever a less developed majority ‘drags down’ a more highly developed minority, team members’ Job 2 overwhelms Job 1 and the team becomes ‘downwardly divided’.
- A team majority can be ‘dragged down’ in its vision and complexity of thinking even by a powerful and less developed minority.
- Teams that either comprise a highly developed majority or include a minority able to prevail over a less developed majority (which is rare) are said to be ‘upwardly divided’.
- Team division occurs on all three levels of team work complexity.

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How Highly Developed Is the Coach??

- Effectiveness of coaching ultimately depends on the social-emotional and cognitive maturity level of the coach, not on some ‘coaching experience’ or ‘expertise’.
- This lesson has not been learned in behavioral coaching which is still taught and practiced as a matter of some kind of competence considered out of context with coaches’ developmental level.
- In coach education, too, it is high time to switch from behavioral to developmental coaching, thus from a focus on ‘competence’ to ‘capability’, -- the full spectrum of developmentally influenced abilities, especially complex thinking.
- Coaches who are less developed than their clients actually do harm to them because they cannot but reduce what they ‘understand’ about their client to their own inferior level of maturity.

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The Timely Emergence of Cognitive Coaching

- At present, there exist few opportunities for coaches, especially team coaches, to learn practicing tools for boosting the cognitive development of adults, whether in individuals or team members.
- This is a severe problem especially in organizations transitioning to distributed leadership because the Job 2 issues of developmentally advanced teams are *preponderantly cognitive*, not social-emotional or psychological.
- In each of the 3 We-Spaces distinguished above – *continuous improvement, end-to-end value streams, and business transformation* – work with teams requires different levels of coach and mentor maturity.
- Coaches need to be able to discern aspects of 'downward division' in a team based on evaluating the quality of dialogue in the team (in terms of its thought form structure).
- In this circumstance, DTF is a mandatory tool.

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Upward and Downward Division in the ‘Continuous Improvement’ We-Space

- In the lowest, ‘first-level’, We-Space teams are downwardly divided if the majority is less developed, especially cognitively, than the minority, and thus drags the former one ‘down’.
- This manifests as follows:
  - The team is focused on service delivery rather than the processes by which the service could be optimized.
  - Team members are ‘functional specialists’ who do not see the ‘big picture’ of what they are doing (even if giving clients a more central position).
  - The operations and associated processes they use are technologically fixed or ‘given’.
  - The data sets they use are based on static analytical models of reality and reflect specialized expertise rather than holistic thinking.
  - As a consequence, team members think in terms of binary logic (strictly analytically) and therefore miss a systemic understanding of their own functioning within the organization.
  - In upwardly divided, first-level teams decisions are preceded by dialogue involving doubting, probing, researching, and questioning linear relationships.

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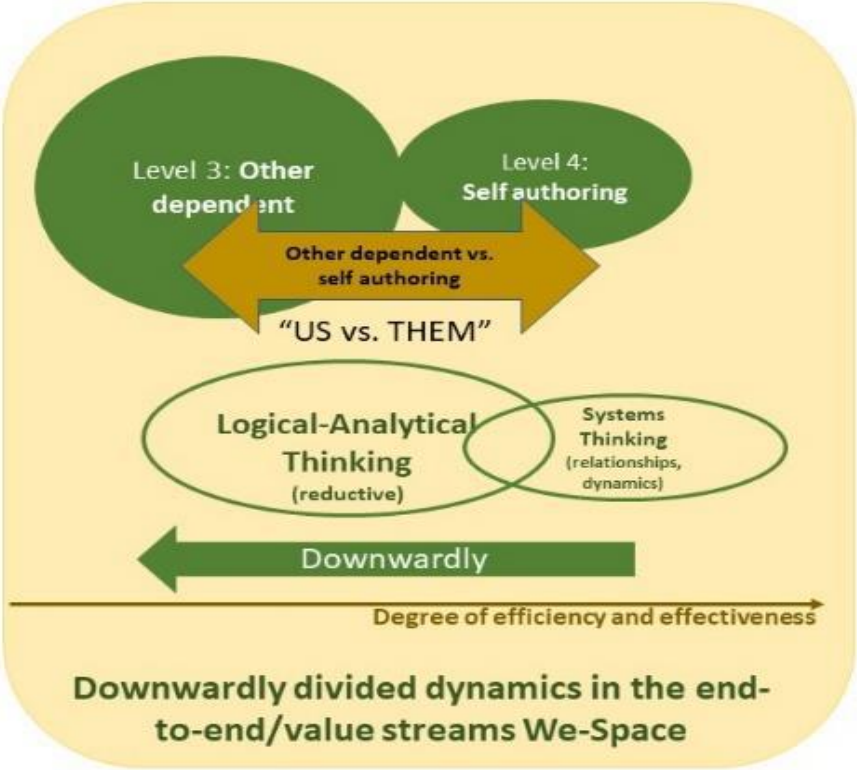
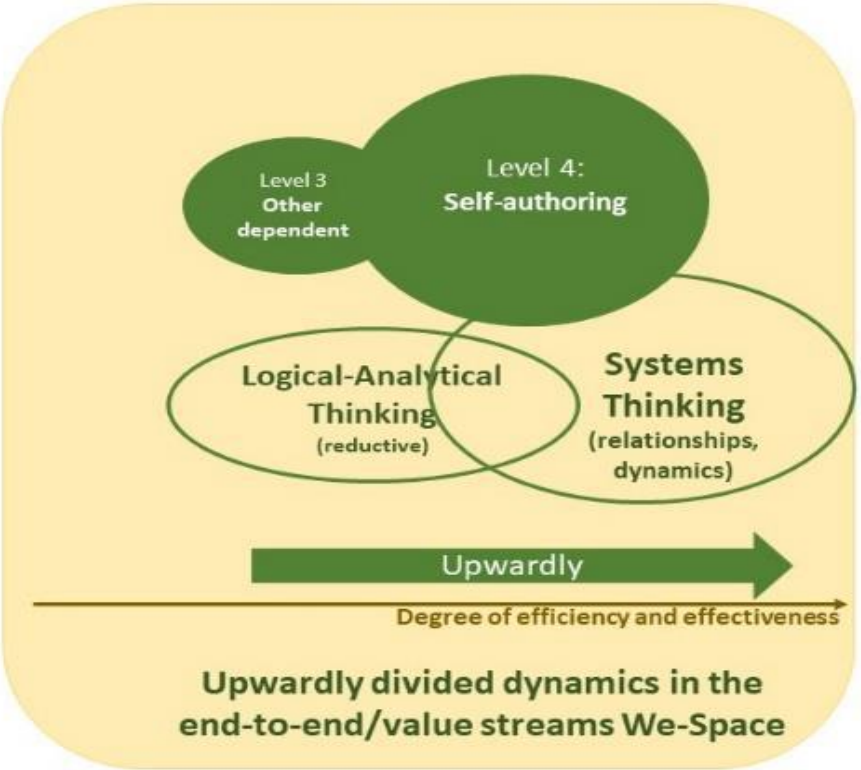
Upward and Downward Division in the End-to-End Value Stream We-Space

- A team in which the majority of team members sticks to logical-analytical thinking and therefore misses the ‘big picture’, shows itself to be ‘downwardly divided’.





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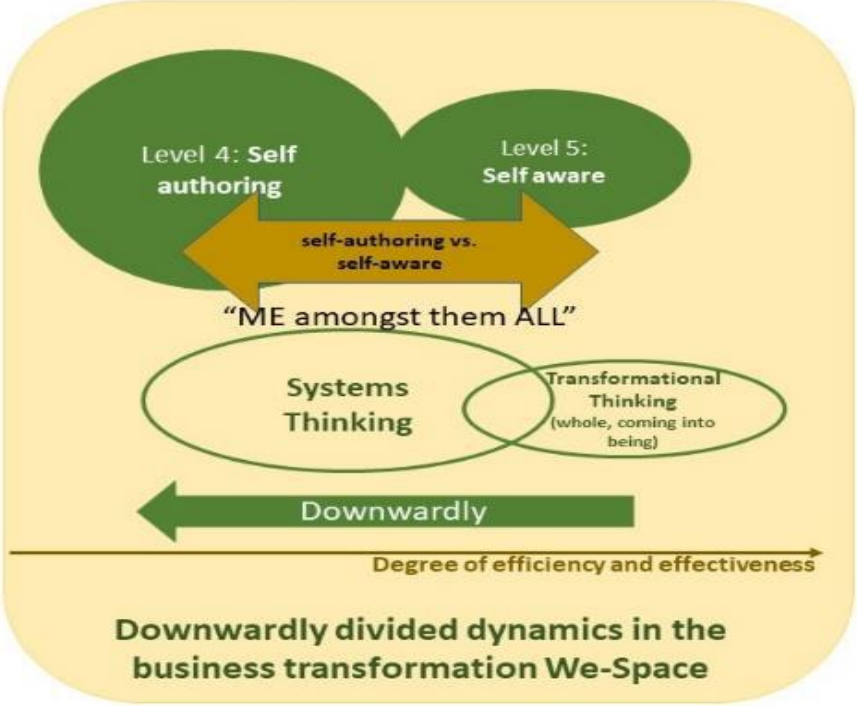
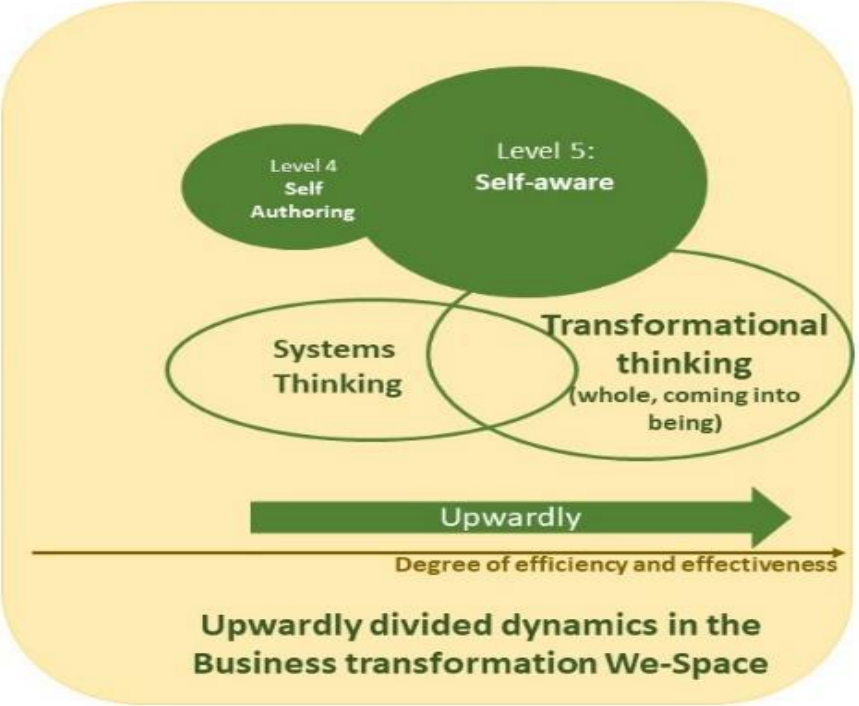
Upward and Downward Division in the Business Transformation We-Space

- A team in which the majority of team members We-Space shows little ability for complex, especially transformational, thinking shows itself to be ‘downwardly divided’.





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The Mental Space of Cognitive Coaching In the ‘Three Houses’

The mental space of coaching is co-defined by the cognitive-developmental level of the client. Wherever the coach is cognitively less developed than the client, his/her work is reduced to purely behavioral cosmetics relative to clients.

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Using Thought Forms in Team Coaching

- Quality of team work is a matter of the quality of team dialogue which in turn is a matter of the quality of using thought forms as mind openers.
- QUALITY OF TEAM DIALOGUE CAN BE MEASURED.
- With the aid of DTF, the *Dialectical Thought Form Framework*, we can enter into the dynamics of individuals' and teams' thinking, by delving into team members' real-time movements-in-thought.
- These movements-in-thought are articulated in terms of classes of *Thought Forms* (TFs).
- To assess and understand team dialogue better, using the metaphor of the "Three Houses" is helpful because it differentiates and details individuals' and teams' dialogue space.

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Coaching in the Three Houses

- It is helpful especially in cognitive coaching to formulate an hypothesis as to what is the ‘mental space of coaching and mentoring’.
- The hypothesis here followed – which is equally followed in cognitive interviews using DTF – is that the coaching space can be divided into three subspaces:
  - Self House
  - Task House
  - Organizational House
- Following this hypothesis enables the coach ‘to know where the client is right now’, namely in one of the three houses.
- The coach (or mentor) becomes an observer as to “how the client moves in and between the three houses”, in the sense of the client’s “movements in thought”.
- This makes great sense since most likely the client conceptualizes his/her work differently in each of the houses.

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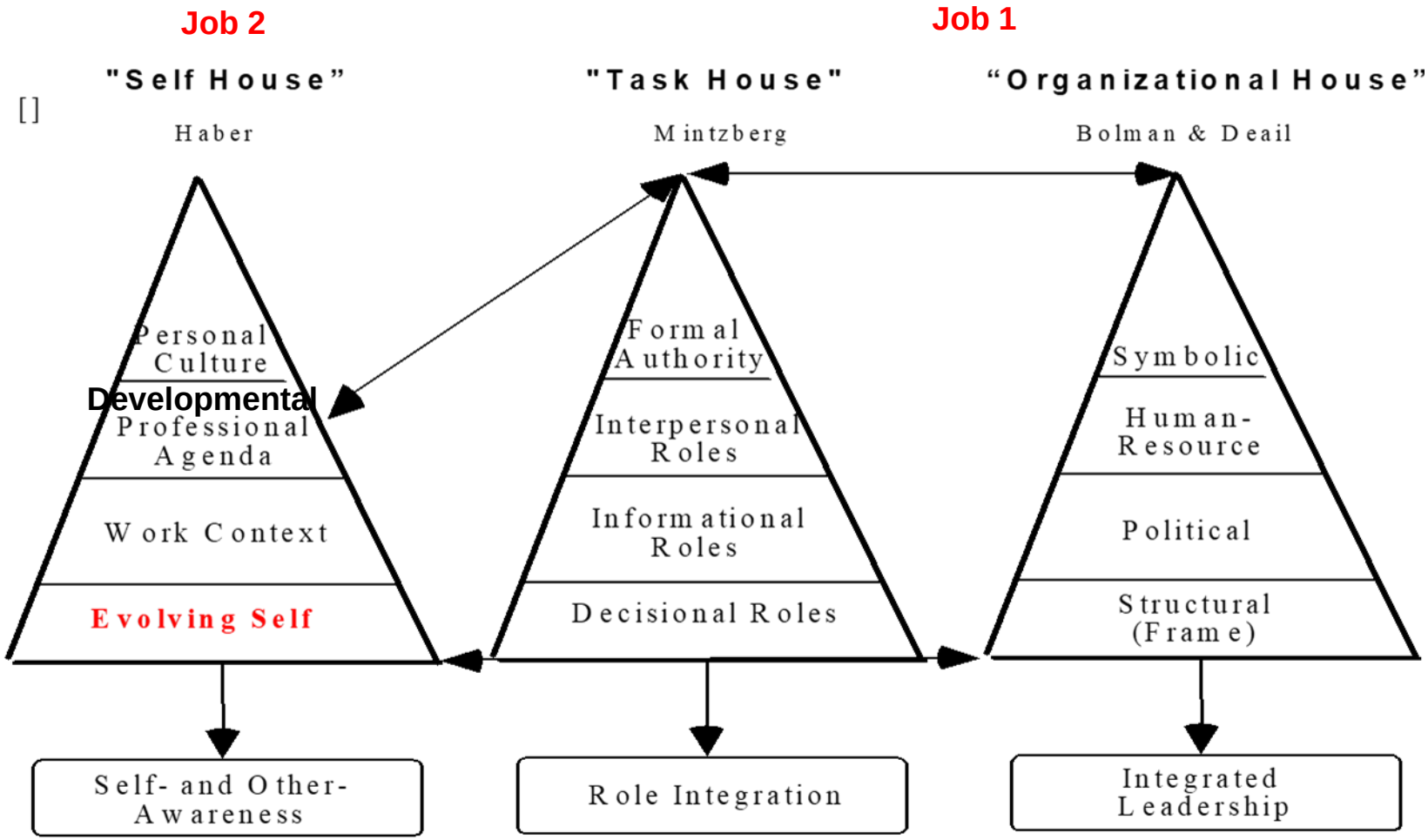
The Three Houses



The mental space of coaching activity.

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The Houses: Internal Partitions of Clients' Internal Workplace

- Although the Three Houses are an organized whole, coaching becomes cognitively more transparent and effective if the coach is alert to the mental subspace or 'House' from which a client is presently *speaking*.
- Developed clients are most immediately situated in their *Task House* and can therefore be asked what their main function and agenda looks like, and how they integrate the different roles they play when carryout out their task(s).
- Clients are mostly unaware of how they move between their Task House (function and roles) into the *Organizational House* (work environment), and therefore fail to take different perspectives on that house.
- Clients are least aware of how far their own psychological and developmental profile determines their work (and life) agenda which the coach can explore in the *Self House*.
- This also holds true of teams.

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Developmental Interviewing As Royal Road to Developmental Coaching

- Evidence-based developmental coaching has a strong link with the art and science of social-emotional and cognitive *interviewing* because it requires to listen not just 'actively' but with the focus on the quality of the client's dialog with the coach, whether individual or team.
- The optimal schooling for such coaching consists of becoming expert *in semi-structured interviewing* that is geared either to determining the speaker's stage of meaning making or phase of cognitive development.
- An individual's and team's phase of cognitive development can be determined by an interview that charts an individual's and team member's **use of thought forms in real time.**
- A CDF-schooled coach is only as good as is his/her interviewing, whether social-emotional or cognitive.
- In this perspective, 'coaching' becomes a new kind of 'decoding' meaning and sense in real time', by asking:
  - In which House is the client presently speaking?
  - Is s(he) meandering between the Houses or conflating important distinctions between them?
  - Is the client or team stuck in the Task House without seeing determining relationships to the other Houses?
  - From what social-emotional stage is the client speaking?
  - Based on what class of thought forms is the client formulating his/her train of thought (and what, therefore, is absent from her thinking)?

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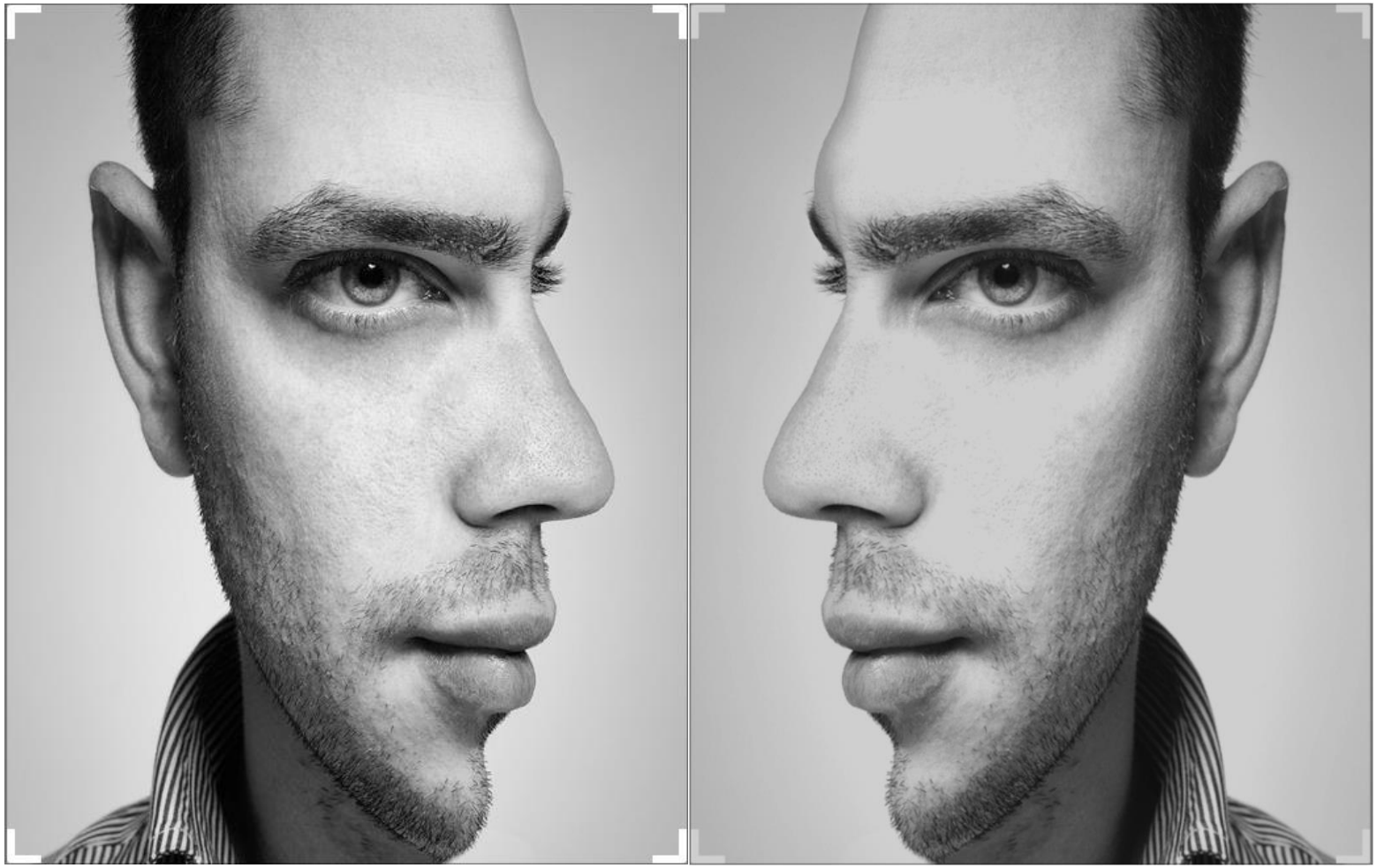
Thinking Is a Dialogue with Yourself that is Based on Thought Forms (TFs)



Your *internal dialog* is the basis of all of your external communications …

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The Task of the Cognitive Coach

- **The task of the cognitive coach is to act as a mediator between the client and his or her mental movement between the Three Houses.**
- By taking the client's thinking as object, and reflecting upon it, the coach together with the client can model better—more fluid, constructive, and systemic—ways of knowing.
- To do cognitive coaching effectively, coaches need to master a certain number of Thought Forms (TFs), and use them as **Prompts** as well as **Mind Openers** during real-time dialogues with clients.
- Understanding how the client responds to cognitive prompts put forward by the coach helps the coach ascertain where *specifically* the client's thinking is one-sided, weakly developed, or flat (one-sidedly and exclusively logical).
- With the help of the coach, the client him- or herself can learn to take his/her own thinking as object (meta-thinking), learning to reflect upon it, -- something difficult to do in listening to oneself rather than to another person.
- DTF, the Dialectical Thought Form Framework, is an optimal enabling environment for rehearsing complex dialogue between coach and client, and for coaching work in teams.

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Cognitive Profiles Mature Thoughout Adulthood

- One of the most general functions of TFs (in DTF) is to measure -- and give feedback on -- a client's *Cognitive Profile*, that is, to determine "where the client presently is cognitive-developmentally" as shown by his/her use of TFs in individual or team dialogue.
- This is the case since *developmentally* TFs appear in their totality in consciousness only gradually over the adult life span.
- **We distinguish four 'phases' of TF development in adults:**
- Phase 1: Structure TFs dominate thinking
- Phase 2: Some Process and Relationship TFs enter thinking
- Phase 3: Beginning integration of S-, P-, and R-TFs
- Phase 4: Full integration of all four classes of TFs.
- By systematically scrutinizing recorded dialogue with an individual or team, the coach can determine their present cognitive profile, and thus can also determine whether a team is downwardly or upwardly divided.
- S(he) can then plan coaching interventions accordingly.

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DTF as a Basis of Developmental Listening and Meta-Thinking

- DTF is a result of, and synthesis of, developmental cognitive science research since 1975.
- It combines the findings of Basseches (1984), Bhaskar (1993), Jacques' (1998), and myself (1999), and has been used to teach cognitive coaching at IDM since the year 2000.
- **Thought forms are best learned when in dialogue with others**, it being difficult, at least at first, to scrutinize one's own thinking when speaking in real time.
- Listening is best schooled through the practice of 'cognitive interviewing' in which a client is interviewed about his/her work through a 1-hr semi-structured interview.
- An alternative way of absorbing thought forms is being a listener to real-time team dialogue; however, the ability to listen in this way already presupposes cognitive interviewing experience.

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The Broad Functionality of Thought Forms (TFs)

- DTF Thought Forms are thought patterns articulating “how the world works” in contrast to “how humans (tend to) think”.
- They have a broad range of useful functions, as follows:

  Question generators

  Cognitive challenge generators

  Tools for finding alternatives and new possibilities

  Tools for holistically understanding goals, situations, events, and scenarios

  Tools for broadening a conceptual field (area of discourse)

  Tools for building novel TF constellations (relative to a specific subject matter

  Holistic causality analysis tools

  Tools for analyzing depth and complexity of dialog in individuals, groups, teams, and circles in real time, ‘on the fly’.

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Overview of Cognitive Coaching Tools Provided by DTF

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What Is DTF?

- The *Dialectical Thought Form Framework* is a tool for developing, analyzing, and boosting complex thinking, both in individuals and teams.
- It is the tool of choice for entering into the real-time dynamics of dialogue, whether between two individuals or in teams.
- DTF helps school a way of listening that focuses on the structure, not the content, of what is said.
- This is done for the sake of detecting, and empirically documenting, a speaker's or team's cognitive profile (complexity of thinking).
- DTF consists of four 'Moments of Dialectic' that represent "how the real world works". They can be unfolded in the mind as four "classes of thought forms" (TFs).
- In human speech, TFs form 'constellations' that can be precisely identified, named, reflected upon, critiqued, modeled, and deepened.
- In work with teams, DTF helps assess/score the quality of a team's dialog, thus also its collaborative intelligence.

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The Four Classes of TFs:
How Close is Your Thinking to ‘How Reality Works’?

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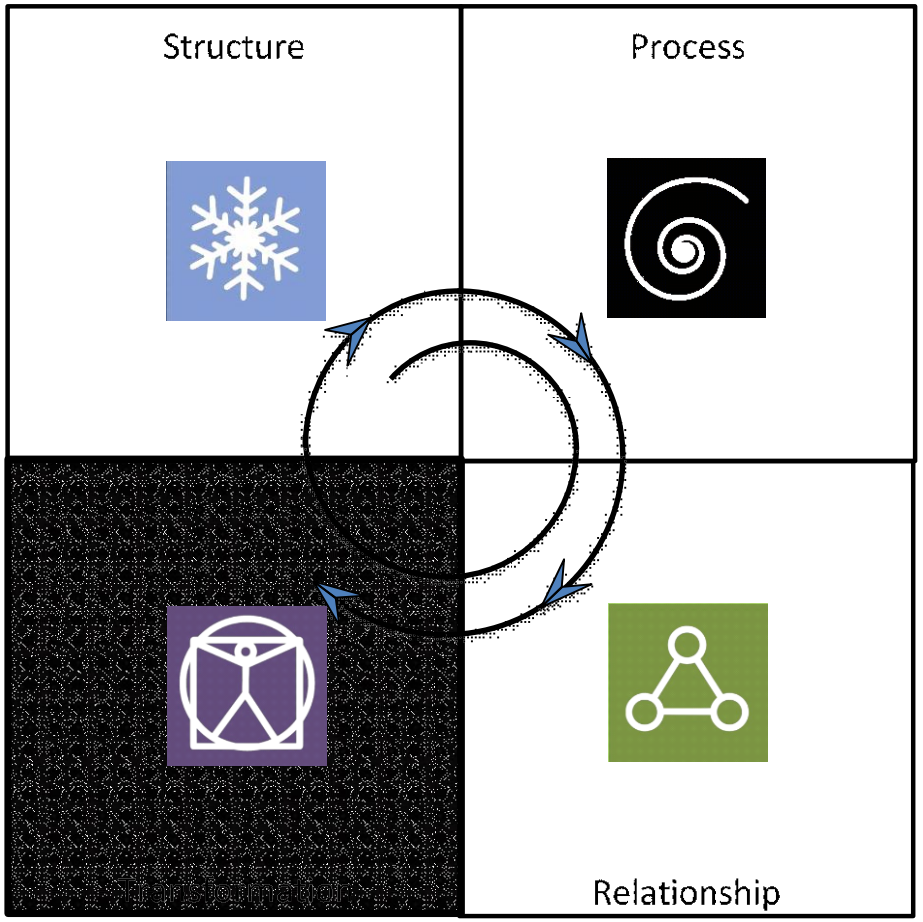
Four Perspectives On 'Reality'



How do you see what you describe being part of a bigger systemic picture?

If you think of this situation as continuously evolving, what led to it and will follow?

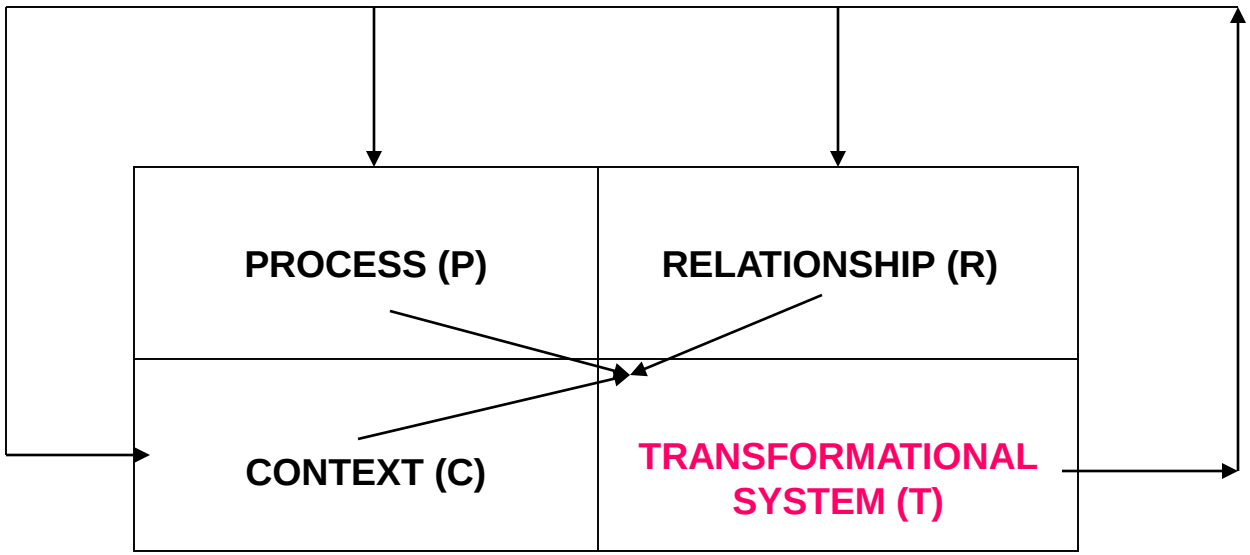
How do you think that the elements that you describe are intrinsically related?

How might what you describe be combined with, and integrated into, another evolving system?

Courtesy of Shannon/Frischherz, ESRAD 2018

The Four Moments of Dialectic (Bhaskar) Describe Reality as 'In Transformation'

To approach reality closely, we need to consider three dimensions: organized wholeness (context), unceasing motion (process), and common ground (relationship). By drawing on all three, we become transformational thinkers.



Legend:

Upper moments: critical.

Lower moments: constructive.

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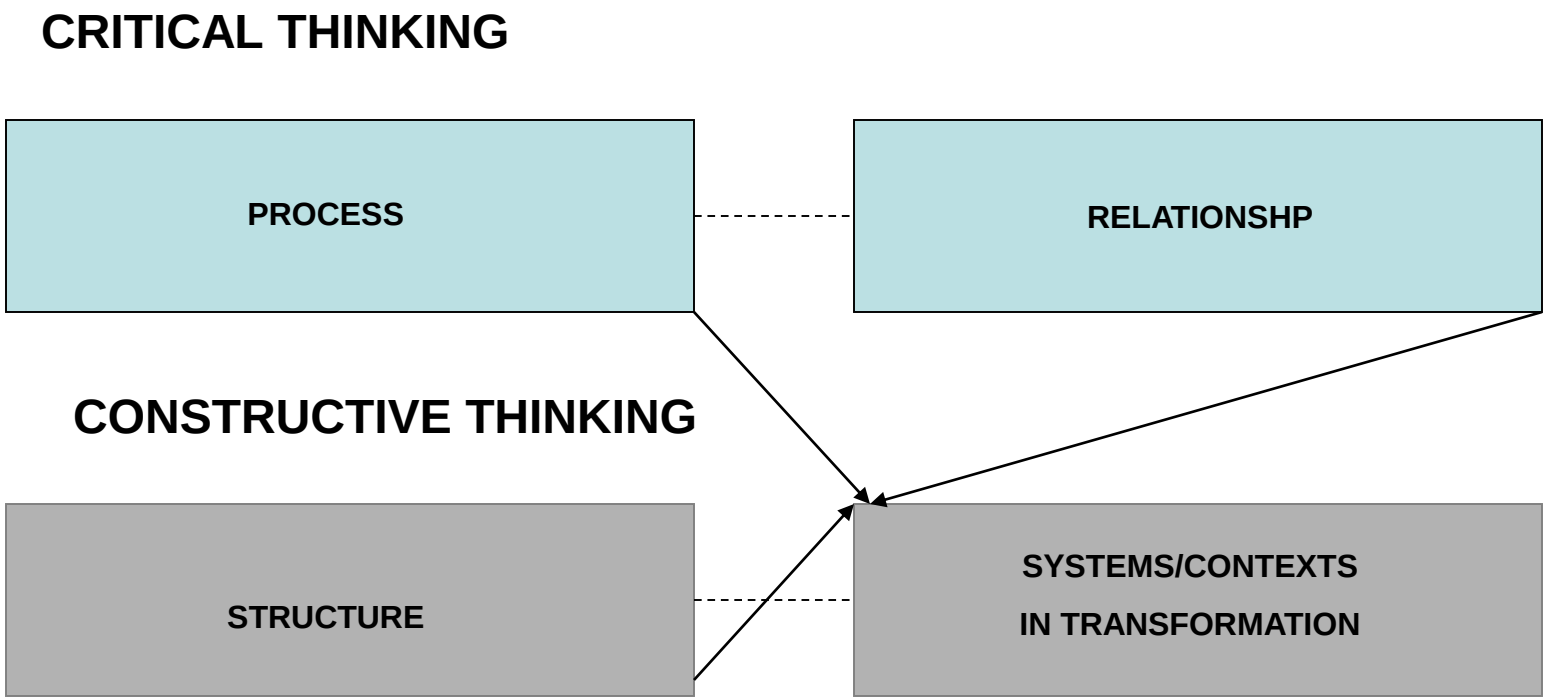
Intrinsic Relationship Between Moments and Classes of Thought Forms



Process and Relationship TFs enhance *critical thinking,*

Systems in Transformation TFs help *construct reality*

as a living system.

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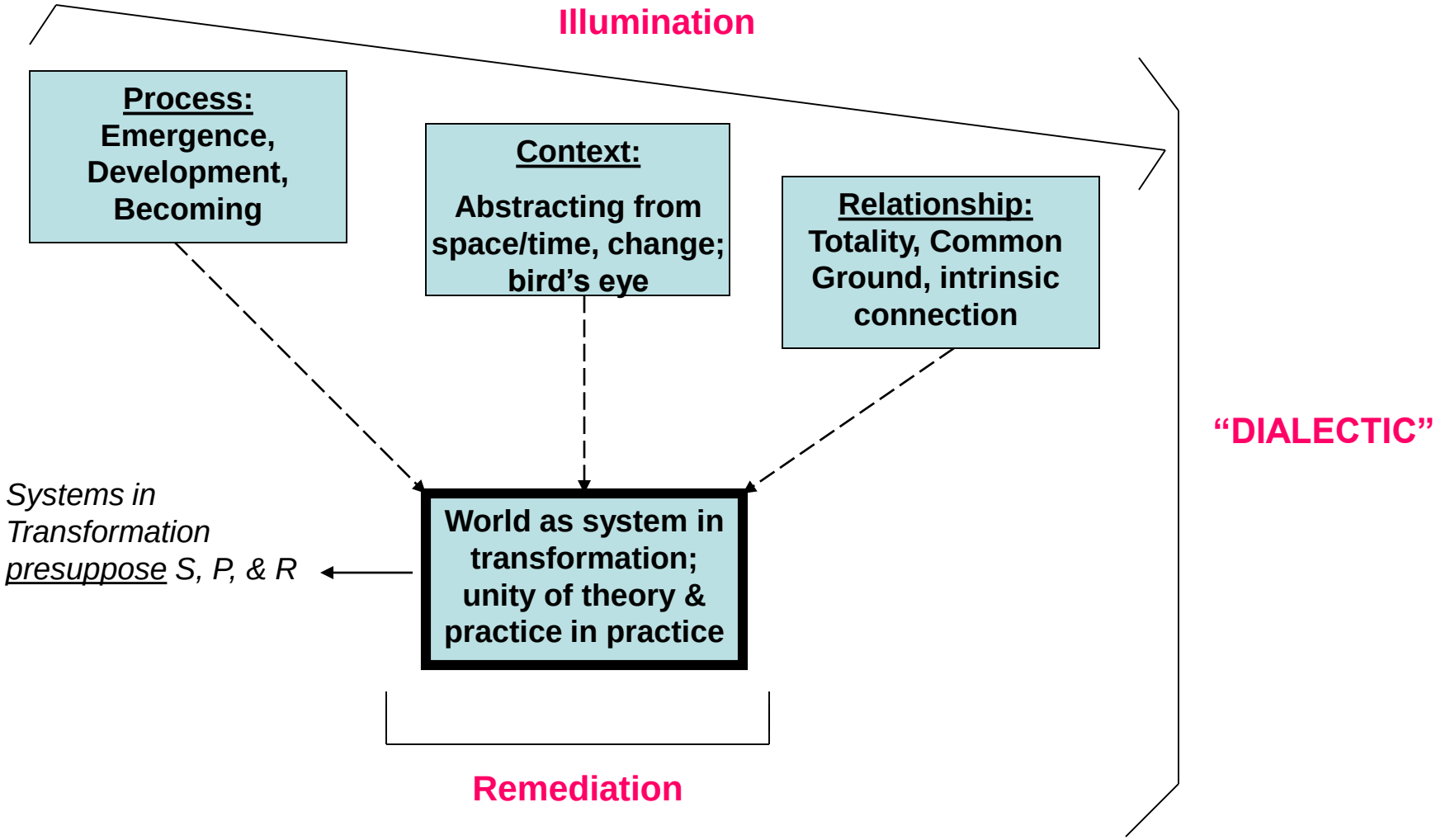
Thinking Transformationally *Presupposes* Structure, Process, and Relationship



C > P > R > T

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Each Moment of Dialectic is Associated with a Class of TFs Comprising the Individual TFs (12 or 24 or 28)

Transformational thinking – Pensamiento Dialectico

Searching for what is absent from one's thinking and one's team colleagues ...

- CONTEXT (C)
- How an issue is part of a broader context:
  - Details – whole?
  - Parts – layers?
  - Multiplicity of contexts?

- PROCESS (P)
- How an issue has developed until the moment it presents itself as a 'problem':
  - Patterns & narrowed by logical categorization?
  - Embeddedness?

- RELATIONSHIP (R)
- Totality -- the encompassing common ground. How the issue relates to other relevant issues:
  - Reductionism?
  - Structural aspects ?
  - Patterns of interaction?

- TRANSFORMATION (T)
- What tensions, disequilibria, and transformational challenges the issue creates:
  - Limits of stability?
  - Function of conflict?
  - Potential of re-emergence through breakdown?
  - Logic of coordination?

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Context/Organized Wholeness

Context holds components in motion relative to each other together, in a momentary, outwardly stable, structure:

- Nothing exists in isolation, everything is part of something bigger.

The focus is on:

- What remains relatively stable throughout change
- The structures that hold together things that are in motion
- Understanding the system and its components (layer, strata, structures, and functions that exist in balance and form the big picture)

Context also includes frames of reference, traditions, or paradigms from which individual theories, thoughts, and assumptions originate.

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Process/Emergence

Every situation is embedded in larger social and physical processes

- Complex systems are built out of forms undergoing constant transformation
- There is no stability and durability

Focus:

- What is missing (*absence*) – all change is rooted in absence. The notion of absence enables change and transformation. If everything were in place – absolutely and forever – there would not and could not be any change
- Absence (in the form of incompleteness, hidden dimensions, and lack of fulfillment) drives the development of new forms
- Overall: reality is *punctuated by absences* and they are as real as what is present (Bhaskar 1993)
- Emergence: change can be viewed as emergence from the void, a coming-into-being of what did not exist before.

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Relationship/Common Ground

- Relationships are the living core of any system. They are internal and external links that hold things together.
- By paying attention to relationships, we can see the connections between elements, recognize unifying themes in diversity, and define the whole system in new ways.
- Focus:
- Internal and external relationships among various elements that hold a system together
- The value of bringing unrelated elements into relationship
- Relationships are essential for a full understanding of Context; they explain the internal relationships within a whole.
- Relationships are also essential for Process; they provide insights into processes that are defined by relationships.

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Transformation/Re-Emergence

- Transformation occurs through assimilation and adaptation of one component of a system to another, a movement in which opposites are acknowledged, related, and included in a larger system context (e.g., your body or a beehive)
- Transformation implies coordination and integration that can be articulated by classes of TFs and individual TFs
- Transformation is meta-systemic and organic:
  - It occurs in single systems that are embedded in larger systems
  - It is 'organic' in the sense of self-transforming, "open", systems that exist in close relationships with their environment

  Through transformation, a system assimilates its environment and adapts to it according to its own structure and native processes.

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Main Aspects of Transformation (Bhaskar)

Because what exists is in a state of emergence, with all forms related to each other based on sharing common ground, reality is a transformational system (e.g., bee hive). Transformational thinking about such a system presupposes a linkage of TFs of class C, P, and R.

Dialectical image: *organism and/or beehive*
Figure: what is in constant transformation seeking equilibrium, through mental growth, shift, sudden reversal, collapse, breakdown, pain
Ground: unified by the social category of transformative praxis or agency
Relationship to System: itself under constant transformation
Scope: all of reality
Theme: stability through developmental movement, attention to problems of coordination and change in a developmental direction, multiplicity of perspective, acknowledgement of human agency as intentional causality in the cosmos
Dialectics: special affinity with Process as social change.

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You Think *Transformationally* When/If You …

- integrate multiple perspectives of a system and see them as being subject to change (over time, space, ideology, frame of reference, etc.)
- critique the use of abstractions as reducing the complexity of a situation
- use abstractions with an acknowledgement of their one-sidedness and time-limited validity
- come up with alternative viewpoints based on what a system is in the process of letting emerge or making visible (transformational prognosis)
- hold to the view that any perspective is based on data and cannot be more inclusive than the base concept and its associated data permits
- point to, and concretize, developmental movement as a symptom of reversal/collapse or of potential unfolding
- articulate a view of different systems as *forms* undergoing change, either in opposition to, or concert with, each other.

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Thought Form Tables

- Two-dimensional tables of TFs, although helpful in learning to use them, cannot express the fact that they are all part of a network of classes of TFs.
- Nor do such tables convey that TFs structure the thinker's unceasing internal dialogue in real time.
- It is best, therefore, to approach TFs as interrelated dialogue tools that define discourse maps of individuals and teams accruing in real time that can be analyzed and thus assessed in terms of quality of dialogue.
- Through the analysis of recorded interviews based on DTF one arrives at 'Concept Behavior Graphs' (CBGs) that show the step-by-step movements-in-thought of a client's thinking.
- When recording a coaching session, a CBG can also be established.

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Understanding the Structure of your Client's Thinking by Way of the Conceptual Behavior Graph (28 TFs)

Process	Context	Relationship	Transformational System
	9*		
		15	
	10		
			22
3			
	14		
…. … …			
TOTAL			
4	**12**	**5**	**3.5**
Fluidity Index = 24.5 (<30) **Systems Thinking Index = 3.5** **Discrepancy Index = 9:15.5 [constructive > critical]** **Phase 2 of Dialectical Thinking**			

* Numbers indicate thought forms [long table].

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Overview of 28 Thought Forms (DTF)

(Long Table of Thought Forms)

Process – everything is in unceasing motion
- Preserving fluidity in thought (3, 5)
- Attention to actual or potential processes of change (1, 4, 6-7)
- Describing movement as occurring via opposites (2)

Context– larger contexts remain stable across change
- Attention to organized and patterned wholes (8-9,14)
- Recognizing & describing systems as systems (10-13)

Relationship – intrinsic and external links hold things together
- Attention to relationships (15-18)
- Describing relationships as interactive and constitutive (19-21)

Transformational System (t)—systems reorganize through change
- Attention to the limits of stability of systems (change potential) (22)
- Describing transformation from one system to another (23, 27)
- Describing relationships among systems (25-26, 28)
- Describing the potential of systems to emerge (24)

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Progression within the Four Classes of Thought Forms

Thought Form	Procedural Emphasis*
#1-3	Pointing to process
#4-7	Addressing and describing process
#8-9	Pointing to context
#10-12	Addressing and describing context
#13-14	Moving toward relatedness
#15-16	Pointing to relationships
#17	Evaluating relationships
#18-21	Evaluative description of relationships
#22	Pointing to limits of separation of elements
#23-25	Evaluating systems and their emergence
#26-28	Explicating and explaining systems

* There is a general progression from “pointing to” to “elaborating” and “linking” (PEL).

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The ‘Long’ and ‘Short’ Table of DTF Thought Forms

- Beginners in DTF do well to start with a thought form table of 12 rather than 28 TFs although interview evaluations require 28 TFs.
- The short table comprises a selection of 3 TFs from each class or moment of dialectic, numbered 1 to 12 (4x3=12).
- TFs follow a PEL, or ‘point to’ ➔ ‘elaborate’ ➔ ‘link’, sequence indicating a successively higher degree of complexity of thinking, where ‘linking’ may be accomplished within or between classes of TFs.
- Viewed in terms of the long table of 28 TFs, the 12 TFs in the short table are equivalent to the larger one in the following way:
  - 1-3 = 2, 4, 7
  - 4-6 = 8-9, 12, 13-14
  - 7-9 = 16, 19, 20
  - 10-12 = 22, 24, 25-6

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Short Table of Thought Forms (TFs)

As they follow each other in each class, the thought forms shown gain strength. Initially just "pointing to" an issue, they proceed to helping elaborate it and to coordinate more than one: form

PROCESS	CONTEXT	RELATIONSHIP	TRANSFORMATION
1. Emergence and inclusion of opposites	4. Relationship between part(s) and a whole	7. Bringing elements into Relationship	10. Limits of system stability
2. Patterns of interaction	5. Structure and stability of a system	8. Structure of relationships	11. Developmental movement
3. Embeddedness in process	6. Multiple contexts and frames of reference	9. Patterns of interaction and influence	12. Comparison and Coordination of systems, emergence of new entities

INTEGRATION

TFs in the table follow the *PEL sequence*, i.e., the 'pointing to', 'elaborate', and 'link' paradigm that consecutively opens thinking to deeper exploration.

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A Developmental Look at Organizations

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Organizations as Deliberately Developmental Communities

- Each contributors to an organization is characterized by a certain *developmental profile* that comprises his or her present social-emotional and cognitive positioning in the adult world.
- This profile does not determine but strongly influences everybody's psychological profile ('personality'), especially in terms of how much a contributor knows about his/her personality, and how, accordingly, s(he) works with it in collaborating with others.
- The higher the degree to which an organization is **deliberately** developmental, the more effective it has to be in balancing Job 1 and Job 2 in everybody's work delivery.
- To balance Jobs 1 and 2 is the contemporary mission of developmental coaching (which is evidence-based).
- Developmental profiles can be precisely assessed through social-emotional and cognitive interviewing through CDF, the Constructive Developmental Framework.

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Approximate Alignment of Developmental Levels in Hierarchical Organizations

Fluidity Index (CD) (Cognitive Profile)	Strata* (Work Levels)	Social-Emotional Stage (ED) (Social-Emotional Profile)
>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 in hierarchical organizations: **Board Member, CEO, EVP, VP, General Manager, Unit Manager, First Line Manager, Operator/Staff.**

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Example of a Social-Emotional and Cognitive Profile

S-3	S-3(4)	S-3/4	S-4/3	S-4(3)	S-(4)
		1	6	6	3

4(3) {7 : 6 : 3}

An individual with a center of gravity of S-4(3) = 6 who is striving for realizing self-authoring (S-4) but presently is held back by a strong tendency toward mere espousal (1+6=7), with a mild potential to reach self-authoring within 2-3 years. Risk of regression is presently higher than the center of gravity and far outpaces the potential.

Cognitive Profile		
Thought Fluidity	Frequency of Use of Thought Forms	Discrepancy of Critical and Constructive Thinking
= 29 (Phase 2/4 of dialectical thinking development)	Process: (4) = 16% Structure: (12) = 49% Relationship: (5) = 21% Transformation: (3.5) = 14%	R+P : S+T = 9 : 15.5

A person with good logical-thinking ability with a very unbalanced use of TFs due to which almost 50% of all thinking is flatly contextual (focused on Structure TFs). P- and R-thought forms are in the minority. Transformational TFs are weak and, according to the interview, occur only in the Self House. Hypothesis 1: it is the lack of complex thinking that holds the person back from achieving self-authoring. Hypothesis 2: this person would not be a strong team member in an 'end-to-end process' team and would fail in a business transformation team.

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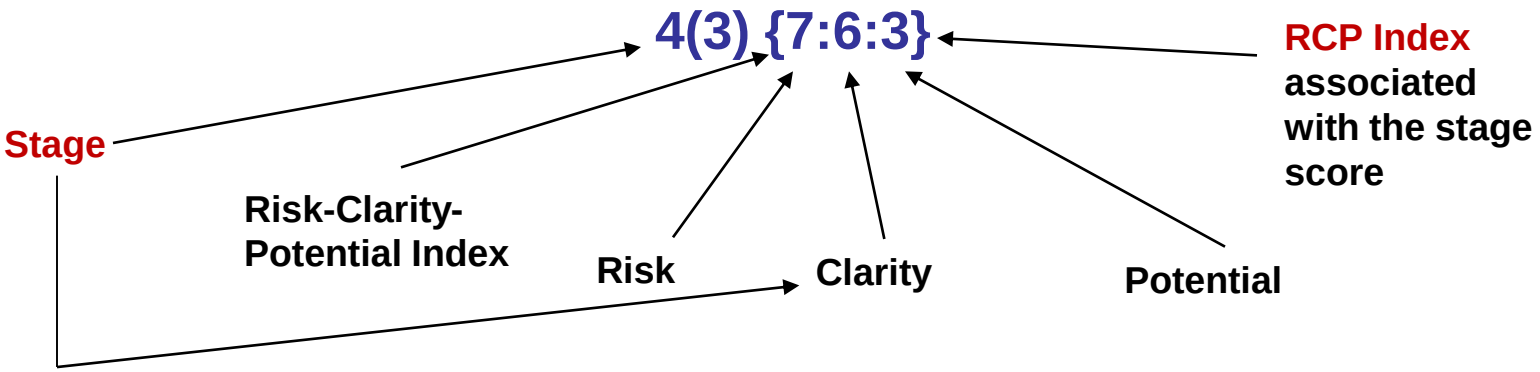
Ingredients of a Social-Emotional Profile



- Stage: a temporary balance of the 'me'/'other' perspective near the self-authoring level of meaning making.
- RCP: an index that indicates the 'weighting' [proportion] of risk/center of gravity/and potential, differentiating a person's stage score [not found in Kegan's work].
  - Clarity of expression of stage of meaning making (=6)
  - Risk of regression to the next lower social-emotional level of meaning making [S= 4/3] (7)
  - Potential of impersonating the next higher social-emotional level (=3)

  In this case, R[risk]>P[potential]; also R[risk]< C[clarity], thus weak Center of Gravity (7=<6)
- Mandate for coaching:

strengthen present center of gravity before boosting potential by further work with the person's being at risk for regressing to S= 4/3, both social-emotional and cognitively.

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Ingredients of a Cognitive Profile

Fluidity Index = 24.5 [phase 2]
Cognitive Score = [16, 49, 21, 14 (%)]
System Thinking Index = 14
Discrepancy Index [P+R : C+T] = 9 : 15.5

- The *cognitive (DTF) profile of an individual* is the result of administering and systematically investigating the recorded and transcribed content of a 1-hr semi-structured interview following the protocol of the Three Houses.
- This interview strongly differs from a social-emotional interview (Kegan) in that it focuses on classes of TFs and their degree of articulation in an interview.
- The moments-in-thought of an interview can be graphed by way of a “cognitive behavior graph” (CBG)
- The profile comprises four interrelated items:
  - Fluidity Index (weight of all TFs used by the interviewee)
  - Cognitive score (relative proportion of TFs used in each class)
  - Systems Thinking Index (strength of transformational thinking)
  - Discrepancy Index (proportion of critical to constructive thinking).
- **The profile tells in what phase of cognitive development the interviewee presently finds him- or her-self, and what is the focus of cognitive coaching**.

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Exercises: The Three Managers

The three examples below give an inkling of what increasingly fluid thinking ‘sounds like’. In each of them, the same situation is described in different, increasingly more fluid and complex, terms.

One can view the three managers in two different ways:

1. As representing a single individual’s mental growth curve (showing what specifically an individual at stage X cannot do that is second nature at stage X+1
2. As representing three different individuals residing at three different, consecutive, developmental levels.

Your task is to recognize cognitive-developmental differences and to articulate what they consist of, and in what they appear. You will want to compare the developmental progression between Managers A, B, and C, and ask yourself what is the ‘added value’ a manager at the next higher level contributes to the organization.

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Manager A

"When we bought Acme's service business, it was clear that if we didn't build efficiency into the combined network, we'd fail. Efficiency means reduced overall costs, more revenue from our customer base, and less work overlap. Now we can price our products more competitively, knowing we can continue to build our revenue stream through service contracts. And providing that service will keep us close to our customers for equipment lifecycle planning and utilization analyses. If we can keep our eyes focused on managing costs and delivery quality, the results will be there."

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Manager B

"When we bought Acme's service business, it was clear one of the immediate advantages would be in building a more efficient network. By integrating product and service sales, we become a more complete operation, and customers will see us in a new light. However, we also become more vulnerable to a lack of integration until we can define that new business model, and manage re-training and re-directing our sales force. Even then, perhaps customers may feel we're not as focused on our huge new service operation as was Acme. And Engineering is committed to reducing maintenance and Manufacturing to driving up quality; that may mean we'll have to branch out to include servicing competitors' products to justify the new service infrastructure and manage the overhead. Would customers see that as a dilution of our commitment to our own products? We're juggling many more things than before, and risk over-extending ourselves. How we balance customer perceptions, cost efficiencies, and product development will be a challenge, but we can succeed if we plan carefully and give it our best shot."

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Manager C

Once we decided to buy Acme's service business, we knew that there were a lot of ramifications to consider that could only incompletely be foreseen right away. We knew that in many ways we had considerably complicated not only our in-house way of working, but also the market environment in which we would have to function. While on the one hand, we were clearly striving to become a more complete operation, we had previously been on safer ground since our business model had been thoroughly tested and validated, and we had a reasonably clear view of who our customers were and what they expected of us. But once we integrated Acme's service business, we had to rethink almost everything we had learned to take more or less for granted. There were questions of attunement of our workers to the company's new mission, but also of customers to the broader agenda we now came to be identified with. We were also introducing new goals for our internal business process, and put in jeopardy the balance of the parts of our operation which had already been quite complex when focusing on product sales alone. So, there now was a multiplicity of contexts to consider that were only partly known to us initially. Essentially, the effect of this was that we became much more sensitive to relationships, not only between parts of our operation, but to relationships between product and services, work force and customers, business process and financial process, not to speak of systemic interactions that tested the limits of stability and harmony of our operations. We now had to coordinate a larger number of subsystems, and these subsystems tended to transform in a way that was not initially foreseen or even foreseeable. As a result, we felt we would lose out if we did not succeed in developing multiple perspectives on almost every aspect of our organization.

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Differences Between Managers A and B

A very brief qualitative analysis:

Manager A argues primarily in terms of facts and static circumstances, thinking along an associative path without paying much attention to cause and effect beyond the immediate surface effects. S(he) offers a clear and focused goal and overall strategy, and a compelling presentation demonstrating clear business knowledge and personal motivation, but will not do well in complex situations where goals are ambiguous and the time-horizon is long.

Manager B is the more systemic thinker, acting from a higher complexity awareness level, more sensitive to the intricacies of coordinating different systems and the limits of stability in systems. S(he) is also a more parallel thinker, able to keep different lines of argument going compared to Manager A, and recognizes greater levels of complexity in managing the many goals and systems involved in the example.

Manager B is therefore able to work at a higher organizational stratum [in a larger-sized role] than Manager A. Under distributed leadership, Manager B will be better able to switch roles and be involved in quality dialog than is A.

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What About Manager C?

- In your own terms, describe how Manager C differs from B, pointing to specific linguistic expressions:

  -- in terms of overall fluidity of thought (Fluidity Index)

  -- in terms of using the four classes of TFs (C, P, R, T)

  -- in terms of critical (P, R) vs. constructive thinking (C, T)

  -- in terms of coordination of TFs (transformational thinking)

- What TF linkages is C capable of generating, in terms of either the short or long table?

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The Art and Science of Cognitive Interviewing

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Purpose of Cognitive Interviewing

It is easier to follow, and determine the structure of, another speaker's thinking than that of one's own movements-in-thought.

Therefore, learning structured cognitive interviewing is the 'royal road' to cognitive assessment, but also to cognitive coaching and consulting.

By listening to the thought form structure of clients, hearing thought forms in real time, one can build a client's cognitive profile by recording and analyzing cognitive interviews.

Using the Three Houses as interview protocol 'sharpens' cognitive interviewing by confining listening/assessment to a subspace of the client's internal work place. This allows capturing differences of TF-use in the three interrelated mental spaces.

Transferring principles of cognitive interviewing to coaching improves the quality of coaching dialogue, as well as the dynamics of teams.

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The Mental Space of Work

- **We divide the mental space of work (and of coaching) into three domains or Houses: Self House, Task House, Organizational (Environmental) House.**
- **Each House has a unique THEME and comprises several FLOORS and ROOMS that are variously open or closed to the client.**
- **Consultant (coach) and client both reside in each of the Houses, but in different ways:**
  - **the Self House is the Professional House where both parties reside in terms of their professional intentions and personal uniqueness;**
  - **the Task House differs for both client and coach and can be objectively described in terms of role played, goals, factual situations, etc.;**
  - **the Organizational House is complex because it comprises both the lower left and right quadrant, merging 'subjective' and 'objective' realities.**
- **There is no preordained relationship between Houses and classes of thought forms; all Houses can be illuminated in terms of C, P, R, T.**

See O. Laske, An integrated model of developmental coaching (1999), reprinted from Consulting Psychology Journal in R. Kilburg & C. Diedrich, The Wisdom of Coaching, APA, 217-236, 2007.

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The Three Houses: Operationalizing Clients' Internal Workplace

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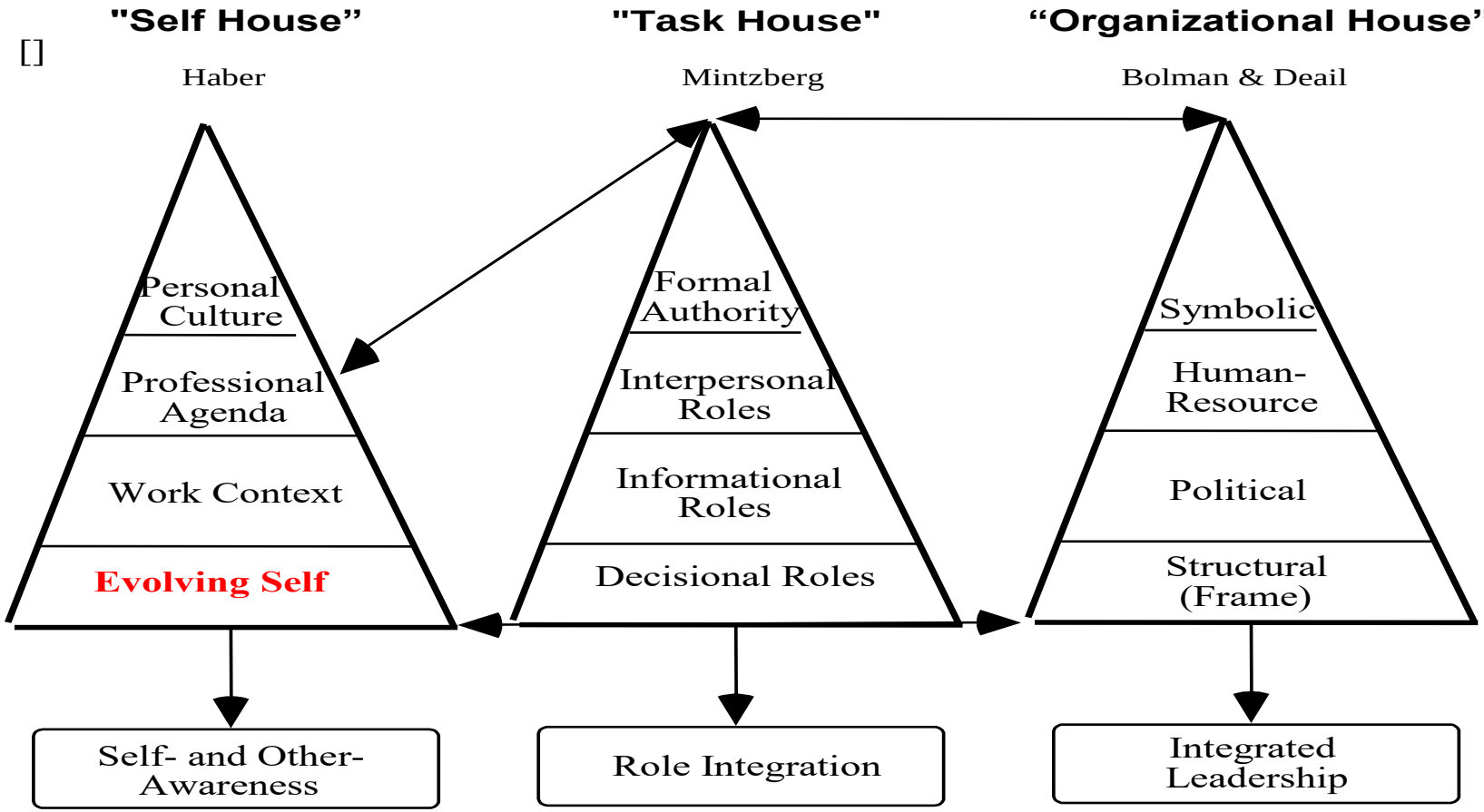

The mental space of coaching activity.

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The Relationship Between the Houses

- We can view the Houses as *partitions of the client's internal workplace* (which is projected into the external physical one).
- People essentially 'go to work' in the inner, not the outer, workplace, and take the inner workplace with them when the change the external one.
- From the perspective of each House, the environment we work in, organization or not, looks different.
- Since the Houses represent Wilber's quadrants (Self House = UL; Task House = UR; Organizational House = LL & LR), we need to think about them 'systemically', as interconnected.
- In the cognitive interview, therefore, we gauge the **phase** of a client's cognitive development by investigating how far s(he) can bring to bear on his/her issues Process- and Relationship thought forms, and link thought forms into constellations that support transformational thinking.

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The Professional Agenda Interview

- The cognitive interview focuses on the structure of the client's thinking in terms of classes of thought forms (C, P, R; T) and, with greater practice, on individual thought forms.
- In terms of content, it focuses on the client's Professional Agenda: what s(he) does and wants to do, and how s(he) views her career.
- Logistically, the interview begins in the Task House which is the most 'neutral' in social-emotional terms, and lends itself to logically consistent descriptions.
- From the Task House, the interviewer moves on to the Organizational and Self Houses, announcing departure from and motion to, another House.
- **Time available for staying in a single House is 15-20 minutes.**
- The mandate of the interviewer is to "let the client shine", leading him/her to *their best possible thinking on a chosen topic*.

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Central Task of the Interviewer/Listener

- In social-emotional coaching, we encountered the issue of separating content from structure.
- In the cognitive interview, the *structure* aimed for is that of the client's "way of knowing," thus the *class of TFs* presently used by him or her.
- Only to the extent that you yourself master the TFs can you "find" or "provoke" them in the client's speech.
- As a first step, begin to "listen between the lines" in terms of classes of thought forms when interacting with clients; you will be able to focus on individual thought forms only gradually.
- In doing so, you will be rewarded by becoming aware of your own use of thought forms, both in reflecting on what clients say, and your own internal dialog with yourself in listening and responding to clients.

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Logistics of the Cognitive Interview

• The coach/interviewer interacts with the client as informed by the structure of the Three Houses which define the *interview protocol*. Practice has shown that it is best to start in the Task House since it is emotionally the most neutral and thus lends itself to an objective view of the client's work world. From the Task House, move into the Organizational House and only then to the Self House.

• The goal of the cognitive interview is TO MAKE THE CLIENT SHINE, supporting him/her in using the best (most complex) thinking possible. This is achieved by making comments and asking questions.

• There are two kinds of interview questions:

- ***Guide questions***
- ***Probe questions***

• **Guide questions** are specific to the House and Floor the parties are in (see below).

• **Probe questions** are specific to the Class of Thought Form the interviewer is probing for [not any kind of content or 'fact'!]; they are meant to deepen the client's thinking in terms of use of concepts and their linkage. E.g., *"considered in terms of time, how stable, would you say, has your department been over the years?"* (P). Asking *probe questions, then, requires a knowledge of classes of TFs (moments of dialectic), thus questions having to do with understanding*

- *organized wholes (Context)*
- *aspects missing from a concept; embedding of processes in each other; movements in reality or thought (Process)*
- *intrinsic relationships, co-defining realities of something, specific structure of a relationship*
- *instability of systems, their coordination and merger, open/transformational systems involved*

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Interview Guide Questions

The cognitive interview is a journey through the Three Houses. Each House is entered by the interviewer by a preview of the focus of conversation in each of the houses. Simple guide questions are used to help the interviewee ‘project’ him- or herself’ into each house, thereby ‘constructing’ his/her internal workplace (not just the external work environment). Together, the houses describe the interviewee’s Job 2.

It is the function of Guide Questions to introduce three broad topics of conversation in which the interviewee constructs his/her world of work for the interviewer.

TASK HOUSE (focus: functions and roles played)

(1) What would you say best describes your present function in the organization?

(2) How would you describe the roles you play in your work, and how do you link them in practice (or else: if we distinguish 3 kinds of role – communicational, informational, decisional – which of these are primary for you, and how do you manage to link them in your work?

ORGANIZATIONAL HOUSE (focus: perspectives on the work environment taken)

If we were to distinguish four perspectives from which to view your work environment – structural, political, human needs/resources, and symbolic enactment (corporate rituals) – how would you describe the environment in some of these [if not all of them]?

SELF HOUSE (focus: self-developmental agenda followed)

How would you describe your self-developmental agenda and motivation for doing the work you do? (Why do you do the work you are doing?).

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Interview Probe Questions

- Probe questions have the purpose of gauging the structure of the client's thinking.
- Keeping close to the "train of thought" of the client, the coach chooses questions that are focused around a particular class of thought forms; s(he) reinforces thought form classes chosen by the client (C, P, R; T).
- MAIN RULE: NEVER THROW THE CLIENT OFF HIS/HER TRAIN OF THOUGHT. RATHER, DEEPEN IT BY USING TFs.

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Probing the Client's Task House
[Job 1]

- Focus of Questions: Job 1.
- The interviewee's/client's formal authority; differentiation and integration of different roles.
- Three roles are distinguished: interpersonal, informational, and decisional:
  - Interpersonal: communication and leadership
  - Informational: receiving and sharing information (as signs of power)
  - Decisional: forms and limits of decision making

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Mental Frames For Viewing the Organizational House

[Bolman & Deal, 1991: 'Reframing Organizations']

- In all three Houses, the cognitive-interview protocol is meant to foster the use of concepts whose meaning and link with other, co-defining, concepts can be probed for depth of thinking.
- Both for assessment and coaching, understanding an interviewee's (client's) perception of his/her work environment, separately from the Task and Self House, is crucial.
- In the Organizational House, interviewees' and clients' under-standing of *organized wholes* is centrally in focus.
- Articulating how s(he) 'sees' the work environment, gives insight into the degree to which an interviewee/client can transcend Context TFs.
- There are two ways of introducing the four perspectives: a) by shortly explaining them, b) by (silently) using them as background for questions about the work environment.

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Probing the Client's Organizational House:
[Definition of the Four Frames]

- *Structural Frame*; focus: the division of labor, task and reward systems, hierarchical layering of control, vertical an]d horizontal command structure, and the structure of internal busine\ss processes.
- *Political Frame:* focus: factions, enduring differences between constituencies and coalitions; scarce resources; mismatch of organizational and individual needs; goal and value conflict.
- *Human Resources Frame:* focus*:* fulfilment of human needs; conflict between individual and organizational development; improving 'organizational climate/culture'; balance of Job 1 and Job 2.
- *Symbolic or Cultural Frame:* focus: organization as held together by ritual, story, myth, ideology giving direction to events; mission, culture.

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Probing the Client's Self House
[Job 2]

- Focus: an interviewee's self development, including career development.
- Components: professional agenda (goals and objectives); work context (as experienced by the individual); idiosyncratic personal culture in contrast to corporate culture; perception of self-development and its goals in contrast to career development.
- In deliberately developmental organizations, the 'evolving self' component is of heightened relevance (Job 2), especially in the context of team work.
- Conceptualizing and exploring social-emotional issues in terms of TFs [other than Context TFs] is a useful exercise in having clients link both dimensions of vertical development.

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Interview Scoring [of Transcriptions]

- Detailed interview scoring is separate from interviewing where only approximate evaluations can be made (because of task complexity).
- Scoring moves from attention to *classes* of TFs to *individual* TFs and their 'weight' (0.5 = very weak; 1 = weak; 2 = moderate; 3 = strong).
- *The first step* in scoring is answering the question: 'what is the gist of what is being said in terms of class of TF' [intention of speaker]?
- *The second step* in scoring is scrutinizing the speaker's emphasis *in terms of what individual TF is being articulated [in the class hypothesized]*.
- *The third step* in scoring is determining the speaker's degree of ability to articulate the TF [degree to which TF is actually articulated: 0.5, 1, 2, or 3.
- As scoring becomes more mature, the assessor/coach becomes able to use individual TFs as "prompts" in dialogue with the client. Even in this case, the TF used by the interviewee may not be the TF used as prompt.
- The proportion of summed weights in each class of TF indicates the proportion of transformational savvy of an interview.

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Understanding the Structure of Your Client's Thinking by Way of a CBG

- The visual outcome of a cognitive interview [or recorded coaching session] is a 'concept behavior graph' (CBG).
- The CBG is a visual representation of the sequence of thought forms used in a 1-hr cognitive interview or conversation.
- The graph gives an overview of how the interviewee conceptualizes his/her internal workplace in terms of the Three Houses.
- More broadly, it shows how a client conceptualizes the world at large.
- The CBG shows the number and kind of thought forms used in each of the four classes of thought forms relative to the three Houses.
- There is no privileged relationship between a specific House and a specific class of TFs; every House is potentially talked about in any of the four classes of TFs.
- Finally, the CBG facilitates the computation of the Fluidity Index of an interview or coaching conversation.
- The Fluidity Index is the basis of computing all other cognitive scores for an interview transcript.

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House	Process	Context	Relationship	Transformation
Task House		8 [1]		
			16	
		12		
	7			
		10[2]		
	4			
				24
		8		
Organizational House		13		
		10		
			20	
		13		
		13		
				28
				28
				27
Self House			21[2]	
			17	
	5			
			21	
				26
			20	
			21	

Sense Making Imbalances

• As an interviewer/assessor and/or coach, one often finds that clients are able users of thought forms in one class but not another.

• In addition, clients may be more developed in their *critical thinking* (expressed through thought forms of PROCESS and RELATIONSHIP) than in their *constructive thinking* (expressed through thought form of CONTEXT AND TRANSFORMATION).

• In evaluative terms, we can speak of six kinds of <u>imbalance of an individual's Sense Making Systems:</u>

- process imbalance (Process thought forms predominate)
- context imbalance (Context thought forms predominate)
- relationship imbalance (Relationship thought forms predominate)
- transformational imbalance (Systemic thought forms predominate without being properly grounded in thought forms of Process, Context, and/or Relationship)
- critical thinking imbalance (Context and Transformation forms predominate)
- constructive thinking imbalance (Process and Relationship forms predominate).

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Appendix
List of 12 and 28 TFs

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Short Table of Thought Forms (TFs)

As they follow each other in each class, the thought forms shown gain strength. Initially just "pointing to" an issue, they proceed to helping elaborate it and to coordinate more than one:

PROCESS	CONTEXT	RELATIONSHIP	TRANSFORMATION
1. Emergence and inclusion of opposites	4. Relationship between part(s) and a whole	7. Bringing elements into Relationship	10. Limits of system stability
2. Patterns of interaction	5. Structure and stability of a system	8. Structure of relationships	11. Developmental movement
3. Embeddedness in process	6. Multiple contexts and frames of reference	9. Patterns of interaction and influence	12. Comparison and Coordination of systems, emergence of new entities

INTEGRATION

TFs in the table follow the *PEL sequence*, i.e., the 'pointing to', 'elaborate', and 'link' paradigm that consecutively opens thinking to deeper exploration.

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Thought Forms Articulating CONTEXT

TF 1	**8. Focus on contextualizing a part within a whole; emphasis on part**	Attention to organized wholes of which something is a part or element.
	9. Focus on equilibrium of whole; emphasis on whole	Attention on the balance of a larger whole; the way it forms a Gestalt. Holistic perspective.
	10 Focus on structures, functions, layers defining social systems	System descriptions in historical, functional, structural, mechanical, or in terms of strata or levels composing a whole
	11. Focus on the hierarchical nature of structures and layers systems comprise	Description of the nature of hierarchy in systems or lack thereof. Emphasis on inclusion and transcendence of lower levels.
TF 2	**12. Focus on stability of system functioning**	Describing or explaining the smooth functioning of a system with focus on its stability.
TF 3	**13. Focus on intellectual systems: frames of reference**	Describing the larger philosophical or ideological environment of assumptions, ideas, principles, paradigms.
	14. Focus on multiplicity of contexts (non-transformational)	Attention to a variety of contexts or dimensions in which events, situations, individuals are embedded (without stressing their relationship or transformation).

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Thought Forms Articulating PROCESS

	1 Focus on unceasing movement, hidden dimensions, negativity	Expression/awareness of unceasing change, past/future in present, hidden dimensions
TF 4	**2. Use of preservative negation (inclusion of antithesis or 'other')**	Seeing change as canceling, including, and transcending what is, leading to differentiation of events through inclusion of what they exclude, thereby broadening conceptual space.
	3. Focus on composition by inter-penetrating opposites, correlates	Emergence of something new from an interchange of (opposite) energies or ideas. Figure and ground.
TF 5	**4. Focus on ongoing interaction creating patterns of movement**	Patterns of motion in interactive relationships. Pro-cesses of 'give and take' bringing about a shift.
	5. Focus on the active, practical nature of knowledge	Practical, interactive character of knowledge as always under construction, never absolute.
	6. Critique of arresting motion and process [reification]	Assertion of the relevance of movement, and critique of attempts to deny, hide, disavow change. What exists is a form, not a thing.
TF 6	**7. Focus on embeddedness in process, movement**	Focus on the fact that what happens is embedded in an ongoing process, on past and future as an aspect of the present.

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Thought Forms Articulating RELATIONSHIP

	15. Limits of separation. Focus on existence and value of relationship.	Assertion of the existence of relationship(s), pointing to common ground and the difficulty of separating things from each other beyond certain limits.
TF 7	**16. Focus on value of bringing into relationship.**	Assertion of the value of seeing a relationship between things or forms otherwise seen as separate.
	17. Critique of reductionism, unrelated discretes, and de-totalization; neglecting common ground	Critique of de-totalizing reality by neglecting relationships between opinions, assumptions, ideas leading to a reduction of complexity, overlooking underlying shared frameworks, thus common ground. Critique of absence of holistic thinking.
	18. Focus on relatedness of different value and judgment systems	Assertion of the relatedness of seemingly different, even opposed values, judgments, ideas, principles, stressing cultural commonalities.
TF 8	**19. Focus on describing relationships in structural terms**	Focusing on what is the formal structure of a relationship (or relationships) in order to locate the essence of how things are related.
	20. Focus on describing patterns of interaction in relationships	Describing a pattern of interaction and influence in a relationship, emphasizing the pattern(s) of interaction between the elements that are in relationship.
TF 9	**21. Focus on describing the constitutive relationship that determines the nature of what is in relationship.**	Describing a relationship as ‘constitutive’ or making the parts it relates be what they are. Emphasis on the logical priority of the relationship over the elements it relates.

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Thought Forms Articulating TRANSFORMATION

TF 10	**22. Focus on limits of stability, harmony, and durability**	Pointing to limits of stability, balance, and durability without making their causes explicit. (Emphasis is on the 'negative' aspect of negativity which also has a positive aspect, that of emergence.)
	23. Value of conflict leading in a developmental direction	Value of the conflict itself and the resolution of conflict in a developmental or transformative direction, leading to dissolution of older forms and systems.
TF 11	**24. Value of developmental potential leading to higher levels of functioning, integration and social change**	Value of developmental movement (with or without conflict) for the sake of transformation, establishing a new balance, greater inclusiveness.
TF 12	**25. Evaluative comparison of systems in transformation**	Holding systems side by side as forms, and evaluating them as to effectiveness, usefulness, adaptability, and as mutually sustaining.
	26. Focus on process of coordinating system	Attention to the process of coordinating two (or more) systems with each other for the sake of bringing them into balance.
	27. Description of open, self transforming systems	Emphasizing the equilibrium and ability of a living system to remain 'itself' based on unceasing transformation; pointing to a formal aspect of identity-in-transformation.
	28. Integration of multiple perspectives in order to define complex realities; critique of formalistic thinking.	Critiquing the one-sidedness of abstractions; preserving concreteness and realism by juxtaposing one or more perspectives on the same subject matter.

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