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Perspectives on Individual Assessment in Requisite Coaching

By Otto Laske
Prepared in collaboration with Jan De Visch

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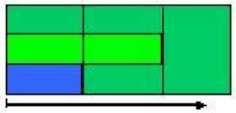

Interdevelopmental Institute
Boston, Ma, USA (IDM)

Perspectives on Individual Assessment in Requisite Coaching

Otto Laske
Prepared in collaboration with Jan De Visch
October 28,2009
Global RO Conference
Buenos Aires, Argentina

Agenda

- Four Take Home Messages: **Introducing Requisite Coaching**

- Message 1: The need to understand Size of Person
- Message 2: Growth assignments depend on the Size of Person
- Message 3: Two different, but intrinsically linked, developmental dimensions – social-emotional and cognitive – need to be assessed to understand Size of Person
- Message 4: Criteria that determine the coaching agenda at specific Strata (addressing a certain Size of Person)

Four IDM Take Home Messages

1. Requisite Coaching requires an evidence-based assessment of Size of Person based on constructive-developmental theory.
2. Requisite Coaching is requisite to the extent that it supports a company's growth assignments for senior executives.
3. At the Interdevelopmental Institute (IDM), requisite coaching is based on social-emotional and cognitive assessments made possible by the *Constructive Developmental Framework* (CDF), a "multi-instrument approach" emphasizing that developmental profile determines behavior and learning.
4. Requisite coaching agendas are based on the following criteria involving the alignment of Size of Person and Size of Role.

Crucial terms will be defined for each message.

Message 1

Requisite Coaching requires an evidence-based assessment of Size of Person based on constructive-developmental theory.

Developmental coaching is any coaching that appreciates the "vertical" movement through stages of human growth in emotional depth and cognition, and the tools crafted by research to make this movement the background of understanding clients' issues.

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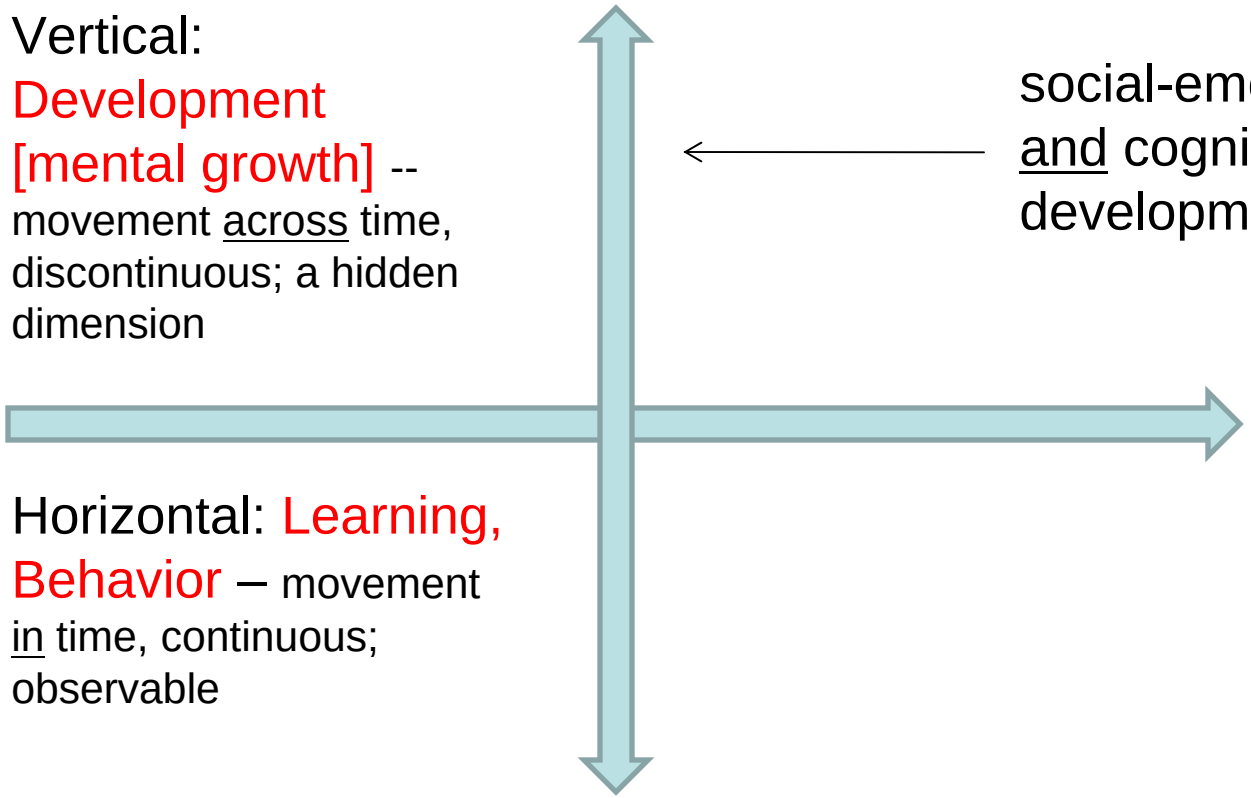
Two Dimensions of Requisite Coaching

Vertical: Development [mental growth] -- movement across time, discontinuous; a hidden dimension



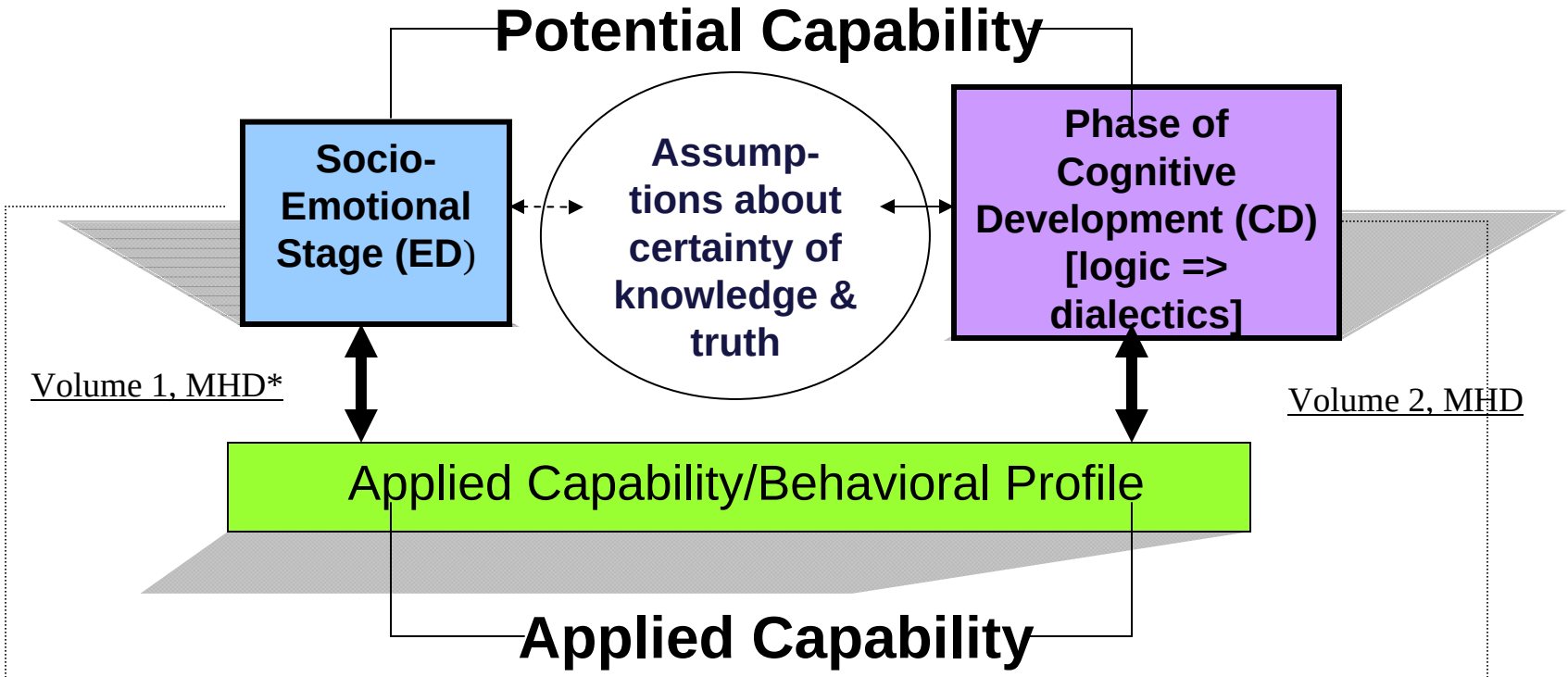
social-emotional and cognitive development

Horizontal: Learning, Behavior – movement in time, continuous; observable

Learning is horizontal, mental growth is vertical.
(You can learn all your life and never develop!)

Four Building Blocks of *Size of Person*

What 'should' and 'can' I do?



Structure of the relationship Self-Other

('should' do 'for whom')

Deeper structure of reality construction

('can' see determines 'options')

* MHD= Measuring Hidden Dimensions by Otto Laske (2006; 2009)

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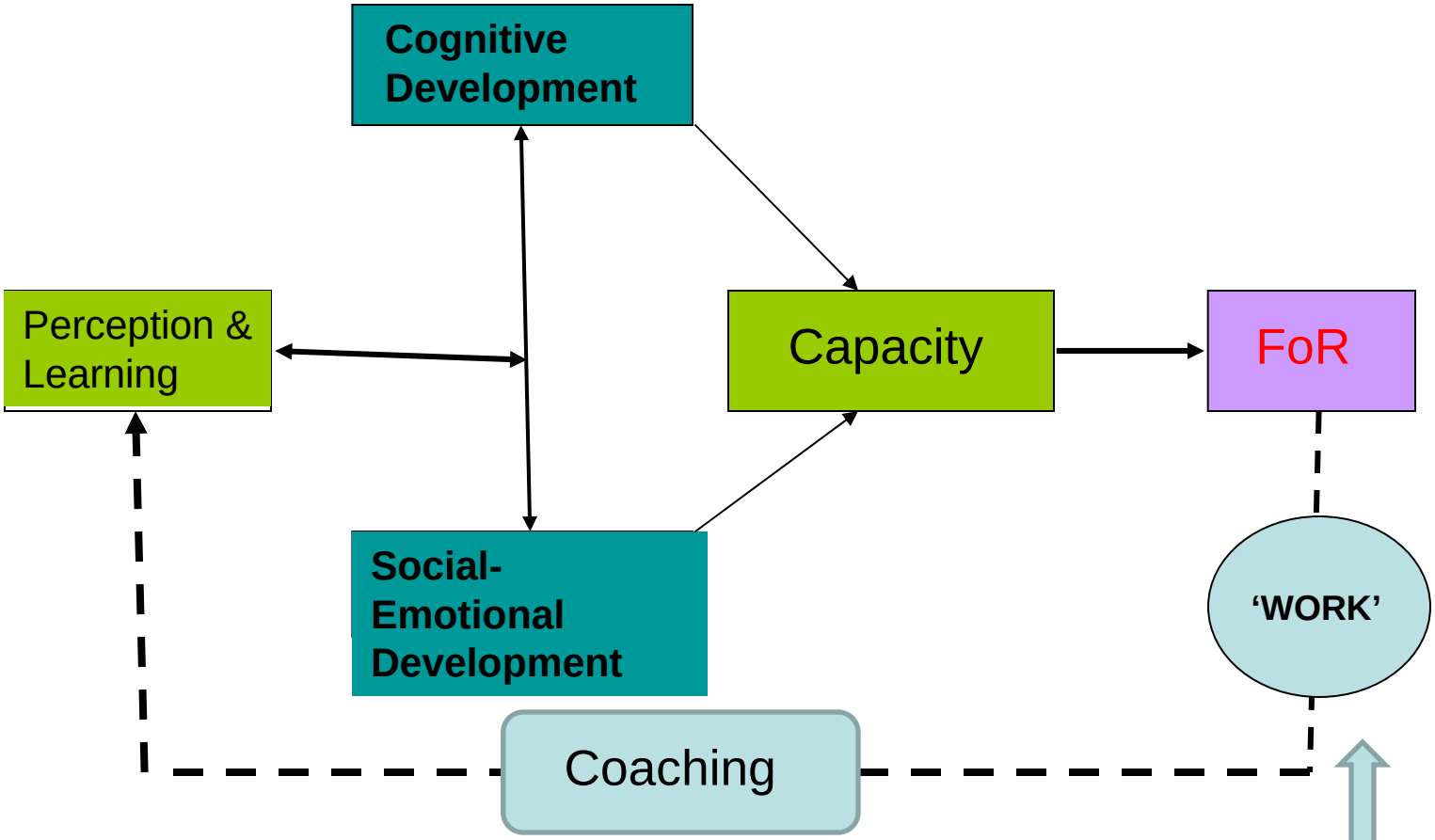
Frame of Reference (FoR) in CDF

[Constructive Developmental Framework]



1. FOR = Frame of Reference
2. Capacity = A person's psychological profile

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Message 2

Requisite Coaching is requisite to the extent that it supports a company's growth assignments for senior executives.

Growth Assignments Seen Through CDF:
Moving Up the Strata Developmentally

- IDM's requisite CDF hypothesis aligns strata with socio-emotional stage and phase of cognitive development.
- Cognitive development that "counts" in CDF is that which leads beyond formal logical thinking (reached at 25 years of age) to meta-systemic, "dialectical" thinking (empirically measurable through semi-structured interviews).
- The hypothesis is "developmental" in an emphatic sense, referring to the ONTIC [not the agentic] notion of development – to what occurs naturally over the life span [not what humans develop].
- The hypothesis is linked to taking into account a psychological profile at the workplace.
- The hypothesis defines a model of a client.

CDF Working Hypothesis

Fluidity Index	Strata	Social Emotional stage
>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)

Index of dialectical thinking (Hegel, Basseches, Adorno, Bhaskar

Kegan, refined by Laske

From this hypothesis derive notions of what a growth assignment entails…

Growth Assignments for Stratum I to VII

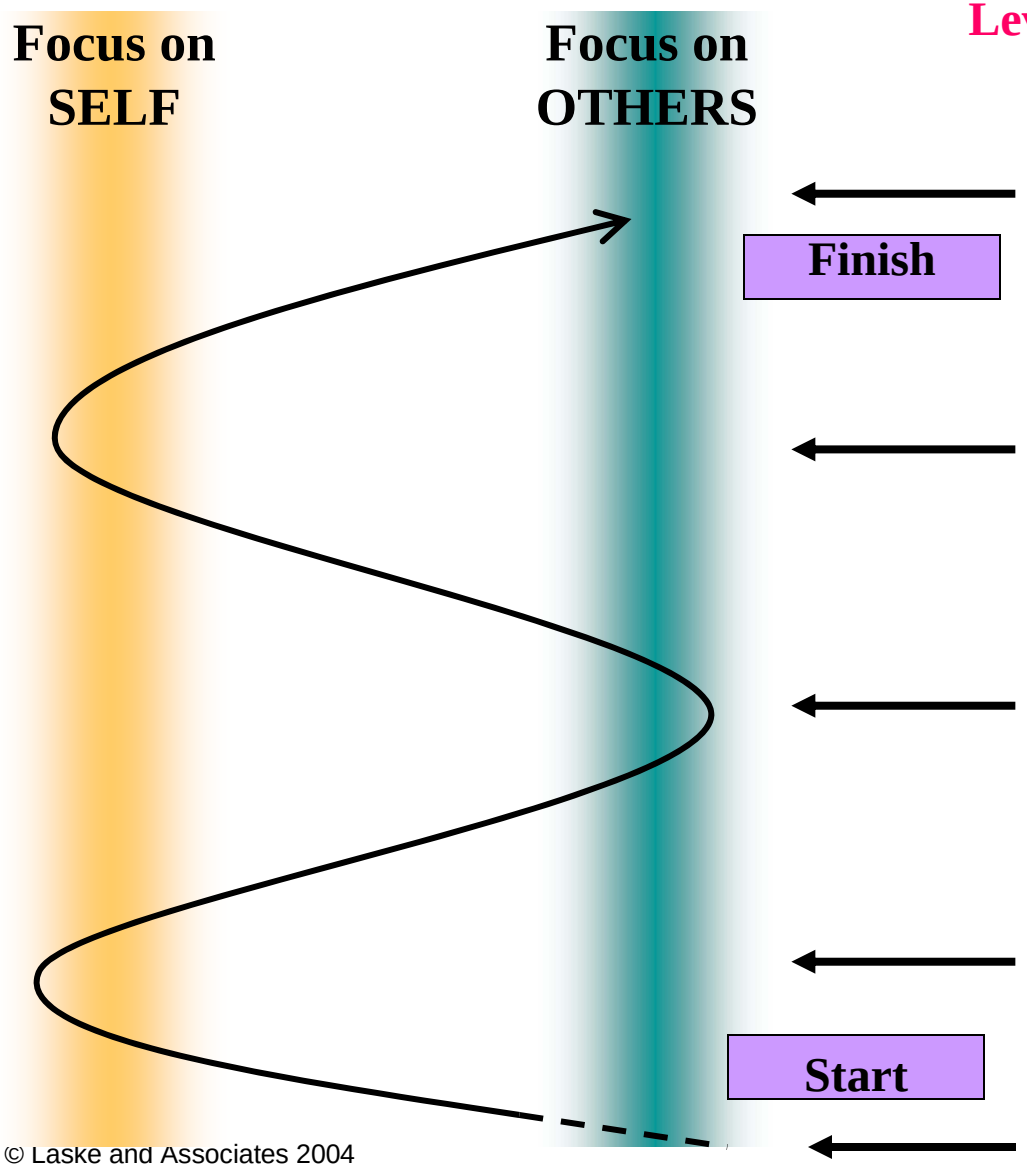
Locus of added value per Stratum	Scope of problem space	Focus of debate: Assessing risk	Performance indicators
Societal **(VII)**	World issues	Assessing risks to peace, security and global risks for generations.	° Contribution to global prosperity, peace and public policies.
Governance **(VI)**	Integrate 2+ business entities and business models (globally)	Assessing risks to society. Taking part in debates which create new value systems, recreating own points of view, creating a coherent language for stimulating activities in the innovation domain.	° Corporate responsibility to societies and the common good. ° Global enterprise sustainability. ° Investments and milestones to seed new businesses and/or industries.
Transformational : New Business Remodeling and reshaping the relative competitive position **(V; S-4)**	Integrate all business entity functions and processes (8+)	Assessing business viability risks, risks to a community of stakeholders. Debating changes in value systems and the consequences of this to create conditions for the introduction of innovative products and services relevant to these changes.	° Future value creation to meet future stakeholders' needs. Growth, profit and return from existing and new business models. ° Intrinsic and Extrinsic Shareholder value (enterprise value)
Breakthrough : Develop and implement alternative strategies and structures (**IV; S-4/3 – 4(3))**	Integrate 2+ functions and 2+ cross-functional processes.	Assessing business value risks (environmental, supply/demand chain). Debating whether the systems in the operational domain are really doing what they say, understanding the meaning behind any discrepancies, based on knowledge of changing value systems.	° Future value creation to meet future Customers'/ Shareholders' Needs, ° Development of viable new products, new services, new markets, ° Return on new capital investments.
Systemic : rethinking operational processes **(III; S-3)**	Integrate multiple teams across a process or value chain.	Assessing business operational risks. Debating whether means need to be allocated for alternative products/services to chosen clients and alternative ways to meeting the requirements.	° End-to-end process and value stream indicators, ° Yearly revenue – expense and/or profit, year over year value creation (profit and loss).
Situational : optimizing practices a & different-Iating services **(II)**	Building a functional team. Assessing person-team risks.	Debating whether the inputs to the process, the procedures and the tools are still the best for meeting the client's specific requirements.	Effectiveness measures for current processes to respond to customer needs (combined performance measures)
Procedural : better use of available resources **(I)**	Integrate role within procedures.	Debating the relevance of the several specifications to learn what are the minimal critical specifications of the output, the input and the process itself, leading to more efficient work.	Task/Job concrete efficiency measures including Quantity, Quality and Service Excellence to customers (single performance indicators)

Message 3

At the Interdevelopmental Institute (IDM), requisite coaching is based on social-emotional and cognitive assessments made possible by the *Constructive Developmental Framework* (CDF), a multi-instrument approach emphasizing that developmental profile (Frame of Reference) determines behavior and learning.

Particular scrutiny is devoted to the cognitive development of adults which is shown to involve the extension of formal logical into meta-systemic "dialectical" thinking, based on M. Basseches research, refined by access to the dialectical tradition coming from Hegel, the Frankfurt School (Adorno), R. Bhaskar, etc.). It is thought that the social-emotional level of an executive becomes increasingly important beyond Stratum IV.

Social-Emotional Development (Kegan-Laske [2006])



Level is NOT strictly bound to education or age!

S-5: Self-aware [Strata VII-VIII]

S-4: Self-authoring [Stratum V]

S-3: Community member [Stratum II]

S-2: Individualist [below Stratum I]

S-1: Impulsive

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The Meaning of Social-Emotional "Stages"

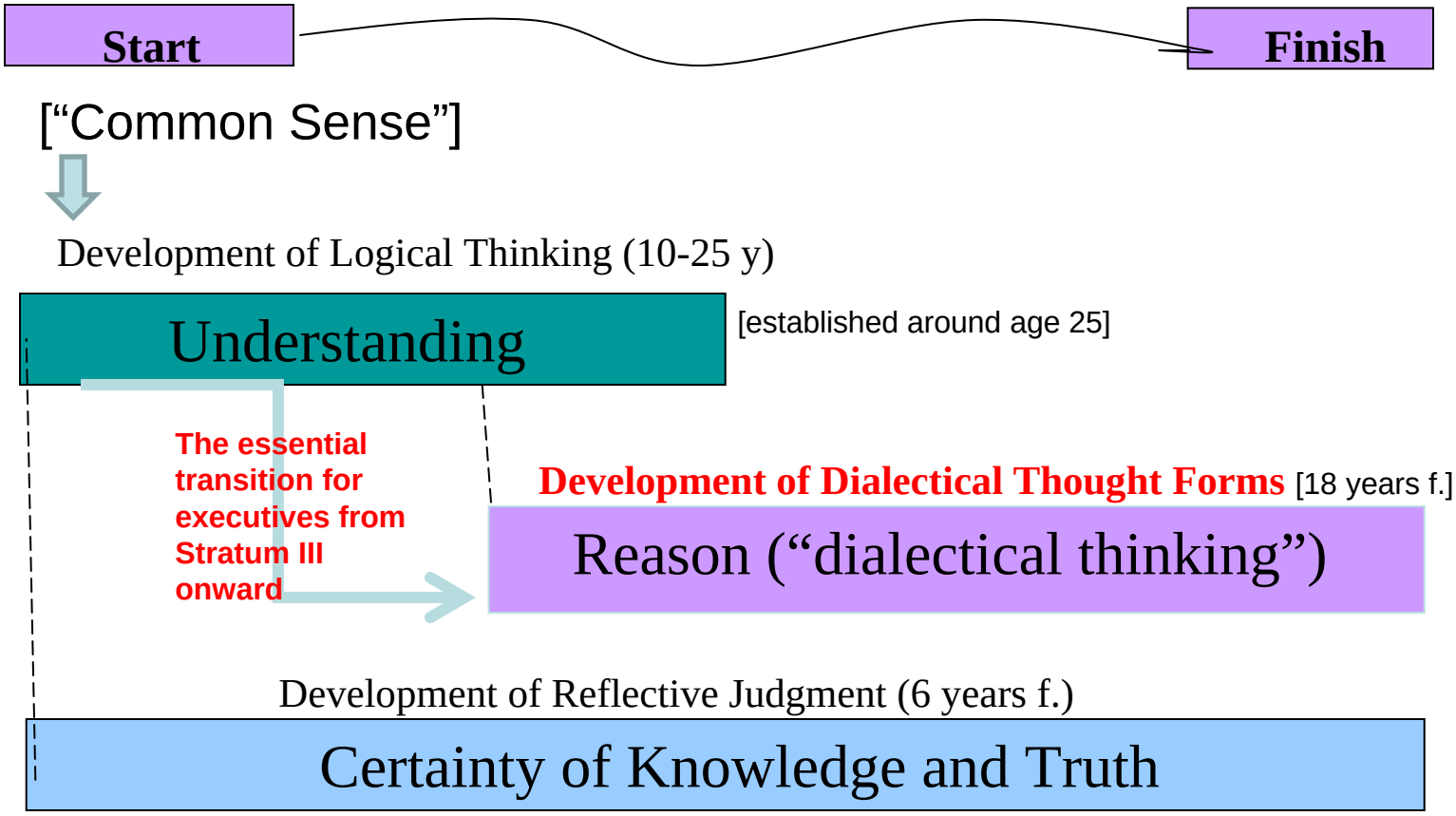
- **Stage 2, Individualist: My world is not yours, and I don't really care to know yours; I care to know you only just enough to ensure that you will help me out when I am in trouble.**

- **Stage 3, Community Member: I am in your boat (group), and I need everybody to help me define my identity (although I am not aware of that).**

- **Stage 4, Self-Authoring: I am acting from my own values and principles and am willing to stand up for them even if ostracized or abandoned by others.**

- **Stage 5, Self-Aware: I am no longer defined by my upbringing, skills/expertises, education or profession, and am fully *in the flow* of the moment, sufficiently sure of myself to expose myself to the critique of selected others.**

Cognitive Development
(Basseches - King/Kitchener – Laske [2009])



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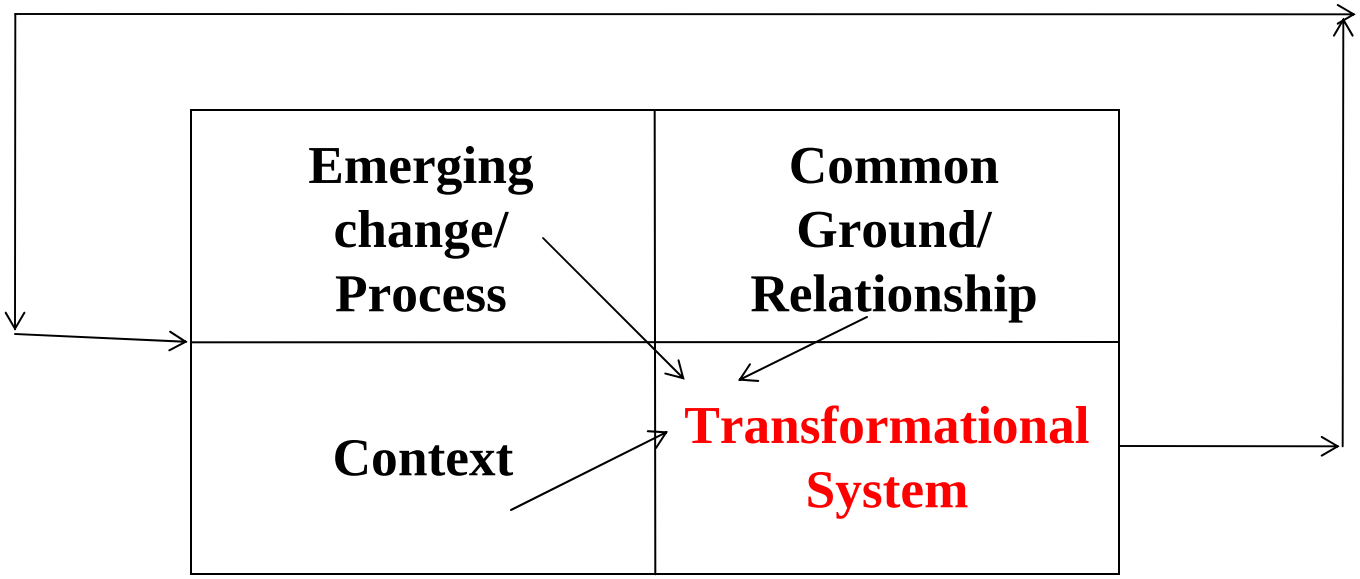
On Dialectical Thought Forms

We show through CDF assessments that logical thinking transforms into increasingly meta-systemic "dialectical" thinking beginning in early adulhood. We can best understand dialectic as a system of ontological principles that shape reality, and that we follow in our thinking by using four classes of *thought forms*: Emerging change /Process (P), Context (C), Common Ground/Relationship (R) and Transformational System (T). As the arrows indicate, T – which is meta-systemic -- is always implied **but may be variably strongly articulated depending on a person's *phase of cognitive development*.** We can use thought forms to assess phase of cognitive development, but also employ them as mind openers when interacting with clients.



There are 7x4 = 28 thought forms serving as tools for assessing phase of cognitive development as well as serving as "mind openers" in conversations such as coaching and consulting.
See the Manual of Dialectical Thought Forms in Laske 2009.

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Message 4

Requisite coaching agendas are determined according to the following criteria involving the alignment of Size of Person and Size of Role:

Locus of added value

Focus of debate in organization

Performance indicators

Dominant value system

Degree of meta-coaching involved

See slide 10 for examples

Requisite Coaching Essentials
(Strata III to VII)

- Requisite coaching of senior executives beneficially focuses on six main issues (private communication, J. De Visch):
  - *Locus of added value* – at what level does the executive add value?
  - *Scope of problem space* – what is the range of issues and dimensions the executive has to be aware of?
  - *Focus of debate [in organization]* – what kind of risks is the executive responsible for avoiding?
  - *Performance indicators* – what are the criteria of performance excellence at the executive's stratum?
  - *Dominant value system* – what is the set of values unconsciously followed by the executive, derived from his/her FoR?
  - *Required degree of meta-coaching* – how able is the executive to coach his/her own team?
- The coaching agenda per stratum differs according to these criteria.
- Mixing criteria of different strata – e.g., evaluating a CEO in terms of performance criteria of Stratum III [rather than V or VI] – leads to confusion.

Example Situation

Locus of added value per Stratum	Scope of problem space	Focus of debate: Assessing risk	Performance indicators
Systemic : rethinking operational processes (III; S-3)	**Integrate multiple teams across a process or value chain.**	**Assessing business operational risks. Debating whether means need to be allocated for alternative products/services to chosen clients and alternative ways to meeting the requirements.**	**° End-to-end process and value stream indicators, ° Yearly revenue – expense and/or profit, year over year value creation (profit and loss).**

How can a growth assignment, combined with coaching preparing for functioning on the subsequent higher stratum of IV, assist a manager at stratum III to improve his/her developmental scores from ranges:

social-emotional: 3(4) – 3/4 =➔ 4/3 – 4(3)

cognitive: Fluidity Index range 10-20 to 20-30 [optimum 84] ---

--- IF the manager's present score is:

social-emotional: 3(4) {4 : 7 : 5} *[good potential to move to 3/4]*

cognitive: [P=19, C=33, R=10; T=17 (%)] *[weak capability to use Process and Relationship thought forms, not to speak of using systemic thinking] ???*

WHAT KIND OF GROWTH ASSIGNMENT IS NEEDED? with regard to Stratum IV locus of added value, scope of problem space, risk assessment, and performance indicators? What kind of internal organizational debate is required? What needs to be the developmental profile of the coach?

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Interdevelopmental Institute

The Evidence Based Approach to Process Consultation, Coaching, and Developmental Research

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The establishment and operation of a world-wide society of academics, business users and consultants interested in science-based management to improve organizational effectiveness for the purposes of:

Promoting among existing users increased awareness, understanding and skilled knowledge in applying concepts of Levels of Work Complexity, Levels of Human Capability, Accountability, and other concepts included in Requisite Organization and/or Stratified Systems Theory.

Promoting among potential users of the methods, appreciation of the variety of uses and benefits of science-based management, and access to resources.

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