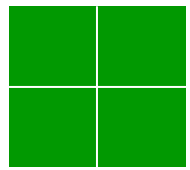
Models & Frameworks

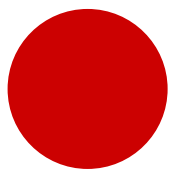
Quadernity



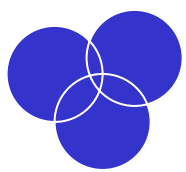
Triangularity

U-Process

Circularity



Systemic



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With grateful thanks for slides to:

I-Coach Academy

Insights South Africa

Lloyd Chapman

Paddy Pampallis

PSi-Press Inc

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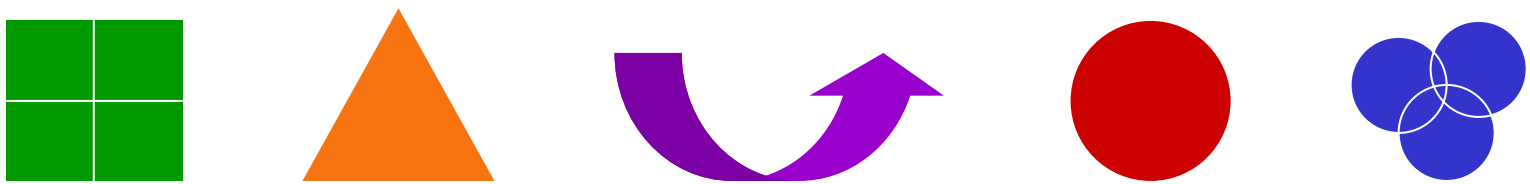
Models & Frameworks

What do you know already?



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What's the Difference Between

A Model and a Framework?

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Adopt A Structured Approach

(David Lane, 2006)

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3 Levels of Coaching Intervention

(An Appropriate Response, Pam Weiss, 'Levels of Coaching' 2004)

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Learning Through Life

- **From birth each person strives for understanding – grows and develops – reaches for greater awareness – constructs personal worlds – achieves at least some needs and purposes – invests new patterns of thoughts and feelings – acts to validate these – builds new personal worlds – habituates into stable routines –**

(Thomas, Harri-Augstein, 1985)

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Learning Through Life

- **survives – declines – lives through personal and social crises – adapts – struggles to be reborn – and repeats variations upon these themes. Pairs, families, informal groups, private enterprises and public institutions go through analogous cycles. *The process of action, experience, set backs, growth, death and re-birth is learning.***

(Thomas, Harri-Augstein, 1985)

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Learning

The construction, reconstruction, negotiation & exchange of personally significant, relevant & viable meaning.

(I-coach Academy, 2002)

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Definition of S-O-L

- Learning is the construction of meaning. Self-Organised Learning is the conversational construction, reconstruction and exchange of personally significant, relevant and viable meanings with awareness and controlled purposiveness. This process forms the personal experience which is the basis of all our anticipations and actions.

(Thomas, Harri-Augstein, 1985)

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Meta Model (DEFINE)

- **Definition** — Problem / Issue, Objective & Role to generate a shared concern
- **Exploration** — Of factors of influence in context to examine hypotheses of cause
- **Formulation** — Of model of "world" a working explanation, to generate intervention hypotheses based on desirable and feasible change
- **INtervention** — Plan of action, based on a model, enacted & monitored, structured practice
- **Evaluation** — Of the effectiveness, & efficiency of programme, & creation of future objectives

(David Lane, Middlesex University London)

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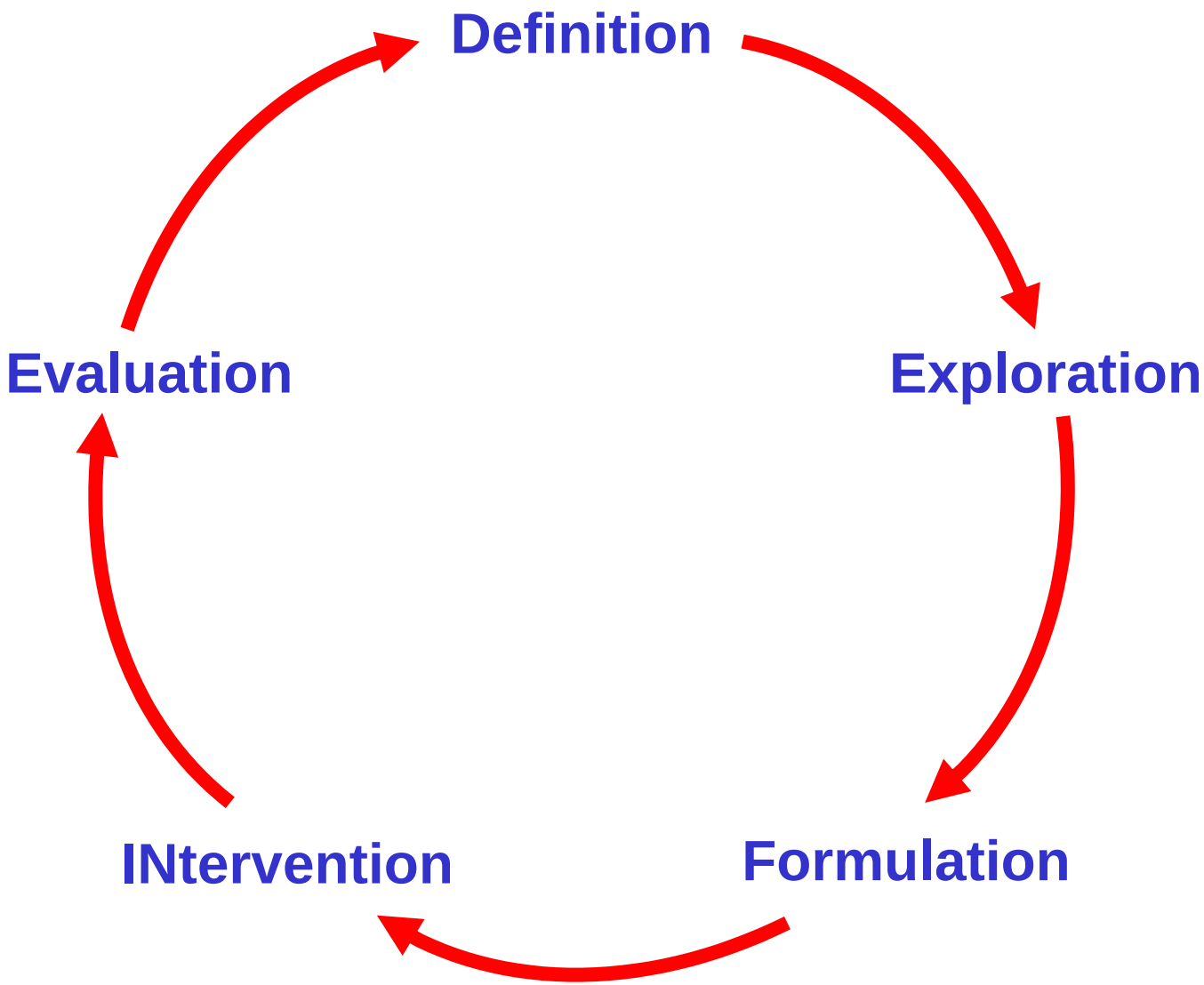
Meta Model (DEFINE)



(David Lane, Middlesex University London)

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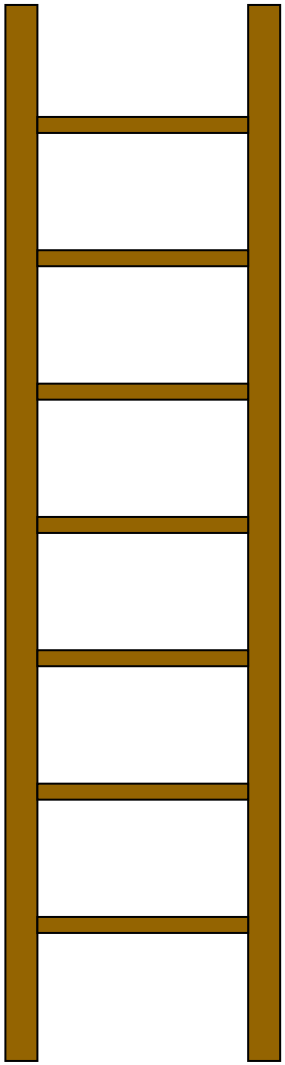
Ladder of Inference



I take ACTIONS based on my beliefs.

I adopt BELIEFS about the world.

I draw CONCLUSIONS.

I make ASSUMPTIONS based on the meanings I added.

I add MEANINGS (cultural and personal).

I select "DATA" from what I observe.

All the information in the world—observable data & experiences.

NB My BELIEFS affect the DATA that I select.

(Chris Argyris)

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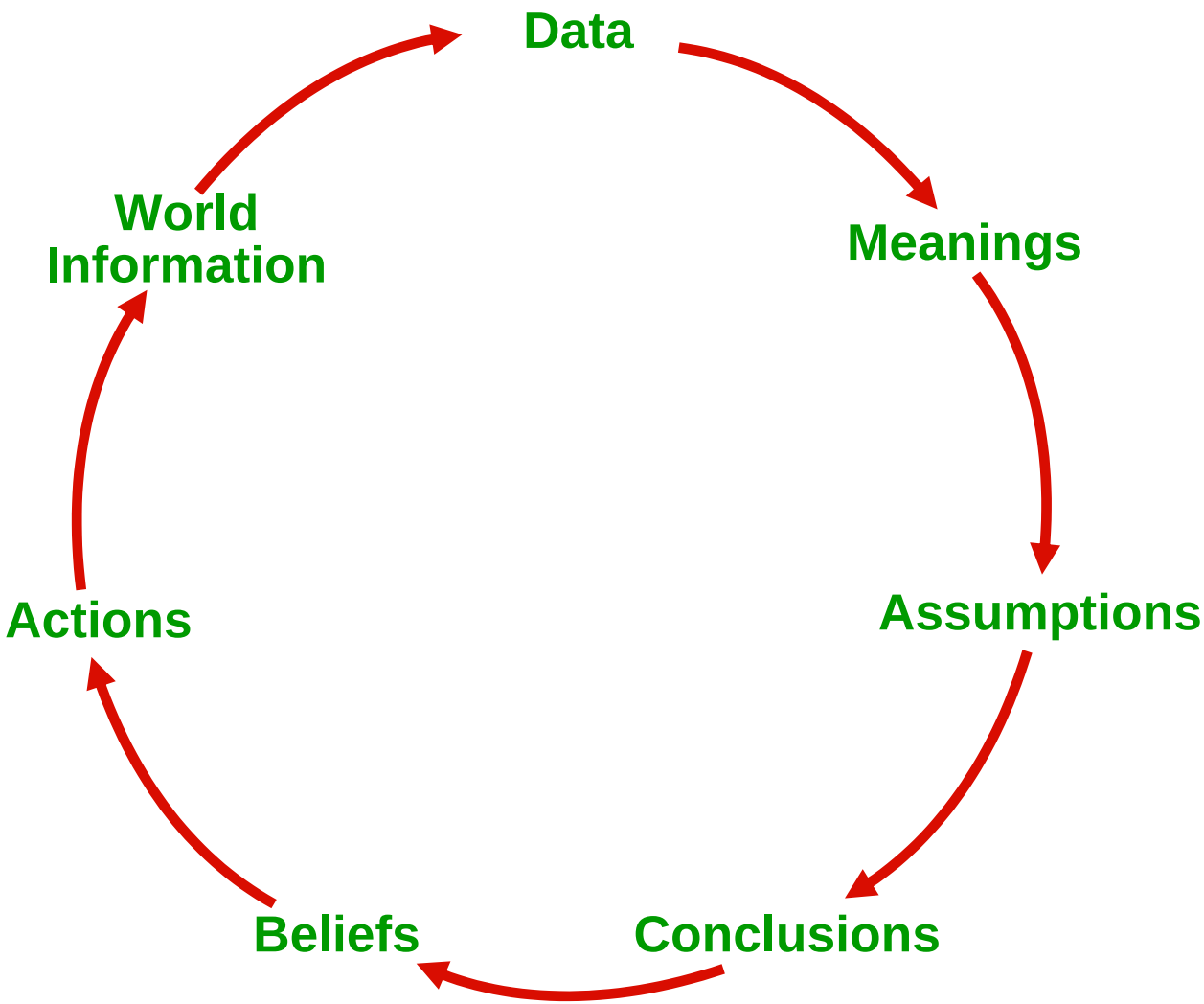
Circle of Inference



(Chris Argyris)

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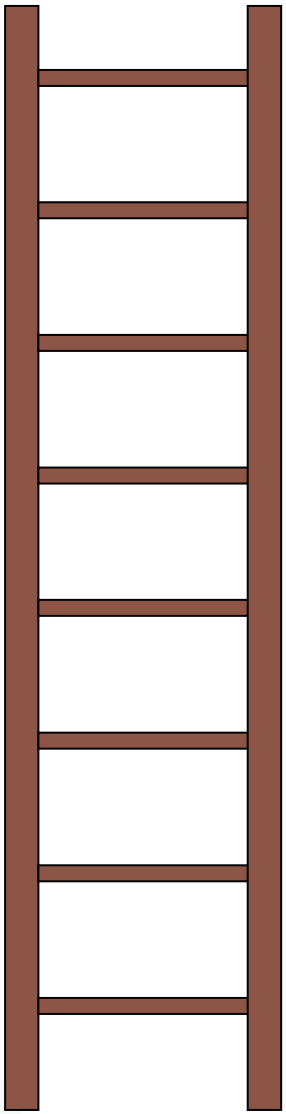
Logical Levels



Spiritual

Your relationship with the universe, beyond worldly, being part of a greater community.

Vision

The overall big picture (life, career, job); one's place in the world.

Mission

Your stated goals, aims and direction for life.

Identity (Who)

Get a sense of their identity, their individuality, and their part in the larger organisation (who you are).

Beliefs (Why)

Believe they are doing the best they can, operating out of their own model of reality and belief system.

Capability (How)

Hear what people are really telling you, what they feel they can/cannot do.

Behaviour (What)

You can ask questions to get specific information.

Environment (Where/when)

When you notice something is or isn't OK in your environment.

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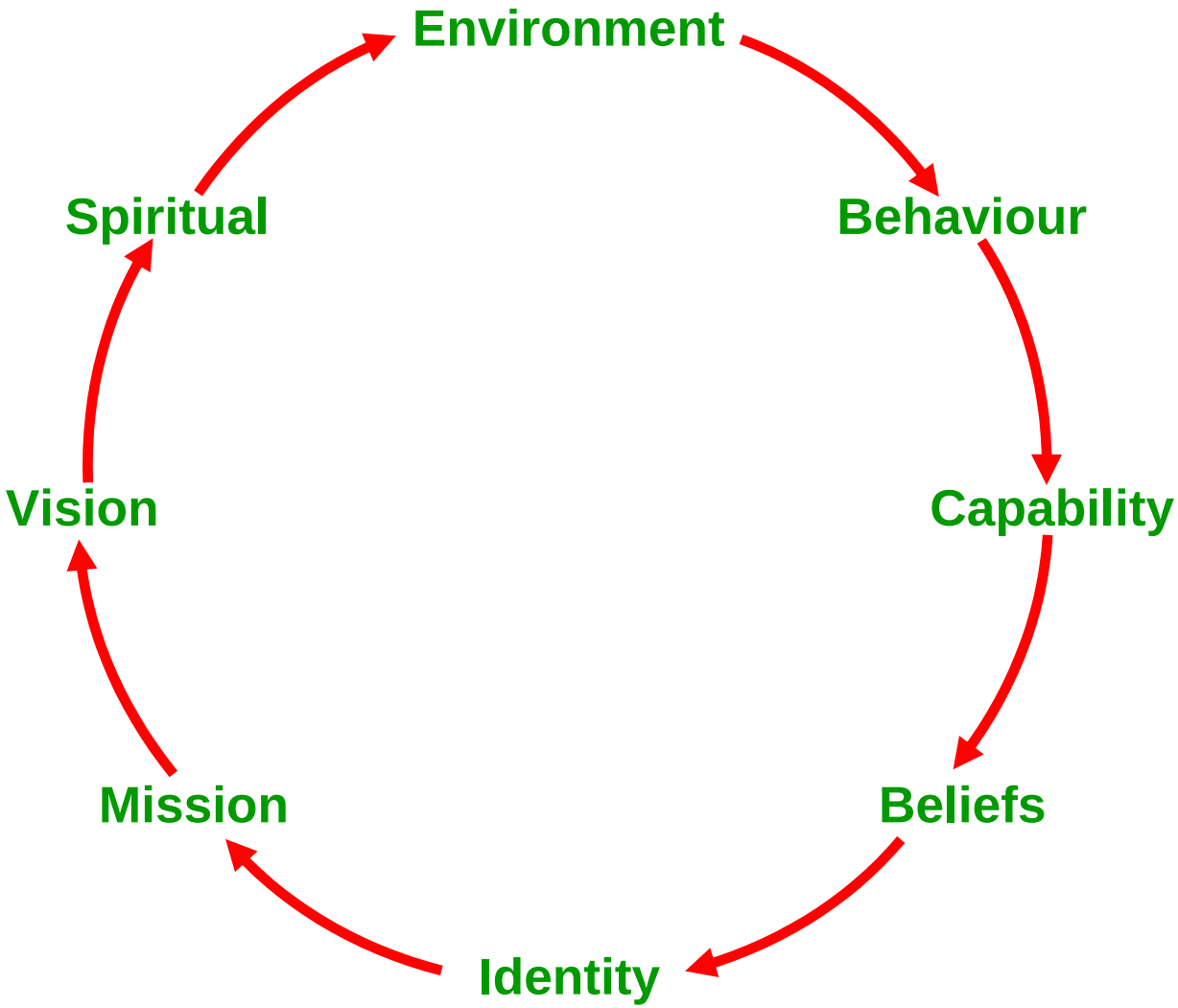
Logical Levels



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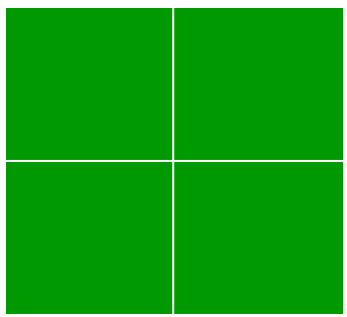
Models & Frameworks

Quadernity



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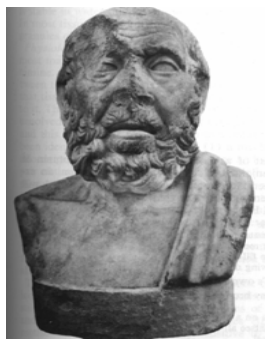
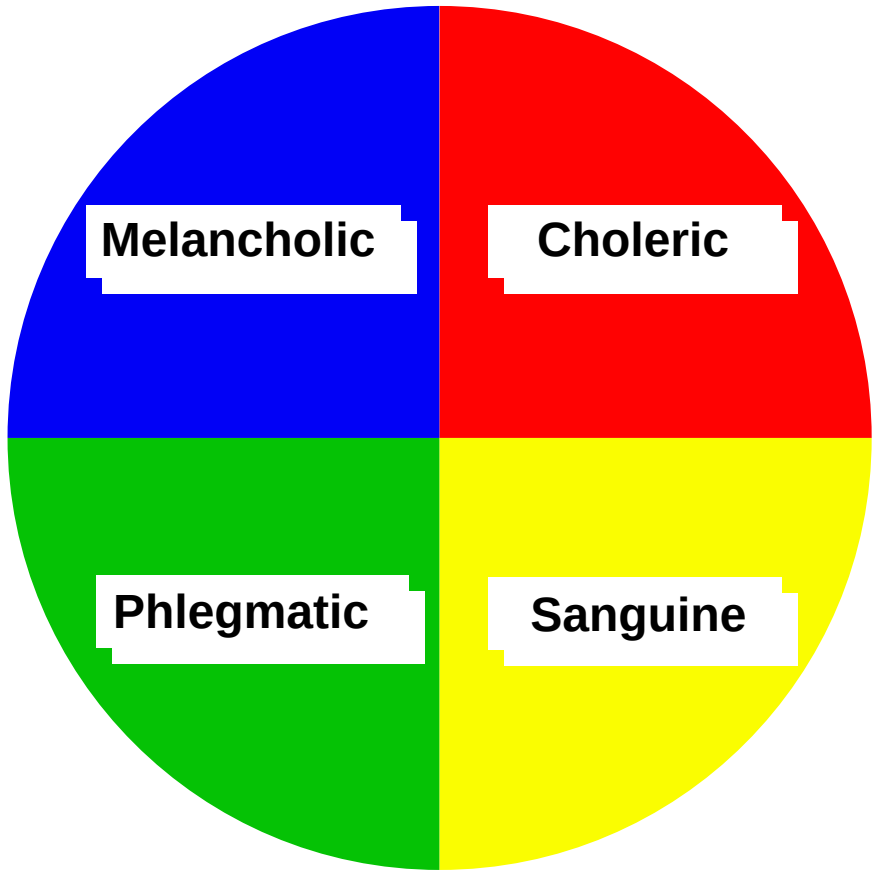
Hippocrates 500 BC

- The Four ‘Humours’





(Insights South Africa)

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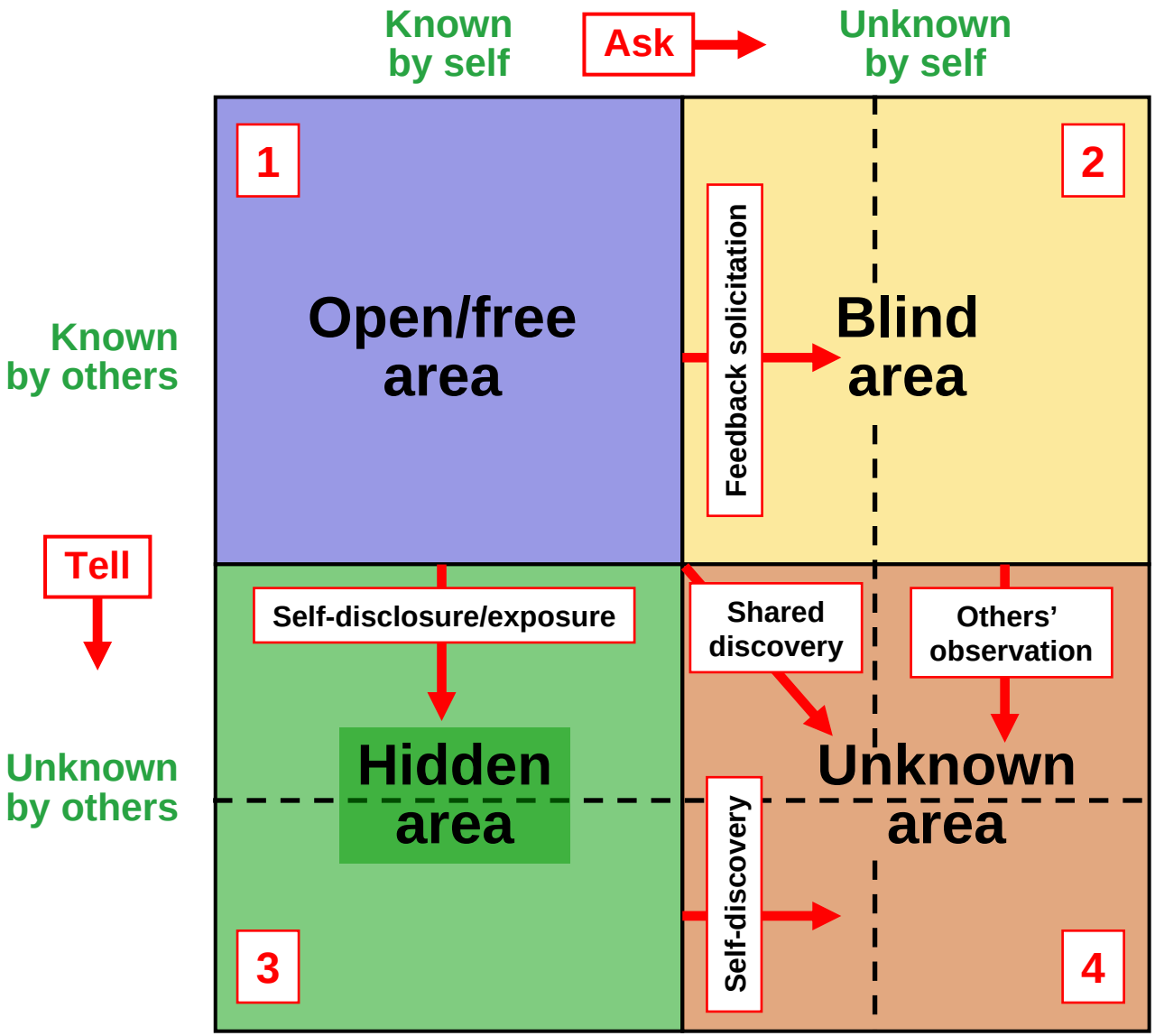
Johari Window Model



(Ingham & Luft Johari window) www.businessballs.com

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David Kolb

Experiential Learning

Learning is not just an active, self-directed process, but it is also a process whereby:

“knowledge is created through the transformation of experience”.

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KOLB

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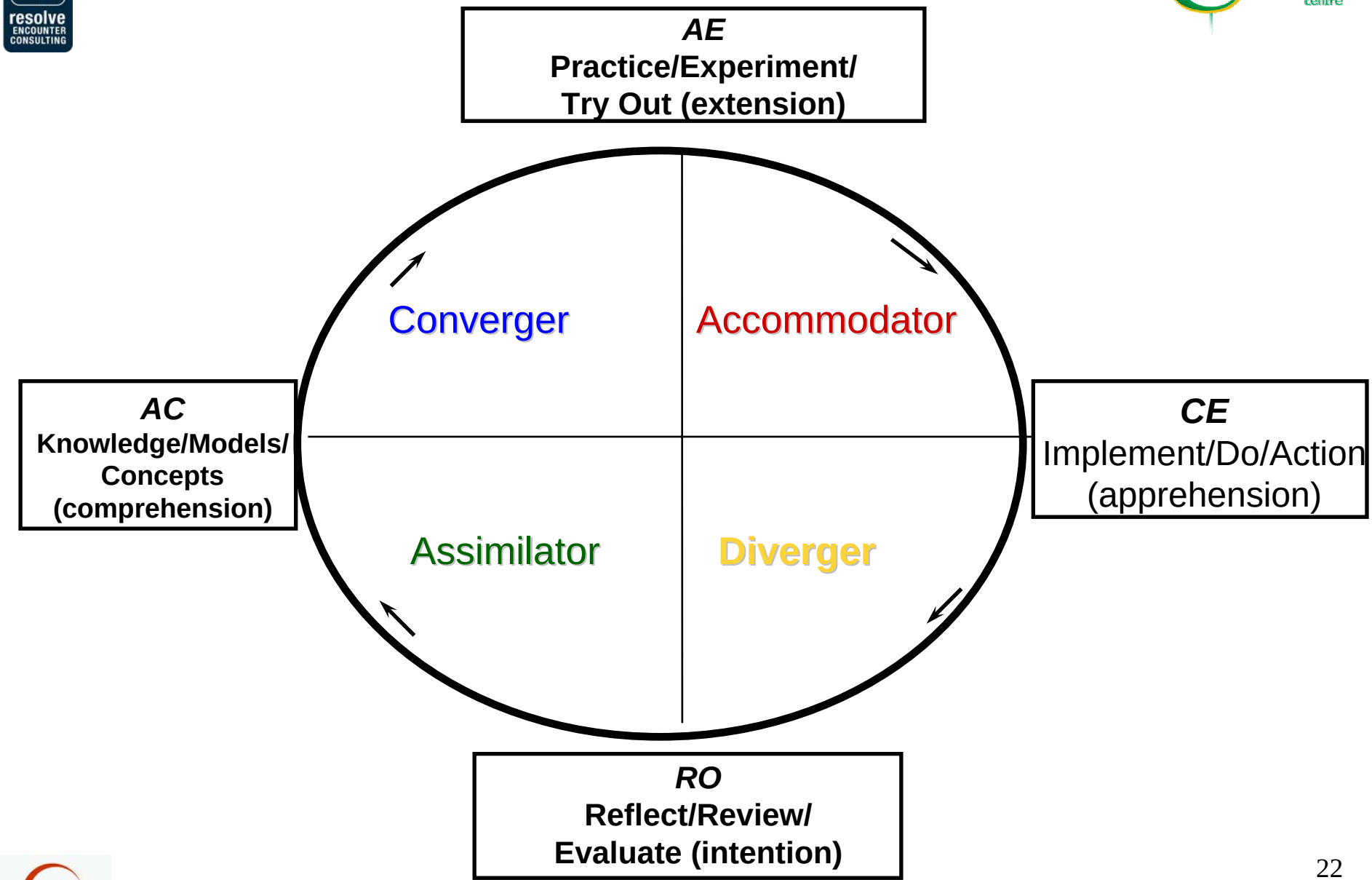
Kolb's Learning Cycle



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Insights & Honey-Mumford LSI

- "Pragmatists try out ideas, theories and techniques to see if they work in practice. They get on with things and like making practical decisions. Pragmatists learn best by planning the next step."
- "Activists leap into new experiences and fill their days with experiences. Activists learn best by having experiences."
- "Reflectors stand back, ponder and prefer to think about a problem thoroughly before coming up with their conclusion. Reflectors learn best by reviewing the experience."
- "Theorists adapt and integrate observations into complex but logical theories. They are the people who develop assumptions, principles, models and systems. Theorists learn best by being able to draw conclusions."

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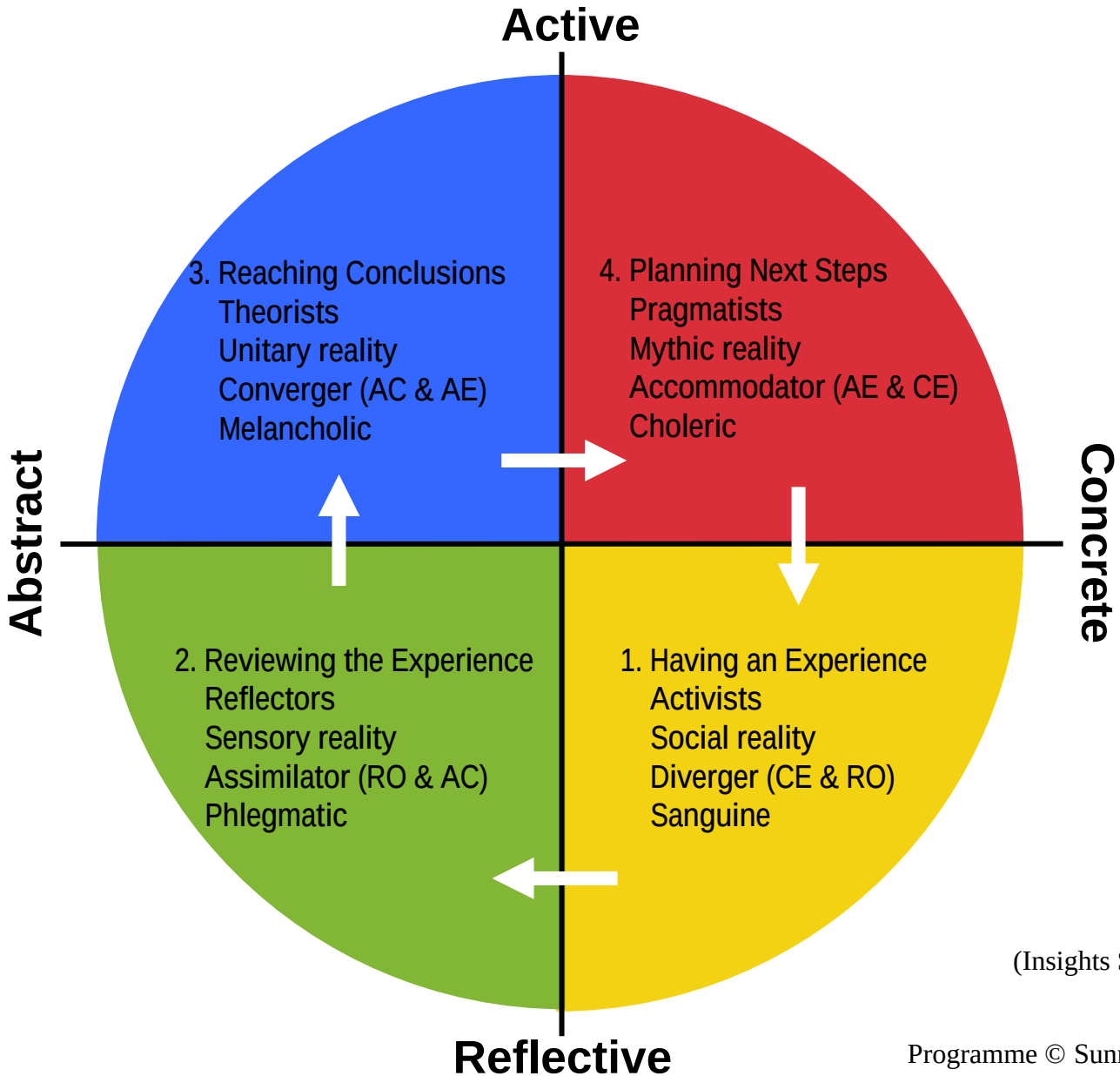
Insights, Honey & Mumford, Kolb Learning Cycle & McWhinney



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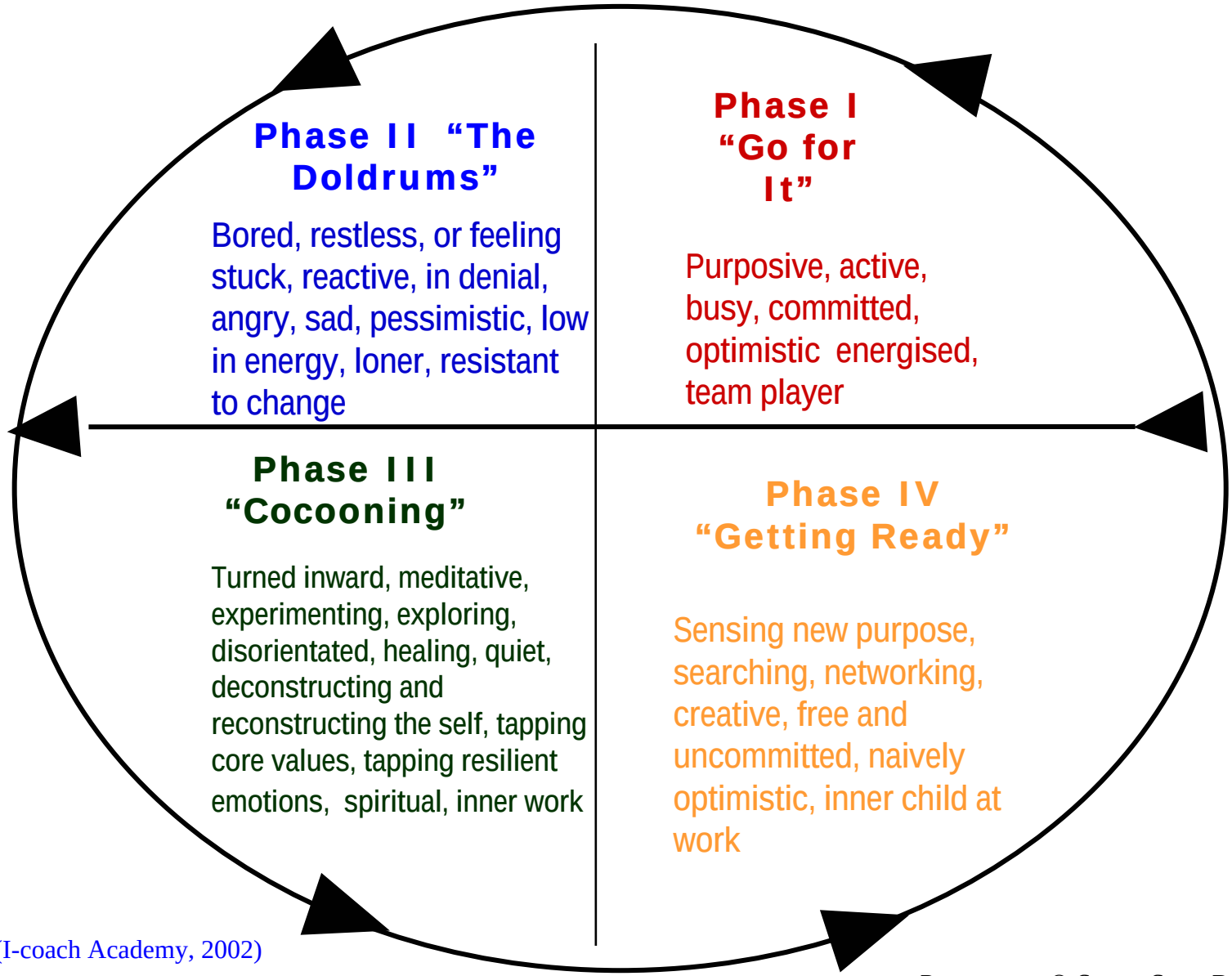
Hudson's Renewal Cycle



(I-coach Academy, 2002)

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Integral Theory

Ken Wilber

Me **Egocentric**	**Us** **Ethnocentric**
I	**IT**
World centred **All of us**	**Integrated** **Integral**
WE	**ITS**

(Lloyd Chapman, 2002)

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Ken Wilber's Integral Model

	Internal	External
Individual	**Intentional** (self) Values Self esteem Beliefs Limiting assumptions Internal drivers Attitude	**Behavioural** Behaviour Performance Appearance Goals/Results Skills
Collective	**Cultural** Values Vision Purpose Culture Norms	**Social** Systems Policies Procedures Rules Roles & responsibilities Best practices

(Lloyd Chapman, Paddy Pampallis)

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	Intangible Subjective	Tangible Objective
	Interior	Exterior
Individual	**Individual People** Values, goals, feelings thoughts, perceptions, Management theory Y **I**	**Individual Performance** Behaviour, job, task, Management by objective, Management Theory X **It**
Collective	**We** **Culture** Shared values, perceptions, goals, meaning, cultural norms	**Its** **Systems** Policies, procedures, measurable output from the system and Systems Mgmt

(Lloyd Chapman, Paddy Pampallis)

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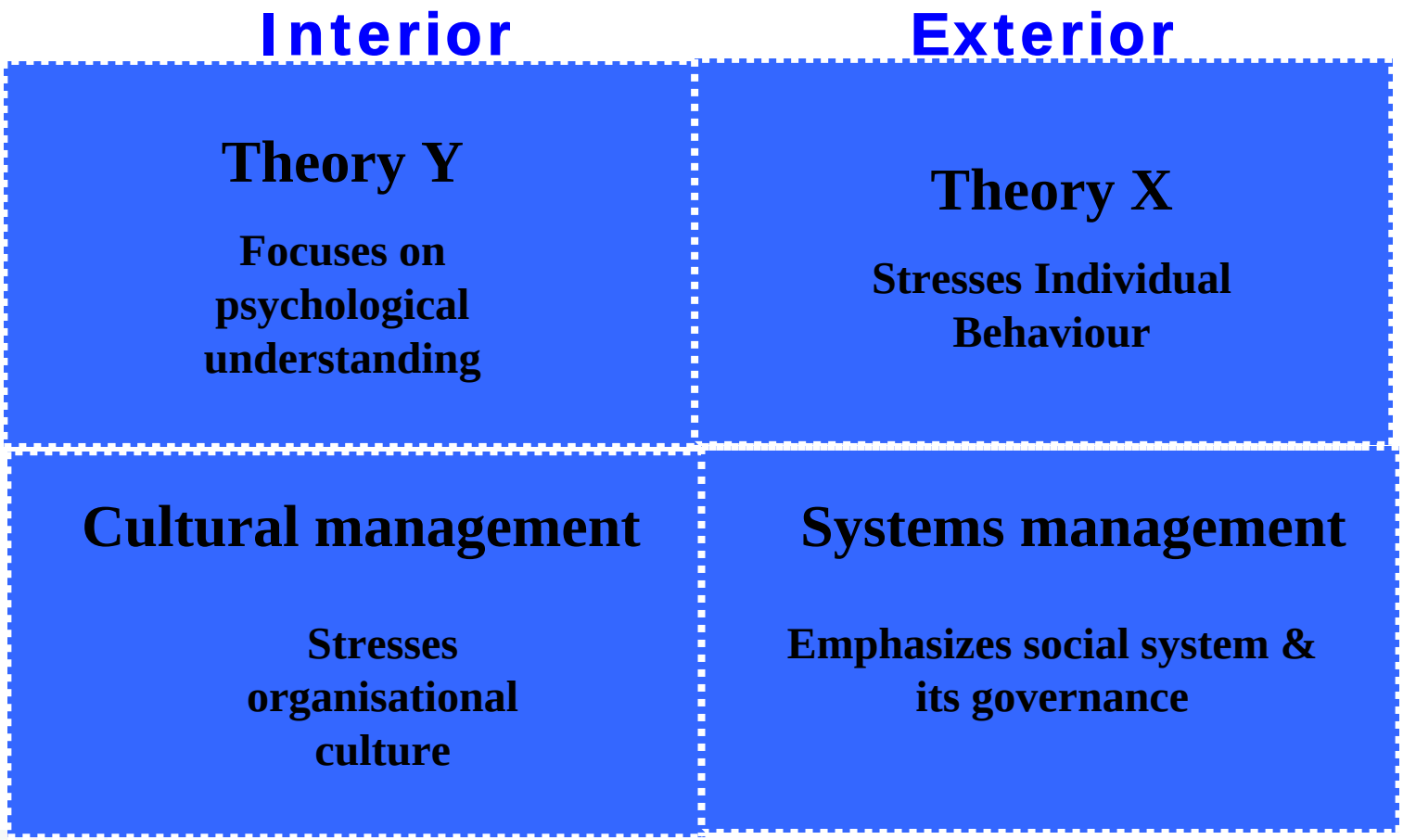
Ken Wilber

HOLISTIC THINKING



(Lloyd Chapman)

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The Four Quadrants
James Flaherty Model

III. Culture & Relationships

- Language
- Ritual & customer
- Morals

I. Individual Experience & Consciousness

- Thoughts & feelings
- Emotions & mood
- Body sensations

IV. Environment

- Natural
- Human-made
- Technology & tools

II. Body & Behaviours

- Body chemistry
- Neuromuscular system
- Genetic inheritance

(New Ventures West 2004)

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The Four Quadrants
James Flaherty (Adapted)

I. Individual Experience & Consciousness

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- Technology & tools

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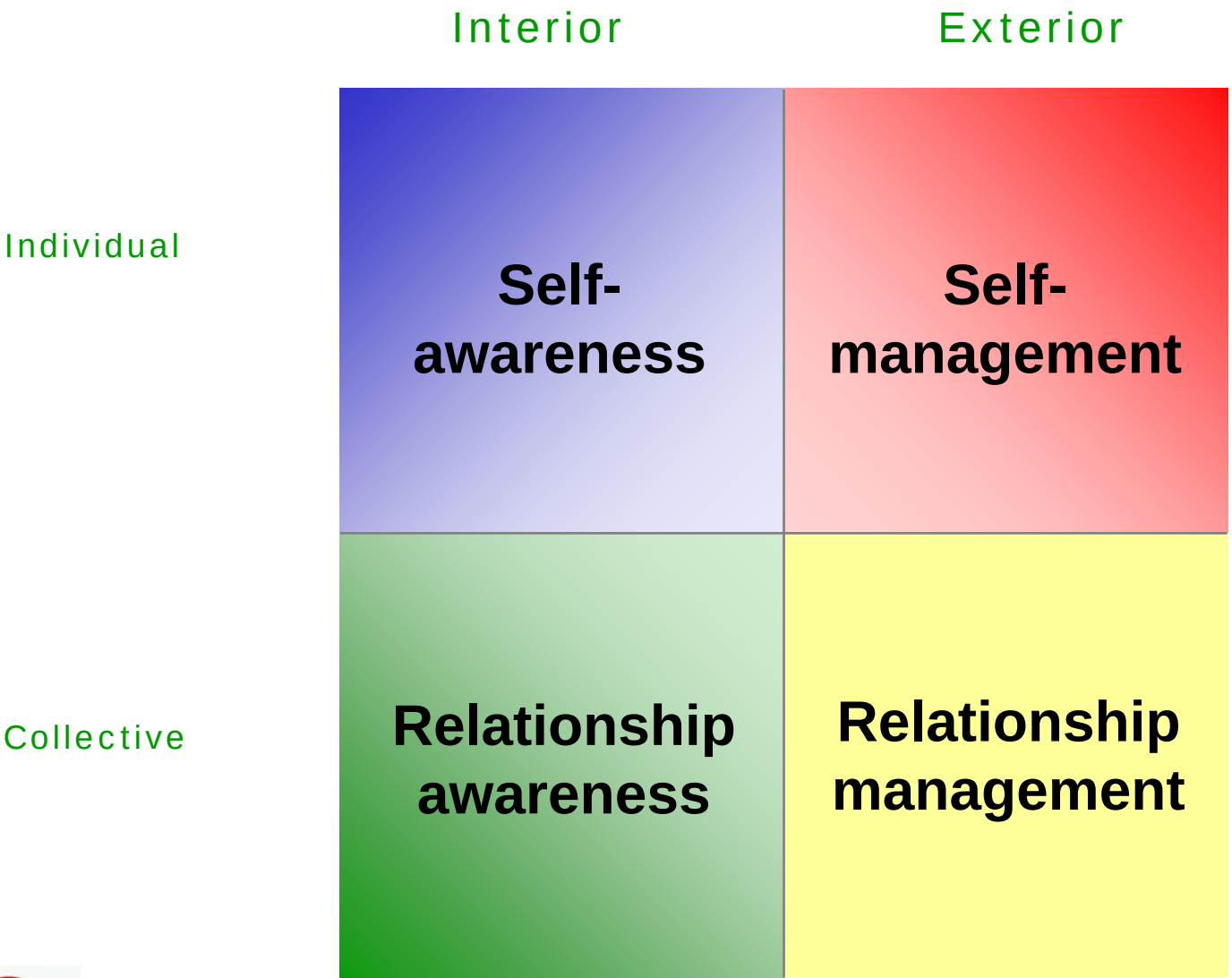
Emotional Intelligence (EQ)



(Adapted from Daniel Goleman)

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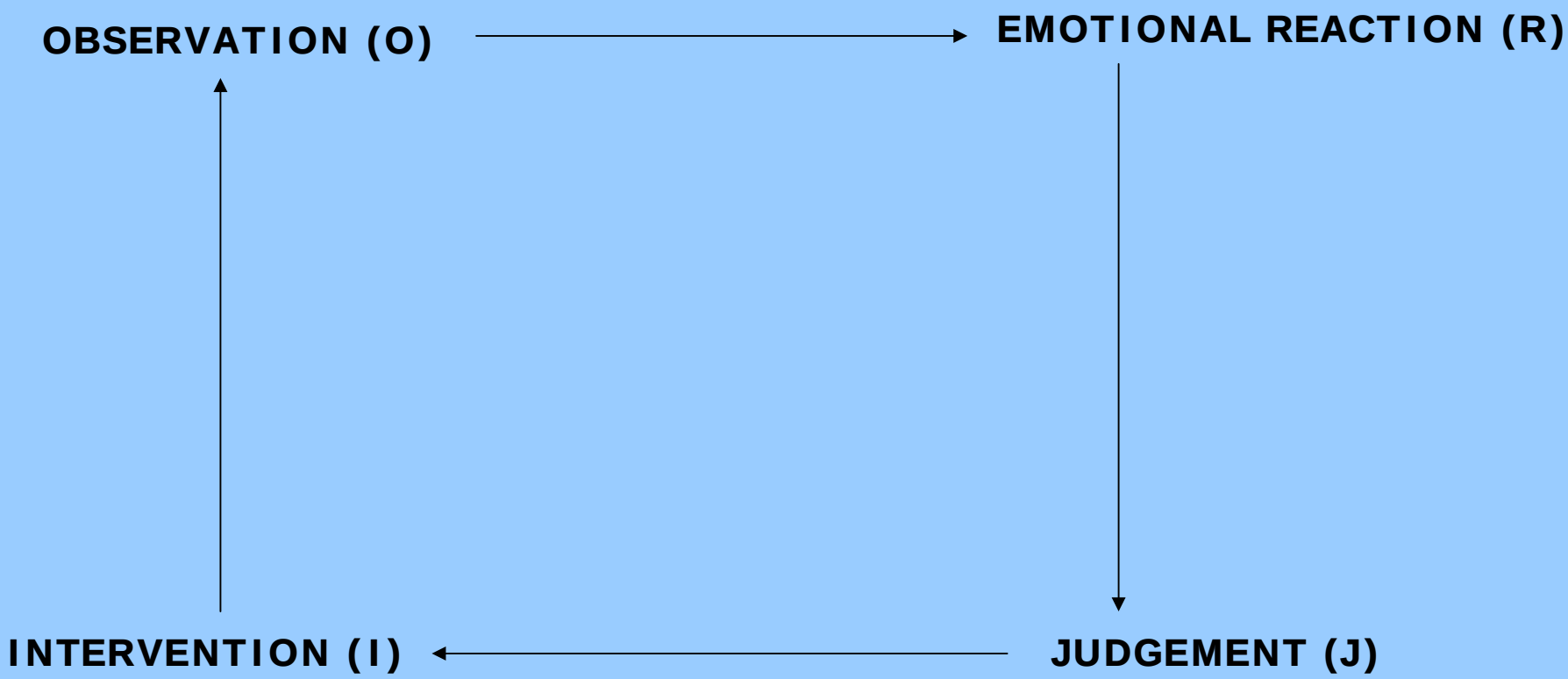
INTRAPSYCHIC PROCESS

(ORJI)

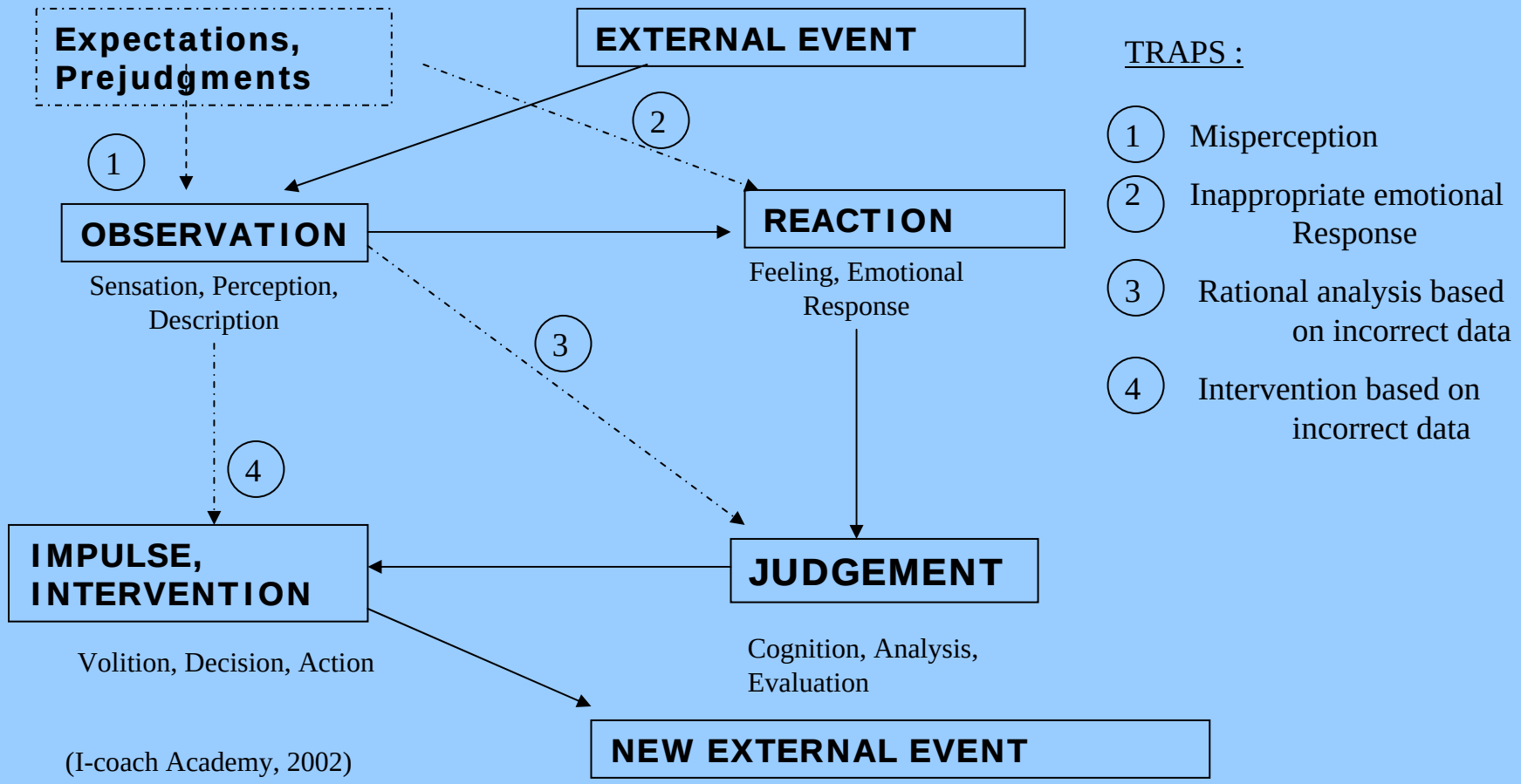


(I-coach Academy, 2002)

REALISTIC DEPICTION OF THE ORJI CYCLE

Goal: **Learn to distinguish inside yourself observations, reactions, judgments and impulses to act (intervene)**

Identify biases in how you handle each of these processes



TRAPS :

1. Misperception
2. Inappropriate emotional Response
3. Rational analysis based on incorrect data
4. Intervention based on incorrect data

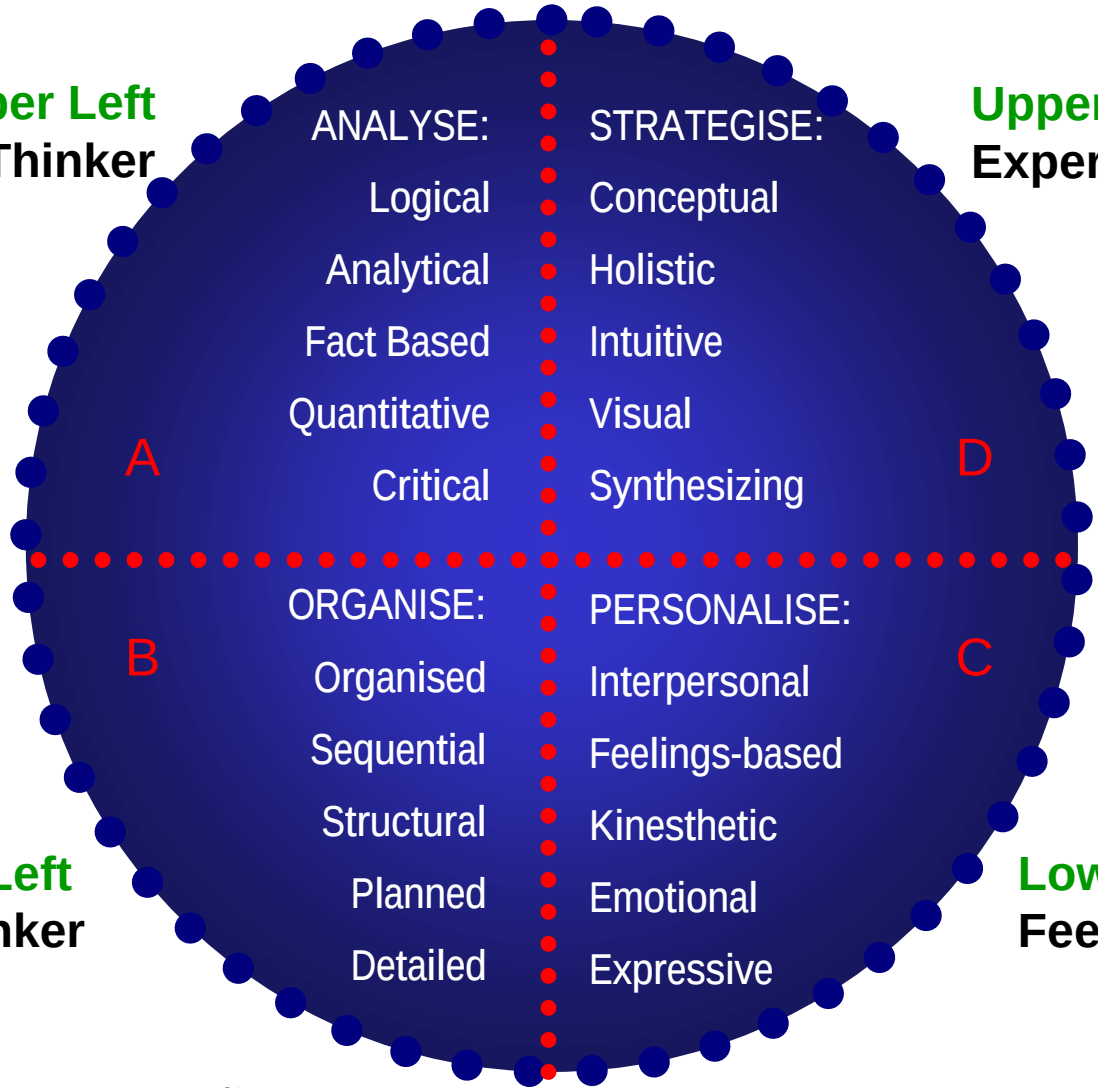
(I-coach Academy, 2002)

The Whole Brain Model

CEREBRAL: COGNITIVE & PRAGMATIC

Upper Left
Rational Thinker

Upper Right
Experimental Thinker



Lower Left
Organised Thinker

Lower Right
Feeling Thinker

(Ned Herrmann, Whole Brain Business Book)

LIMBIC: INTUITIVE & INSTINCTUAL

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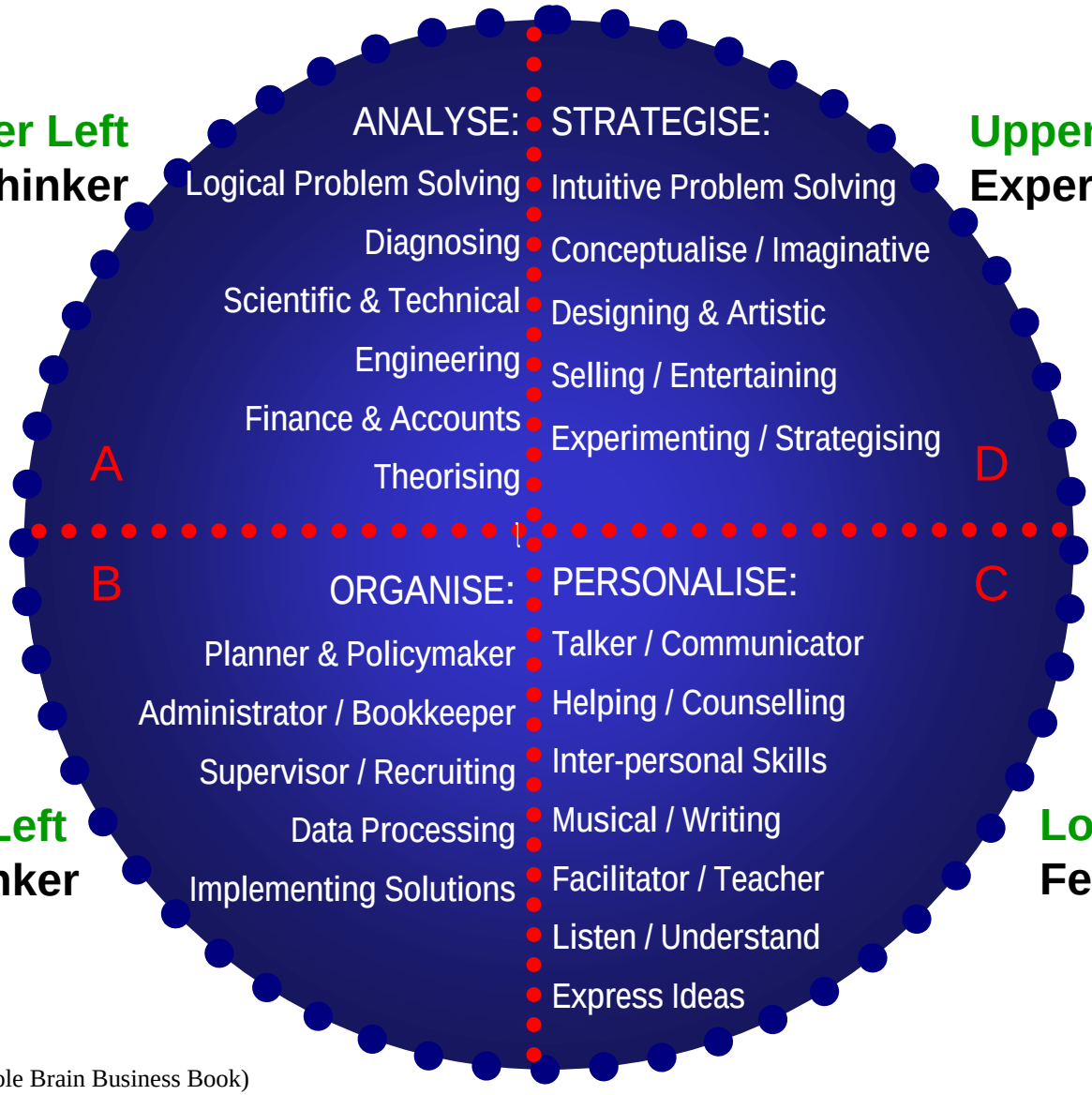
The Whole Brain Model

WHAT TASKS COULD BUILD YOUR BRAIN POWER?

Upper Left
Rational Thinker

Upper Right
Experimental Thinker



Lower Left
Organised Thinker

Lower Right
Feeling Thinker

(Ned Herrmann, Whole Brain Business Book)

LIMBIC: INTUITIVE & INSTINCTUAL

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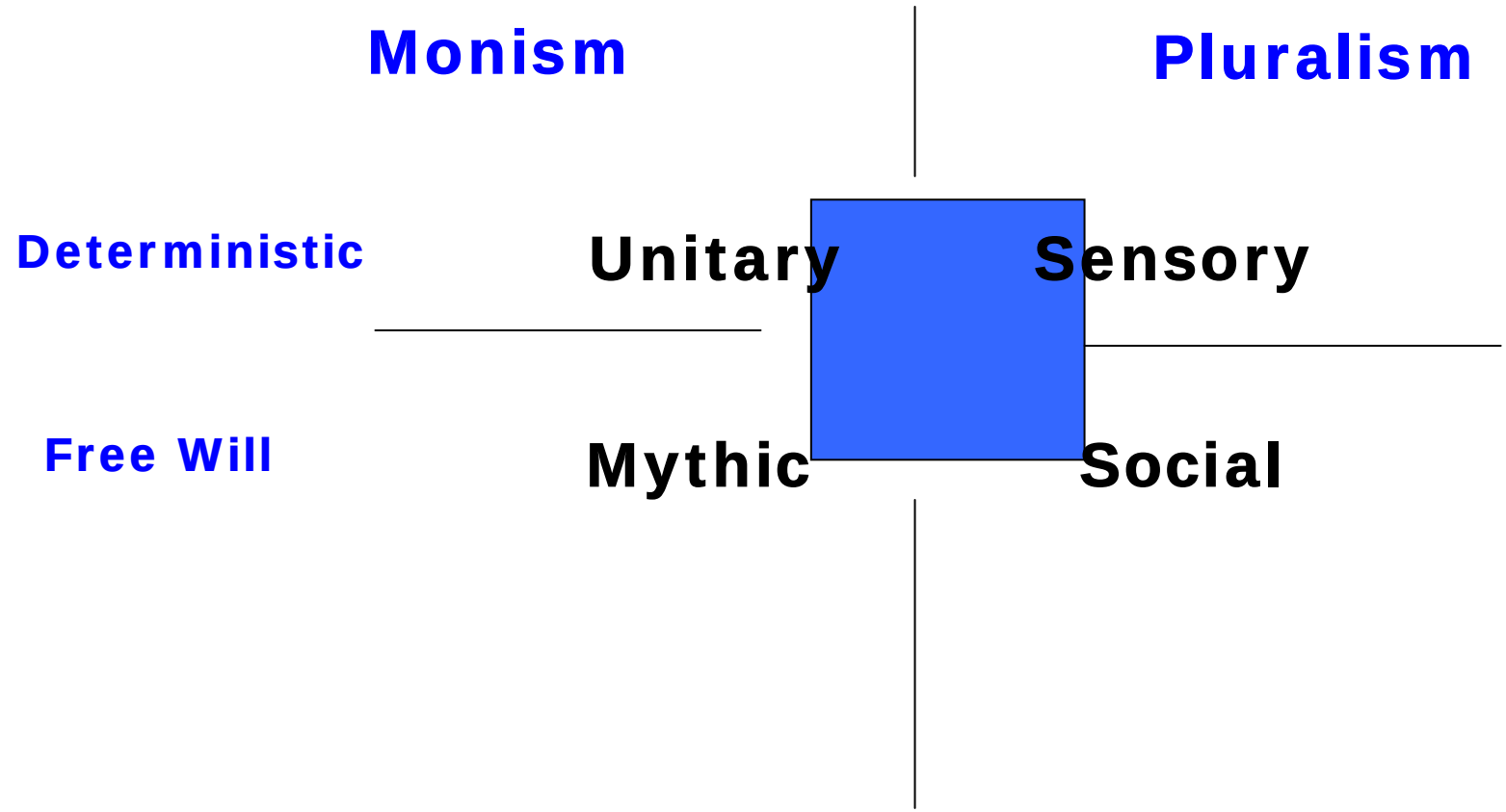
The Four Realities of Will McWhinney

Degree of Differentiation



(Will McWhinney, Creating Paths of Change, 1996)

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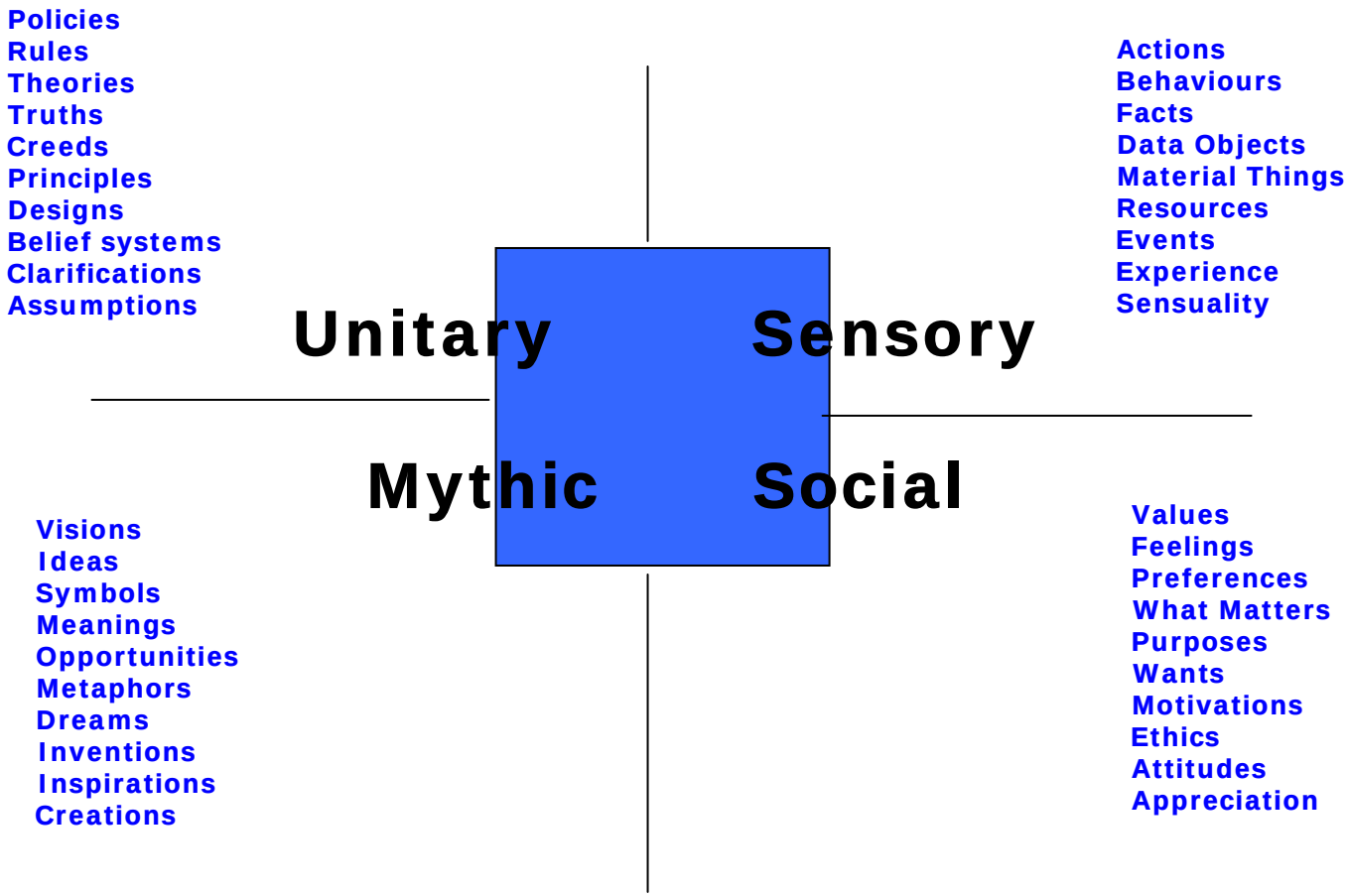
The Four Realities of Will McWhinney

My Beliefs Are Most Like:



(Will McWhinney, Creating Paths of Change, 1996)

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The Four Realities of Will McWhinney

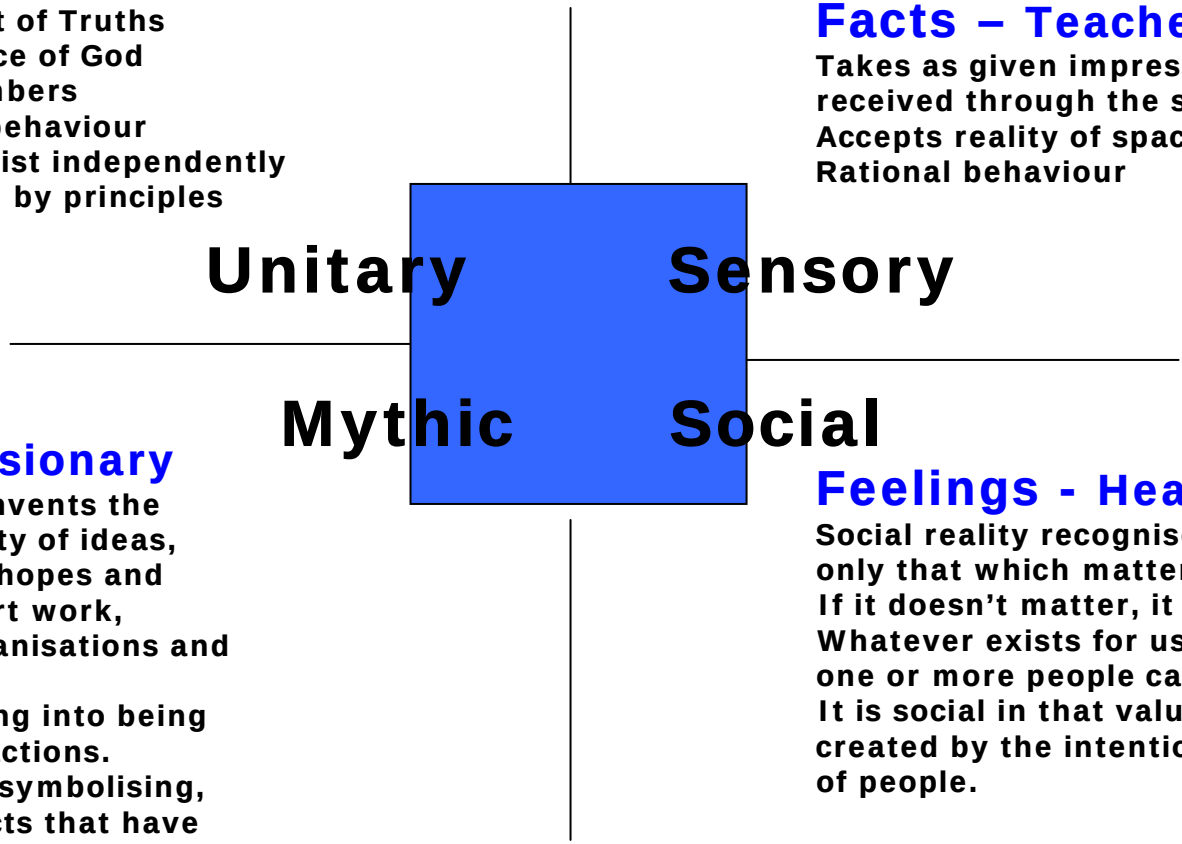
What is most real for you?

Truths – Warrior

Fundamental Set of Truths
Belief in existence of God
Science and numbers
Ethical rules of behaviour
Things do not exist independently
They are defined by principles and rules

Facts – Teacher

Takes as given impressions received through the senses
Accepts reality of space and time
Rational behaviour



Ideas - Visionary

Mythic reality invents the world; the reality of ideas, dreams, plans, hopes and expression in art work, inventions, organisations and cultures.
Brings something into being by beliefs and actions.
By naming and symbolising, we create objects that have not been 'seen' before

Feelings - Healer

Social reality recognises only that which matters.
If it doesn't matter, it doesn't exist.
Whatever exists for us is created by one or more people caring about it.
It is social in that values are created by the intentions of groups of people.

(Will McWhinney, Creating Paths of Change, 1996)

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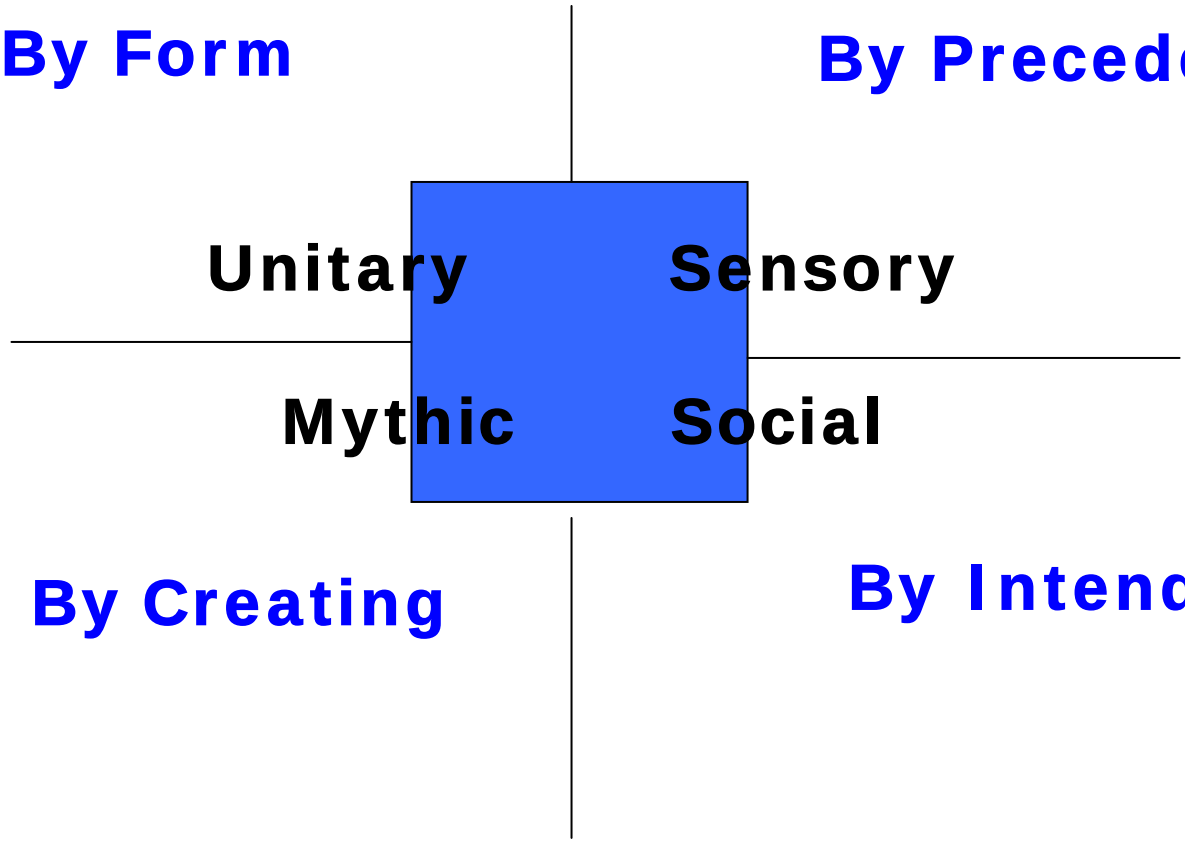
The Four Realities of Will McWhinney

How Do Things Usually Happen?



(Will McWhinney, Creating Paths of Change, 1996)

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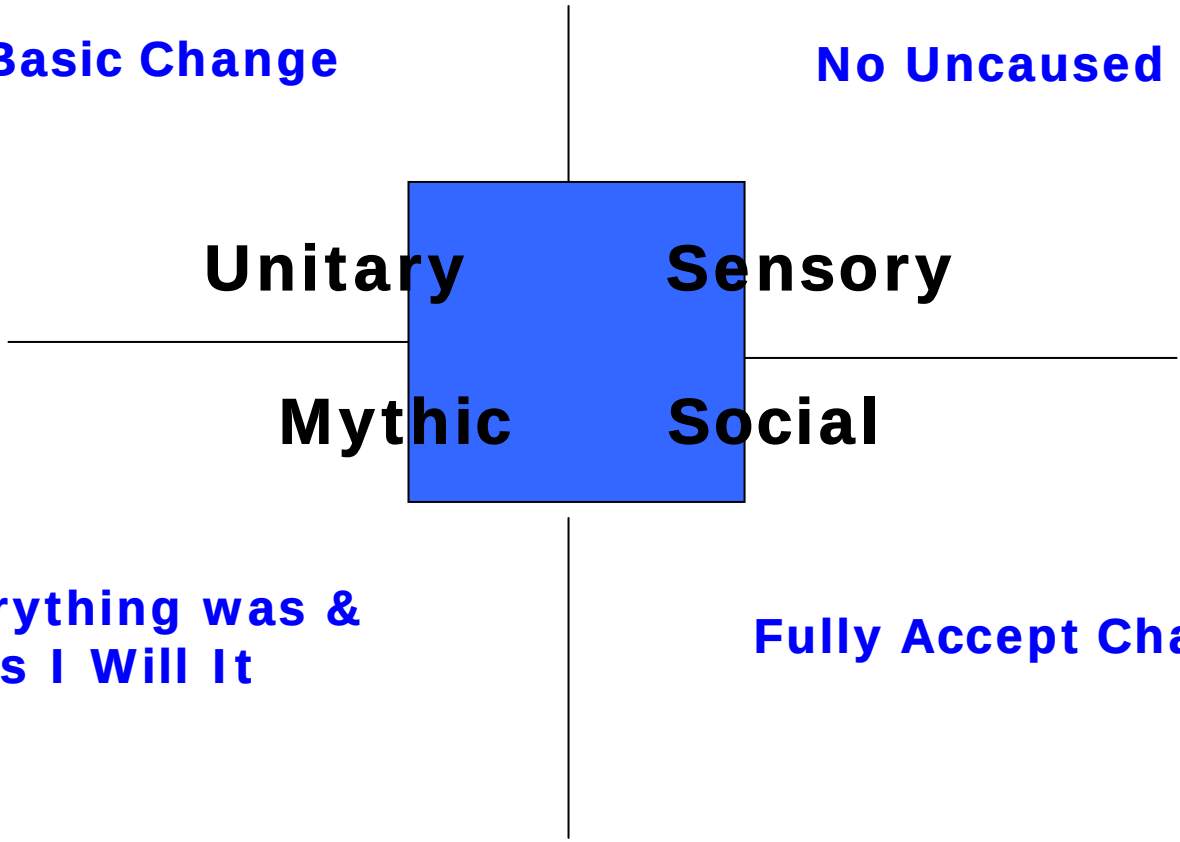
The Four Realities of Will McWhinney

How Are You About Accepting Change?



(Will McWhinney, Creating Paths of Change, 1996)

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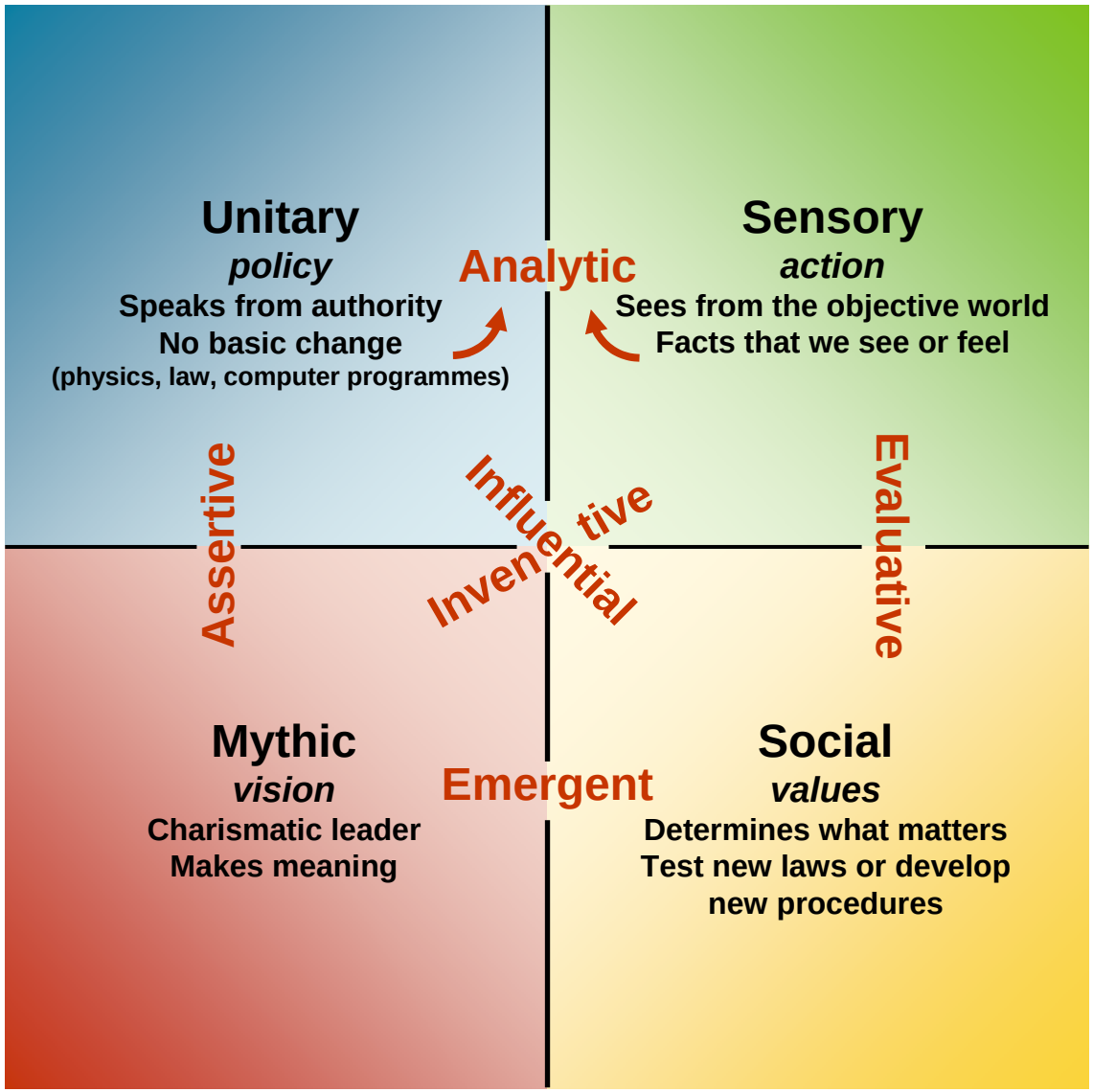
The Modes of Change



(Will McWhinney, Creating Paths of Change, 1996)

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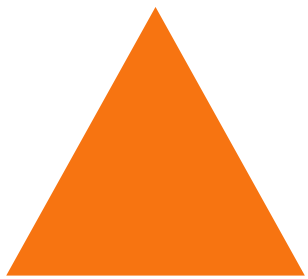
Models & Frameworks

Triangularity



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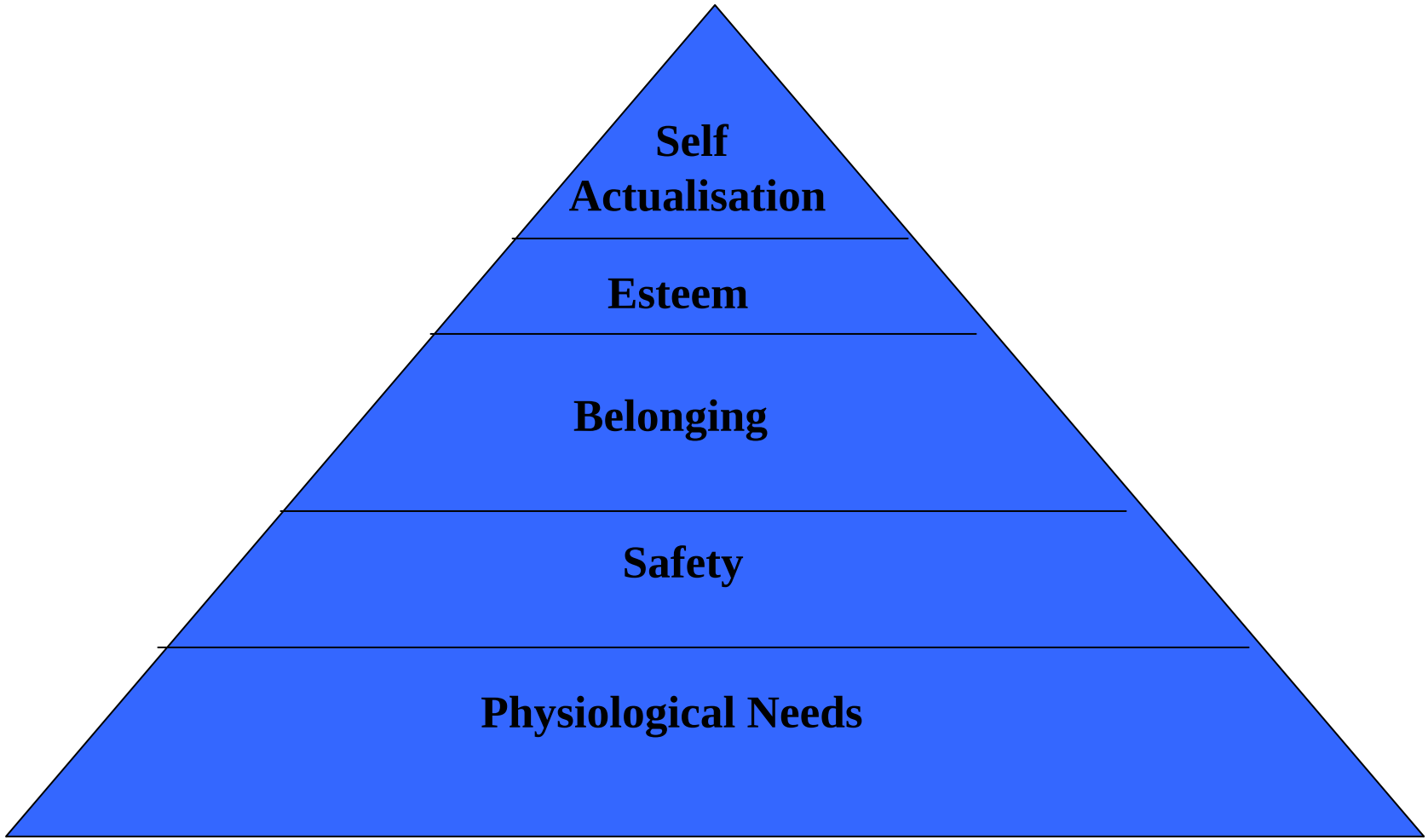
Maslow's Hierarchy of Needs



(A Maslow)

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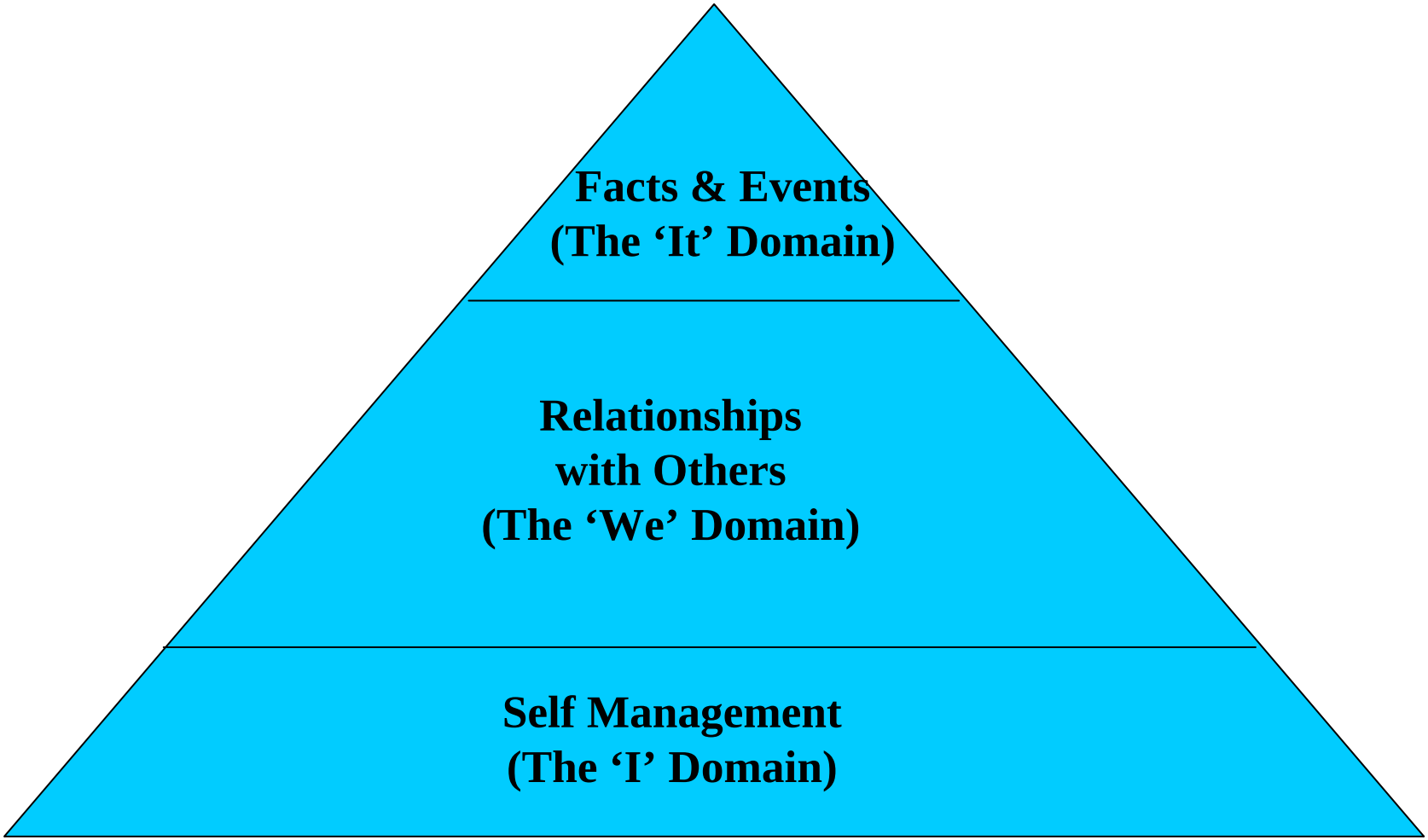
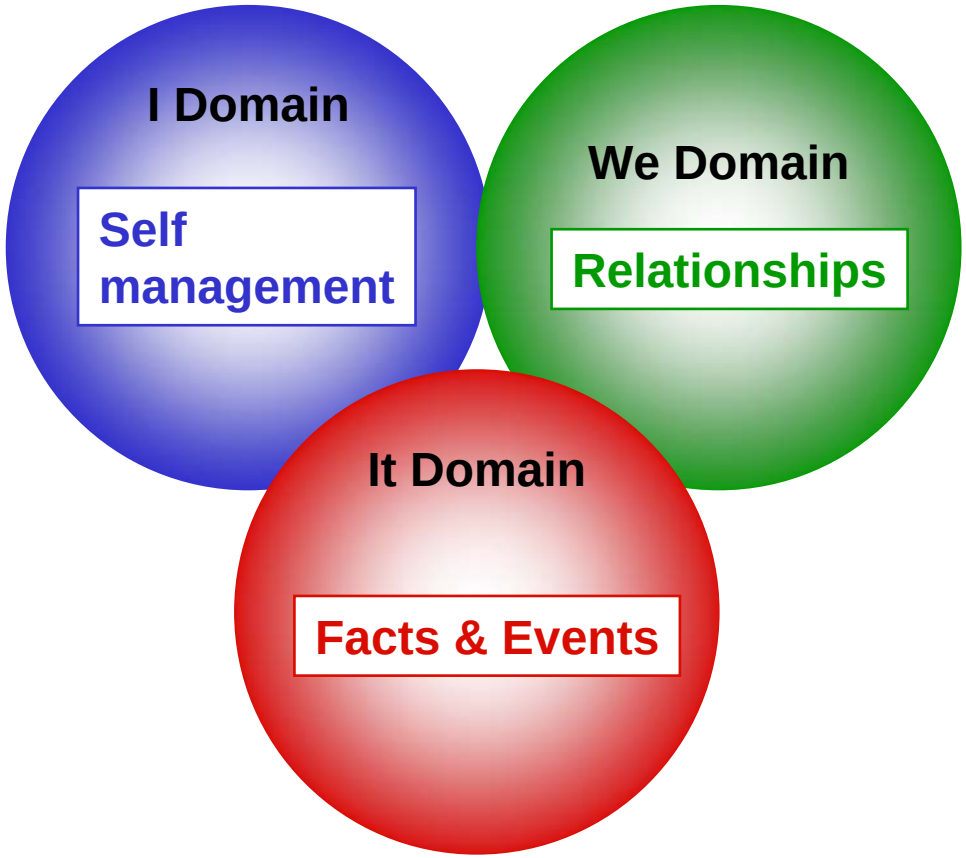
Domains of Competence (Habermas)



From 'Evoking Excellence in Others'
(James Flaherty)

Programme © Sunny Stout Rostron

Domains of Competence



(Adapted from Habermas; I-Coach Academy, 2002)

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AFRICAN SPIRIT HIERARCHY

Rainmaker
Hunter
Divination
War
Clan/Family
Wandering
Avenging
Witch

VALUES

Morality
Performance
Truth
Power
Survival
Innovative
Powerless
Cynic

(Lovemore Mbigi)

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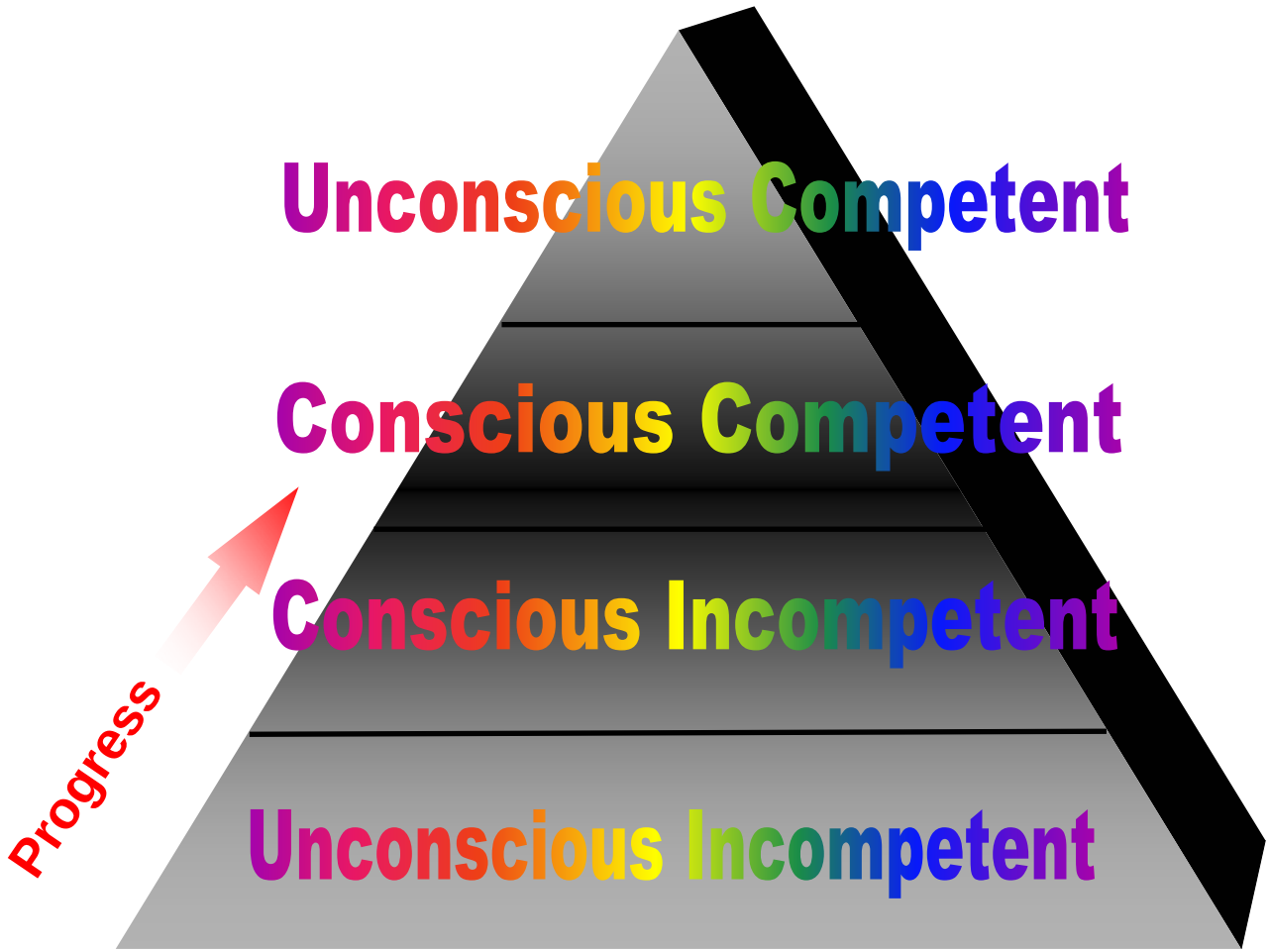
The Learning Process



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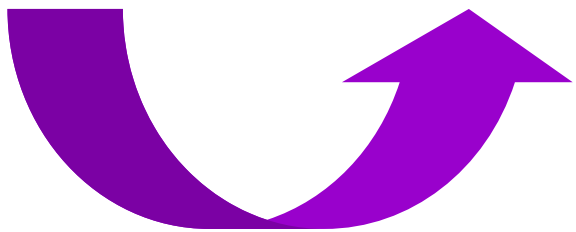
Models & Frameworks

Transition U-Process



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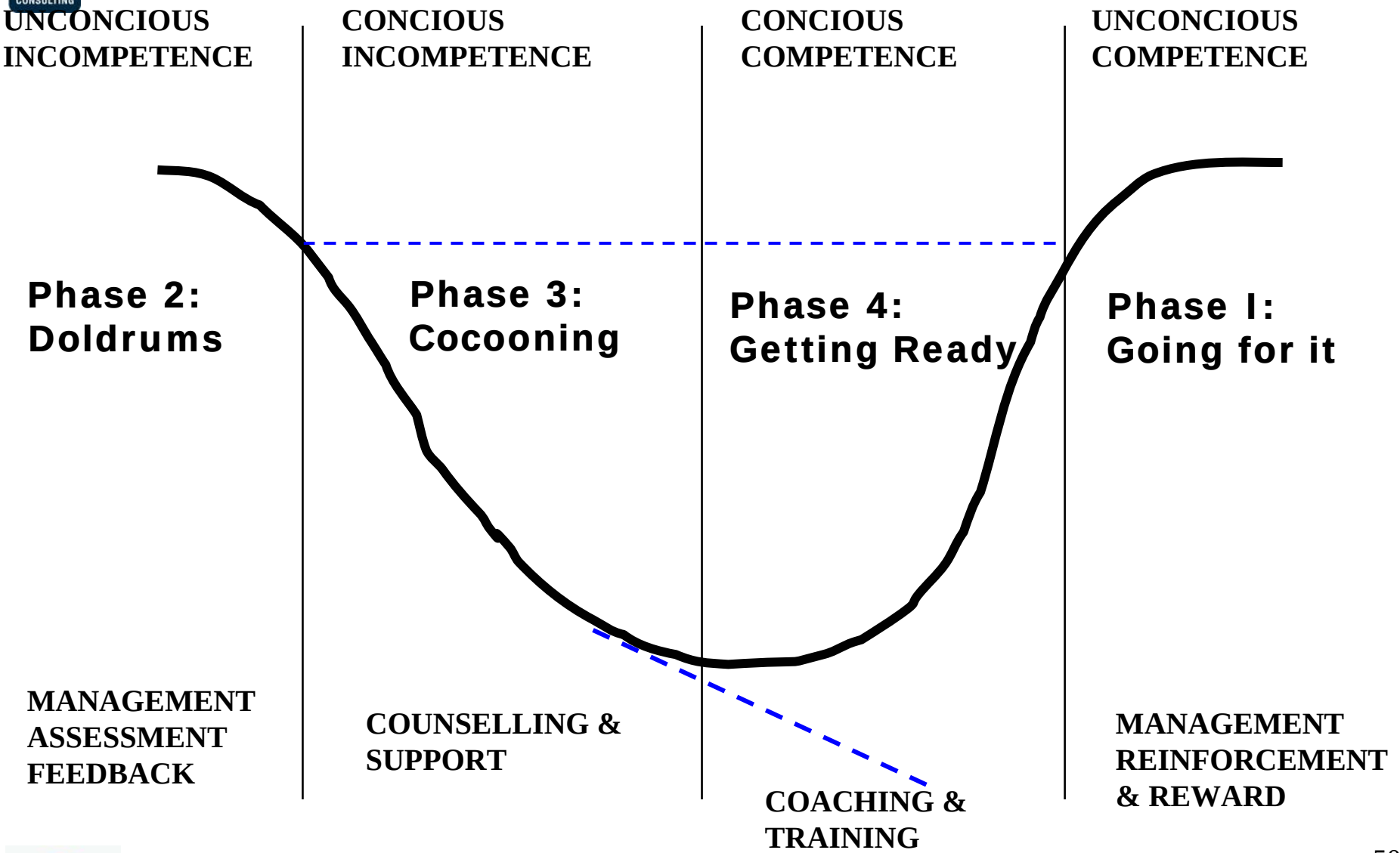
Kubler Ross' Transitional Curve & Hudson



(I-coach Academy, 2002)

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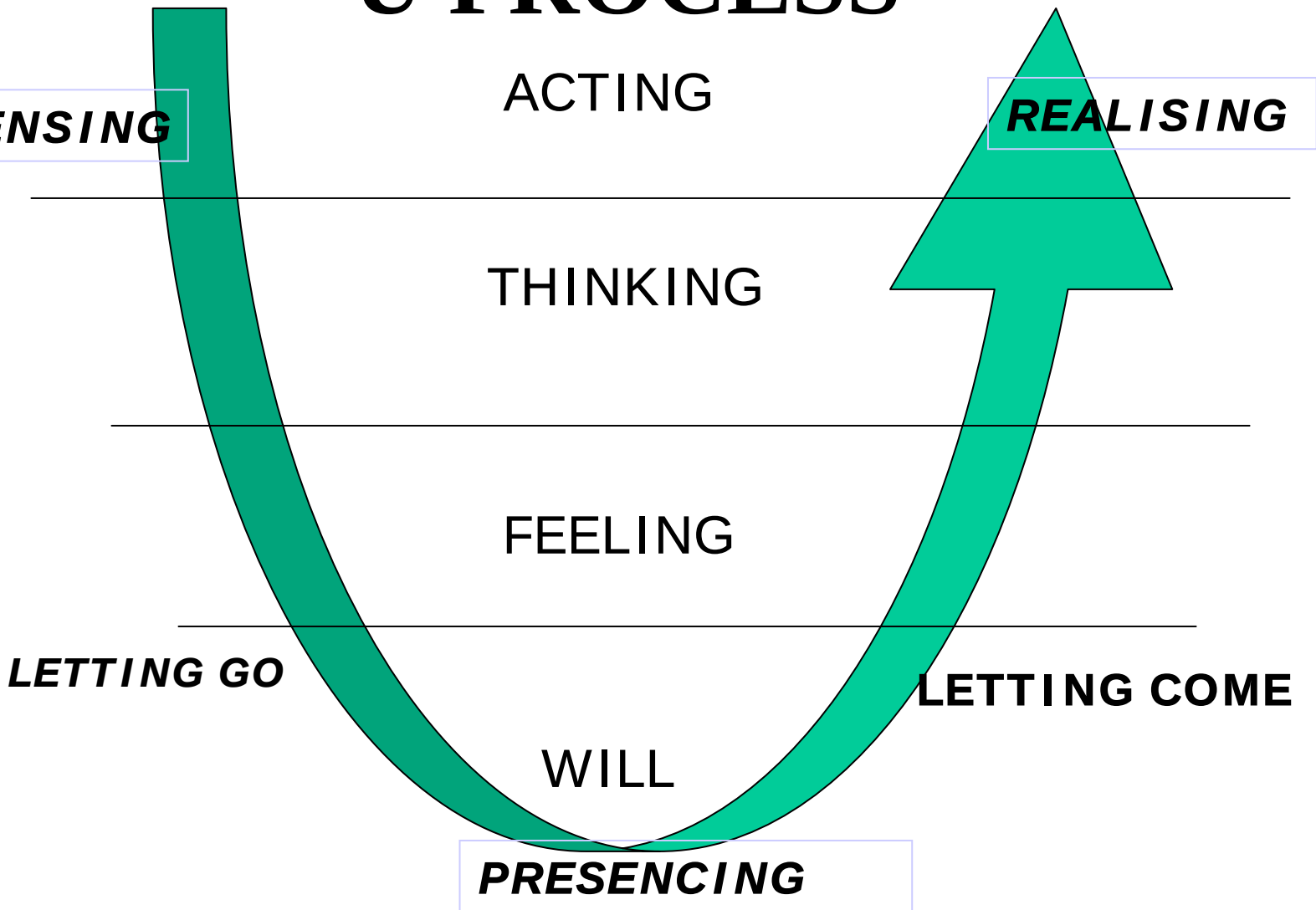
U PROCESS

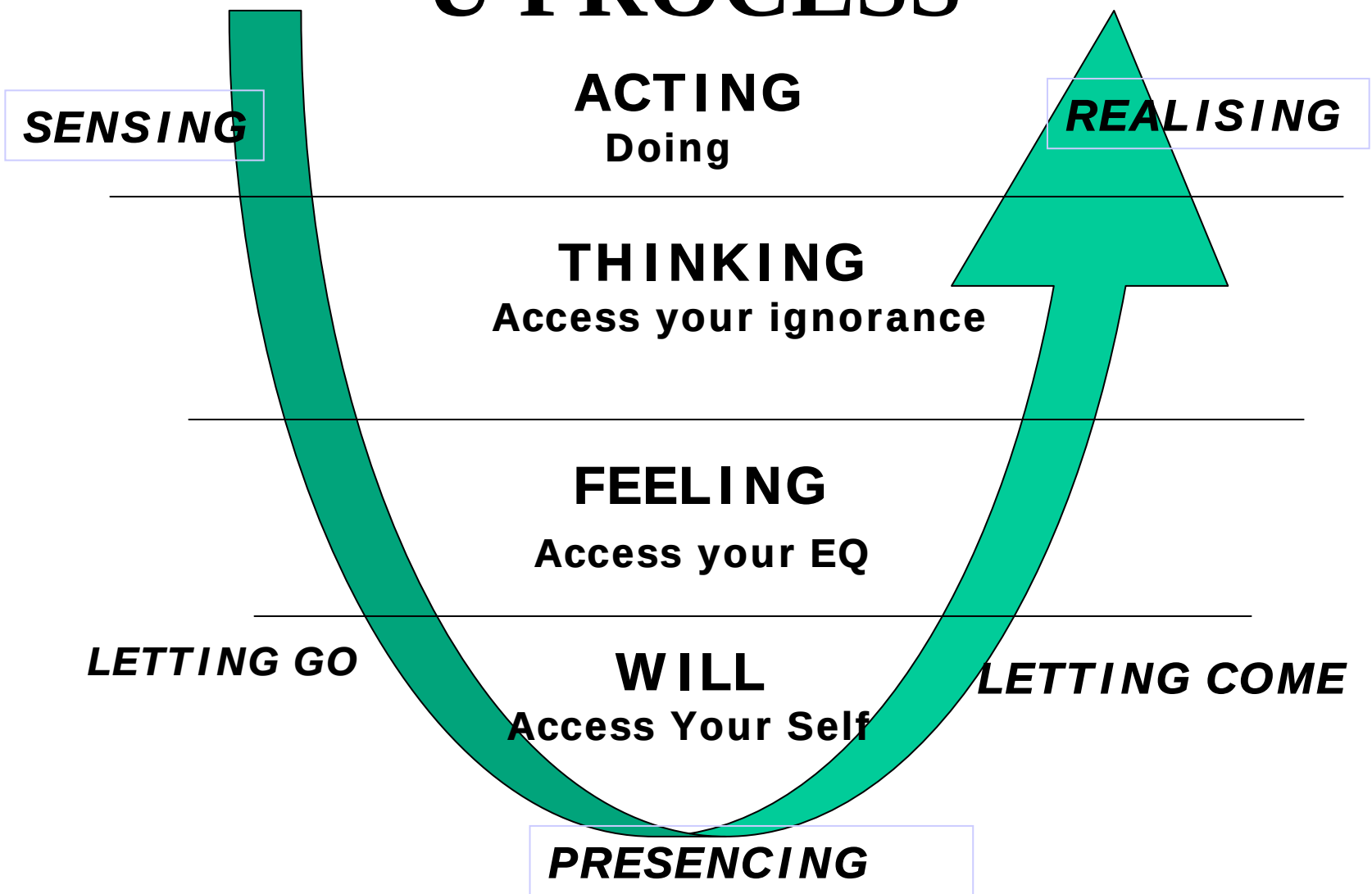


CO-SENSING CO-INSPIRING CO-CREATING

(Adapted from Otto Scharmer, slide Paddy Pampallis 2005)

Programme © Sunny Stout Rostron

U PROCESS

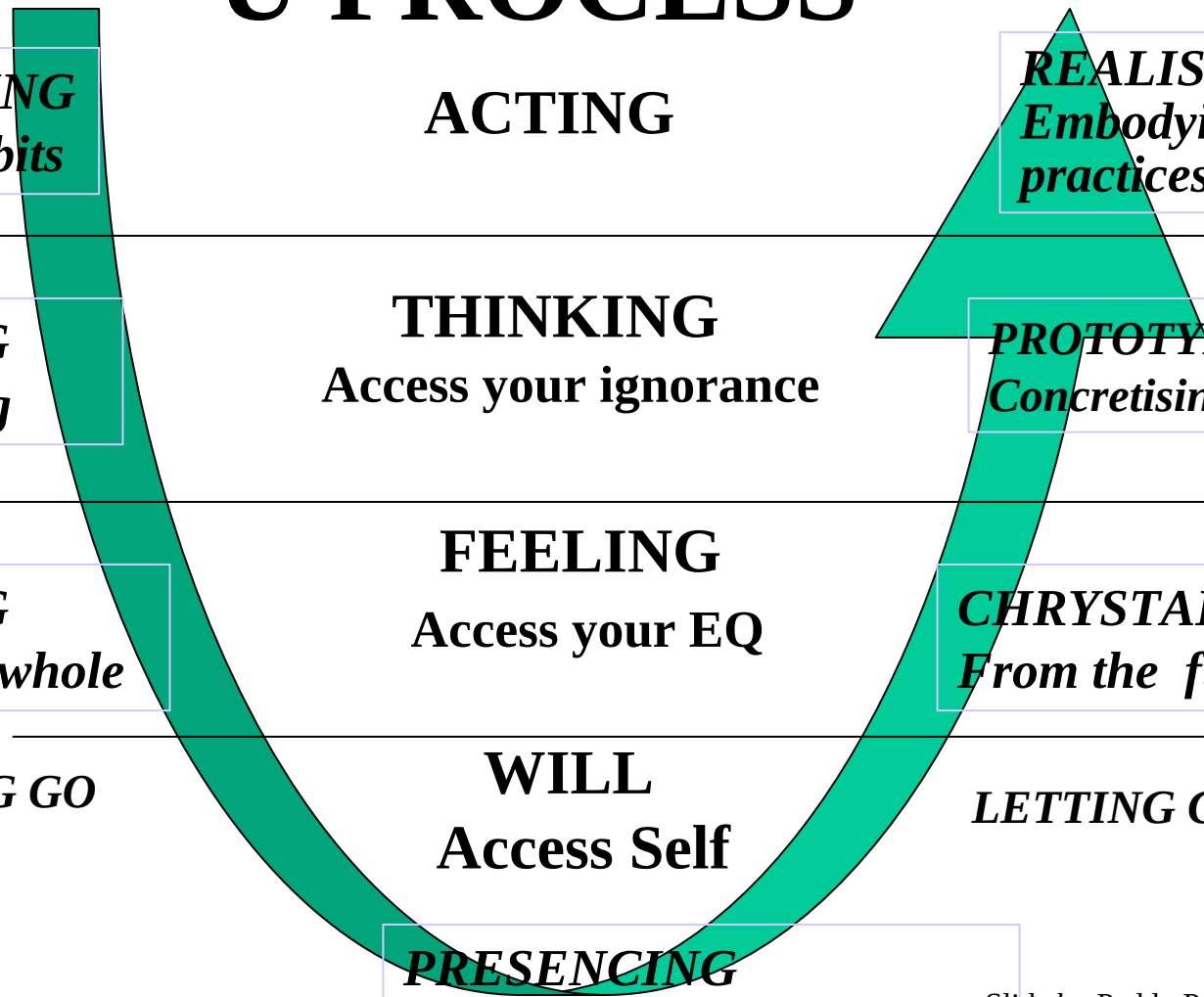


CO-SENSING CO-INSPIRING CO-CREATING

(Adapted from Otto Scharmer, slide Paddy Pampallis 2005)

Programme © Sunny Stout Rostron

U PROCESS



DOWNLOADING
Reenacting habits

ACTING

REALISING
Embodying in practices –enacting

SEEING
Redirecting

THINKING
Access your ignorance

PROTOTYPING
Concretising

SENSING
From the whole

FEELING
Access your EQ

CHRYSTALLISING
From the future field

LETTING GO

WILL
Access Self

LETTING COME

PRESENCING
Who is my self
What is my work

CO-SENSING

CO-INSPIRING

CO-CREATING

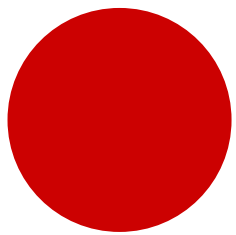
Slide by Paddy Pampallis 2005

(Adapted from Otto Scharmer, slide Paddy Pampallis 2005)

Programme © Sunny Stout Rostron

Models & Frameworks

Circularity



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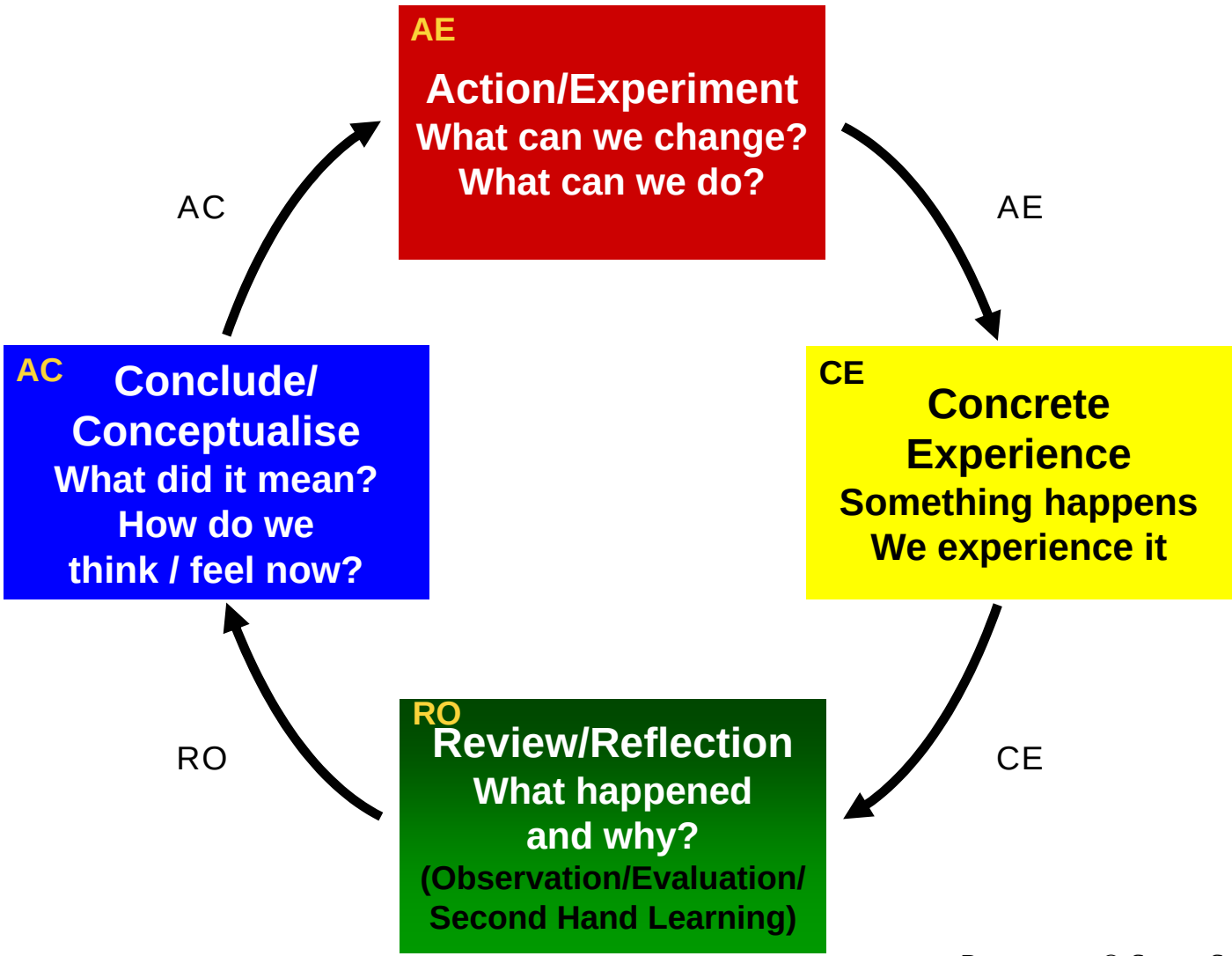
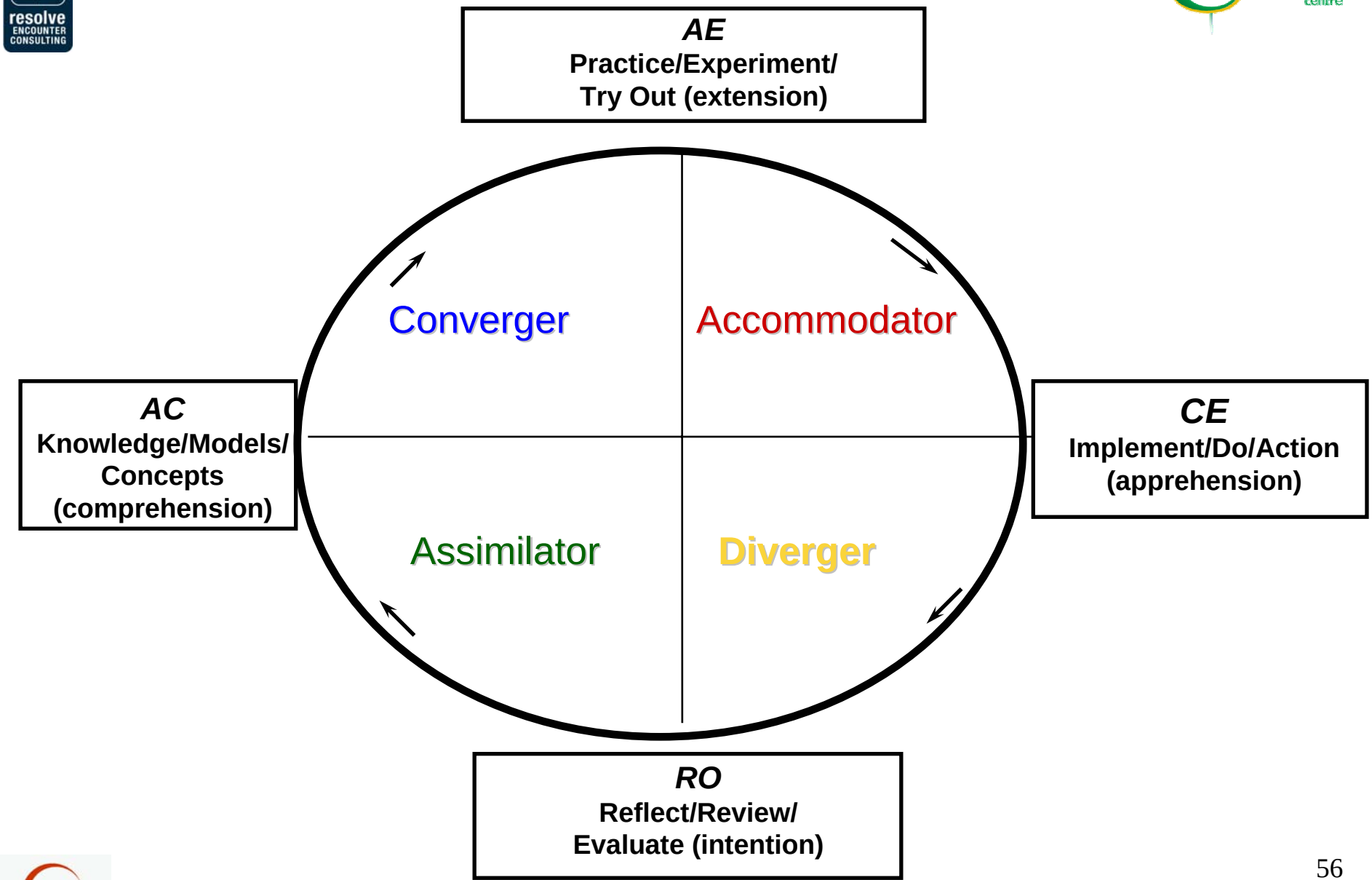
KOLB Adult Learning Cycle



Programme © Sunny Stout Rostron

Kolb's Learning Cycle



(Adapted from I-coach Academy, 2002)

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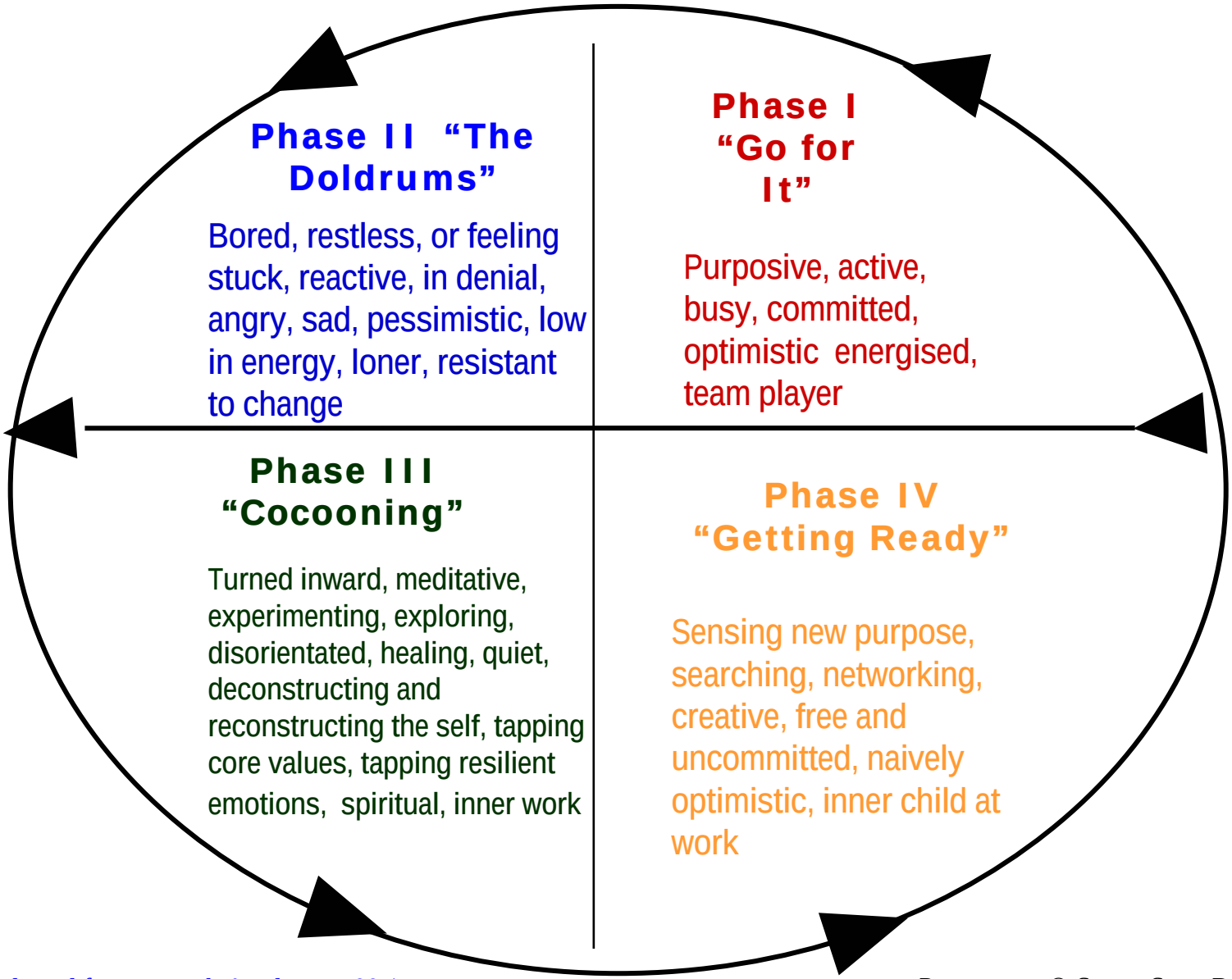
Hudson's Renewal Cycle



(Adapted from I-coach Academy, 2002)

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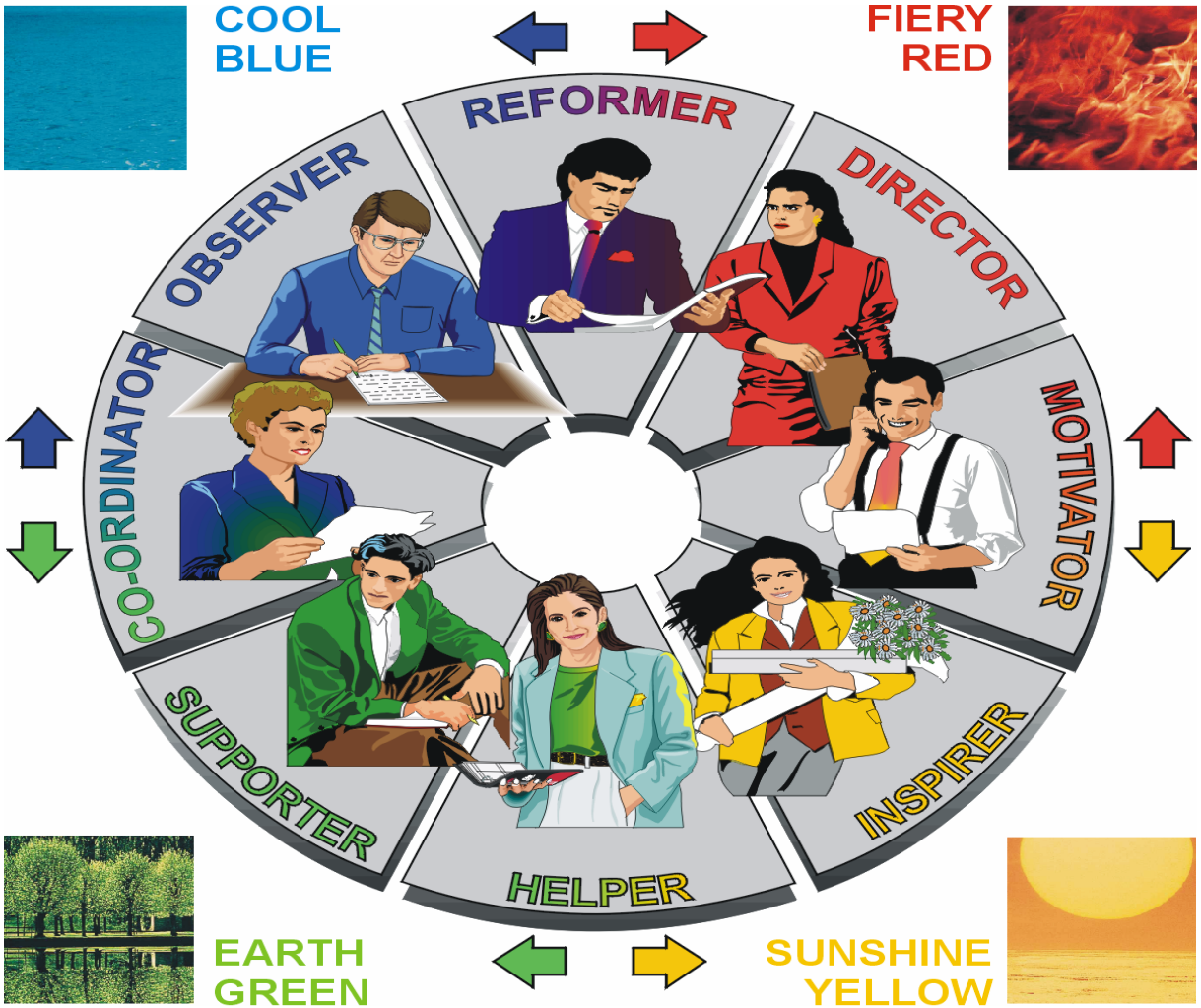
The Eight Primary Insights Types



(Insights South Africa)

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Managing Performance

(I-coach Academy, 2002)

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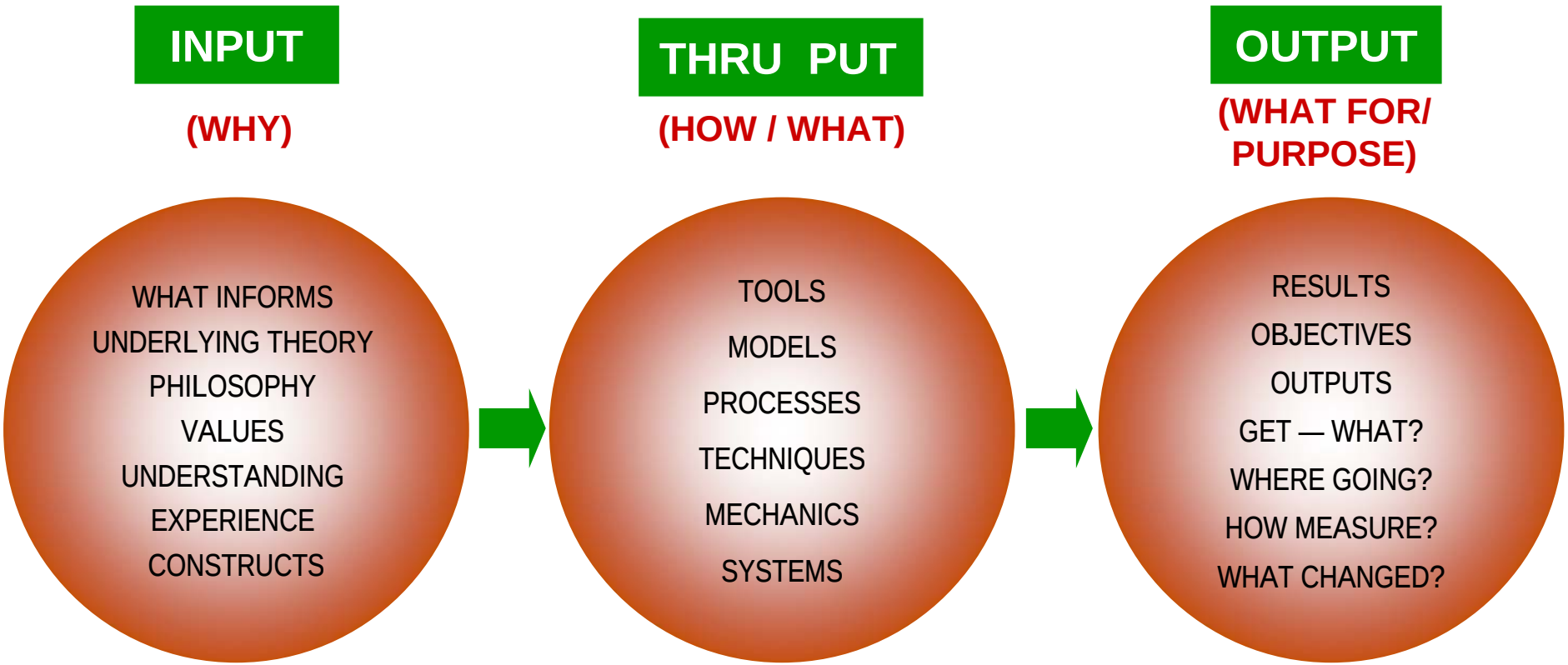
I-T-O



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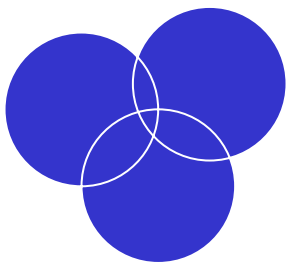
Models & Frameworks

Systemic



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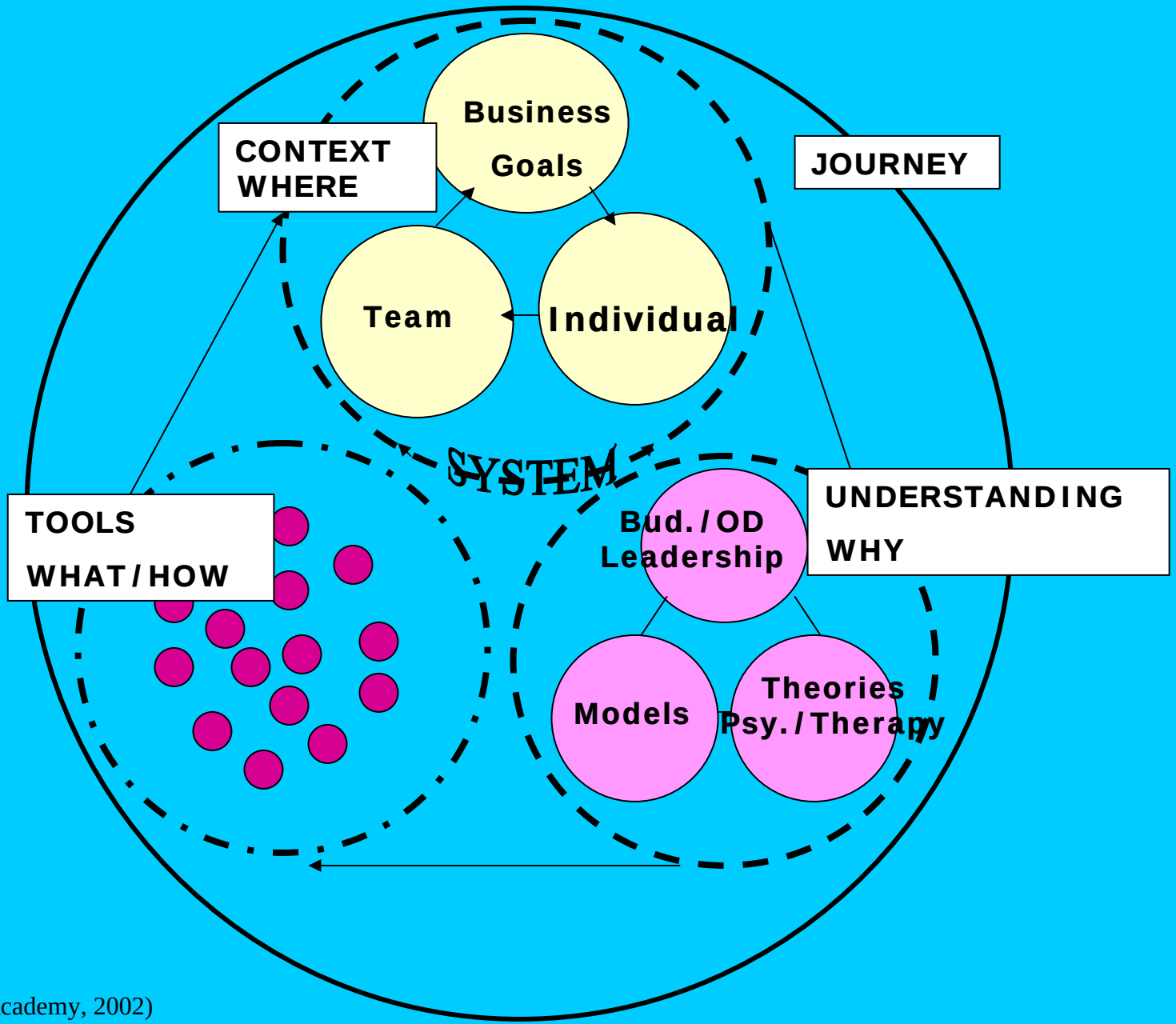
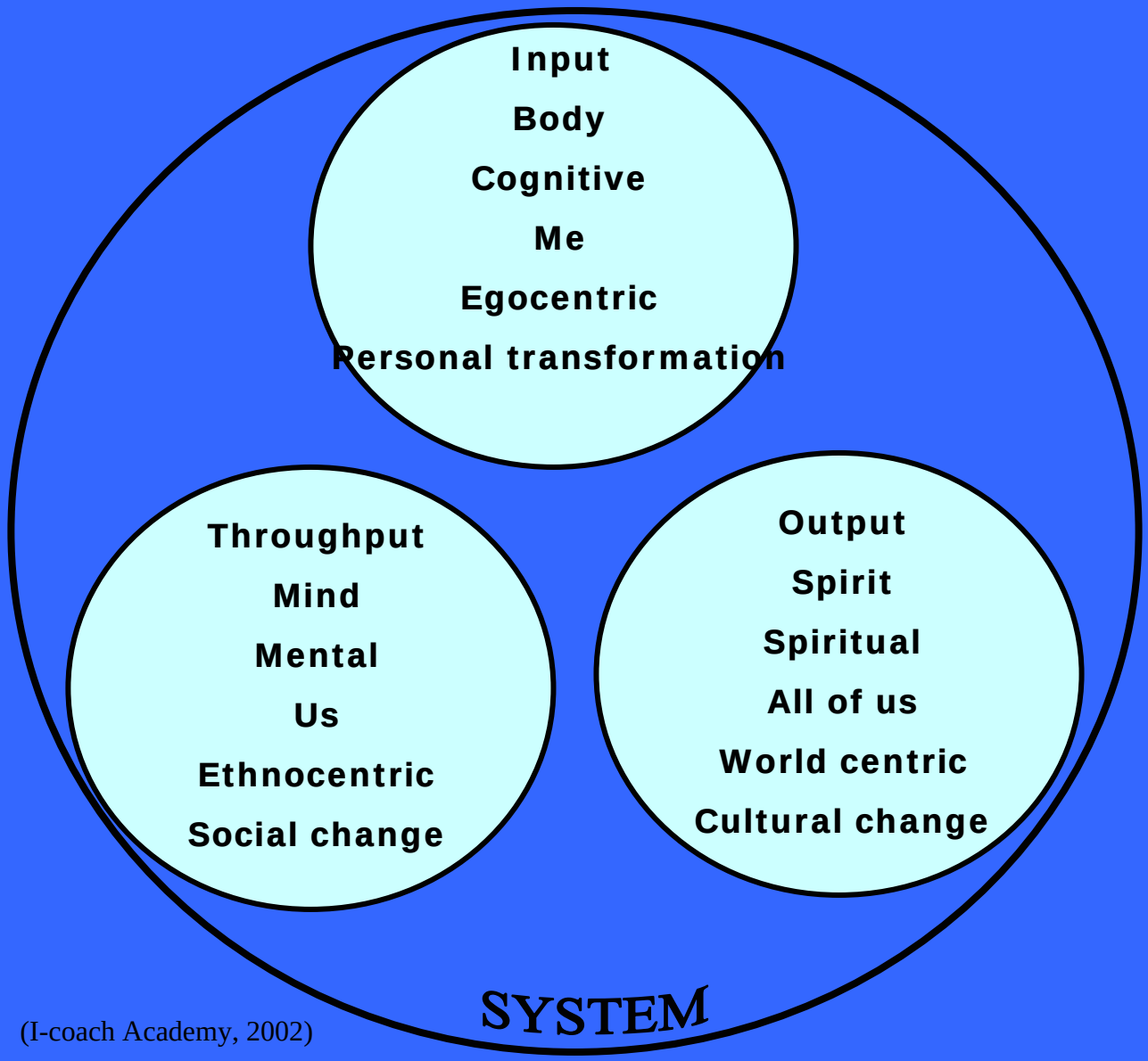
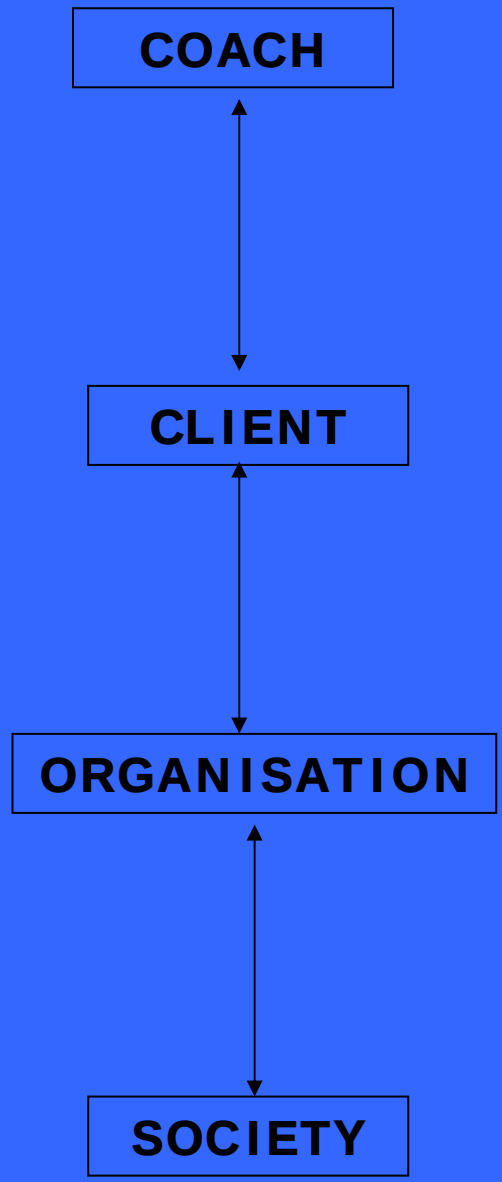
THE EXECUTIVE COACHING FRAMEWORK



(I-coach Academy, 2002)

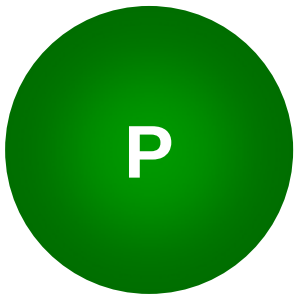
An Integrated COACHING FRAMEWORK





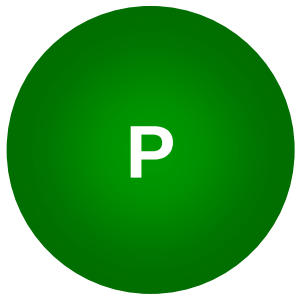
(I-coach Academy, 2002)

Transactional Analysis



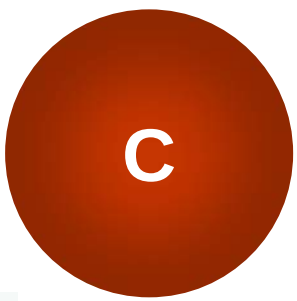
Parent Ego State

Behaviours, thoughts and feelings copied from parents or parent figures



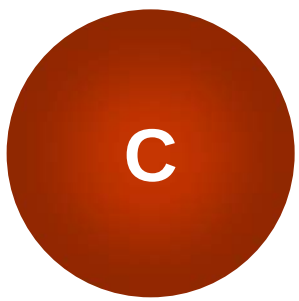
Adult Ego State

Behaviours, thoughts and feelings which are direct responses to the here and now



Child Ego State

Behaviours, thoughts and feelings replayed from childhood



(Eric Berne, I'm OK, You're OK)

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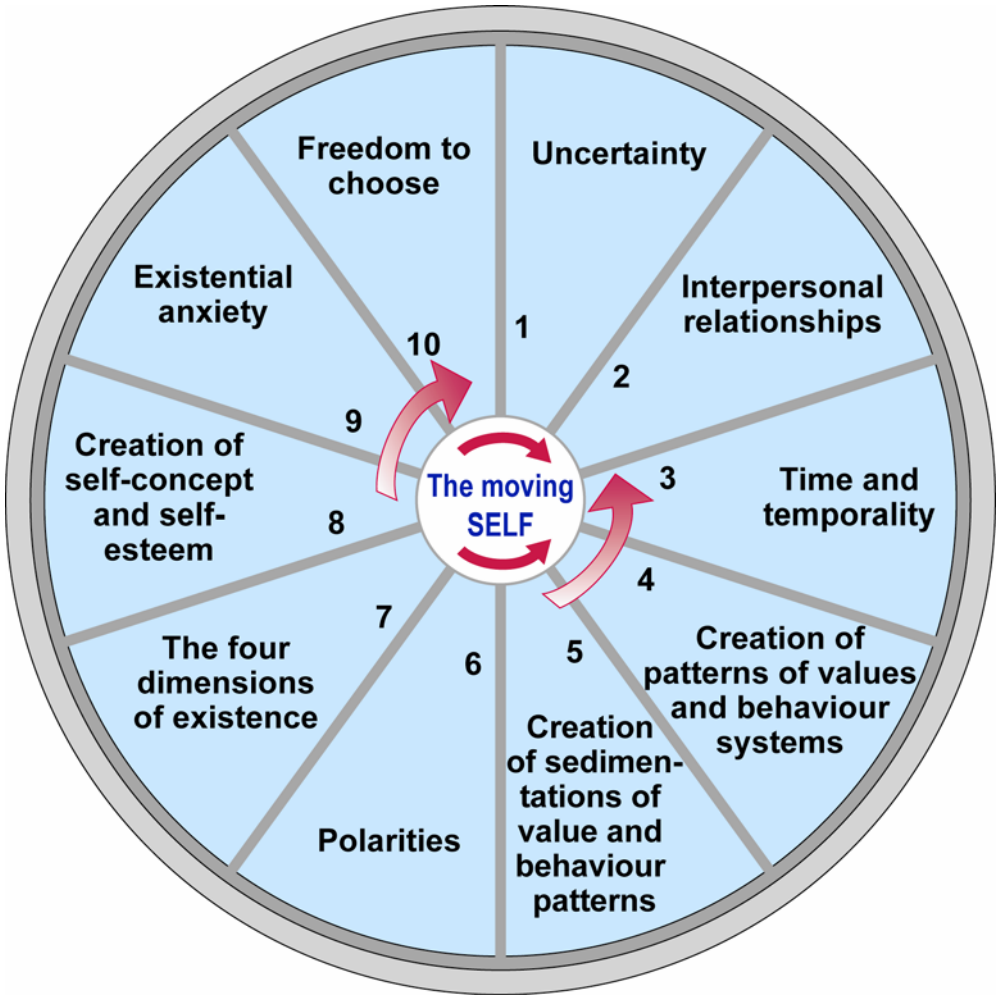
Existential Time-Limited Therapy Model

Concepts



(Alison & Freddie Strasser 2002)

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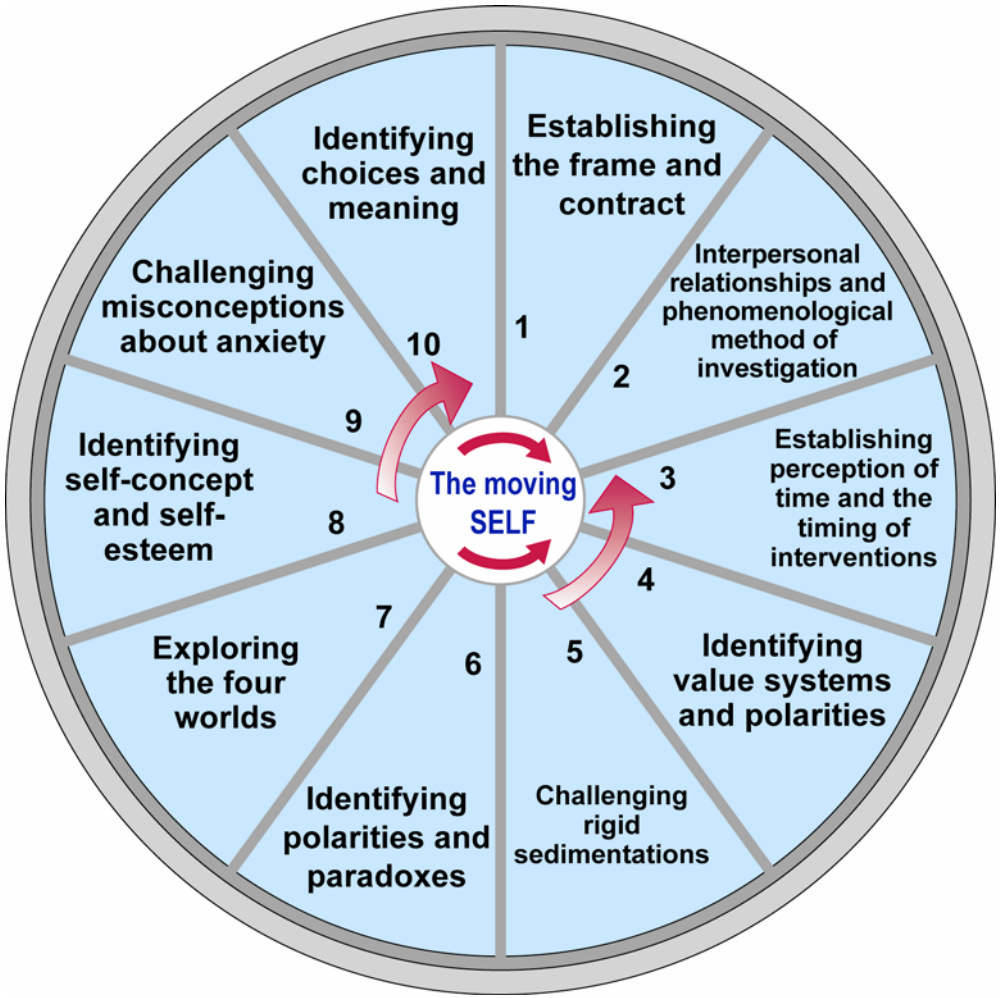
Existential Time-Limited Therapy Model

Methods and Skills



(Alison & Freddie Strasser 2002)

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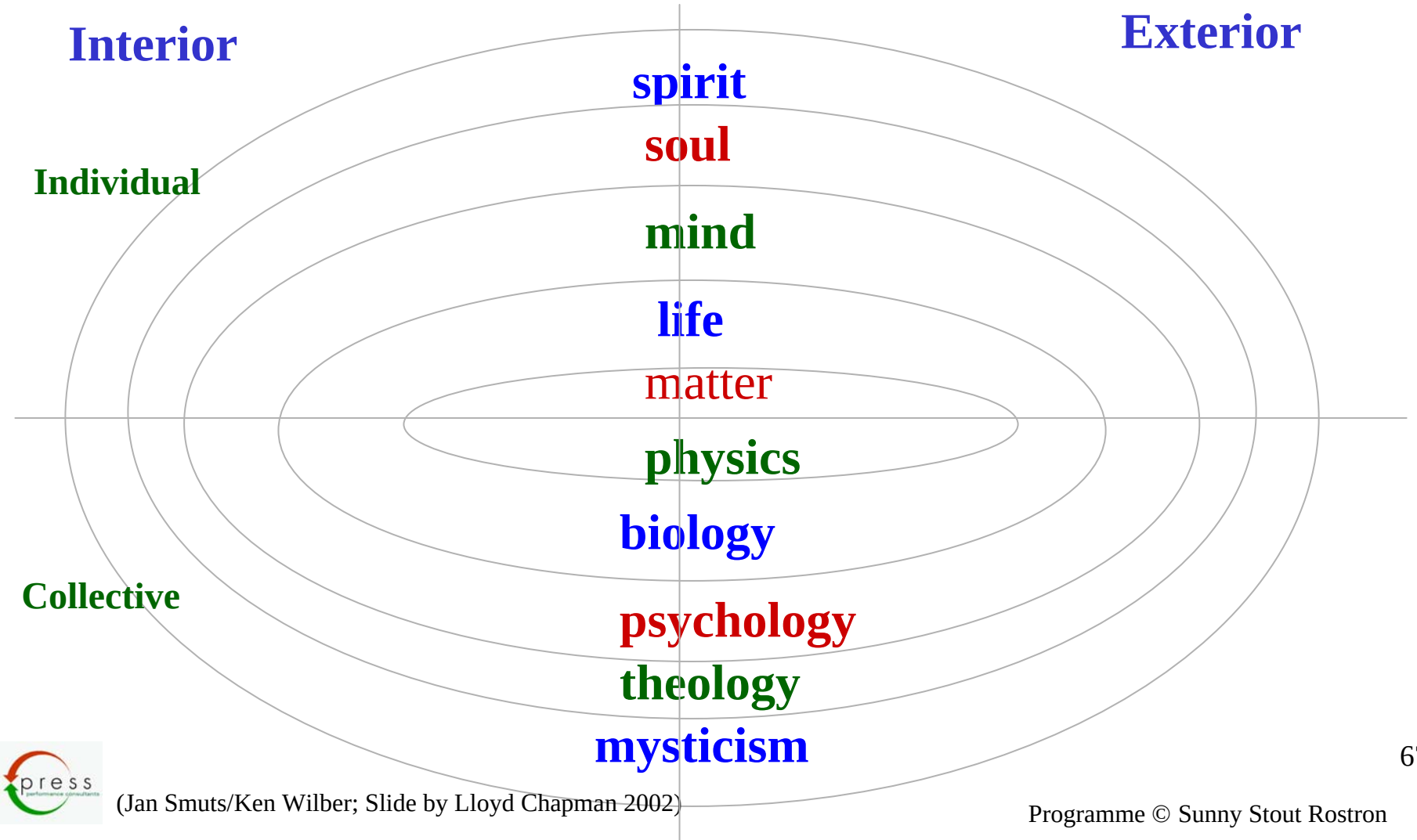
EVOLUTION OF CONSCIOUSNESS IS HIERARCHICAL



(Jan Smuts/Ken Wilber; Slide by Lloyd Chapman 2002)

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Building Your Model

(David Lane 2006)

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MODELS & FRAMEWORKS

1. Redesign your model
2. Purpose, Perspectives, Process
2. Where is the 'coach' and the 'client'?
3. Where is the coaching conversation?
4. Your theoretical underpinnings?

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