

LIVING INQUIRY: R&D Team Draft ONLY **2022**  
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**TABLE OF CONTENTS**

**Chapters:**

<b>2</b>	<b>Introduction</b>
<b>18</b>	<b>Helping Functions</b>
<b>27</b>	<b>PING</b>
<b>48</b>	<b>PROBE</b>
<b>61</b>	<b>PROMPT</b>
<b>77</b>	<b>PERMIT</b>
<b>91</b>	<b>PERTURB</b>
<b>102</b>	<b>PAUSE</b>
<b>115</b>	<b>PACE</b>
<b>125</b>	<b>EXECUTIVE SUMMARY</b>
<b>137</b>	<b>A Business Case</b>

-----*Coming in 2023:*

**LeaderW@RE**

**Afterword**

**Acknowledgements**

**Glossary**

**Next Steps**

**Bonus Assessment**

**INDEX**

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## **INTRODUCTION**

Welcome to the world of LIVING INQUIRY, or LI, if I may. LI is a platform with levels of Capability using seven core skills networked as inquiry in helping interactions. LI is a system which emerged over a five-decade coaching career, and thus was not always around in this codified form, process or structure—it was alive only in me intuitively. Since the early draft seven years ago which I wrote in Thailand after taking a planned rest to write it up. It was an attempt to unpack the COACH2 System beginning with where I started in my first book, COACH2 the Bottom Line (1999), where I started to codify “those skills” that explained what it was I was doing and teaching others at that time. Between my first book and this draft, I’ve had two plus decades to identify what was only intuition roughed out a decade ago.

LIVING INQUIRY is not just a book, but a platform for helpers everywhere.

*Is that all there is to it?*

The previous title of this part of the work was Dynamic Inquiry and the reason the title changed was due to the shift in focus from this being an explanation of core inquiry skills to networked set of core skills used with an evolving set of fundamental models that I’ve developed over those 5 decades of living inquiry; hence LIVING INQUIRY or LI as I will refer to it usually, is a better description of the platform.

As we prepare for the rollout of this platform of which the book is only a part, you will see me refer to a system at the crux as LISTEN!: *Living Inquiry System of Teaching Education Next*.

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*If I could show you hundreds of ways that you can benefit from LIVING INQUIRY. would that get your attention?*

<p>Live Sustainably                  Enjoy Simple                  Be a Role Model                  Build your Reputation                  Know Yourself                  Integrate Self-Awareness                  Love Your Work                  Contribute more                  Protect your ideas                  Consume Less                  Exercise More                  Feel Better                  Regret Less                  Save Energy                  Develop Plans                  Identify Openings                  Generate Possibilities                  Soften Power                  Encourage Breathing                  Suppress Vengeance                  Respect Space-Time                  Pace Change                  Connect Mind-Body                  Realize Strengths                  Inform Limitations                  Notice Fitness                  Practice Thoughtfulness                  Stage Well-being                  Explore Wellth                  Other Inquiry                  Pause &amp; Breathe                  Self-Disclosure                  Other-Disclosure                  Appreciate Diversity                  Respect Equality                  Probe Assumptions                  Help People Have Lives                  Outline Strategy                  Preview Outcomes</p>	<p>Model Generati                  Energize Others                  Encourage Competence                  Focus Mindfulness                  Sharpen Attention                  Permit Story                  Reveal Intention                  Engage Coaching                  True Alignment                  Success by Design                  Open Acceptance                  Assure Resilience                  Aid Antifragility                  Self-Discovery                  Other Discovery                  Self-Inquiry                  Find Justice                  Offer Inclusion                  Awe Beauty                  Aspire to Goodness                  Inspire Contribution                  Detect Density &amp; Frequency                  Define Purpose                  Prompt RightAction                  Have More Success                  Live Longer                  Redesign Systems                  Think Systematically                  Value Others                  Say Yes to Right Things                  Use No on Wrong Things                  Find the Right People                  Do Right Things                  Lower Consumption                  Empower innovation                  Remove Barriers                  Bounce Back Improve                  Professionalism                  Increase Self-esteem</p>	<p>LISTEN more                  Use Inquiry more                  Talk Less                  Speak with Credibility                  Learn Faster                  Assume Less                  Get to the bottom of things                  Understand Motivation                  Recognize Potential                  Discover Capacity                  Design with Capability                  Stop Pretending                  Live Spiritually                  Do It Better                  Deflect Noise                  Uncover Signals                  Desensitize                  Develop Others                  Notice Triggers                  Relax Strategically                  Tactically Calm Things                  Lemonade from Lemons                  Perturb Certainty                  Lessen Conflict                  Bolster Critical Thinking                  Diminish Ego                  Strengthen Bonds                  Reduce Defensiveness                  Amplify Creativity                  Enable Motivation                  Accelerate Self-Efficacy                  Foster Relationships                  Know a Good Society                  Ping Insight                  Dignify Human Existence                  Celebrate Reason                  Inform Logic                  Question Truth                  Enhance Resilience</p>
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*Does 10,000 hours really get you mastery?*

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LI emerged from the tens of thousands of interactions I had with clients around the world: friends, colleagues, students of my COACH2 Developmental Coaching Metasystem (45 countries) and my children who basically helped me realize that people may act like they are listening, but don't hear you or grasp your meaning making structures.

I stopped counting hours when I reached 10,000 hours early in 2000 and shifted how I priced my work.

*Does it make me masterful?*

You will have to be the judge of whether I've demonstrated mastery in the pages that follow and in my feedback sessions in the LISTEN! work. For most of you who consume this book, LISTEN! maybe next.

*COACH2 IS LI, LI is COACH2, yet more?*

For those who spent time with me in the B/Coach Training System, thank you for the grit that helped create this pearl.

*Ready for a quick story?*

When I attended the first certification training of Corporate Coach U (1996), which is still out there on LinkedIn I noticed; my peers (paraphrased) said, *if you have a model why don't you show us*, so that worked out pretty well, as I respond well to dares and while I penned the COACH2 book in five weeks—which resembles that clearly, it was a huge step as I found the process later to be consistent with Grady McGonagill's notion in THE REFLECTIVE PRACTITIONER (Published in EXECUTIVE COACHING: Practices and Perspectives, 2002): "...the practitioner who is aware of his or her methods has an edge

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over those who are naïve about their craft...and I've never looked back. I penned more than a dozen books of which three I published: CPR for the Soul (2006), Upping the Downside (2008) and @F-L-O-W (2012). The key was in continuing to clarify my methods as a “reflective and active” practitioner; LIVING INQUIRY is no different.

You know most people need permission, the rest of us just ask forgiveness, and I'll just keep asking people to forgive me.

*What I didn't know, I didn't know*

After I revealed the model that emerged during the first decade of my professional coaching career, it became much clearer to me: *what I didn't know, I didn't know* and I spent the second decade of coaching trying to surface a lot of that naiveté...you might say that was my developmental decade, as taking a deep dive into developmental models accounts, IMHO, for my own growth and the growth and change in the COACH2 System over time.

For the record, my primary research started then, which unfortunately will never get published per se, but is woven into—right or wrong—the emergent model of helping that has evolved into LI and through LeaderW@RE, of which LI, and thus COACH2 are also entangled inseparably.

*Knee bone connected to the thigh bone, connected to the hip bone...in other words, do you want fries with that...?*

It's hard to pull them out of the puzzle—a fractal is a fractal—it's like pulling your heart or lungs out of your body and looking only at them as you, but for the sake of this book, that's what I'm doing with the seven skills and just enough introduction to

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the facilitating models to provide enough context so you can assimilate the network of the seven skills.

You will—and I can't help—hear me speak about these other parts as they are holographically inseparable, yet I decided to forge ahead with the impractical nature of isolation and discuss the seven skills of LI anyway. There will be references to most of the fundamental core models involved in LI but the place to learn and discuss them is through LISTEN! —a program that is available virtually and face to face sessions. Upcoming sessions will be listed here: [www.leadu.com/calendar/LISTEN](http://www.leadu.com/calendar/LISTEN)

*Here's a caveat.*

LeaderW@RE, most of my second life's work at LeadU, distills Seven ParaDYNAMICS which are facets of leadership that are critical to study in self, other, organizational, community development. LIVING INQUIRY is the core inquiry required in surfacing and exploring those seven ParaDYNAMICS to reveal how they attract, assimilate while dissipating energy and information used in understanding ourselves and others.

Over the course of this book—if you haven't already noticed—the modus operandi of LI is directly related to surfacing the data, perceptions, experience and conclusions—taken from Chris Argyris's Ladder of Inference—emergent from our meaning making for sense making in the process of self-knowledge, and the potential growth of self-awareness.

For the record, there is a white paper on these ParaDYNAMICS which can be found at [www.leadU.com/PD](http://www.leadU.com/PD) and the seven are: Capability, Bias, Style, Level, Role, Valu and System Dynamics for the record.

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*LI has 7 SKILLS*

These skills named *PING, PROBE, PROMPT, PERMIT, PERTURB, PAUSE AND PACE*; not in any particular order per se because they are a network and are networked across models of meaning making I have developed for making sense using LI.

I have just learned to say them that way, and the emergence of those Ps probably dictates their order, to a large extent, in the way they became codified. I haven't found any additional primes that don't factor analyze into this group.

The best way I've found to add mnemonic devices with meaning making acts was to add objects to these verbs:

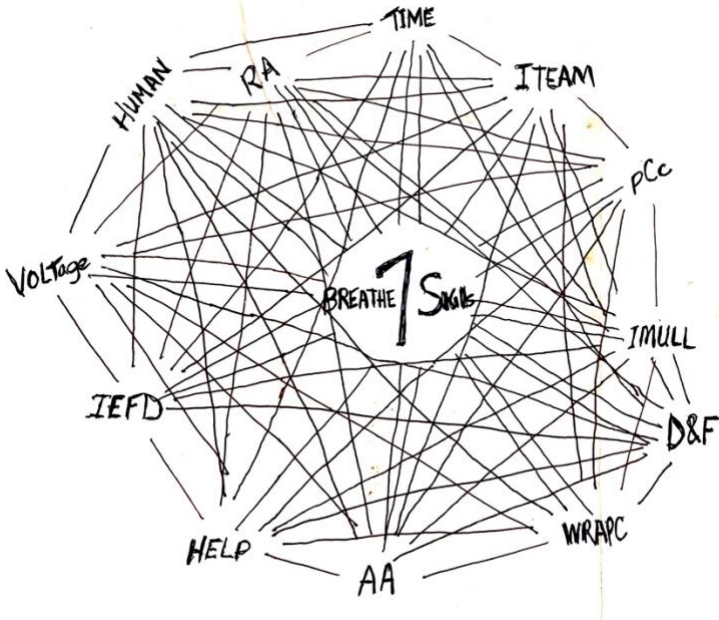
- Ping Insight
- Probe Beliefs
- Prompt RightACTION
- Permit Story
- Perturb Assumptions
- Pause & Breathe
- Pace Change

*It's just not developmental coaching anymore...*

The other thing you have to know is how this skillset has morphed from developmental coaching—where it's critical to “know and meet people where they are”—to encompass a larger subset of models including a proprietary model of helping functions and a number of other models I've developed over time for sense making. The graphic below tries to paint a picture of the complexity and why there are many levels at which LI can be practiced and learned.

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[Note this handmade drawing is replaced by graphics in 2023.]



*Another Meaning?*

If you are in dialogue with someone and their community and you will assist them in any form, you are using a *helping function*, so these networked skills of inquiry are fundamental in establishing the kinds of relationships which can reveal *now, near and far* notions of how to help people more sustainably efficiently and effectively (SEE).

I don't know how much I can go into the philosophy of helping, but it's important to me to reveal to you the basic helping

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functions as they partner with *humaning* as the *raison d'être* for LI.

Helping Functions (explained in a chapter later:)

*First Tier:*

- Cuing
- Scaffolding
- Supporting
- Lifting

*Second Tier*

- Protecting
- Guiding
- Reaching Out
- Helping People Have Lives

Yes, there they are, encapsulated for you and it only took 30 years! I guess it's easy to see with hindsight that most of the profound things that you learn in your life are very simple, but it may take half your life to get to that other side...of complexity and a whole lot of figs according to Oliver Wendall Holmes.

Those functions deserve a book of their own, but this is not the time or place to delve into another can of worms, so to speak. I'll give you as many of the gold nuggets as I have but you will need to do some of the mining also and put LISTEN! into your calendar to see them come alive in you.

A lot of the work that I have done is helping others find ways to understand how to help people where they are and what's next.

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This process I coined as *generati in 1988*, when I hung out my shingle of a professional coach. *Generati* and *generative living* has been the necessary container for these helping functions to come into play.

Of course, it took some time to set aside just telling people what to do—which is still my favorite personality trait, and strength which in the StandOut Assessment from Marcus Buckingham calls an ADVISOR, and such along with PIONEER you get a good look at my behavior and why it’s taken this long;) Marcus still offers—generatively—his free gift of StandOUT here at the time of this writing:

<https://www.marcusbuckingham.com/gift-of-standout/>

Assessment has been a real gift to me and others and I encourage you if you get nothing else from this book but his free assessment that you take advantage of his gift. I’ve used his work since NOW DISCOVER YOUR STRENGTHS and am grateful to him. If you enjoy this work, then I have an assessment bundle I’ve use 1000s of times which can give you an accurate read on yourself and your self-knowledge on your path of purpose. It’s located here: [www.leadu.com/assessment](http://www.leadu.com/assessment) and comes with a free 30 min debrief from me...☺

*Could we pick it up from there...?*

Since telling people what to do doesn’t work much; if you’re going to remain relevant, you seek other ways of helping, with more efficacy involved than what works more than “once in a while.”

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Not to leave you hanging, here is *Humaning*, which is another term I coined to describe the “*attractor basins of valu*” that tend to point to our preferences and choices with particular density and frequency of behavior:

*First Tier:*

- Being
- Doing
- Having
- Becoming

*Second Tier:*

- Contributing
- Relating
- Guiding
- Living Well

*Why not just show up and BE AVAILABLE?*

People ask me, why worry about the practice, models and skills of what you’re doing, why not just be present and available to people?

That’s what I did my first decade of coaching and with that experience and knowing about becoming present, it’s a whole other ball game when you start to understand what’s at stake really in LISTENING. So, as I speak about LI, it’s necessary to discuss how we talk and how it can change what we hear, and thus...how we might help.

*Why Help?*

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I suppose it goes without saying that helping is the goal for all, in some fashion, and as I unpack that for you in this book, you will see that most of us are more hindrance than we are help, generally—unfortunately.

I do want to shift that—in myself—and with others.

*Where are they? Where are you...?*

In order to unpack *actionable* helping, we must understand where people are...something you will hear me say over and over, and here's why.

If someone is not within the level or *horizon* for which your help resides, it's largely wasted—nice, but mostly wasted energy and information because people can't assimilate energy and information from others without the structures of meaning making (humaning) necessary for that acquisition, accumulation, association, assimilation and its adaptation to level of awareness, conditions and requirements of the helping energy and information.

*Energy and information cost money, don't they?*

It doesn't mean that they won't get it, use it or need it sometimes because helping relationships have an intuitive guide to get them close some of the time.

Yet, what I found during the first decade of my professional coaching career, is that most of the time, I was where I was, and my clients were where they were, and thus the twain didn't always meet, so to speak.

*Maybe I can say this another way?*

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I believe that most developmentalists would agree that advice in any form including verified with data (truth), trusted or otherwise, doesn't assimilate well for adaptation and transition if someone is not ~at, or very near the density & frequency required for that help or advice.

What I mean by using density (measure) & frequency (count), is the number of ways that a person can relate to, with and through information and the number of times (or effort as energy they spend or invest) as they relate those ways of humaning to their goal states.

*Something is important before you rush off to help...*

Problems we create and create us are often necessary and as we know can't be solved at the level they were created—and through a process of solving us *nudge* us to take on those thought structures that are present in the problem and inviting us into the solution.

*Judging Others?*

*Each of us does it all the time anyway...*

In developmental assessment over the years as everyone is engaged in this process—however simple, every minute, usually subconsciously—we are in fact, comparing where we are to where they are, and where we and they need to be, in the assessment, or judging process oversimplified in the *ladder of inference*.

So, it provides a great deal of value to learn how to identify the density and frequency of the person's being helped (PBH), the

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sensemaking structures, forms and processes at the spacetime of helping.

*An Important Caveat*

Now, I've given myself a little escape hatch here, because a person in the cashier's line at a grocery is likely to be in a different place developmentally in that moment, than a person making a budget request for a multi-million-dollar project...and it could be the same person, just at different times and places!

*So, you say that where people are is situational?*

Well perhaps you could say that, but in general, we tend to stick around the same spot for a while, wherever we go, and whatever we do, so most of the time, you're not going to see wild swings in how people behave in the normal world, but you will notice people are in transition and are moving and learning.

*Without getting too far in over our heads...*

If we are discussing normal situations where helping is occurring, people tend to behave very consistently with their current density & frequency—their ability to relate to, with and through their worldview to their environment.

Actually, It's much more complex than that, and for the sake of most help and advice, we can stay in pretty good shape ~65% of the time, and very close ~83% of the time, so that's within 2 standard deviations of the norm using our long-time friend: the bell curve.

If you want to get out past 3 into 4 standard deviations, and a few of us will, because the helping out there is key to the future of the planet, then you have to invest more time in learning the

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nuances of developmental inquiry; models of form, structures of meaning and processes which surface more complex narratives in that ~15% out there.

I mentioned a few pages ago, that in the mid-nineties, I became ensconced in developmental models and how I could use them to explain behavior, such that I could get to people there, from where I am. Before I review those quickly, I need to point out that *knowing where YOU are, is as critical as knowing where to meet others!* And this fits with my conclusion, that the way we talk—inquiry in this case of LI Core Skills—can change what we hear.

*A short list of Developmental Models: There are so many people to thank...*

Mentioning more about that ~15% in those 3 and 4 standard deviations from the midline might suggest enough about developmental work but inquiry and LISTEN! should be the norm for 100% which is why the work is so important.

At the root of all humaning, as diverse as it is and as fair and just as equality will allow it, the ONLY way to reach inclusiveness in the masses is inquiry and listening—without any doubt.

Towards that end, there are some key post-modern developmental models that I tend to learn about as much as I can, when I can, and it's likely I will make references to them throughout the platform in no order of significance:

- **Subjectivity** as in *Subject-Object Relations*, or the Kegan approach (largely emergent from Perry). Shoutout to Jennifer Garvey Berger who has made efforts to take Kegan to the masses with her work.

- Lectical, which I tend to note with *Collaborative **Perspective Taking***, as it relates to *Fischer Skill Theory*, and is led by Theo Dawson.
- **Task Performance**, or what is known as the *Model of Hierarchical Complexity* led by Michael Commons.
- Requisite Organization, or **Languaging** (my label) and *Complexity of Information Processing* in the trade, as developed by Elliott Jaques.
- **Ego Position** a la *Ego Complexity*, Loveinger and Cook-Greuter.
- *Valuing (ValuDYNAMICS)* and the combinatorial model that has emerged as a result of a long time with my Spiral Dynamics® friend Don Beck. Although I have moved beyond his model, you just can't say enough good things about him and his patience with me.
- **Talent, Affect and Sensemaking** are added to the mix as clear markers of where people are, and the cause and effect related among these networked constituents following largely power laws with long tails.

Now there are 100s, if not 1000s of developmental theories and models and the reason I focus on those above is that all of them can be assessed usually directly from the basis of the corresponding theoretical model and assessment is a handy tool for sophisticated helpers in any form—saves spacetime—and you should understand development is ALWAYS something built on the shoulders of someone else; just keep that in the back of your mind.

*GPS for helpers*

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I don't want to beat this like a drum, but if you're going to look for where people are, you need a system of recognizing density & frequency at discreet (enough) levels of behavioral scaled action allowing you to meet them ~close to where they are, which is probably the most sustainable, efficient and effective (SEE) place for them at that time.

What's also critical IMHO is that whatever system of recognizing people at a level, or in a (attractor) basin of behaviors, such as a values basin, competency basin, performance basin, satisfaction basin, wellth basin or even in a network of learning, growth or physical development, you must understand how to know when someone is where they are.

The reason this is so important, is back towards the axiom; if you give help in that first tier of *cues, scaffolding, support and lift* to people who are not ready, or in need of those helping functions formed or structured in those *ways* and at those *amounts*, it's just not going to be SEE.

Once they are out of contact with your helping and those supplied cues, scaffolding, support and lifting help, they revert to the prior cues, scaffolding, support and lift available that is ingrained or grooved up to that point, which have enough density & frequency to ward off new challenges and opportunities.

*Lift someone past their place...and they are back in no time!*

What is also very difficult to understand is that just giving people help may not work. You must think why a lot of the people we help or have been helped, are still [\_\_\_\_\_], you fill in the blank], making the same mistake over and over,

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still doing the same thing and expecting different results—it's happening every day to YOU, to me and to them.

It's like we say in Nebraska in an analogy of teaching pigs to sing...usually doesn't work and annoys the pig.

*So why are we so worried about helping, when most people won't change much, or use the help or advice we are giving?*

*...so now we get to the real reason we help, right? ;)*

While it might be hard to conceptualize what I'm saying, it's important to note it for future reference, because you may not be where you need to be yet, to understand fully the cues, scaffolding, support and lift I'm attempting to give anyway...go figure, eh;)

*But I need to say this anyway*

Since this is a treatise that will be used in training helpers to understand, use and apply the network 7 Skills of LI in their area of helping, this context in this introduction that I've tried to give, is important down the road, IMHO.

*Is a summary in our future?*

Let me try to summarize what I've discussed so far. LI is a core *networked* skill set when used, helps us get to where people are and get them to where they need to be with as little interference from you as possible.

*Will anyone pay for that?*

It doesn't do a lot of good, to work with people where they aren't, or don't need to be...even if someday, the cues,

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scaffolding, support and lift will be needed where they are going.

LI is the use of 7 skills in any helping situation: PING, PROBE, PROMPT, PERMIT, PERTURB, PAUSE AND PACE, which allow us to generate SEE *cues, scaffolding, support and lift*, based upon appropriately assessing density & frequency—on the fly no less—related to where people are, and what’s next for them.

*If you’re satisfied with that let’s get to Helping!*

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**CSSL: First Tier Helping Functions**

[It's important to note there are Second Tier Helping Functions: protecting, guiding, reaching out and helping people have lives. which are more complex and will be discussed in the LISTEN! program.]

*Can you list 4 helping functions?*

I need to give you a heads-up on the helping functions, before we dive into learning and practicing the core skills of LI. Helping functions are a part of almost ANY endeavor to help someone...guide, coach, mentor, teach, parent, counsel, advise, serve, etc.

**Helping Basics 101**

Some of the things I discovered in trying to make sense out of what it is that I do, led me to uncover and codify these *helping functions*. I named them helping functions because they apply to every form of helping I have discovered, until now, and are a part of our everyday humaning (Being, doing, having, becoming, contributing, relating, guiding and wellth).

You might say these helping functions are basic to how we learn, grow, adapt, transition and develop in and across any context. I must mention that the above processes are governed at least by acquisition, accumulation, association, assimilation and adaptation of thought, beliefs and assumptions about how reality is described over time. In LISTEN!, these are referred to as the As model, for the record.

Couple those with *four developmental dimensions of complexity*: vertical, oblique, lateral, and spacetime (uses an

acronym called VOLTage: Vertical, Oblique, Lateral, Time (as in spacetime) and age to map (triangulate) a position (both individual and collective), with someone's age and you can get a sense of developmental position, scope, range, trajectory, adaptation or mode pretty quickly, within certain limits, but nonetheless it can be and is very helpful—especially regarding how tension (resistance) plays a role in the As, especially adaptation potential, CAPACITY, capability.

*How do you cue, scaffold, support and lift as it pertains to help?*

*Do you need some definitions?*

**Cue** = something said, done or referenced verbally or nonverbally that serves as a signal to a person being helped (PBH) about their behavior past, now, near and far, even facial expressions, or body postures are cues, as is non-action.

*Synonyms:* signal, sign, indication, prompt, reminder, suggestion, look, etc.

**Scaffolding** = a temporary structure on the outside of a meaning making structure which will be removed after the structure of meaning making has been the subject of transition, adaptation or development; a framework for moving things around, for testing, experimenting, exploring, discovery, disclosure and acceptance.

*Synonyms:* propping up, creating a means of moving around thoughts, a structure for discover without change, but exploration, a trial balloon, analogy, or metaphor, etc.

**Support** = a thing that bears the weight of something or keeps it upright including all the necessary ITEAM: Information, Time, Effort/Energy, Attention and Motivation/Resources required for investment in shifting, transitioning, construction of a new structure of meaning or sensemaking that requires enough inertia to keep it from returning to the old form, process, or structure of meaning making. (Please note that matter is also a part of a prime living web according to Frijof Capra, Web of Life, 1997) but I don't reference it directly when I talk about form, process and structure of meaning as specific connections in development, transition or change.)

*synonyms*: help (cues and scaffolds), data, perception, experience, decisions, promotions, training, teaching, learning, resources, self-knowledge, self/other awareness, family, clan, tribe, law, community, business, organization, economy, ideology, etc.

**Lift** = raise or help (even if for a brief experience) to a different position (VOL/Tage) or level through cues, scaffolding and support at level more relationally complex—usually at a level where the problem solution resides and the problem itself disappears into a different, often more complex set of issues. (However when I speak generally about lift it is not momentary as in a state experience but one that is lasting, building, maybe in transition, but unlikely to resume a prior form.)

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*synonyms:* raise, hoist, differentiate, include, raise up/aloft, elevate, hold high, gain traction, etc.

The idea of "lift" is superordinate when we discuss vertical development. In strategy, we often discuss "lift" or traction in order to name what's occurring or what hasn't happened such as not getting any lift or traction from the "help."

Now you could say that I've played a sleight of hand with these terms, and I admit they are co-opted, but nonetheless critical for all applications of help and advice and as you'll SEE, a good way to use and refer to them in practice, feedback and the understanding of these often obscured—unrepeatable—moments in the form, process and structure of meaning making in help.

*Is there a way to think of the helping functions in LI?*

- Cue: **signaling**; direct, indirect, verbal or nonverbal
- Scaffold: **framework**; structuring cues and support
- Support: **network**; context, purpose & resources
- Lift: **adaptation**; transition, differentiate; solve problems

I know I'm tossing around and nuancing some of this lingo, but I've identified a helping function as any personal, professional, business or network method that seeks to provide facets of helping identified as cues (signals), scaffolding (framework), support (network) and lift (adaptation) to others.

It doesn't mean, that these functions are NOT ALREADY present, because they are! So, we already have a "primed" environment with all the helping functions already in form as we are (mostly) unconsciously doing them and we are in an environment which

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already has corresponding cues, scaffolds, support and lift to maintain that as an organizationally closed system—which humans seem to need.

*What are you talking about when you say “primed?”*

**Priming** is an implicit memory effect in which exposure to one stimulus (i.e., perceptual pattern) influences the response to another stimulus, without conscious guidance or intention. The seminal experiments of Meyer and Schvaneveldt in the early 1970s led to the flowering of research on **priming** of many sorts.

Source: [https://en.wikipedia.org/wiki/Priming\\_\(psychology\)](https://en.wikipedia.org/wiki/Priming_(psychology))

*Organizationally closed...?*

While these organizationally closed structures of meaning making constitute particular form and process related to that system, these systems remain energetically open as dissipative structures, a la Priogogine.

Therefore, these “systems” can sometimes naturally transition and *nurturally* adapt as needed to conditions, requirements and internal goals. They do have resistance to change in the face of tension to change usually being responsive to underlying valudynamics.

*Is this the main idea regarding helping functions?*

**The hardest part to understand about helping is cues, scaffolding, support and lift is already in place where they are.**

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*Is this another way to help you remember this idea?*

What I mean by that is that in every moment, we have cues, scaffolding, support and lift representing our challenges and our opportunities from our current structure of meaning making and overall sensemaking (to include nature and nurture) with our conditions (cultural) in fitness, or not with our now, near and far requirements.

In fact, understanding what those cues, scaffolds, support and lift are—in their present form—is an important part of helping because they lead to clues about where someone is, where they are going, or want/need to go, and what’s next for them. Being able to link those current helping structures to deeper values and motives is even more leveraging and almost always low-hanging fruit.

Example:

Let’s assume that I am liberal because I have demonstrated that I receive my cues, scaffolding, support, or lift from humaning as a liberal.

*Is the change, or adaptation I’m likely to make going to be easier with liberal help or conservative help?*

The answer is matter of fact and seemingly obvious, but it was oversimplified to make a point, we change and adapt much easier when we have to change simple things rather than deeply embedded, and grooved structures of meaning, form and process.

*All of that from observing the cues, scaffolding, support and lift already in place?*

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Precisely.

In other words, there is a multi-faceted way you can use your new knowledge about helping functions with LI, and it involves;

1. noticing what's present now—in YOU and them;
2. noting the relationship between where they are now, what they want, or need, and what they think, or feel is next—considering their present priming (cues, scaffolding, support and lift);
3. understanding the reality of whether or not they are continuing to do the same things (in this case, the embedded structure of cues, scaffolding, support and lift) and expecting different results, and finally;
4. noting whether there is OPPOR+unity in short pCc: are there Openings, Possibilities, Plans, Outcomes and RightACTION present?

*Is this about Ready, Willing, Able and Fit?*

Might as well, add those caveats to LI and helping now, as well:

- Ready: *are most resources in place?*
- Willing: *is there motivation there?*
- Able: *is enough capability present?*
- Fit: *will the help, if it works, put them in a better place, ceteris paribus?*

It's one thing to help, another to create RightACTION, where people are left in their current embeddedness and we add helping in whatever way it can work, or even accepted within their organizationally closed system(OCS).

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Doing harm is when you help a person destroy their OCS, a la humpty dumpty before the next system has come into form, process and structure of meaning without RWAF in place.

*Is there a problem with helping people before they are RWAF?*

Remember the pig analogy?

Some people only change when they are forced and most of those will revert right back to the embedded system upon release of tension—it's not such a bad thing to “dance with the gurl who brung ya” as Coach Darrell Royal said when asked what strategies #1Texas will employ against #2Arkansas in the 1967 “Game of the Century) American Football Game.

*Am I setting the context for LI here?*

As I relate to you the core skills and models in LIVING INQUIRY, I need to make references to these terms and the different ways in which you can nuance the helping functions through improving the fit of these facets with the others who expect to be helped.

The book itself is NOT designed to teach you developmental helping, coaching, advising or guiding, per se. As you know we have created LISTEN! for those more complex forms of helping.

This book is to introduce you to the core skills of LIVING INQUIRY which couple Knowledge, Skills and Experience, or KSEs from your area of expertise to provide help in the form of cues, process of scaffolding, structure of support and lift to those who request help, or service.

*Can we start the next chapter?*

## **PING**

*Is it easy to learn the hardest skill first?*

It's probably easier to start off with the most difficult skill, at least for most, because it's also a skill which most of us already have, but it almost always underused due to our lack of *conscious* skill. All of us come equipped with a psychological radar that identifies fear, threat and embarrassment, some more robust than others. Mostly, there is a lot of diversity in how we recognize and regulate what happens when that radar picks up noise and signals, too.

I modeled the idea of PING after the sound sonar makes on the old submarine movies. Some of you may know what that is, but as I teach the model more, I find myself having less and less luck with people grokking PING from the submarine metaphor. If you watch RED OCTOBER, one of my favorites, there is a scene where the PING is used as a form of communicating between the interactors: <https://youtu.be/lJazkW8i--Q>

*Is this all there is?*

A LI PING is essentially inquiry designed to test how much of something is there, if at all.

Early on in my first decade of coaching, I really used this a lot but had no idea of the power while using it through intuition unconsciously. I believe professional coaching has a lot of intuitive coaches for this reason, that noise, signal or something—from you don't know where—pops up into your

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head, and you ask about it subconsciously without even thinking about why.

In the second decade where I was being asked to explain what it was I was doing, it became much more difficult to teach others something that you are doing without thinking, but emerges from your gut, so to speak. Devolving this ping action—making it conscious—was enlightening for me and helped me begin the second decade with a lot more awareness of what I was doing and why I was there.

*Is a ping designed to “check something out”?*

There is a reason that humans won't easily be replaced by AI—at least in the beginning. It's because of the nature of intuition, a seventh sense according to Shelldrake...little tingly things (noise and signal) or knowing without explanation or data to confirm this “thinking and feeling” comes to us from who knows where.

While you don't want to base a helping system strictly on unconscious *intuition*, you do want to invest in the process by which people being helped, provide us with conscious and subconscious clues about where someone is or maybe now, near and far. There is no question that we are not all connected.

*Aren't all of us are “assessing them” every moment?*

Each of us, mostly unknowingly, is assessing and judging constantly our position in relation to others. It's part of navigation and survival wired into our individual and collective unconscious—showcasing our connectedness in those morphogenic fields, Shelldrake suggested. It's also part of how we “get along” in the world, *for those who are*.

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When you're beginning to get skillful at the PING, what you are doing is bringing to consciousness that assessment, or judgment; linking it with your (VOLTage) skillset—the one emergent from knowledge, skill and experience, or KSEs you have learned over time, usually as a part of crystallizing your intelligence; although some will be able to use their fluid intelligence as well.

Intuition may be a part of fluid intelligence that just cues, scaffolds, supports and lifts our ways of being until crystallization has had a chance to take root and keep us there, so to speak. Just remember, the reason you need to PING, and check out your perceptions and judgments, is that your intuition is wrong about 50% of the time! (*Intuition: Its Powers and Perils, Myers, 2002*)

*Can VOLTage be cool?*

I won't go into depth about vertical development, as it's not the focus of my work here in this book, but I need to prime you just a little regarding what I've coined as four developmental dimensions of growth: Vertical, Oblique, Lateral and (space)Time (you might say spacetime, depending on your own relationship to understanding time); which makes an acronym I call VOLT and with your age, we get VOLT-age, which works for me to describe at the root of everything and everyone is energy and information thus VOLTage is a great acronym to remind us. For some people, it may not work.

*If it's not real, then let's not play?*

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I haven't found a developmental system yet that wasn't tied to those four dimensions in some form, process or structure of matter—meaning life.

It does make some sense to use some mnemonic technique, as a context to understand where people are in a helping system based on energy and information I'm using, which serves as a reminder that anything can be reduced to *energy and information*.

Whether it's a call center, customer service rep, a bank teller, a coach, parent, leader, doctor, lawyer, accountant, manager, programmer, project manager or psychologist, we all must understand where someone is, in order to SEE what's next.

*Is it really that simple?*

This can be as simple as where's the milk, to identifying if it's a good idea to give your 16-year-old the keys to the car—you need to know where they are in order to play.

I use the phrase “where's the milk” as an analogy to depict someone who may be in a hurry, have a single thing on their mind, would be annoyed with interrogatory or transformation and just wants to get a transaction done.

“Where's the milk” comes from an experience I had once where I was told to pick up a gallon of milk on the way home. I stopped at a convenience store and asked, “where's the milk” and the clerk started to tell me about all the specials of the day which annoyed me;). From that time forward, whenever I'm referring to a situation where we SEE rightaction.

*Is where someone is, where they are?*

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The PING is an inquiry into the *capability, bias, style, level, role, valu and system dynamics (These are called ParaDYNAMICS and no valu is not spelled wrong;)* that are in operation around you as the helper and the person being helped. They may be representative of past, entering, nodal or exiting developmental potential or transition.

Obviously, when it's where's the milk, you're not thinking about *ParaDYNAMICS of metamodeling their VOLTage*, but where they are and what those needs, requirements and conditions represent.

For those working in sophisticated helping functions with many layers of cause and effect occurring simultaneously in a network of cause and effect, you have no choice but to energize that realm of ParaDYNAMICS.

*Is it them, or me?*

A PING is a way of formulating inquiry about the whereabouts of someone else, based on what you think about their whereabouts, it's a test of sorts, like trying to tune in a weak radio signal with a lot of noise around the signal.

*Do we ping insight?*

Ok, that's not a word play, but necessary to reveal a major problem with any kind or model of assessment, conscious or not. Most of our assessment is done through OUR OWN LENS, or worldview, so we compare people to where we are, not necessarily where they are. This kind of projection is normal because it's done out of self/other-interest and survival still wired into our autonomous systems—it's fast efficient and geared to keep us out of trouble, so to speak.

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Is this about FUD?

Remember?

Fear, Uncertainty and Doubt which has now led to the use of VUCA: Volatile, Uncertain, Complex and Ambiguous which now can and often does generate fear, threat and embarrassment on so many levels, people are growing more careful by the day due to the effects of a politically correct world in VUCA.

Yet, it's not the best system for assessing where someone is from their perspective, and thus a PING, and LISTEN! are a great set of skills to 1) help us grow more conscious of our own insights, instincts, issues, projections and worldviews, and 2) to be able to clean up our language so that we "minimize" the negative consequences of our wants and needs projected onto others.

A caveat is that we need to expressly invest in getting our needs met but we can do this outside of the helping relationship even as much as we realize we may be in helping relationships to get our needs met; a very naïve proposition in the least!

*Have you tried Beginner's Mind?*

I often try to help people use this analogy when they are taking the training to attempt to release themselves of their preconceptions about themselves, other people and situations—for a moment—and just try to find a state of beginner's mind. While this is quite impossible in practice, it does provide a metaphor and caution that we are almost always primed, about people and situations if not from the past (like our police officers who deal with the outliers in our society every day and we wonder why they are often too quick to act or

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go unconscious in an environment where fear, threat and embarrassment are normed, versus casual), it's from the fear, threat and embarrassment potential, which requires very little data to move us through the ladder of inference to poor perception, mistaken experience and wrong conclusions.

The concept of beginner's mind creates a better illusion for us to dwell in and notice that the dweller as well as the observation which is being dwelled upon, is all different from the noticing or observing process—to use a foreign language;)

*Can we create a durable memory?*

For those of us experiencing helping occasions that are geared to serving others directly, how we wish the people we are serving would just give us a chance to tell our story, too!

Most of us are dying to share what's really going on in our lives, but the chance during the day to do so, are so limited because we are all busy and in such a hurry—people being helped and helpers alike.

At the grocery, the bank, the cleaners, even at restaurants, shopping and picking up kids from school, work...you name it. We haven't been given the opportunity to tell you a thing about us; giving you the opportunity to create a durable, lasting memory, we all have...about the time when....

*Do you feel like a service robot?*

While I don't want to give a way one of our most important transactional tools in LISTEN! (Yet :) called the PROMPT, most of us, all day long are living in a completely prompted universe...what do you want? How can I help you? When do you

want to pick that up? Where can we meet? Who would you like to speak to? Want fries with that? What's up?

Roboting the same *interrogatory* we all learned in elementary school—repeated over and over.

*Is always being primed wearing you out?*

This PROMPTED and primed universe has us all on unconscious autopilot. When is the last time you remember thinking about your commute to work? Eating Lunch, tasting a grape?

The chance for creating a durable, lasting memory is the first time someone “does” something we don’t expect and that’s almost always lined up in favor of “what is the worst thing that could happen today?” In other words, our durable memories are often negative about service!

*Could this be a reason for a Ping?*

Shifting out of a priming or prompting language into other forms of inquiry is not as easy as you would think because most of us have been entrained by the “6 horseman” of modern *interrogatory language: who, what, when, where, why, and how* riding along. Even in postmodern treatises we still SEE interrogatory being pushed.

In order to get off those horses, we need a different way of staging inquiry. And that’s part of the reason for PING, and PROBE, which I’ll cover in the next chapter, but let’s stay right here for just a moment.

*Aren’t we the expert?*

Didn’t I say?

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We need to show up with an idea of beginner's mind, even though in most helping functions we are deemed the expert, even when it comes to knowing where the milk is hiding.

Yet, I am teaching you that we want to approach or test something, that says to us in inner dialogue—ours AND theirs (unconsciously unreflected until given the OPPOR+unity)?

They are having insights as well and might it be a clue to where they are (and where we are if we have been able to step back into that noticing/observing position)?

If the main reason *is* to know where they are and SEE next, then we need to reveal the appropriate cues, scaffolding, support and lift people need—usually quickly—right?

I'm reminded of the dervish and their inspiration coming from Rumi's words..." there is a field beyond right doing and wrongdoing and I will meet you there."

*Will it really be about them?*

In most helping, it's a great idea if people decide (especially in relation to things that change the course of the ways things were, are or will be next). Because when people decide, it's all about them, and it needs to be if we are going to lay down a CARDINAL RULE of helping → DO NO HARM.

Of course, what harm can come to someone getting the milk, or making a deposit, returning an item or picking up their cleaning?

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Yet, the opportunity for doing harm unconsciously always resides when we give people inappropriate help or advice—advice that might have worked for us or others which does nothing to help them and possibly put them in harm’s way directly or indirectly because of our inability to meet them where they are...or we are in need of a ego fix to show someone how smart we are through something witty but potentially hurtful...even a dummy could have figured that out? ;))

How many times have you asked directions from a local and gotten bad advice, ending up somewhere you never intended to be? That’s why people don’t ask for directions!

*Is it time for a summation now?*

We use a PING to identify the appropriate cues, scaffolding, support and lift to test, checkout, reveal, uncover, discover or invite someone where they are now, near and far—in some cases—and in that process, test energy and information we need to let them reveal based on insights, so we can assess density & frequency around where they are, without doing harm.

*Would you like fries with that?*

AND, we need to let them lead the process, so the decision-making process belongs to them and not us; while being sensitive to openings related to deepen their story, their narrative experience, and RWAF to move to their next level which could in fact be just more of the same, only better.

*Will you summarize that again?*

**Here’s the bullet points on Ping:**

- Do no harm
- Let them lead
- Shift into inquiry, resist transaction unless “where’s the milk” emerges
- Identify where they are and what might be possible
- Surface a story, narrative, experience, challenge or opportunity, etc.
- Identify what’s next (SEE)
- Identify when you can add the right density & frequency
- Be sensitive for OPPOR+*unity*: openings, possibilities, plans, outcomes, and RightACTION
- Be ready to give them the milk, if they ask
- Add value carefully, according to valu

*Is it time to give you the keys to the car?*

Well, maybe not just yet, but let’s review what I’ve been doing as I’ve talked to you about PING.

Can you notice how the language shifts out of a “priming” function using interrogatory (PROMPTS which assume something to be in existence already, removing the need to look or explore or discover) into inquiry?

[Example of interrogatory being leading by its nature and assuming something to already exist? What is there? Simple? Assumes something IS already there, because you asked someone to describe “what is there.” Shift that to “Is something there? SEE the difference? Who automatically assumes the lead if it’s yes or no, or usually yes, and, or yes, but. Only people who are not ready say yes or no. That is a prequalifier in any language about how the help is going to do, and it’s not going to

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be a human to discover, disclose or accept much, it's going to be where's the milk and get on with it—and that's ok too. BUT...there are millions of people out there scared, afraid, needy, wanting and desiring of help—let's work with those 😊

*Did you experience the model of inquiry between paragraphs?*

*Is Pinging easy once you understand how to step back from just interrogatory?*

Of course, it's easy once it's a skill with some density & frequency (quality & quantity), and for most of us, it's not yet, so give yourself a *get out of jail free card* for now.

*Is pinging really that easy?*

Yes, pinging insights is easy, but it requires a mindset alteration which is good for you and good for them. Shifting into LISTEN! from transaction will surprise people, especially in those awkward early days of learning to use it, where you must THINK OF USING IT, instead of it being an unconscious part of the way you are.

*Isn't that always the case with new learning?*

Moving from Unconscious Competence to Conscious Incompetence to Conscious Competence back into Unconscious Competence?

*Is there a lot to learn?*

There isn't much to learn, the real issue is unlearning what you already know, because every time you get a chance you'll revert to what's easy, what you know, that which is ingrained,

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embedded and unconscious—that which society has given you permission to use.

Let's face it, when you feed those unconscious wolves, you also become unconscious and that's how most of us are living right now—just conscious enough to make a few nods here and there—remaining on autopilot; afraid to really test and experience the world because of the fear of cancellation.

*Is LI a way to live more consciously?*

Of course, I'm going to say that anyway, right?

But do this, try it, try showing up and being present, come to conscious: letting go of your preconceptions and priming, be available to your peers, friends, kids, patients, clients, and boss, and you WILL experience a difference with this form, process and structure of inquiry, I'm sure.

*Is this it for PING?*

Since LI is a network of skill-building systems, it requires practice and thus we can't add layers of additional theory, until you get some experience and practice with unlearning.

You need to start using it to develop the skills. So, start by adopting some of the language, which will accelerate you right into the model because fortunately, learning PING language puts PROBE right into your hand.

*Is, would, could, have, do, are, will, can, should, did, does, has; are all ways to start pinging insights.*

Just remember, people might be caught off guard, you're waking them up in the process by asking them—through closed-

end questions\*—to actually use their ladders of inference (data, perception, experience and judgment, and you know how we all are when we first wake up?

Don't be shocked if people are surprised at why you're not telling them what to do, be, have, become or contribute because in the (marketingly ;) primed world which has emerged so we can all sleepwalk (and be influenced to human their way at every waking moment), it's a place where people don't have time to notice, reflect, think, or contemplate. If nothing else, let's use language that slows thing down, aids in conscious living and allows us to take a break from that which fuels complexity—speed and iteration!

*Is there one important point to take away into PROBE?*

DO NOT purposefully or *nonpurposefully* set CONTEXT or you will work your transformational butt off in the process of trying to lead horses to water, so to speak!

[More about context-setting in LISTEN!]

It's all about them, not you, relax, step back, breathe, remain present...if they are willing to just answer yes, or no, be patient, see what bubbles up, don't rush it because you got an answer; use *spacetime* as the insight often *lies* covered up with camouflaged narrative and is hard to get at usually, that's why it's an insight.

*Insight is required for change?*

Yes, we need an insight to change and if you're looking to human to SEE your humaning shift, then change is in our futures; thus, insights are on the critical path.

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***PAUSE & BREATHE?***

Sorry to jump ahead, but these skills are networked not incremental in nature.

Learning to PAUSE & BREATHE is the most difficult prospect of inquiry and for that matter HUMANING in general. It's necessary in the management of tension when what you hear is not what you expected.

It usually because it reveals YOUR *attachment to an agenda*, usually yours, not theirs and now the tension moves back to you rather than where it needs to remain (with them) to provide resistance to remaining the same and expecting different results which as most know is keeping us insane to begin with.

If we didn't have tension, we couldn't breathe, it's important to use this spacetime developmental tool consciously as well.

WHEN this happens...

Pausing and breathing can bring you to consciousness, back out of mind and into the present—when you don't get the answer you were looking for, or get knocked off balance, it's a reminder that you fell unconscious and it's time to wake up again.

*Can I use a PING too often?*

Finally, using PING too much will just derail the transformative process, especially in cases where people get good at it and use it because it's now unconsciously competent!

A ping has more enabling power when it's used strategically, often sparingly and not just tactically because you can...like

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interrogatory, because it's easy and you can, you do so unconsciously.

*Will you join me for PROBE?*

\*Yes, I know, closed-end questions are bad, or so we've been taught but when you asked as many questions as I have, you will use "open-ended" questions VERY strategically—along with their accompanying interrogatory and not confuse people with the open-ended questions they have only developed extensive scripts with that allow them to pass the lead back to you.

[I did a short study once while studying the benefit chain in teaching sales people inquiry...you know it goes like this: what's important, what's important about that, what's important about that and usually within in two cycles, not three as demonstrated people are done—they reach I don't know, or my mother told me that, or my boss does that, or some other than logically reason why they have that belief. Daryl Bem also discussed that a lot in his book called Beliefs, Attitudes, and Human Affairs about how beliefs form.

What this means is that if you do ask open-ended questions the most you will get are meaningless scripts because few people have ever taken the time to drill down about what matters, why things are important or why they do what they do. Most people find those answers in the marketing messages on TV that tell them why they should feel the way they should. If you ever have a face to face session with me, ask me how we got this way and I'll tell you about Freud's non-famous nephew Edward

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Bernays whose had more influence on what we believe than anyone on the planet ;).]

While some might say the tension should be on you—it may be true in instances where you are an expert and have to casually revert back to conscious relating—in general most of the time, it's their challenge to solve and usually from the place where they created or allowed the problem to emerge because of inadequate quality and quantity (density & frequency) in their own problem-solving approaches.

I'm reminded of the idea that teaching people to fish is mostly more productive than giving them fish, however less desirable.

LISTEN! will begin to teach you where education next emerges and while I admit the largest percentage of people prefer being told what to do...in a VUCA (Volatile, Uncertain, Complex, Ambiguous) surround, telling people what to do has severe limitations in terms of overall fitness. My ITEAM is going to point you in the direction of building the next society and unlearning most of what we think we know as a result. Yes, I realize it's a daunting proposition. However it is time for a change and we might as well start at the fundamentals like living inquiry.

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**PROBE**

*Will there be an easy win?*

Yes!

Ping and Probe use the same language.

Do you remember?

***Is, could, can, do, will, has, are, should, would, might, did, does, was...*** are examples along with the oneders (one word wonders) which have a special place in our future pages.

These... “Really? So? And? But? Because” and other words offered us in the client’s narrative which might shift the listening and inquiry in a way that causes the person to gradually, if not suddenly wake up to consciousness, and test insight.

*Can we put people in the lead?*

By answering, what all of you will recognize, are closed-end questions, they can assume or open-up the lead.

[Are you experiencing “cognitive dissonance” as we move through the book? Those little gremlins in your early warning system about how this stuff can’t be right and won’t work?]

If you do more than PROMPT, they are the one’s now guiding the interaction from where they are, and the probe is distinct from the ping because the probe works within the context already set.

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If they lead, it's almost impossible to not work through their agenda and do harm except through affirmation which we heartily discourage the broad use of...sorry Carl Rogers;)

*Do we set context in PROBE Inquiry?*

No.

And we are careful NOT TO SET CONTEXT in PING as well, setting and influencing context remains the unfortunate consequence of using interrogatory.

Setting context means you are running the show—in the lead—and all we will find out is where you are because people are very comfortable being led—if that wasn't true why would we all be humaning in context they want us to be, do, have and become...?

Why do studies show that only 4% of the people complain about a bad service event if people are uncomfortable being led?

*Is there a way to know if the context is set?*

When we ping, in contrast to when we probe, the context is open to being set by the person being helped (pbh), either by choice or default, conscious and unconscious (usually).

*Can you remember the difference?*

In pinging, we are testing to see if something is (in/out) there and essential if insight is present in fact or potential; in us or them. Pinging and probing are the easiest ways to identify **pCc**: *potential, CAPACITY and capability.*

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...pCc, while explained at many levels in LISTEN! is in short, a recognition by the helper of necessary pCc in the current conditions, which always modulate as the pbh (person being helped) *adapts* their modus operandi to requirements.

It's simple: no pCc, no adaptation, insight or change is readily present, only steady-state, status quo. We already have this unconscious system of evaluating RWAf: Ready, Willing, Able and Fit but it's not a conscious tool complete with language and we need the language for codifying the thoughts after they filter through our recognition system as Damasio explained in THE FEELING OF WHAT HAPPENS, (1999). (A model I created from his lecture is located here: [www.leadu.com/damasio](http://www.leadu.com/damasio))

While I haven't mentioned this before it is clearly one of the foundational models of LIVING INQUIRY and provides key energy and information which is usually easily discerned and required for the conscious PROBE.

**Here's an oversimplified example:**

Person comes into a store, perhaps in an obvious hurry.

Now typically, we think transactionally and want to get them on their way because that seems like the most important next right thing? (A statement by Carl Jung in regard to questions he received about what a person should do next...). You have experienced this situation a thousand times and there is no doubt, they are in a hurry.

So, the typical PROMPT, "how can we help you?" seems logical?

Yet, we could just as easily use a *non-interrogatory* PROBE,

*"Can I help you get what you need?"*

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It's important to note this is assuming the context is already set: "acting hurried" conveyed verbally and non-verbally.

Which then, uses the probe skill allowing you to (possibly) get more information about the "assumed context" of the person, as well as indicators of **pCc** while being in a hurry instead of immediately going to transaction—tending to skip over the opening and possibility before the plan, outcome and RightACTION.

This quick solutions model (OPPOR+unity) is an interaction model which can be helpful if you get "lost." While this comes to us through the COACH2 System, the interaction model is not just for coaches...it's for everyone in any challenge, as an OPPOR+unity.

With all that said, there might be another opening, and we can test it if we are unsure using a PING, PROBE'S kissing cousin, so to speak?

*May I ask are you in a hurry?*

Now, the clue is to allow the test of consciousness to reveal possibly new/alternate/layered context, and while the suggested questions might be borderline to some (PERTURB), to most people it's going to be ok. If it's not, they will let you know quickly and you can slip right into transaction.

*Is knowing when to say when, important?*

In LI, we view Openings, Possibilities, Plans, Outcomes and RightACTION, through what I call an OPPOR+unity Lens, which is direct from our COACH2 CIM (Coaching Interaction Model). We've taught this to our developmental coaches and in our

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leadership programs for two plus decades, and while it's not a theory of everything, it's in "that" category for helpers.

*Will there be an OPPOR+unity?*

There always is.

You will need to understand how PING and PROBE—using the same language—are merely separated by the setting of context: PING invites, tests, and catalyzes new/alternate/different context, while checking out something that has come to you through your intuition or senses through insight (sensors in the Myer's Briggs Typology, are super effective when testing out their sixth sense, by the way, intuititors using the 7<sup>th</sup> Sense).

PROBE is used when we have identified things we want or need to know within the context already set (hopefully) by the client.

Example:

Person drops at the customer service counter for returns wanting of course, to return something. (Sorry to go aside but I found it incredible that the cost to return, inventory and stock a returned item is much more than just giving their money back and letting them keep the item, almost all cases regarding retail!)

*Is there something you need to return?*

*(A PROBE in a presumed context)*

Or?

*Are we making it easy here for you to get what you need?*

*(A PING for alternative context)*

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In the first we remain in context, in the second, we test to see if OPPOR+unity can shift the context and provide what could be highly valuable information we might never have gotten access to with only the PROBE.

*Is this just about small talk?*

It can be, but learning to wake people up out of their everyday sleep is much more powerful if the system begins to give people the sense that they are the ones in control and sharing their narrative and information, often through story which is *valuable*?

*Is this is about control?*

Yes, and no, and “to the extent people feel in control” psychologically, it is directly related to well-being, so why not piggyback that notion when we can, by not leading the person through the paces and discovering nothing about them with which to build a relationship over time? Why take the reins, when people can feel empowered to lead, or given the chance...in a good society to develop?

*Does LISTEN! increase “switching” costs?*

I dropped this in for you marketing folks, who wonder about ways to keep people loyal and to stop them from just shopping the best deals, lowest rates or what’s on sale. Once people get a feeling, rather than dealing with robots all day long, there is someone who will really listen and is willing to take the time to hear what’s “really” important, switching costs go up dramatically, because a relationship builds density & frequency.

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[Did you experience how easily I pinged you about switching costs? Where did that come from? My intuition that some people who are reading this might have a business need they want to address with LI. So, I demonstrated a ping (about my insight...my feeling), just to see if you're investing your attention ;), instead of just spending spacetime.]

*Can we segue back to probe?*

[What if I had said, Let's segue back to probe? I'll show you that inquiry is a PROMPT and a command which leads. Even if you take over the lead subconsciously, the tension moves to you, from them, where it needs to be. However, you may have to gut it up and deal with them humaning discomfort for a bit ;)]

The reason I've done this little dance in front of you, is because I've tended to leave you standing out on the floor by yourself, without giving you examples that most of you need to fully understand what this LI thing is about anyway.

*Did the examples help?*

Ok, one more.

I started this whole coaching jazz 50 years ago by the time you're reading this book, and professionally with the delivery of girl scout cookies. There is a story out there on the web about this experience explaining how my formal professional coaching career started, go figure.

Having learned more than anyone cares to about bedside manner, I realized over time, even doctors just don't have access to anything like LI, so I kept it in the back of my mind all these years thinking about how great it would be to hear my

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*doctor say, is there something important you need to say to me...or if you were me, what would I ask you? And better...does this worry you? Are you afraid? Is there anything I could do to explain this so you can understand the situation?*

I know that sounds like contrived inquiry, but with all the respect I have for doctors, I really wish they would let me lead, at least; occasionally. I mean, really, *do doctors know that some of their patients are smarter than they are?*

There are those docs that do strike up a conversation, but mostly it's just to smooth the way to the bottom line that every doc needs to get through you—on the way to the next patient.

*Is what if, a probe?*

What if, is technically using PROMPTING language, an interrogatory and tends to set context. You remember our 6 horsemen? Who, what, when, where why and how? But in LI, yes, it's a probe, along with my favorite, WHAT'S IMPORTANT...(which can also be a PING as well.)

So, what if the doc said, instead of "I see Johnny hasn't been feeling well," said: "Are things difficult when your child is sick?"

Do you see the shift in context?

Johnny sick; to things difficult? It's just a simple example, most of us could never imagine our doc saying something like that;)

*Does LI allow us the freedom we need?*

LI, after we get over most of our learned unconscious interrogatory language which creates a mostly closed organizational system (the benefit of interrogatory, huh?),

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allows us to free range into context that may be very helpful to people, to fully test insights we have come up and around. Not only to let them know we are listening, and being heard, but allowing them to reveal things that are closer to the underlying cause than we know.

*Might cause and effect, be OPPOR+unity?*

Yes. Cause and effect (always in layers with VUCA conditions—checking out at the grocery store is not a VUCA situation ;)

...are always lingering as OPPOR+unity and while it's not going to be often we can get there, in some cases—using the LI language—things just surface, giving us clues to the deeper system issues that are at the root of the symptoms, problems, or masked over opportunities that lie in the narrative, or story people run their lives by.

For me, we create our problems, once we grok that, then revealing that which adds to cause and effect creates emergent adaptiveness and the notion: if we are the enabler of our issues, then what is our role in that process—a much more powerful inquiry.

*Can LI be used to uncover deeper issues?*

Always. Just listen for signals in the noise. And when the context is clear—that we are as deep, high, or as wide as we need—and in a reasonable range of comfort, then the PROBE shines as LI's star to discovery in view of pCc.

*Maybe it's time for a quick summary?*

What I have attempted, is to get you through a valley of confusion and in that process, show you how PING and PROBE

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use the same language, but are separated by context—PING working among context, and PROBE working within context.

That’s something you will just want to hang your hat on, as the work you do in LISTEN! becomes more natural.

The other “big” thing I’ve tried to illustrate while teaching you about the PING-PROBE differences are the many OPPOR+unitys that exist for levels and layers of RightACTION with LIVING Inquiry.

*Is now when I tell you about RightACTION?*

RightACTION is a term I coined about three decades ago after I graduated out of Right Performance—being the business coach I was, let’s just say I was enlightened;)

RightACTION is defined as right people, doing right things, in right ways, at right spacetime, with right pace, for right reasons, to get right results and well-being...while helping people have lives!

[That phrase...*helping people have lives* came from Philip Crosby, the quality guru who I was fortunate to meet and have dinner with along my path of purpose—thanks Phil! Phil said to me, what good is quality if it doesn’t help people have lives. I never forgot it and use it as our most sophisticated approach/reason for and to help others.]

*Isn’t RightACTION a lot of righteousness?*

Well, of course, it is.

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RightACTION is right determined by the governing entity in many cases and as you involve layers and levels right will move and transform itself.

*It's helpful to know why we are learning LI Skills don't you think?*

*If it's not for the next right action, then what is it for anyway?*

I realize most of us are not going to walk around thinking about RightACTION as it applies in a VUCA world all or any of the day.

However, actions are occurring all around us every second and I suspect that a lot of *non-right* action occurs without us thinking about it either;)

*Can you quickly list the components of RightACTION?*

- People
- Things
- Ways
- Space-Time
- Pace
- Reasons
- Results
- Well-being
- *Helping People Have Lives*

Not a bad list to have in the back of your mind, and certainly a reasonable way to think about why we are meeting people where they are, right? ;)

In any problem, issue, opportunity or challenge, RightACTION exists in these facets and if the right energy and information are

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missing, suboptimal or downright harmful, inquiry can be used to get lift and traction quickly.

For me, it's important you know what's *cuing, scaffolding, supporting and lifting* LISTEN! as we move through the elements of its periodic chart. (A word puzzle awaits you [www.leadu.com/LI/crossword](http://www.leadu.com/LI/crossword).)

*Can RightACTION be helpful in probing?*

It almost always is, because when we are helping, people want to walk away with RightResults and wellbeing, in terms purposeful for them, not our terms.

Example:

I just got off the phone with a call center representative. I had not read some fine print, and it upset me when I was charged and then thought no product had been shipped. Turns out, I was wrong, but the way the call center rep handled it, caused me to cancel my account.

He was right, I was wrong, but in the end, we both lost. I stopped getting benefits of the product and they lost a customer, all because the rep was right, and I was wrong.

If, just for one minute, the rep had used LI...*It must feel awkward to find out you misread our fine print?*

He would have had me at hello, if you catch my meaning, because I felt stupid, but he upset me to the point while proving me wrong that no consolation afterward could change my mind, and we both lost.

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*Yet, that is what happens when things get out of (our) control, and we are no longer in the lead. With LI, it doesn't happen that way, because the pbh is in control and encouraged to always get back in the lead—even though there may be an expert on the other end.*

*Will this be easy to apply?*

*Will this be easy to apply, is of course, a PROBE about a PROBE, a metaprobe so to speak, tongue in cheek. PROBING allows us to surface more information about the important things we may need to know in the process of helping. We need that information in first tier for *cuing, scaffolding, supporting and lifting* people with issues towards RightACTION. We all know of the lost OPPOR+unity every day of our lives.*

*Will there be a caveat?*

For those of you who are working with more complex and sophisticated helping functions in VUCA conditions, such as helping professionals, leaders, managers, parents and of course clergy, psychologists, psychiatrists and mental health workers, you can see quickly how this language can apply—once you unlearn a lot of the active listening and affirmation which CLEARLY puts you in the subconscious lead if not in a wholly conscious position of leading the interaction, instead of letting them bumble along at their own pace. While active listening has a place in hearing, most of the time, it's all about us and what our bias, filters and choice unconsciously prompted us to repeat or clarify, so we understand. In LI, we just use their exact words to get rid of our interpretation instead of “sounds like, what I hear you saying” or trying to sum up their thoughts with yours, ugh.

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I'm here to offer you a metaperspective. It's not US who needs to understand, it's the person being helped understanding where they are that matters in the beginning and the end.

[I'll do my best later as I go through the book to point out why LI minimizes "active listening" because of those reasons and why almost always, active listening puts YOU IN THE LEAD. A note to anyone developing...if you're in the lead, the only one developing is you—keep that in mind!]

*Should listening or hearing be the key?*

LI is not just about listening, but it's about hearing, and those two things are often far apart sometimes. Which is the reason why the PROBE and probing questions within a context the pbh has chosen and agreed to discuss, are key.

Technically, the PROBE reveals several things, the most important of which—to me—is pCc density & frequency.

*Are you going to take us back to...?*

Yes, I'm asking you to remember what I discussed about meeting people where they are, and what that means.

Remember, we can be in different places, in different situations, but generally we are where we are, much of the time, our VOLTage tends to remain consistent over most contexts.

What this means is, there is evidence, which I call density & frequency (you could easily substitute quality and quantity if you like) in a person's thinking and feeling.

*Is a probe the best way to get at density & frequency?*

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Generally, I would say yes, with caveats, the other skills can be unusually effective at times in PINGING, PERMITTING and PERTURBING in combination. But let's not get ahead of ourselves. I can tell you now that when you combine these skills, they can be as effective as surgical precision, or as powerful as a sledgehammer—and you need to be conscious and compassionate to do no harm—although a little straight talk can sometimes go a long way if it's timed right. I'll reserve that discussion for later in PERTURB;)

*Density & frequency then?*

In one of the places in the back of your mind, you have a “ruler” and a ticker tape of sorts, that you are constantly measuring and counting RightACTION—usually, unconsciously.

That's how we survive and take risks based on that “ruler” and ticker tape metaphor. It's how we fit people into categories (even if we are hell-bent against stereotyping). Or simply, like short, medium and long, or thin, regular and wide, or whatever comes to mind from our internal system and its density & frequency...bigger than me, smaller than me, smarter than me, not as smart as me.

*Can I add a little density & frequency to your ruler and counter?*

I'm just asking you to think about codifying this some with some additional ideas about how much diversity in the ways someone can *human*: be, do, have, become, contribute, relate, guide and reach out = density, and the number of different times you see those separate ways occurring = frequency.

Learning to **recognize**, and of course, **regulate** your system of judgment based on that and other information, narrative and

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story, helps us get to where they are, from where we are; and yes, our density & frequency is important too.

*Should you always focus on that?*

Well of course not, but I'm here to teach you about LI Skills, and expose you to fundamental models of judging and discretion, so I might as well, throw in some additional ideas that will point you in a direction that can increase your own density & frequency of LI skills over time as you develop these skills.

*Finally?*

Yes, one more example.

Let go back to the store, that same person who seems in a hurry (way), that you may or may not have the inkling to test...you have seen them before...always in a hurry (frequency) and it seems always about the same thing or way (density?), you're starting to get an idea about where this person is (frequency)?

*Can we test it?*

Sure, and that's the idea in this final paragraph, use the skill you're learning in LI to test the idea or insight of density & frequency with this straw person we made up.

*Is there something we could do to speed things up?*

Or shorter versions?

*Can we help make your day easier?*

*Can I help you with your task?*

*What if they just need the milk?*

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And you'll have to join me in the next chapter for how we choose one of the 6 horsemen for making transactions—when it's important—work like a charm, when “where's the milk” comes up!

*Did you enjoy this chapter on probe?*

*What are you waiting for?*

PROMPT is next.

## **PROMPT**

*What's important?*

To get us off to a running start with our 6 horsemen: who, what, when, where, why and how, I need to talk about PROMPTING IMULL: Importance, Motivation, Urgency, Leverage and Low-hanging fruit. When we PROMPT IMULL—as Right ACTION—the reaction by a pbh is usually a critical slowing down necessary for us to come to consciousness. It does take skill to be able to PROMPT without taking the lead and guiding. At first people will see it as subtle if done with skill and confidence. Later as you mesh it with other inquiry rather than interrogatory it will feel more natural: Is that the most important thing?

*When you do a little of that, you get a lot of what...?*

These contexts almost never lead directly to transaction and a pbh must stop and think—the critical slowing down necessary for approaching a tipping point in our thinking and feeling, or vice versa as Damasio explains feeling before thinking and then often more feeling about feeling as thinking, so to speak.

*When should we use transactional language?*

Not as often as you think—at first—because it's not easy to just get back out of transactional work. Mostly, once you enter, it's a one-way track, and while we can't discount the benefits of transactional language, it's not a first choice in helping...UNLESS, of course, someone asks for the milk.

*Where is PROMPTING, RightACTION?*

Here's a quick clue to help remind you.

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*If you have IMULL, go transactional!*

Because transactional language—especially interrogatory—is so easy and ingrained, *we overuse it.*

*How can something so easy, and so good, get so overused?*

Simply, because it works.

And what works, get rewarded, so the density & frequency in everyone I know, including myself is heavy and often around prompting...*it's hard to unlearn this stuff.*

In the first decade of my work, it dawned on me that a lot of my clients were not getting lasting value from our work. They continued to make the same feeling and thinking errors because there were embedded in a system that was causing their problems. It's like the "whack a mole" game—you know the game where something pops up, you pound it back down, only to see one...two or three more pop back up?

When that happens, the problem-solving system does get more efficient but not anymore effective or sustainable. In fact, it is the continued need for problem solving that indicates that transformation has not yet happened.

*Here's why.*

Most people will almost always choose someone to work with who is more complex in VOLTage. Remember our acronym? Vertical, Oblique, Lateral, and Time + age?

Almost always, we will choose someone as a helper, when it's our choice, who holds what we believe is more expertise, capability, confidence, certainty, sophistication, or even

success. They want what we appear to already have in terms of different kinds of problems.

[Problems never disappear, they just become more complex over time until you figure out that vertical development is an open system until it's not and then you're stuck with wicked problems. Higher is not happier, so there is a real justification for stepping back from verticality and identifying the kinds of problems you're suited for instead of the complex problems you can create that have to solve you.]

*Now, back to transaction.*

You see how I'm PROMPTING you, guiding you, controlling your attention? That's why PROMPTING, and transaction is so key to our success as helpers, and....

We have to understand if we start with transaction, we might never get to the story around IMULL!

*In problem solving, it's important to know cause and effect.*

I would guess that about 95% of the time, people are not working with root cause. In sophisticated helping, if you're not working with the root cause and where they are, your *four-legged stool of helping*—*cuing, scaffolding, support and lift*—is not going to help much. In fact, as I found in my early days of helping, I could make things worse because of poor spacetime recognition (where they wanted to go instead of where they were).

*Why is projection suboptimal?*

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If you skip IMULL, then more than likely you're PROJECTING onto them who you are based on your agenda—your view of the world subsumed in your IMULL.

BELIEVE ME PROJECTION, AGENDA and YOUR WORLDVIEW are NOT part of the 7 SKILLS of LIVING INQUIRY!

*If you want to mask OPPOR+unity, go transactional, use your agenda, worldview and problem-solving system!*

I've found that projection is a weakening or dilution agent for transformation for the use cuing, scaffolding, support and lift, because it's applied from where you are, and not where they are!

And that's just the first-tier work, the more direct VUCA work in second tier around how problems get solved or created with policy is even more screwed up with the focus on your agenda, projection and unconscious ways of being, no matter how well-intended you are.

*Milk sellers rejoice!*

Now in less sophisticated helping functions, transactional skills are important, as are your KSE's which is where you will shine in helping. It's not required that you find IMULL...because you're giving out fish!

***If you're looking for a durable competitive advantage, then using IMULL is a path like none other.***

It's a REAL and tangible benefit to understand what's Important, Motivating, Urgent, Leveraging and Low-hanging fruit—often, at many levels—before diving into transaction, so you're not just whacking moles.

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*So?*

Rant off...for now, but if you start helping people before you know where they are and locate root cause using transactional skills, you have closed down most of your transformational OPPOR+unity.

*Notice how I began this chapter?*

PROMPTING IMULL, is a way to transduce transactional energy into transformational OPPOR+unity. However, it's like Novocain and a little bit goes a long way, if you catch my meaning regarding feeling.

In early stages of skill development, helpers use it like a shotgun instead of a laser and they often make a mess of the interaction and alert the pbh to the funny business of manipulation which can easily be done when LI is used tactically spinning up one skill after another.

*Didn't I start with DO NO HARM?*

Whenever you discover something that can be used in ways to influence people subconsciously, you always sit on it for a few years and hope you see that the benefits outweigh the risks. In LI, the benefits do outweigh the risks, but this system can be used to manipulate and influence like other influence systems, once the skills are unconscious and the values driving them are more selfish or naïve than not, manipulation can be easy.

*So, let me say again, DO NO HARM.*

IMULL can be PROMPTED without being technically transactional and thus provides a bridge for some people who

insist or can't unlearn those 6 horses while they are in *transition* from transaction to transformation spaces.

- *What's Important?*
- *What's motivating?* [Add...you, your visit, you now, etc.]
- *What's urgent?* (*Now, then, next week—context might be ok here because it's hard to get more than one transformational thing going at the same time.*)
- *What's leveraging?* [*here, later, next time?*]
- *What is the low-hanging fruit (here...there...or in that scenario)?*

A large group of people may not have a clue what leverage, or low-hanging fruit means. Not because they are stupid but because they didn't get opportunities for learning about these things in school, work, or life—from their parents, family or significant others.

So, using other language like: (mostly, modelled interrogatory for you here) ...

- What will get you more of that?
- Is there some small thing you could do that would change everything?
- What's powerful for you here?
- What is easy now?
- What's quick and easy?

Once you get more comfortable with the language, it's easier to substitute out of the model and use the vernacular that is present in the helping space.

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*Why don't I say something about transactional space vs. transformational space?*

Ok, let's not get new age, touchy-feely, or woke here, but LI is all about enabling development of people within and across spacetime, increasing conscious RightACTION and helping people have lives.

1. If you start using this model, it's going to develop you.
2. LI is a metamodel or metasystem and LI and LISTEN! cues, scaffolds, supports and lifts people using it, and being helped with it; to come to awareness of things they must become conscious about usually things like ITEAM, IMULL, pCc, RWAf and other associated and networked models you will experience in LISTEN! while helping people have lives.
3. It will help you in 100s of ways to increase the robustness, resilience and antifragility of problem-solving systems.
4. Because it isn't "just" about understanding people, it's about meeting them where they are and helping cue, scaffold, support and lift them into humaning what's next, in whatever direction is better (SEE) protecting, guiding, reaching out and helping people have lives.
5. The LISTEN! metamodel—by working on you—helps you become a SEE helper over time allowing your Capability, Bias, Style, Level, Role, Values and System Dynamics to transition over spacetime, as well.
6. Who you are being, doing, having, becoming, your contributing, relating, guiding and wellth are going to shift, and as it does, people you're helping are going to

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notice how your humaning becomes SEE for helping them?

*How do you win friends and influence people?*

Dale Carnegie is famous for his book and models of how the art and state of listening are the lynchpin of relationships, but few people really know how to listen and consequently don't hear what's Important, Motivating, Urgent, Leveraging and Low-hanging fruit.

It's not enough to listen, you must know what to listen for.

For more sophisticated help, where you discuss, set and monitor policy I mentioned 7 ParaDYNAMICS of LeaderW@RE?

I spent more than four decades distilling what are in play in developing leaders, followers, managers, governance, and as a developmentalist, these 7 ParsDYNAMICS are without parallel in terms of a short-cut to understand where people are, and where they are in a system.

If we can see that the world's generally asleep as we may be, using these skills can be our contribution to the great awakening and momentous leap so many gurus and pundits pontificate about, but hardly know how to teach to regular folks.

***Changing the ways you talk, can change what you hear!***

*Want to get to RightACTION?*

Then understand how to move in and out of transaction using the 7 skills used across your inquiry...don't just rely on

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interrogatory and when you feel you must use it, use it sparingly, or with IMULL.

*Can you see the real enabling power in LI skills and LISTEN! as a metasytematic approach to humaning and helping: helping you, helping them and helping us?*

Do you notice how you miss all that PINGING AND PROBING language that I entrained you with early music to your ears, right (channeling Ross Perot;)?

Sprinkling PINGS and PROBES into your transactional language combined with PROMPTS with IMULL, ITEAM, RWF, pCc, etc. is a way to SEE density & frequency in your language quickly around transformation, and avoid to some extent, always *leading* into transaction.

*Is it time for active listening yet?*

Years ago, we saw the light and it was active listening, I still see loads of folks training it, and programs galore, and frankly I believed it for a while, because it is a powerful influencing/leading (mostly unconscious agendizing) set of tactics and can be powerful in helping clarify things when used “sparingly” but here’s the rub.

*It’s not about me!*

It’s about them, and us collectively and here’s the golden nugget in this book:

*most people don’t change much vertically, thus if you’re not where they are, and you’re leading them in whatever, be it connection, clarification or commitment (which happens to be the 3 core competencies of the COACH2 Coaching Interaction*

Model or CIM), it's been made, about you, and 95% of the time, your advice, suggestions, guidance won't work.

*Why bring up the four criteria for actionability?*

Chris Argyris wrote FLAWED ADVICE and the MANAGEMENT TRAP, around 2000, if I remember correctly. I'm sure It's not on anyone's Top 10 List, but it should be for any sophisticated helper. Essentially, he took on Drucker, as well as Covey (7 HABITS OF HIGHLY EFFECTIVE PEOPLE) and their advice-giving and helping.

He points out that if you don't meet these four criteria for actionable advice, your advice might as well fall into the category of teaching pigs to sing—my analogy ;)

Here are the 4 criteria paraphrased from Argyris work that are required for advice or guidance to be actionable.

*Read what Argyris meant?*

*Begin Quote*

With data that is not actionable, the descriptions of problems, or inferences drawn from observations, are difficult to understand or to accept as valid -- especially by people with contrary views. The premises underlying the[these] observations are not explicit, so testing the validity of the [those] claims using logic or data independent of those who make them, is impossible.

Non-actionable data develops out of pursuing applicable or useful research. It

derives from descriptive research, inquiry that focuses on gaining insight or awareness, or on making discoveries. This descriptive research may alternately focus on understanding or developing a solution, proposal, idea, or policy.

By separating descriptive research from action research, useful descriptive data may provide explanations or contribute to developing basic theories. It does not, however, resolve difficult problems. Applicable descriptive data may provide advice but not the actionable knowledge required to overcome and change rigid defensive routines. In describing -- or claiming to resolve a problem -- descriptive data may increase its severity by bypassing the requirement to seek out and overcome its root causes.

Descriptive research does not require participants to specify what actions will produce the desired consequences -- like open confrontation on difficult issues. Missing is an outline of the appropriate behavioral specifications and skills required to produce the conditions necessary to maintain the predicted outcomes.

In action science, descriptive research is necessary but not sufficient for learning. It may induce harm as it remains within the status quo, failing to activate theories-in-use.

*End Quote*

Source: [www.actionscience.com](http://www.actionscience.com)

*When do you feel you will understand that quote?*

It's taking me until now to fully grok what he was talking about and that's why transformation takes a long time, is not easy and certainly will not be on anyone's wish list for Christmas.

*How can these bullets below work for you, me or us?*

*Begin Quote*

### **Most Advice is Flawed?**

Flawed Advice and the Management Trap (2000): by Chris Argyris

- The key to giving good advice is to make it actionable.
- Good advice should lead to effective results.
- Action is effective [SEE] "to the extent that it leads to the consequences intended," while avoiding unintended consequences that interfere with the intended beneficial outcomes.

### **Actionable Advice: Validity**

Use 3 tests to determine the validity of advice: giving (or getting):

1. If you put the advice into action correctly, it will result in the predicted consequences.
2. These results will be effective as long as no unforeseen conditions undermine them.
3. This advice is actionable and testable in the everyday world.

### **Actionable Advice: Accountability**

Use 4 tests to determine action ability of the advice: giving (or getting):

1. Behavioral: this advice should be very specific in the “detailed, concrete behaviors” necessary to achieve the intended consequences.
2. Causative: this advice should contain “causal statements” saying that a certain action will cause certain results.
3. Capable: the people who get this advice can learn the concepts and skills necessary to put those causal statements into action.
4. System Ok: No impediments block the implementation of the advised actions in the targeted organizational setting [now, near and far].

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Based on these tests, judge whether the advice you give or get really helps. Advice should:  
*Indicate specific intended results, goals, or objectives.*

1. State the particular sequence of actions necessary to produce those results.
2. Specify actions necessary to monitor/test for “any errors or mismatches.”
3. Specify what actions are necessary to correct any mistakes.

*End Quote*

Source: **GET ABSTRACT**: Flawed Advice and the Management Trap

**GOOD ADVICE or NOT?**

What’s really important?

**Give no advice before its time and place.**

*Which means?*

You have got to meet people where they are if you’re a helper sophisticated or not and getting to ITEAM, IMULL when you have pCc is your best bet to create a durable competitive advantage if that pertains to you.

*How did I get here?*

Between the seven years which elapsed when I wrote the first draft of this book and now; and since this is about PROMPT—

our transactional skill and chapter, I know there is some relating I need to do here.

If you're going to transact which means usually leading (protecting, relating, guiding, reaching out...etc.); leading being that 2ndTier set of helping functions where you employ the 1stTier helping functions in sight of more than just the transaction moment but in policy, then you need to be aware of *actionability* and not just give descriptive advice, but clearly actionable advice.

I do realize that Argyris's work is beyond most—I've studied it for years (Chris **Argyris**, Donald A. Schon, *Theory in practice—increasing professional effectiveness*. Jossey-Bass Inc., San Francisco, California, 1992/1974, 224 pages., it might be mostly out of print if you're looking)—but clearly if you grok what he's attempting in Model I to Model II valuing, it will help your parenting, practice, behavior and valuing of most everything—differently.

So?

I've taken the time to continue to reimagine this action science work and along with a multitude of other shoulders, stand on them to simplify things for the average person—at least that's where the focus of my capability, alignment, intention, coaching and attention are right now in Generati.

*Therefore?*

I'm going to reduce a large part of what Argyris said into a workable mnemonic to stick into the acronym pot of LISTEN!.

**BDKS**: *pronounced b-dicks*.

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- Behaviors
- Design
- Knowledge
- System

As help and advice are a part of most helping,

[Although in the form of developmental coaching I teach, we avoid giving advice UNLESS asked with a specific reason to know if the person being coaching is ready, willing, able and fit (RWAF) to actionalize that advice and most of all *CAN walk away from the advice—not being attached to the advice of their revered coach!*

If the advice can be given dispassionately for pbc and coach, then it's probably a good idea—if asked!]

*With that being said, using* BDKS is one of paths to RightACTION, IMHO.

We cover the actionalizing of BDKS in LISTEN! but at least when I refer to “actionable help or advice” in transaction mode or PROMPTING, i.e., leading, you will know to which I’m speaking.

Sorry for the lecture, but I think you may have gotten some valuable insights—that’s my bet, and now it’s time to ease up the reins and talk about PERMIT in the next chapter.

See you there.

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**PERMIT**

*Is there more to say about that?*

In the first draft, the inquiry above was “could you say more about that?” However, I’ve changed it to a PING/PERMIT, and it could be technically classified as a PING/PERMIT/PERTURB...as you may have gotten an insight or the person may have just—in some form—stopped the narrative, just when you may have an insight or want to know more.

The reason for asking more sophisticated (combinatorial) inquiry such as: “*is there more to talk about?*” (Switching words to give you inquiry script ideas:)...can improve transformational OPPOR+unity because of how layers of our assumptions, beliefs and understanding or reality—and how our own minds organize that reality—can be accessed.

MOST of us prefer to remain unconscious, it conserves energy and information—nobody has enough these days—it’s easier to use scripts that are already embedded and not think about our feeling and to just get to the next thing—why have to consciously think about things like ITEAM, IMULL, BDKS, pCc, etc.

*Am I going to say more?*

"The royal road to a person’s heart is to talk about the things he or she treasures most." --Theodore Roosevelt

Giving and guiding permission is probably the most “compassionately important” thing we will do as helpers. It also really helps to just let people talk and feel heard because it

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happens so little in our days, especially about things that matter.

*When is the last time you felt really heard?*

Inherently, the model of LI is constructed to model empathy and allows—when used skillfully—people to lead, to let them be the ones who make decisions and thus decision-remorse is usually low.

[Did you know that in general decision remorse is extremely high for almost all purchase decisions?]

*Is there more to say?*

You will notice as I model the inquiry in this chapter, that permission can come from anywhere, it's a pivot in the model that I learned before I became a coach. Back in the 1980s, the USA was mired pretty much in an after-inflation period (like we have begun to experience now), and farmers across America were in trouble.

Having an Animal Science degree from Texas A&M University, and living in Nebraska, it was an easy choice to be selected for mediation training, given largely for the benefit of farms headed into financial trouble. So many were in trouble, that the government thought mediation between them and farm credit was the best way to go. It was not until the new farm bill came along with Regan's trickledown economics that almost overnight, the financial landscape for farms was changed literally in that moment. I had personally experienced that in the dairy business earlier in my life ;).

*Is there one thing you remember?*

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The one thing I remembered was that in mediation, one of the most important parts of the model was a process called *venting*.

We were taught to “give permission” for people sitting in mediation to vent and not to rush into problem solving until the venting process had cleared the emotions.

*Isn't it funny...?*

I saw this work many, many times not just in mediating farm credit, but in marriage mediation, which became one of my most colorful teachers, because in marriage mediation, you NEVER know what they are going to say—if they are given permission—some parties never having had permission to say anything previously. And the pent-up emotion was a thing to watch/fear at times during those sessions...yikes!

*Did venting become important later?*

As I began my professional business coaching career after that period, the idea of allowing people to have permission was a developmental challenge for me as an extrovert—always wanted to express my own ideas, always having an unconscious agenda (pacesetting leadership, ugh) and that brings us to an important foundation of LI PERMIT skill.

*If you're always talking, then whose listening?*

**Being able to offer permission at particularly important times is the most compassionate action or non-action (not interrupting) you will ever do as a helper!**

*Are there risks to permission?*

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Of course, there are risks because you might be the straw that breaks the camel's back and the entire load is going to be dumped out all at once, and who won't dread that—dread it enough that we won't risk that again, right?

*Do you have strategies and tactics to deal with emotional risk?*

I've alluded to the idea that there are various levels of helping, using the term sophistication as a way of noticing differences in how people position, relate and play among context—both cultural and intellectual. It also fits different levels of people being helped to differing levels of sophistication as well—especially policy setting cadres.

*Is fear, threat and embarrassment something to avoid?*

At each level of sophistication in helping, there are layers of KSEs that are required to deal with fear, threat and embarrassment, where emotion takes over all bandwidth, and when all else fails, tactics and strategies are needed to deal with overload, overwhelm and potential fear, threat and embarrassment and in FUD (Fear, Uncertainty and Doubt) which has graduated into VUCA!

*Will this be about design?*

I caution you, if you are a (helping) system's creator, designer, and/or builder, to wire into your model of helping those strategies and tactics of dealing with ventilation, anger, heartbreak, helplessness and emotion, in order to continue to be compassionate and empathetic even when people lose it—and we all have and know how it feels to have the experience.

*Could we step over here for a moment?*

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You see there are many things the model does with PERMIT.

Not just giving, but getting and using permission to show compassion, and to learn about, ITEAM and IMULL, etc.

*Can you tell me what's important about that?*

Permission is like a candy land for helpers because people WANT to talk about their lives and problems, and they WANT SOMEONE TO LISTEN; call them by their name, even love them impersonally. One great listening experience can go a long way to creating those hard-won durable competitive advantages, higher switching costs or compassionate moments of feeling heard, that are never forgotten.

Carnegie explains that he once attended a dinner party where he met a botanist whom he found to be fascinating. He listened for hours with excitement as the botanist spoke of exotic plants and indoor gardens, until the party ended, and everyone left.

Before leaving, the botanist told the host of the dinner party that Carnegie was a “most interesting conversationalist” and gave him several compliments.

Of course, Carnegie had hardly said anything at all. What he had done was listen intently. He listened because he was genuinely interested.

“And so, I had him thinking of me as a good conversationalist, when in reality, I had been merely a good listener and had encouraged him to talk,” Carnegie notes.

Even the most ill-tempered person, the most violent critic, will often be subdued in the presence of a patient, sympathetic listener.

Take for example, a store clerk. If the clerk constantly interrupts and irritates customers, those customers are more likely to start arguments and bring frustrations and

complaints to the store manager. But a clerk who is willing to listen could calm even a customer who storms in already angry.

I've had personal experiences where my state changed 180 degrees when permission was offered, instead of debate.

**Most of us are so concerned with what we are going to say next that we don't truly listen when someone else is speaking. Yet, most people would prefer a [consciously] good listener to a [unconsciously] good talker.**

*Is there a way, for you to let me know, what you need?*

Permission comes disguised in many forms. Remember, I mentioned in a prior chapter about how the Ps can become more sophisticated as you learn the skills and will construct them to be multi-faceted and combinatorial as you weave the inquiry among them?

*Can you see, how we can combine them, now?*

PERMIT is the easiest place to make that happen because we are less likely to lead...even when we PROMPT permission—

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How should [could, can, will, did, etc.] that happen, in your view? —becomes a way to give back the lead when prompting permission.

*Is there something I haven't stressed enough?*

Let the pbh or pbc or pba (person being advised) LEAD.

If you don't, then most of the pCc you think they have is merely your pCc coopted for your agenda.

I know this is hard to grok and is why it took me so long to get back to this draft and that is because I've been in the field with this LISTEN! metasystem putting me and it through its paces and why some things can only be understood with practice, which is why you should mark your calendar to attend the LISTEN! program or at least hear the online recordings to improve your helping and advice-giving system.  
[www.leadu.com/livit/listen/online](http://www.leadu.com/livit/listen/online).

Most people can't learn this system deeply enough for it to be transformative, it will just help them transact better because it uncovers what is called in the sales trade—a person's buying motives. Get those, get rich, as they say.

While this system does work great in sales, it's so much more which is why I haven't put it into that market. I'm not interested in getting rich, I'm already rich and it has nothing to do with money. I don't have to do this—I WANT TO DO THIS. I want my children and their children to be influenced by this work and to realize the gifts that continually come forward with transformation of self and other—the discover, disclosure and acceptance involved in relating to oneself and others to emerge a live well-lived among...us.

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*"The world is full of people who are grabbing and self-seeking. So, the rare individual who unselfishly tries to serve others has an enormous advantage. He has little competition." – Carnegie*

*Is it time to tell you about PERMIT caveats?*

When we ask permission, we lower barriers and shields, you let people choose thus to guide the inquiry. You can stop a bull in their tracks with a “may” or “might” because it shows you’re willing to listen, and be wrong, mistaken or vulnerable; even a shark (analogy) will leave you alone if you give them permission to lead.

*BUT...*

Given certain circumstances, you must get out of the way, defend yourself and pop the question that brings consciousness, or let’s another person know they have crossed boundaries.

I’ve reserved time in our next chapter on PERTURB for the nitty gritty on using that part of LI to balance PERMIT.

*Yet...*

*That’s not all there is, is there?*

Most helping systems are by their very nature overloaded with too many people to help, shrinking the OPPOR+unity for empathy and compassion...transformation.

The entrainment that we see most service people deeply stuck in today’s fast-moving cultures, is to move quickly through long queues—something a more compassionate society will stop requiring of its business, at some point. Instead devising ways to

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be flexible rather than always trying to be efficient (for the wrong things.)

*System design?*

Permission doesn't need to be long.

Over the past decade, as LI has been cooking in its own juices, I've noticed a huge number of systems being redesigned for "service" and help. Even call centers and frontline service are picking up the idea of relationship building, and I'm going to include a system design note in this book after it's finished to show you how you can use the embedded design language in LISTEN! to approach a system design or redesign for relationship-centered helping. It's suggested in *A Business Case*, a chapter that follows the LI executive summary.

Most of the problem in helping today, is system related—one of Argyris's cautions in action science.

There is not enough slack, everything is geared to faster, better, more efficient and cheaper in the mainstream. Failing to have enough slack in the system creates poor system design problems that add different problems than I will write about here.

Next, is the training of people in the type of helping language they use in that system, and how we have to re-gear the system towards relationships instead of throughput—flexibility instead of efficiency.

*If I give you permission, to PERMIT, will the system block good results or SEE?*

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That's a loaded question because at this time, most systems will block results because they are only partially designed for relationship construction and maintenance to put it in machine language, over time. Most system designs don't have enough slack to take advantage of the narrative and stories people live with and by....

Most of the less sophisticated "factory type" helping systems need to be redesigned with LISTEN! especially with permission in mind, because of what must happen for the "narrative, or story" containing ITEAM, IMULL, pCc, RWF, BDKS, etc. to emerge. Without narrative, and people's stories, only surface relationships can emerge, not the deeper relationships that tie a person to the design, business, or helper...with strong word of mouth experience, representing higher levels of satisfaction in a good society. Let's not just aim low, *let's change it all.*

If you haven't noticed by now, I'm not asking or modeling for everything to be woke all at once...a spacetime in transition along the way from "organization man" to "relationship us" is required and needed. Help emerge a good society one person at a time—Margaret Mead did it, why can you?

Most of the fundamental changes required are going to take a new set of zero-order beliefs (Bem, et al.) for the derived beliefs to emerge build and foster cues, scaffolds, support and lift for the next generation of innovative relationships in networks designed to help us live well in a good society.

*Giving Permission to PERMIT works from both ends.*

While we learn to give permission, we develop; especially in ways that are good for us now, near and far. So, it's a positive

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reinforcing loop that feeds both ends of the interaction, it's called metasytematicity that allows for the work at zero-order and to emerge while emerging.

*May I give you some simple tactics?*

One thing that I learned as I experimented with listening and hearing was the power of oneders (wonders).

Just checking to see if you saw THAT THING YOU DO...with Tom Hanks? They wanted to name their band the "wonders" but wanted to use oneders as a play on words...and it backfired the first time they were introduced as the o-nee-ders. In LISTEN! training we have a lot of fun with the oneders, and you will also!

*Is less, more?*

I'm talking about wonders that are one word long, straight from the COACH2 manual: **Coach2-1Word Wonder's (oneders)**

- If...
- Then...
- And...
- So...
- But...
- Because...
- Until...
- Really...
- Almost...
- Remember...
- Might...
- Maybe...
- To...

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**Almost always, less is more.** Less of you = more of them. Less talking = more listening. Less listening and more hearing...that is what guides the timing and PACING of LI.

If you only have so much time with each person, then using less to get more, *is low-hanging fruit?*

Also, choosing to repeat a single word, or phrase that the client has already said, can be an effective LI tactic.

*Effective...?*

In LISTEN! we demonstrate that giving a person permission to talk about something they say in passing can be a powerful PERMIT.

Example:

Hi, is there something I can help you with?

I want to setup a savings account for my new grandson.

*“savings account?”*

***LI is not rocket science, but it can get you to the moon!***

Yes, you could have said, *let me help you get that setup or even faster, Lets set that up for you.* And you would have been on your (transactional) way, while the OPPOR+unity was there, if you heard it, and you gave permission for it to emerge in narrative and story.

Otherwise?

Transactions are us...ugh. We are the machines, and we are here to give you service:(

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Each person will let you know how far that vein of OPPOR+unity leads, and if you need to drop into transaction; Yet, just “hearing” the OPPOR+unity (we refer to this as opening) instead of fast-forwarding ahead to the problem, allows you to PERMIT the narrative and get at IMULL.

*Pretty cool, huh!*

*Just because you're hard at work, doesn't mean you have to make work hard;)*

I'm going to leave you with a quote I like, and shift gears into PERTURB in the next chapter, beware, PERTURB is not as harmless for most ;), but it can be good fun if you approach it empathetically and compassionately;)

## **PERTURB**

*Has anything so far, challenged you?*

I have a special affinity, talent for PERTURB or should I say PERTURB has an affinity for me. You probably have already felt perturbed (cognitive dissonance) in the process of getting this far into the book.

*DID YOU KNOW, 95% of people never read past the first chapter.*

*Perturbing?*

A few decades ago in my own self-knowledge discovery, I ran across data that led me to validate—my MBTI Type—that E(NT)Ps were particularly enamored with a “poke and prod” process that resembles perturbing in MANY ways; cat and mouse—guess what I’m thinking, and other natural learning tools that emerge in this typology of interaction;)

And then, I ran into a book that I now longer remember the title (It might be Living systems by James Grier Miller, 1978, 1992) that **you can’t change living systems, you can only PERTURB them.**

*If you can’t change living systems, perturb them?*

With my wired-in PERTURB learning processes and permission to PERTURB, that’s all it took for me to be merrily on my way.

*Most of us just don’t change much, do we?*

Now perturbation of living systems is occurring at a faster and faster rate and on more levels; a rate itself and number of levels that is accelerating VUCA (@VUCA) every day, no less.

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Therefore, it behooves me to let you know that too much of a good thing can really put a damper on any of your PERTURB success!

*Ever get tired of hanging around negative people?*

The same goes for PERTURB, use it too much and it's going to create a lot of dysfunctions in your interactions and those of you *at the front line* have enough things going on as well— which is why I find people usually suited for the personality grind of being around people all day long, have the hardest time using PERTURB.

WATCH OUT because people are coming to you already cocked and loaded and are just waiting to go off with the right trigger.

*If you don't know what you're doing, PERTURB hurts?*

I always caution people to be careful with using perturbation in anything they do because of the fact, that the status quo is in fact the status quo because it's durable and any challenges to that will draw attention quickly.

*Are you the person you can be?*

A well-timed and placed PERTURB (COMBINED WITH A PING/PERMIT/PAUSE) can stay with a person for a lifetime and continue to be the burr under their saddle they need to use to perturb and shift their living system over time.

“Our chief want in life is somebody who shall make us do what we can.” - Ralph Waldo Emerson

I can't tell you the countless number of people who I have perturbed both naturally (unconsciously), and consciously on

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purpose, who have mentioned it, after many years. However, I can also tell you about a lot of clients who fired me because of my style too—*less is more when it comes to PERTURB!*

It's always good to mention, we just don't know the lasting power of a good PERTURB...and to be careful when we use it flippantly, or too much—with a lack of empathy and compassion. The reason I can perturb as an expert is because I'm NOT empathetic or particularly seen as compassionate.

*Can your natural empathy be a drawback?*

Here's a note I wrote to myself the other day when I observed empathy in action....

“It may be when a person demonstrates empathy they may not say what's on their mind because of being empathetic. Empathy may be a double-edged sword that bears a significant downside as well?”

So?

While I might be talented at PERTURB which could be life-changing, the lack of a talent for empathy may limit my living well. For those with a talent for empathy, it may also limit your affect and ability to help yourself and others live well.

Neither “self-expression” nor “sacrifice of self-expression” is best, the awareness of both in an actionable metasystematic framework—where I am able to suspend my own needs—express self or sacrifice of self and then step back from myself and use SEE for mortal stakes.

Here's one of my favorite quotes, in this case part of a poem by Robert Frost.

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But yield who will to their separation,  
My object in living is to...  
unite my avocation and my vocation.  
As my two eyes make one in sight  
Only where love and need are one,  
And the work is play for mortal stakes,  
Is the deed ever really done,  
For Heaven and the future's sakes.

Two Tramps in Mudtime by Robert Frost

***A PERTURB coupled with other Ps can be SEE?***

*Is it important for you to win always?*

Remember, the PING?

*It's used to check something out.*

When we are hearing the meaning making of the person we are helping, OPPOR+unity abounds. And, along with that comes unique Openings, Possibility, Plans, Outcomes and RightACTION.

At more sophisticated levels of helping, where multiple levels of effect and affect usually starting with Level 2 in supervisory work and Level 3 in helping systems (see A Business Case), the OPPOR+unity arises where people can contrast “this and that” kinds of abstractions.

When you get to that level of reasoning, perturbing can be a part of the tool kit because people are less likely to see everything as personal—although I would be really careful with that hypothesis because we know that “feelers” in MBTI

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typology tend to see the world as personal and to take things personally when they are in fact meant by the “thinkers” as impersonal—about something not a person...and that is another hypothesis to take with a grain of salt as well.

*What? You don't know about this level jazz?*

Let me make it simple if I can.

I'll borrow some notes from LeaderW@RE that I have created over time to guide the work we do there with Leaders, organizations and policy.

Levels

Levels exist in all directions and dimensions, including those that govern self-knowledge and self-awareness of personality dynamics\*.

Development is a matrix of factors which are represented by vertical, oblique, and lateral (horizontal) complexity in relationship to a dimension of spacetime.  $VOLume/Time = (Developmental\ Space-Time)$  or DST calculations or assessments.

A person asked to perform in unfamiliar DST will require specific cues and scaffolding or be under DST Tensions which will collapse their confidence in most cases...few continue to function because of non-internally constructed hardiness (yes a lot of it is inborn—unfortunately).

\*In development assessment, a person of a similar type (self) hugs the "similar other" developmental level with more DST because of the similar way in which the two process reality...especially if the types lean into power and low acceptance motives.

### **Identifying Leader Levels**

Reviewing Levels in LeaderW@RE

#### **L1: Transaction**

At this level, people are interested in a transaction where the problem they want to solve can be identified in usually a "declarative" transaction. *I need to fix this.*

#### **L2: Problem**

In this level, we need more than a transaction usually, we are looking at a way to solve a problem, exploit an opportunity, such as completing an application for a loan, signing up or downloading an APP that allows us to do "transactions." Where an inquiry requires something more than a transaction, or what would have been a transaction fails to work and we escalate it to a supervisor, or customer service dept. "They fixed it, but I didn't like their attitude in the process." *This and That...*

#### **L3: Process, or TPA: Tactical Process Adaptation and (Tactical) Innovation**

This level requires inquiry, an alignment with wants and and needs; the solution matched--if possible--as close as possible to meet wants and needs. It is where a cybernetic system with four integrated components: inputs, throughout, output and feedback all start being interactive as a simple systemized process. "If they would have had a process in place, they would have realized design is the problem." *If, then...*

#### **L4: Complex System (Strategic Innovation)**

In level four we introduce the concept of living in a house while building the house. By this I mean, we hold up a mirror to the "transactional" system, the "processes" guiding those transactions, the "innovative" solutions and designs that are systemized using feedback being offered to solve both short and long term wants and needs and then design a "strategic system" to continuously create and service relationships among all of the elements of the system including both organic and inorganic as ***rightaction: right people, right things, right ways, right spacetime, right reasons, right results, wellbeing...to help people have lives.***

Buckminster Fuller's idea that "...when you flush a toilet it goes somewhere," takes on new meaning at L4. *These, Them...us, we*

#### **L5: Metasystem**

How do the systems interact to produce a Metasystem? How do, and why do, transactions,

problems, process innovation, and strategic functions collaborate to become part of a Metasystem to create, then exceed customer needs as an example as a business, not just related functions. Everything seemed fine until we realize that accounting had no clue of what sales was doing. *This about all...*

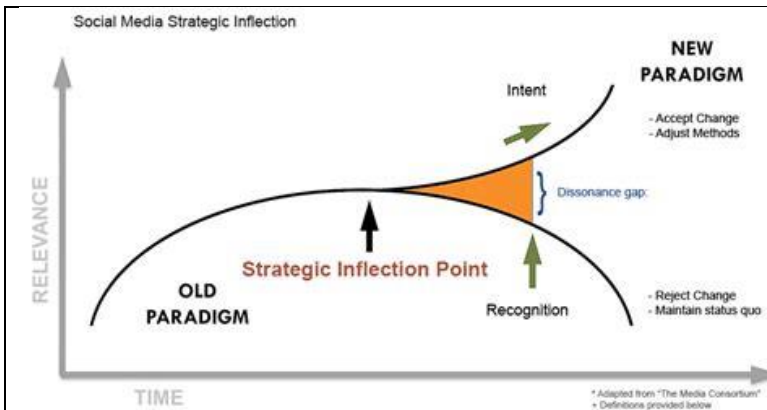
### **L6: ValuDYNAMICS**

When we guide values at this level, we understand how service to a multi-faceted bottom line is complex, full of trade-offs and challenging for black and white boundaries as GRAY represents the "interconnectedness" of various metasystems in transition, which form a paradigm. Valuing, coordinates and organizes a metasystem, to coincide with particular values, including tradeoffs being valued. Conservatives and liberals use the same metasystem to achieve what appears to be conflicting ends as both emerge through a metasystem of beliefs and principles. *Valu dynamics are....*

### **L7: Paradigm**

A picture here is worth a thousand words:

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Level 7 works in the “dissonance gap” between paradigms and the necessary navigation and guidance required from one paradigm to transition to the next work. A society, or culture weaves together meta systems such that the entire self/social organizing mechanism is durable over time. *L7 sees the end of one and the beginning of another and can navigate forward. If then, but only if...*

### **L8: Cross-Paradigm**

Suffice it to say we won't encounter even a tiny few of these circumstances in our lifetimes but when a variety of paradigms exist as they do across time and space, such as how different cultures have served the societies within those epochs; the cross-paradigmatic—not transdisciplinary (L5)—reasoning balances needs from among the competing paradigms to solve problems through emergent self/other design rather than fixing a zero sum. We

have entered and living through a paradigm shift.  
*Contrasted and compared to what...(fundamentals of beliefs and assumptions about reality)?*

[Miller (Living Systems, 1992) said "that systems exist at eight "nested" hierarchical levels: cell, organ, organism, group, organization, community, society, and supranational system."]

At Level 9, I'm suggesting a nexting system with a universal level of application derived from the action of dealing with paradigms in Level 8 above.

**L9: MetaParadigm:**

An extremely rare few—so small you won't find an exemplar in your normal life (.1%) can overlap or even compare different paradigms which then, creating the option for a level **beyond** life, work, play, relationships, contribution, and even nature to emerge as a meta paradigm—a paradigm about paradigms—*space is not the final frontier. Universal principles....think Bohm's Hidden Variables and Subtle orders beyond...Rumi's beyond right and wrong doing, Krishnamurti's enlightenment, Alan Watts consciousness, teachings of Jesus, Confucious, and the Budda...etc.*

*Did you grok all of that?*

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It's not necessary really, but for those "really" sophisticated helpers, some mind candy—for the rest, an unnecessary devolution into meaningless noise.

*Back to reality, again?*

Taking PERTURB seriously. I see clever people daily, wittingly perturbing others where it's not necessary—as a poke and prod, cat and mouse game, which only serves to subconsciously trigger others, most of the time...worse triggering states of helplessness and depression.

It is important to note that learning styles differ and those who may learn (fast and well) with this (unconscious) non-empathetic style could step away from their own needs from time to time and see what all of us through this self-serving process are being triggered by...or not.

It's also a reminder to those of you who are empathetic by nature and may not develop skills in PERTURB to step back from empathy—seeing it for what it is—and deciding to use some other skills.

*And?*

Don't let a golden OPPOR+unity go by because you're afraid to risk the downside. Other LI Skills can mitigate and mediate the risk of PERTURB when it opens a can of worms, or worse, hurts someone. *Those of you who are afraid to PERTURB your executive coaching clients will leave more than half of your value on the table.*

*With that being said, it's time for a PAUSE & BREATH!*

See you in the next chapter.

## **PAUSE & BREATHE**

*Can PAUSE be a powerful enabling strategy, or tactic?*

It's both!

However, don't forget to BREATHE.

*First, may I speak about PAUSE & BREATHE as a strategy?*

As a strategy, PAUSE is multifaceted. On one hand, we speak about pausing our expression—being comfortable with silence, allowing the space to open; on the other hand, we talk about pausing the conversation in our own heads, among other benefits of PAUSE & BREATHE—I haven't found a downside in these skills!

In regards, to pausing our expression, I think everyone knows about how they should do that and when we can do it, things often get better fast.

Seasoned professional people, tend to talk very little, they do a PAUSE (pregnant pause): I'm not even sure we can say it like that anymore, best know your audience, eh?) and see if you want to speak; as a professional courtesy!

In a moment, I'll show you some more ways to think about pausing and breathing; why it works so well, but first I want to discuss with you, why pausing is a strategy that you need to use.

*Are you thinking ahead right now?*

Notice how I primed you? I did it on purpose, so I could make a point. I sent your mind off on a little goose chase, to show you how easy it is for our little monkey minds to lose focus and stop

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hearing because we are listening really...to the conversation(s) going on in our heads.

*Isn't paying attention to thoughts we are having, a good thing?*

You better believe that for sure, and...

When your thoughts become your focus, you stop hearing, because you're listening orients to what is going on in your own head.

You know those IMULL things people are saying shrouded in our everyday exchanges? You will miss those OPPOR+unities to hear those important, motivating, urgent, leveraging and low-hanging fruits because you're not online!

It only gets worse in your head if we have emotional stuff being triggered, are nervous, excited, and are entrained by all the noise in "identifying" with narratives and stories or even just trying to figure out what the heck we are going to say next.

Most of the helpers I train have an issue with trying to figure out what to say while the person being helped is feeding them with important things that they didn't hear—THE PBH, PBC and PBA are literally and figuratively telling you what to use in your inquiry...however you are attached to the conversations in your head!

YOU DIDN'T HEAR WHAT THEY TOLD YOU TO ASK?

...even though you were listening!

A lot of this is due to self-knowledge, awareness, ego position and it's something we discuss in LeaderW@RE as CAPABILITY DYNAMICS. Our OWN Ego position tends to be given much

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more importance than necessary, most likely due to our own passions and needs, whatever they might be—we all have different ego positions based on our wiring, the conditions present and our consciousness of that wiring.

Do you remember my admonition that if you engage LISTEN! you will develop yourself as well?

Therefore...

In order to detach from your attachments (levels at which your ego position begins to shift from passion to dispassion) and be held hostage by your own needs and wants—desires if you like that languaging—you must breathe, notice those thoughts and feelings and let them go—PAUSE & BREATHE.

*What do you mean by: pausing the conversation in our heads?*

Let me bring in the concept of the third space right quick. Imagine a Venn diagram with two circles, slightly intersecting... creating 3 distinct spaces = my space, your space, and our space.

[Insert Third Space Venn Diagram here]

When we stop hearing what the pbh is saying, our space as helper grows into the space of the pbh, which limits almost entirely the space of the pbh, and the interaction becomes OURS because...? WE ARE LISTENING?

YES!

However, it's because the focus of our listening has reoriented itself to our thoughts. In breathing meditation—the best place to practice hearing, by the way, we are taught to practice

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continuously to notice and immediately let go of those thoughts, it's like me working in this room rewriting this book...I listen to the noises outside my room and those inside my room and even the multitude of what ifs as I write, but I let them go and keep writing focused on the process of revealing to you what I already know and am learning at different levels—seeking to explain what we are attempting to do to help people have lives...but I continuously let them go and stay with the subject. A shifting in your subject-object position must occur in order for your ego position to move from passion to dispassion, in inquiry.

If, I'm only human and so are you...what then?

That's a method of helping you to understand what happens to your spacetime, their spacetime and our spacetime...the difference between listening and hearing...*between winning and losing, between living and dying.* (Sorry Pacino channeled in ON ANY GIVEN SUNDAY. <https://youtu.be/WO4tIrljBDkk>)

*Will you know when to take the lead...?*

Where the pbh is looking for expertise, guidance and doesn't have a clue about what they are doing, being led by the helper seems like a good idea, and often, it can expedite things...at the cost of a more complex relationship in most cases—the relationship being overridden by the task needs and the needs for transaction, but that's not always a bad thing.

*Could this be a good thing?*

Certainly, getting problems solved by being given a fish can be a good thing, and for those situations where *those* kinds of problems are being solved, the better the fish, the more chance

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you get another crack at enabling a better problem-solving system; It's called "betterment." Yet, noticing the density & frequency of a problem-solving system—its quality and quantity—has many more SEE benefits. It's our problem-solving approach that's creating the problems, so levels of betterment mean engaging people at the level of density & frequency in the problem-solving system.

What I'm suggesting in LI, and with PAUSE& BREATHE skill development and application is we start to become conscious around our own needs, and what "trips our trigger" so to speak and start to understand how PAUSING the conversation in our heads frees us to show up and be present and available to hear.

Notice, observe, and let go. Don't let the "sirens" take over, plug your ears (analogy) with wax, tie yourself to the pole of hearing. Don't listen to them—the thoughts in your head, those inferences—key in on the knowing, let the thoughts go by, observe you're having them, but don't attach to them because as soon as you do, you're out of control and eating up the spacetime of the pbh, be present but dispassionate in your hearing, compassionate and empathetic in your behavior.

*Is this a lot harder than it looks?*

You can bet your last dollar, peso, ruble, yuan or certificate of deposit on that one.

And like everything else, a little bit goes a long way, and even coming to an awareness "*you're listening in your head, instead of hearing what's said and intended*" by the pbh, helps things along.

*Are you afraid you will lose your [en]train of thought?*

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Gosh, I hope so.

***How can you hear, if you don't listen?***

***How can you know, if you don't hear?***

***How can you livingly inquire...?***

***if your mind is already made up?***

*Is it possible to be available if you're in your own head?*

All those are good questions and if you're going to exercise ANYTHING today, try just pausing your own conversation in your head and showing up to be present with the person being helped...PAUSE & BREATHE.

*Will you try with the significant people in your life as well?*

They will notice IMMEDIATELY that you are more empathetic, without having to use any of those active listening techniques, and believe me when I say, YOU WILL KNOW WHAT TO SAY, after a time—after a pause...after a breath.

*Will they also appreciate you for not using active listening and influencing tactics on you?*

*Can you feel me constantly modulating the pace in this book?*

*Are you developing tactics from what I'm modeling for the skills of PAUSE & BREATHE?*

*Are there a lot of tactics for pausing?*

Just simply stopping expression, is a good one.

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*Can I/We pause for just a moment?*

Could you take a deep breath? (Then, shut up!)

Let's time this out for a second.

Learn to use the oneders (one worders).

*So...*

*Could this be a time to use other LI Skills?*

*And?*

Learn to repeat a high leverage word the pbh has said:

Example:

I wish I didn't have to do this on my day-off.

*Day-off...?*

[Here's a fun pause...Look at the pbh's statement again...how many openings are presented within that simple remark? (An opening is a choice (made by you or them (better ;)) that could lead off into different directions if chosen.)

Technically "I" is one, but you have to be careful with I:)

Wish...? (Oneders :)

Didn't have to do...?

This...?

Day-off...? [As noted in recency which will plague you and develop you if you are immunized against the active conversation in your head...

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Example:

Thoughts in your head:

What are they saying; what do I do with this; what does this mean; I'm tired from last night too; day-off, crap, when is that?; and so on and so on—yes you're really listening aren't you—getting ready to sound that back to them right?—gosh look at all the complexity that entails—did I really hear what they said? What did they say now...all this noise and mumbo jumbo going on at once that you missed 5 of the 6 openings so you rely on what you remember, and what we remember is not hearing, it is only the last part of the last thought called recency!

The cool thing...in all that messworks and chaos?

With LI, you're still in the game—thank God—because I told you that you could use one word and I remembered day-off, Hehe;)

Let go of the noise, notice the signal.

Choosing between all those opening is only superseded by getting them to choose and in LISTEN! I'll show you how to let them choose their own opening so they remain in the lead, and you can attune (remain relaxed and leisurely—signals and corresponding inquiry comes easier in those states—think shower, beach, lawn chair and a good football game in the background:)

If you stay with the pbh, you will know exactly how to help while humaning (because we have a short time to be so): *be, do, have, become, contribute, guide (nudge I call it sometimes), relate and wellth* without having to think about what you will say, *it will know you.*

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Even without any skills, humans are endowed with relational abilities that all begin when we take the focus off ourselves and allow it to move to them while helping us to create a third space of discovery, disclosure and acceptance. When I visited Albert Ellis in his Westside Office before he died (thanks Thomas) ...he lectured me/us about the only two things he discovered that make us ok—live well and help people have lives—and it was Unconditional Acceptance of OUR SELF and Unconditional Acceptance of OTHERS.

Now you know how to get rich...to live well, *human with wellth.*

AND that's why I'm writing and you're reading and learning because all of us want to serve in that process, accepting ourselves and others to emerge a good society.

Yes, at first, it's awkward and it will expose your ego position immediately and that's a good thing, because without self-knowledge, it's hard to learn and more importantly, unlearn—which is what we must do to free ourselves from hearing our own ego needs when we listen to others.

*Is there a way to practice this strategy and these tactics?*

There are many ways to start. Just trying it out, don't say anything and just listen and watch what happens with significant others—don't overuse it at first, let them remain unconscious of the skills—a little here, a little there.

The extroverts have the most difficult time, which is balanced by the introverts having difficulty letting go of the scripts their *introverted general has previously agreed with their extraverted lieutenant*, to use ahead of time.

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I suppose I should just give you another nugget regarding Type Dynamics. In Myers-Briggs Type Dynamics, or Jungian Type Dynamics, we have four “ordered” functions in terms of consciousness of those functions. The 1<sup>st</sup> is usually called dominant, 2<sup>nd</sup> called auxiliary, 3<sup>rd</sup> is tertiary, and a 4<sup>th</sup> function called inferior in the old language because it’s only conscious when you fall into the grip, it’s called.

Where we get the “General” and the “Lieutenant” from, is to name the 1<sup>st</sup> or dominant function as “General” and the 2<sup>nd</sup> or auxiliary function as “Lieutenant.”

The analogy of the lieutenant (LT) and General (G), helps us understand that one function is much more powerful than the other, the Lieutenant being an inconsequential subordinate of the General, yet in the case of introversion—the external function expressed in the outer world...an objective representative of the internal subjective General—but NOT the dominant function: hence the need for prepared and embedded scripts in the LT:)

To complete the nugget:

Extraverts always have the General in the extraverted world as an objective function, and their Lieutenant, or auxiliary function is relegated to the “back seat” or internal world and introverted—subjectively—hard to represent easily with language.

Since an “introvert” can’t have an extraverted function that is dominant—they wouldn’t be called introverts—their extraverted function, the one they use in the outer world is the Lieutenant, the General being usually, inaccessible, and

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remaining in the internal world, but dominant as well as subjective internally.

Introverts play in the outer world with their best hand tied behind their back, a distinct disadvantage with unconscious extraverts regarding expression and nonetheless valuable is you SEE the advantages and protect them and the LT 😊

While this “play on words” using the General and Lieutenant is oversimplified, it’s helpful in realizing that extraverts need to think out loud and introverts think inside deliberately, usually quietly, and what you get from introverts are usually pre-rehearsed scripts delivered by their LT., making it more difficult for them to just show up and answer inquiry and play things through, versus an extravert, who doesn’t know what they think until they hear themselves say something—a gift of gab, so to speak—they solve problems usually by talking while introverts solve problems by reflecting.

So, no one gets off easy, but if you understand your own CAPABILITY, BIAS, STYLE, LEVEL, ROLE, VALU and SYSTEM DYNAMICS, it’s a lot more straightforward, and the *unlearning* is accelerated...unfortunately few people get this OPPOR+unity to learn throughout their lives having to pick up self-knowledge usually at great costs to living well.

**The idea is to design your helping so that it takes advantage of, and leverages your strengths, while minimizing the negative effects and consequences of your weaknesses.**

My business partner and dear friend Gary passed along a good article that validates my ideas around PAUSE, and here are some excerpts:

The Power of the Pause

**Dan Burrier & Petra Nemeth**

“Everyday business is packed with opportunities for disagreement, challenge and confrontation — all of which can produce dread, discomfort and sometimes a sick little feeling in the stomach.”

“Hitting the Pause Button is simply creating a bit of space and time — a pause in the action — in which to find a more productive and peaceful resolution. Pausing is a way to release tension. It is a way to give yourself and the other person a chance to breathe, to reflect, and to regain composure.”

Psychological studies show that when we are stricken by upsetting emotions or when we react using instinct alone, we are often prey to limiting thoughts: “He just doesn’t get it!”, “This will never work!”, “Why do they never listen to me?”. These limiting thoughts, if we act upon them, lead to speech or behavior that we may regret later.

Hitting the Pause Button helps you clear your inner space so you can operate again from a place of wisdom.

You can read the rest of the article at their website:  
[www. personalleadership.com](http://www.personalleadership.com)

*Do you see why PAUSE & BREATHE is so enabling and powerful?*

Silence really, is golden!

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It's hard to believe that silence and breathing can be so empowering, empathetic and useful, yet timed well, it will become one of your *go to strategies* and tactics in your helping.

The PAUSE can teach you what you need to know to *cue, scaffold, support and lift people* who need help...with less ITEAM: Information, Time (space), Effort (energy), Attention and Motivation (resources) all the way across the board.

A little PAUSE goes a long way...a BREATH further and that's the best segue I can produce for our next chapter which brings all the skills together as one seamlessly networked helping experience.

*Join me for PACING next?*

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**PACE**

*Is there something that attunes LI skills in sync?*

The way in which we use LI—after a time—brings about a 7<sup>th</sup> skill in the network and that is how we *PACE* the interaction—for whatever reason.

*May I introduce you?*

The more I teach these skills, the more I realize in order to get the *most for the least*, you must understand PACING, and within that container—space timing—and our important 3 lettered friend, one model among many; **pCc**: potential,, CAPACITY, capability.

*Is timing all we are talking about in PACING?*

Timing is certainly a part of it, but not all there is, which is why I added PACING as the pivot skill.

**PACE CHANGE.**

Not just in how we spacetime things, but in how fast, or slow we allow things to move (vibrate, if you will); how quickly we give cues, structure scaffolding, generate support, or seek to offer lift; related to those 7 ParaDYNAMICS of LeaderW@RE as another model I've been suggesting as the target of LIVING INQUIRY: *Capability, Bias, Style, Level, Role, Valu and System Dynamics*. Please note that Valu is not misspelled, it's a special model that has taken me decades in transition to elucidate, beginning in the 60s when I could not conceptualize why those hippies did what they did until now as we live among the woke...what a journey it has been. I purposefully use the term

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ValuDYNAMICS to remind me that it's not just about values but a whole other world of valu.

When we talk about development—almost everything is: life, spirit, work, play, relationships, wellth—we need to consider the PACE at which things happen, as well as the pace which we happen and it goes without saying the pace that has us—you wanted diversity, equity and inclusion, well this is a place where you can only get those through valuing (ValuDYNAMICS) differences!

*Are there things important in PACE?*

When I try to help people, I need to understand how fast a mental processor they are and adapt my own PACE. Mental processing is one of 3 key measurements in a triad of development: mental processing speed, inhibition, and working memory, where the pace of mental processing tends to affect all other behaviors. People judge slow mental processors as dumb and not complex, but they are just slow mental processors with a lot of valu.

*Aren't we just comparing ourselves to others subconsciously?*

The ironic thing is that WE, as helpers (trained and untrained, conscious and unconscious) are constantly making personal judgments about people on the fly without considering whether or not, our judgments are generated by our own descriptive data—which means we are judging against criteria in our own bias—or our inability to know when things are just different.

*Can data be both descriptive and normative, but still biased?*

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Until you are informed about your bias, you will continue to judge unconsciously, mostly without intended malice, but certainly, doing indirect harm to your helping, IMHO.

Even with normative data, we must be careful, about fitting people into a stereotype that carries its own bias—as much as we need to, in order to get through the queue—this is a wicked problem, as the complexity people suggest.

*Can PACE be a key to quick problem solving?*

You know, to go fast, sometimes you must go slow (critically slow). Therefore. PACING is particularly useful as a construct in pivoting the LI Skills quickly, using a PACE Consciousness...hence noticing processing speed (mental and physical) ...people just come in different wrappers and none of us our equal, except as we are different and that reduces inequality. It is the appreciation of our differences which helps us live well and emerge a better, more inclusive helper, to more and more diverse people, IMHO.

It's also why PACE must be running in the background, because the modulation of PACE can be a key factor in things like rapport, empathy, understanding, comprehension, respect, dignity, inclusion, equality, diversity, growth, path of purpose, development and many other subconscious factors in how people “feel” and “think” about themselves in the helping experience.

*Is PACING key in development?*

I guess you know the answer by now.

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If we are all developing—transitioning in some dimension (VOLTage)—then the PACE of our development is the single most important inflection point where development will tip.

*Are you thinking about development in psychological terms?*

If you are, it's ok, but just know this. We are asking people to develop every day in every activity they take part in...perhaps aside from getting the milk, and that too could be a developmental activity as we look to meet our needs in that process, especially if we want them to purchase higher quality, healthier milk for them and their families!

Most of all, don't give development a psychological box!

Banking is asking us to develop financially. The retail store is asking us to become a better customer. The cleaners want us to follow simple, yet more complex rules. The auto dealer asks us to compare and contrast their competition. Parents use the lessons of history and pass them on to their children says Ariel Durant:

“The present is the past rolled up for action and the past is the present unrolled for understanding.”

There is no psychological box for development, it's everywhere, and in everything, at all levels embedded in a complex adaptive world. So, what I'm suggesting is that LI and LISTEN! apply to all of our worlds, not just psychology, *but helping people have lives...in a good society.*

*Are there levels of development always?*

Without going into a bunch of technical stuff, let's say we move through discreet levels of development, in general, and in

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specific things—like riding a bike, or learning to solve a problem at school, or even how we deal with the customer service counter at our favorite retail store—there is development and a PACE in our development through those levels of VOLT (Vertical, Oblique, Lateral, and Time), usually corresponding to our aging/maturity, thus VOLTage;)—just a reminder; some of us don't mature but age well:)

In general, our worldview changes over our lifetime, for some, it might change several times; where the things we value change, with some discreet changes. To make this simple, you need to be open to how fast people are...changing, or not. As a mentor (Don E. BECK) used to say his mentor told him (Clare W. GRAVES): “people have a right to be who they are and a right to be where they are.”

*Does meeting people where they are, dictate PACE?*

Almost always, where people are, dictates the PACE at which things can move (vibrate). Let me see if I can add quickly to your developmental knowledge, skills and experience.

There are basically three movements in developmental stages, and although oversimplified—each movement can be subdivided by the level they are entering, the level they are at called nodal (home as an analogy), and the level they are leaving, labelled exiting. Lots of ways developmentalists will describe the transitions and the inbetween. In fact, inbetweenness is a fascination of mine which still percolates from time to time in my life, work and play—certainly my relationships and spirit.

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[Bohm and Peat's Idea of Inbetweenness still calls me to the study I don't yet feel I have time for...and life goes by. Maybe this same motivation and conditions will show up again in another life experience and become conscious...in case I don't get to all the things I need to know before I die, eh :) Weird bucket list to be sure.]

*Now, how does this help us help people?*

At every level of sophistication, understanding whether someone is just entering (not familiar enough yet), at or nodal (understands: applies things pretty well they have learned and still get marginal increases in benefits with that problem-solving system), or exiting (things aren't like they used to be, and doing the same things get less and less of what we used to get, maybe there is something else I'm missing, need or attracting me), guides our LIVING INQUIRY.

The PACE at which we can expect things to happen, given how fast they can process mentally (mental processing speed), how much they can remember (working memory), what they might not be saying to us (inhibition) and where they are in the process of change, can help us literally laser-in on PACE.

*Would we say, getting PACE right is leveraging?*

Of all the skills we use in LI, PACE is probably going to save you if you're drowning, because literally if you can match someone's PACE, speed up, slow down, pause, ping, probe, prompt, permit, perturb at a PACE that is comfortable to them and not brought about by your own projection, so to speak, then you are going to get kudos for your cues, scaffolding, support and lift efforts...everyone wins.

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*REALLY...?*

*How do we do it?*

A simple way to get quick reads on pace is to let the person being helped, lead. Now, there are things to consider and generally, it has to do with their own sense of IMULL. A use of ITEAM, in as simple of forms as it emerges usually through translation, not transcription as people are unaware of this languaging.

MOST OF THE WORLD operates in the urgent quadrant. I think it was in Covey's FIRST THINGS FIRST book, where he helped the reader understand that most of what we do every day is urgent, and sometimes important, but mostly not important—or so it seems we are always in urgency.

I guess making a bank deposit if you're account is overdrawn is both urgent and important per se, but the reason it got that way is likely to be because the "law of the farm" was suspended ;)

Living in many different countries for a time, I get a real sense of timing in most things, and in the USA, my birth country, we do things fast, and as a helper you're on a schedule; with a queue, to do list and things are moving—energy and information vibrating as mostly noise. I get a lot of pushbacks from people in the early stages of learning LI, thinking they can't. Yet it's just due to lack of KSEs in LI that's really got them and holding them back from showing up and being available...keep that in mind as you move forward into LISTEN!

*One more thing, Is PACING related to culture?*

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I think in general most cultures have their own PACE. Adjusting to a PACE different from the one you want or expect can be a sense of real frustration. Mis-PACE and you welcome an underlying judgment of poor quality and quantity of service delivery.

That's how important pace is; it alone can determine satisfactory, or unsatisfactory service quality. Then you're stuck with service quantity reputation whether you like it or not, and that can be extremely disappointing for helping systems, and expectations of exceeding those expectations—all due to a missed understanding of PACE.

***PACE, better get!***

*That's how Yoda would say it?*

I have found also, that in order to really “grok” PACE, you need to understand your own Mental Triad+: mental processing speed, inhibition, working memory and your own rate or transition needs in change. Without a doubt, you need to know your own VOLTage too!

I know this will sound crazy but each of us has internal clock, and it's related to all that vibrational stuff not to get all new age on you, but talk about **PACE CHANGE**.

This “clock” assessment is included in our Self-Knowledge (SK) bundle because for helpers, SK+ is ideal and can be accessed here: [www.leadu.com/assessment](http://www.leadu.com/assessment) .

*One last story?*

I was in India around 2004 I think, and my students there always want to try me out on the guru's so I'm always happy to sit on "guru hot seats" or stump the guru.

On one occasion I happened to be involved with a disciple of Nisargadatta Maharaj. Nisarg was my favorite Indian Guru (I AM THAT) until I picked up a book sitting on the hot seat green room table.

There was a small book by Ramana Maharshi on self-knowledge. I had always understood that self-knowledge was critical to growth and development but never pursued it like I did from that time forward. He's another person I would love to read more about...like Shakespeare. All the things you need to know before you thought you needed to know them.

Speaking of Shakespeare I must share with you my favorite quote from Julius Caesar, Act 4, Scene 3 where Brutus is discussing the civil war with Cassius:

There is a tide in the affairs of men.  
Which, taken at the flood, leads on to fortune;  
Omitted, all the voyage of their life  
Is bound in shallows and in miseries.  
On such a full sea are we now afloat,  
And we must take the current when it serves,  
Or lose our ventures.

Is tide about pacing...or you know, s\*\*\* and get off the pot?

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At least if you do understand the idea in PACE CHANGE, you can use simple judgments like, faster than me, slower than me, and recalibrate quickly if you automatically judge PACE. You are anyway—without any of this stuff to think about—that’s just how we are as humans...humaning and helping. ;)

My guess is that you will feel PACE easily—right or wrong—too fast, too slow, but may not know what you feel, until you begin to know PACE is “off.” Out of Sync, no rapport, everything seems like a slug through mud, going too deep too fast, too far a reach too fast, etc.

*Is that a wrap?*

We are close now, I’ve told you what I’m going to tell you, told you, and now I need to tell you what I told you and at a PACE that works for both of us.

*That’s next, then we’re ready to play with LI!*

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EXECUTIVE SUMMARY

We've come a long way baby, hope you made it hear ;).

A decade to get a book out is too long but the number of places I had to go and the time I had to spend and invest to get here—where people are—maybe...whew is all I can say...*miles to go before I sleep.*

If you got this deep into the book, you have made yourself part of the 5<sup>th</sup> standard deviation for book buyers—few readers...the 5% and you're EXACTLY who we need to help us emerge this good society because in the end...let's face up to it, monkey see—monkey do plays a much larger role in societies emerge than any other form of learning.

The following section contains a ppt that is available to you as a digital file (part of the license which is continuously updated as we grow and develop as a metasystem) once you get through LISTEN! and I hope you can see everything I've said in this book and more or less....

Thank you and drop me a note at [leaducomment@outlook.com](mailto:leaducomment@outlook.com).

2022



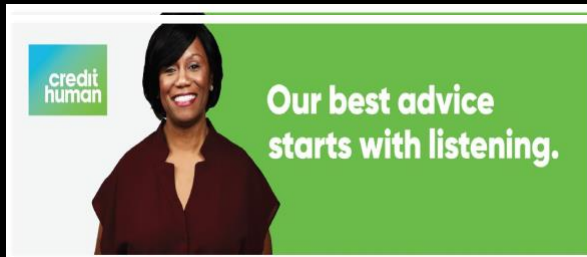
## LIVING INQUIRY

*An ALL-LEVEL EXECUTIVE  
BRIEFING for LEADERS*

*"How the way you talk can change what you hear!"*

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7.1



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2

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## Introduction

- **MEET PEOPLE WHERE THEY ARE**
- Unlearn scripts with deep grooves and are embedded lowering innovation
- Test your own assumptions—know where you are—how you are subject
- Test beliefs and assumptions of those with whom you interact
- Realise Living Inquiry (LI) is fluid and flexible and flows from awareness
- Forgive yourself and others for what might seem to be personal criticism
- Embrace mistakes as opportunities to learn at a deeper level
- Notice everyone is in different places with different needs/requirements
- Understand the 7 Skills of LI and how to use them
- Integrate more “transformational” less transactional time in interactions
- Respect differences—Introversion and Extraversion particularly
- *Adapt 7ParaDYNAMICS: Capability, Bias, Style, Level, Role, Valu, System Dynamics*

3

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## What is LIVING INQUIRY?

- A flexible, adaptive, fluid form, process and structure of interaction networked thru Importance, Motivation, Urgency, Leverage and Low-Hanging Fruit (IMULL);
- applying 7 developmental coaching skills: PING Insight, PROBE Beliefs, PROMPT Action, PERMIT Story, PERTURB Certainty, PAUSE & BREATHE and PACE Change with 7 ParaDYNAMICS: *Capability, Bias, Style, Level, Role, Valu & System Dynamics Towards an idea of RightACTION\**;
- Guided/led by others revealing their now, near and far *Density & Frequency* (D&F) of potential, CAPACITY and capability (pCC) in contrast to expectations/needs under current conditions and requirements; respecting Wellth, Results, Awareness, Purpose and Competence (WRAPC) among us;
- where HELPING Functions as *cues, scaffolding, support, lift, protection, guidance, reachingout and helping people have lives* dynamically offers actionable advice through behaviors, design, KSEs and system empowerment (BDKS);
- with corresponding products, services and advice *where appropriate with respect and dignity* to the persons being helped; efficiently, effectively and sustainably (EES);
- to emerge, include and sustain win, win, win scenarios with diversity and equality, *using energy and information* through VOLTage\*\* development and ITEAM\*\*\* emergence...while holding your own subject-object experience object.

\*RightACTION = Right: People, Things, Ways, Spacetime, Pace, Reasons, Results, Well-being; helping people have lives.

\*\*VOLTage = Vertical, Oblique, Lateral, Time in relationship to age/maturity

\*\*\*ITEAM = Information, Time (spacetime), Effort (energy), Attention, Motivation (resources)

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## ↑ Density & Frequency (D&F)

- Uses “7” Helping Functions
- Supports Appreciative Inquiry
- Reduces Destructive Conflict
- Increases Collaboration
- Diminishes Polarization
- Builds PCC Listening Skills
- Identifies Where People Are
- Enables Actionable Advice; Trust
- Amplifies Innovation
- Cues Accurate Self-Assessment
- Promotes RightACTION<sup>SM</sup>\*
- Scaffolds Self-Awareness
- Assures Personal Dignity
- Honors Collective Diversity
- Gives People a Voice
- Creates a Space for Story
- Fosters Leadership Emulation
- Facilitates ValuesCircle Diversity
- Cues, Scaffolds, Supports, Lifts Protects, Guides Reachsoutto help people have lives
- Reveals 7 ParaDYNAMICS: Capability, Bias, Style, Level, Role, Valu, System Dynamics
- Has a goal of Increasing D&F

\* Right people, doing right things, with right ways, in right spacetime., at right pace, for right reasons to get right results and wellbeing... to help people have lives.

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5

## DI Principles

- Reduces Fear, Threat, and Embarrassment; Improves Rapport
- Gives Up the Lead When Appropriate; Encourages People to Fish
- Reveals Underlying Structures of Meaning constituting ValuesCircles
- Subtle Shifts and Nuancing in Language; Open Doors to Stories/Narratives
- Embraces the power of “Closed-Ended” Questions with Respect & Dignity
- Resists Setting Context and Diving Directly into Transaction Modes
- Improves Listening & Hearing; Uses Helping Functions Targeting Learning
- Cues Discovery; Scaffolds Structure; Supports Change and Lifts potential, CAPACITY, capability (Appreciatively), when VOLTage is in sync
- Protects: Is Good for Me; Good for You; Good for Us; Good for All
- Uses *BREATHE; Breathe – Relax – Equilibriate – Adapt – Think – Home – Evaluate*

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6

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# 7 LIVING INQUIRY SKILLS

In the following slides, each of the 7 Skills is identified and examples are shown.

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7

## 7 Skills\*

- **PING:** (Insight) tests thinking and mental models
- **PROBE:** (Beliefs) surfaces and unpacks more info
- **PROMPT:** (Action) leads the way in transaction
- **PERMIT:** (Story) lets them talk, vent and reveal
- **PERTURB:** (Certainty) disrupts/challenges the status quo
- **PAUSE:** (Breathe) opens third space between stimulus & response
- **PACE:** (Change) finds the right rhythm; doesn't push

\* Skills adapted with 7 PARADYNAMICS: Capability, Bias, Style, Level, Role, Valu & System Dynamics and always used in varying density and frequency mapped to conditions and situation goals...using models of LISTEN!: Living Inquiry System Teaching Education Next!

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8

## PING Tests INSIGHTS

- Use to Test What Comes Up in Your Thinking and Feeling about them
- Resists Setting of Context; Invites Others to Establish Context
- Check to HEAR What's Out There, DOES NOT SET CONTEXT
- Can Reveal the Implicit Models; Masked or Hidden Openings
- Find out What's Important; If It's Possible?
- Inquire If Facets of RightACTION Are Present, Modelled or Missing
- Identify Where People Might Be; *Could Be*; ARE
- Incorporates OPPOR+unity: Coaching Interaction Model (CIM)\*
- Notice Sense Making in Conditions Now, Near and Far
- Always Observe potential. CAPACITY, capability (pCc)
- Uses both direct and indirect Inquiry. Offers the "Lead" to others, Has THEM Decide; Choose; Prequalifies Notions and Conditions

\*CIM: *Openings, Possibilities, Plans, Outcomes, RightACTION + Unity in Sense Making*

## PING Language (Examples)

*is, are, was, will, won't, don't, has, have, could, should, would, can, do, did, might, etc.*

- Is there something you think (feel) is going on?
- Is there an elephant in the room?
- Are there ways to check out your ideas?
- Was there something you didn't say?
- Will the most important things go unsaid?
- Won't things be different now?
- Could this be about you?
- Can you get to an undiscussable?
- Does something trigger a story?
- Did something happen to cause this?
- Did this make sense...?
- Might this be the right time to...?

## PROBE Beliefs

- Surfaces, unpacks, clarifies, reveals
- Uses the same language as PING for inquiry
- Distinguished from PING because the topic is already *tabled*, context set
- Unpacks mental models, questions assumptions about how things work
- Invites the disclosure of more information
- Inquiries *within the context* that has been set
- Allows you to check for content and process, structure
- Offers OPPOR+unity for unpacking D&F of the problem-solving system
- Enables you to check for quality & quantity of problem-solving capability
- Can clarify values, motives, stories, conditions, etc.
- Offers the context for IMULL\*

*\*Importance, Motivation, Urgency, Leverage, Low-hanging Fruit*

## PROBE Language\* (Same as PING)

- |          |          |
|----------|----------|
| ■ Is     | ■ Will   |
| ■ Are    | ■ Might  |
| ■ Could  | ■ Can    |
| ■ Would  | ■ Have   |
| ■ Should | ■ Has    |
| ■ Do     | ■ Isn't  |
| ■ Did    | ■ Didn't |
| ■ Was    | ■ Wont   |

\*Any of the skills can be used to create the “affect” and effect of any other skill with proficiency in the 7ParaDYNAMICS; *more Ps represented*; † adapts to emergent complexity.

## PROMPT ACTION

- Present with the greatest density & frequency in your system!
- Interrogatory is good when it's used ONLY when transacting
- A decision not to use prompting skills; makes you develop
- Resist transaction to create space for conscious interaction
- *There isn't a better way to transact than to use prompting skills*
- Transaction often *removes Openings & Possibilities* in OPPOR+unity
- Transaction may close doors to discovering IMULL\*
- Transacting is often the most efficient path to "*where's the milk*"
- Dipping into transaction can often be a door to using other skills...

\* IMULL = Importance, Motivation, Urgency, Leverage, Low-Hanging Fruit

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13

## Prompt Language

### Transact:

- Who
- What
- When
- Why
- Where
- How
- Which
- "Command Language"
- "Leading"
- "Guiding"
- "Taking by the hand" figuratively

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## PERMIT STORY

- Giving permission can be simple;! *simple is best, less is more*
- Offering permission/space can aid introversion
- *Careful* extroverts, an invitation can mean taking over the party
- Permission to vent?
- Permission to emote?
- Until you vent...you're not content
- Less is more
- Allow people to reveal, reflect, consider, choose...
- Combine with other skills; ping, probe, prompt, perturb, pause and pace for increasing precision, empowerment, reflection

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15

## PERMIT: Language

- Is there more...?
- Will you say more
- Say more...
- Can; could; would you say more...
- Is this something you want to talk more about?
- Do I need to know more?
- Is this a delicate subject?
- Would this be a good time to talk about...
- Is this time for a story?
- Don't forget the oneders\*

\*and, so, really, if.... but, because (**use/repeat their words** that have legs and leverage)

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16

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## Perturb Certainty

- Disrupting the status quo;
- Challenging norms?
- “Stick in the Spokes”
- Creates discomfort
- Warning: using perturbation
  - *in the wrong way,*
  - *at the wrong time, or*
  - *with the wrong person*
  - *Can cause shields to go up...*
  - *It can also get you cancelled!*
- We can't change living systems, we can only “perturb” them
- Perturb is a skill you may need to develop more of if you offer permission at higher densities and frequencies?

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17

## Perturb: Language

- Is this something you do well? (Soft)
- Could someone else do that better than you?
- When will you stop doing that? (Hard)
- Are there different ways to approach \_\_\_\_\_?
- Could we call a time out?
- Was that the only thing \_\_\_\_\_?
- Do you carry feelings of \_\_\_\_\_?
- Will you always think like that?
- Really?
- ...time to take a breath?
- Should we slow down...go back to...
- Is the pace right here...
- Really...?

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18

## PAUSE & BREATHE

- SHUT UP!
- Stop talking
- ...to become conscious?
- Remember beginner's mind
- Silence is golden
- Pause to create *slack*
- Pause is both strategic and tactical
- Pause yourself, quiet your mind
- *Too many mind*
- Too many scripts (society's penalties)
- Time to change scripts
- Don't express your ideas, feedback, or comments; remain silent – your ideas come from your meaning making not theirs and may noly muddy the waters.

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19

## Pause Language

- Could I suggest a brief pause...
- Don't talk or say anything
- Pause your mental conversation
- Model the solution, not the problem
- Don't make people uncomfortable—too often
- REPEAT words that have legs...*let them lead!*
- Use the oneders?
- The sound of one hand clapping?

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20

## PACE CHANGE

- Ask only one question at a time! (Clean Language)
- Shut up after you ask a question
- Pause to create slack
- Speed up to transact
- Stop and smell the roses
- Listen for OPPOR+unity
- Find the right rhythm
- Go slow to go fast
- Listen...for IMULL, ITEAM, WRAPC, BDKS, pCc, VOLTage, RWAf, RightACTION, Humaning?

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21

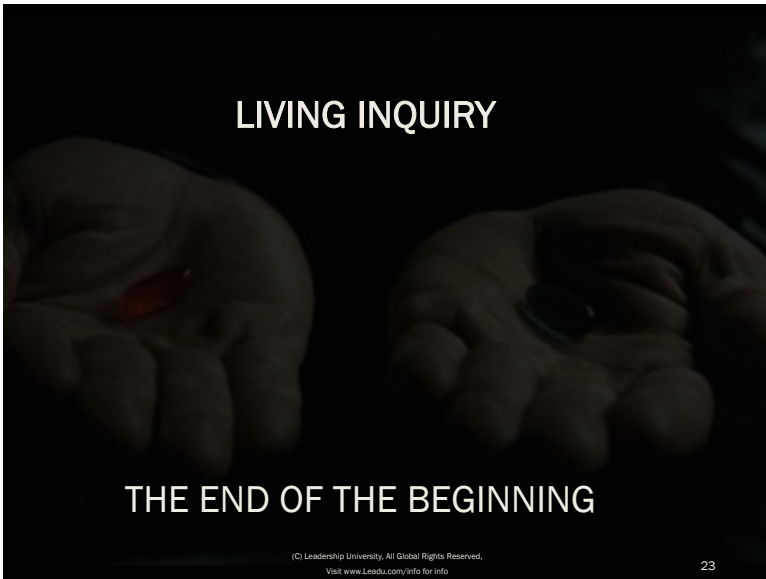
## PACING Language

- Do you have time today?
- Could we step back for a moment?
- Is it time...you took more time?
- Will that create slack in your life?
- Are you in a hurry now?
- What's important?
- How much time do you have....
- Is there Low-hanging fruit to get you there?
- What's Important, Motivating, Urgent, Leveraging, Is there Low-hanging Fruit...
- Is that the next right thing...?

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24

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## **A Business Case**

[This was part of the actual proposal submitted (sanitized) to a corporate client to put Living Inquiry into Corporate Speak as a program for innovating and building service quality...it was accepted.]

### *Immediate and Durable Benefits of LIVING Inquiry*

#### Background

#### The MSR, or Member Service Relationship and the Benefits of Relationship Building

In general, there is already a lot of literature extolling the benefits of building long, deep and wide relationships with members, prospects and stakeholders, so I won't go into that here. Let's assume for the brevity of this proposal, it's a proven idea. Instead, I'll list simple ideas from long, deep and wide relationship building:

- higher levels of trust
- increased Economic Value Added
- higher switching costs
- lower levels of destructive conflict
- elimination of problems by upstream intervention due to high trust
- helping people have lives*

The idea shared between the Member Service Relationship System, MSRS and LIVING INQUIRY (LI); more specifically *LISTEN!* is the capability to build relationships long, wide and deep (RLWD) about *what really matters*.

These relationship-building skills emerge through a process of learning, unlearning, relearning and gaining proficiency through 6 levels using the 7 skills of LIVING INQUIRY.

**7 practical interaction skills:**

- PING (INSIGHT)
- PROBE (BELIEFS)
- PROMPT (ACTION)
- PERMIT (STORY)
- PERTURB (CERTAINTY)
- PAUSE & BREATHE
- PACE (CHANGE)

Each skill is used in diverse ways, through different personalities with increasing density (number of ways they are used, combined or delivered and experienced); and increasing frequency (the number of times or how often they are applied), or to say it another way: a generic model of quality and quantity developed through training and assimilation exercises.

The proficiency developed by the person using the skills can be easily monitored, tracked, scored, remediated and captured for data and information benefits using a scoring of competence through 6 discrete levels.

**6 levels of density & frequency**

First, it's important to note that the level of skill use will be dictated by the relationship interaction (type) as well as the skill density & frequency of the MSR.

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In other words, conditions, as well as goals, dictate the density & frequency of the skills used.

It's always a risk to go too deep, too complex and too fast just because you can. So just because skill level gets more sophisticated with increasing density & frequency, common sense must prevail. The "common sense" needs to be outlined by the MSRS Manifesto:

RightACTION

Why we're here, what is the overall mission, which are the products, they are a good match when..., who are the "right people", where does the work lead all of us and how is it deemed we are efficient; are all questions that should have detailed answers with process and procedure equivalents.

With those questions addressed, we can apply the network of the 7Ps to the system and push and pull density & frequency of the 7Ps through each of 6 Levels.

*Remembering Metcalf's Law:*

**Metcalf's law** states that the value of a telecommunications network is proportional to the square of the number of connected users of the system ( $n^2$ ).

This law was used to show how fax machines added to a network increases the value of the network over time. In the same way, we can demonstrate that density & frequency of the networking of the 7 Skills can increase the value of the network as users (like Metcalf's nodes) are added and gain experience in the system.

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**Level 0: L0**

All users in the system begin at level "0" where no familiarity, density, or frequency of the 7 Skills are used consciously or intended, and no unlearning of previously acquired technique has begun.

**Level 1: L1**

In training, at L1: LI-BASICS, our goal is to give the person being trained a working understanding of the 7 Skills and thus add an L1 NODE to the MSRS Network, thereby adding value by connecting consciously an MSR into the broader network of the MSRS to serve broader relationship and wellbeing goals of the MSRS, as well as the triple bottom line of the enterprise.

In Level 1 training, unlearning of unconscious, automatic, scripted responses is more important than learning to be proficient in the 7 Skills. Learning to show up without an agenda, to really hear, listen and understand the source of the opportunity (Labeled as OPPOR+unity in the model) presenting itself—to be fully human in the interaction with another person is a goal of L1 training outcomes. This program is usually conducted over 4-5 days face to face or spaced virtually in desirable frequency to reach about 20-24 hours of experience.

**Level 2: L2**

After one week of intensive L1 training, the journey from Level 1 MSR to Level 2 MSR begins. The goal of the MSRS in relation to the development of density & frequency of the 7 Skills, is to consistently and consciously guide talent through increasing

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assimilation of Skills density & frequency towards the application of dynamic Inquiry in the MSRS environment.

L2 can be identified through monitoring the MSR under load (interacting in real time) in the MSRS environment while interacting with prospects, members, peers, vendors, management and the public while on duty as an MSR in the MSRS.

In order to assign L2 capability to the MSR regarding the use of LI and the 7 Skills, we can observe the conscious use\* of the network of 7 Skills about one quarter of the time, or 25% of the interaction shows as influenced all 7 Skills during those interactions, without a dominance of one or two skills and the use of all 7 Skills, depending on interaction type.

The key to success for MSRs lies in their capability to enhance relationships, leverage the opportunities presented and to contribute to overall service quality and well-being where possible, in concert with, or in lieu of a stated manifesto.

The integral focus of MSR success must be related to the *quality and quantity* of relationships that are facilitated in relationship to satisfaction in the system, as well as a well-being index which needs to be applied as a result of the integration of relationship with the MSRS, again in support of a values manifesto.

For these goals to be met consistently, the MSRS must consistently *cue, scaffold, support and lift* MSRs through L2 into L3 capability as a group, into a team, as a system, largely through spaced repetition, practice and feedback by qualified facilitators.

Individual capability will vary within the group as the rookie/pro dynamic prevails, which means that the design of the MSRS must continuously be adaptive, innovative, cooperative and collaborative in order to reach the L3 system capability required for enterprise goal achievement. It also means that the appropriate rookie/pro ratio must be monitored and maintained in the hiring, training, succession and establishment of new MSRs.

### **Level 3: L3**

The MSRS should strive for L3 team and system capability which integrates relationships, right action, and Well-Being over time of service. At this level, LI will be used 33% of the time consciously with additional languaging, models and instruction, which is consciously woven into the interactions which promote the unconscious competence achieved by using LI, product knowledge and collaborative relationship building in MSRS.

*People must be met where they are; provided opportunities to go where they need to go, and to have lives in the process. C2DI is precisely designed for cueing, scaffolding, supporting and lifting people into and through those helping conditions.*

For this transition, the LISTEN!: Living Inquiry System Teaching Education Next! Is available. The LISTEN! program showcases a network of models that are used to increase the sophistication of the instruction, practice and feedback and can like LI BASIC Training be conducted over 4-5 days face to face or spaced virtually in desirable frequency to reach about 20-24 hours of experience.

### **Level 4: L4**

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Level 4 in the MSRS is required to model the necessary development required for MSRS L3 Team and System Capability. L4 uses LI and the 7 Skills about two-thirds, or 67% of the time, 33% consciously and 34% unconsciously, demonstrating the ability to move in and out of instruction and interaction by *modeling the system while using the system*.

L4 monitors the MSRS and the MSRs and designs training, coaching and mentoring opportunities that enhance the opportunities available for MSRs to improve their proficiency with the 7 Skills, and the integration of service and products, to produce well-being in the system, as well as by the system.

Coaching of the individual 4 position can be done to improve the ratios above and can be 6–12-month engagements with a LISTEN! Coach.

**Level 5: L5**

L5 is a metasytematic and sometimes "theoretical" level of DI.

No one will or would be expected to use LI all the time. Yet for design purposes a metastrategy must exist to fuel strategy and innovation with LI, and the same guidance is clearly present in L5 work where the L4 system must fit into the other strategic threads of the business and enterprise.

Therefore, in the design and application of DI across systems, the use of DI in a training, coaching, mentoring, managing and leadership context must be integral with the enterprise multiple bottom line, AS A METASYSYEM itself.

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At L5, we can see and experience the benefits of applying LI and the 7 Skills to improve vertical growth, oblique development, lateral knowledge, skills and experience (KSEs) over spacetime horizons specific to each level of work.

**Level 6: L6**

The LI Metasystem plugs into the leadership system to produce benefits beyond the MSRS, service strategy, and promotes relationship building towards the emergence of the multiple bottom line which must showcase diversity, equality and inclusion.

Any investment in LI can be linked to a return in the target system and the metasystem at large.

The value of LI is directly proportional to the number of nodes in the system employing some level of LI, thus demonstrating the value of Metcalf's law and the value of the growing density & frequency of the benefits emerging from the 7 Skills.

A goal would be to gain immediate and enduring benefits from the introduction in as wide as possible an approach which can be trained, guided and monitored across the system as a helping function which cues, scaffolds, supports and lifts people to the next level in their personal and collective development.

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**\*Conscious use** is a subjective and discretionary judgment of the way in which an MSR actively attempts to weave the 7Ps into their interaction. This means to the trained eye and ear; a conscious struggle is occurring to stop the automated/learned

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responses which are being replaced with a conscious attempt to listen to what is being said. An awkwardness at L0→L3 IS EXPECTED; as the MSR begins to abandon their automated response system with a more conscious, empathetic and open form of interaction based on their knowledge, skill and experience with LI.