

# **DYNAMIC INQUIRY**

**Draft May 2018**

**Confidential:**

**For Your Eyes Only**

## **INTRODUCTION**

In thinking about how I felt about this book—having written many others, some never making it to publishing—I needed a contextual manual for the training we do in DYNAMIC INQUIRY, or DI, if I may. DI is a core engine for developmental coaching that emerged over a thirty-year coaching career, and thus was not always around in this codified form.

*Does 10,000 hours really get you mastery?*

DI came from the tens of thousands of interactions I had with clients, and with my children, who basically helped me realize that people may act like they are listening, but don't hear you. They won't read this, so I'm safe by talking about my relationship with them;)

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

I started to codify this system that emerged from my work more specifically after writing my first book I called COACH2 the Bottom Line, my first published book about my CIM, or

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*Coaching Interaction Model* that was discussed in the middle 90s. When I attended the first certification training with Corporate CoachU, my peers (paraphrased) said, *if you have a model why don't you tell us*, so that worked out pretty well, I respond well to dares. It's also consistent with what David Kantor stated about making conscious your professional model of helping...I've never looked bad. You know some 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 had emerged the first decade of my professional coaching career, it became much clearer to me what I didn't know, I didn't know and spent the second decade of coaching trying to surface a lot of that...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 COACH2 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 as LeaderW@RE, of which DI, and thus COACH2 are also entangled.

Knee bone connected to the thigh bone, connected to the hip bone!

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

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I'm doing. 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 7 skills of DI anyway.

Here's a secret.

LeaderW@RE, the rest of my life's work at LeadU, distills into 7 DYNAMICS, those facets of leadership that are critical to study in self-development, as well as the need to understand them in others around you. DYNAMIC INQUIRY, is the inquiry that is required for those 7 DYNAMICS to reveal how they produce 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 DI is directly related to surfacing the data, perceptions, experience and conclusions emergent from our meaning making, for sense making in the process of self-knowledge, and the growth of self-awareness.

DI has 7 SKILLS

These skills, named *PING*, *PROBE*, *PROMPT*, *PERMIT*, *PERTURB*, *PAUSE AND PACE* are not in any particular order per se, although one could point out some organization stemming from a Buberian point of view looking at *I and THOU*, but let's just say for now, that they are in no particular order, 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, past the first three, the others emerging after, and

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being added into the skill set as they became codified, noting that the first four or five couldn't really do justice without them.

*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 where people are”—to a larger subset of helping functions.

*Meaning?*

If you are in dialogue with someone and you will assist them in any form, you are using a *helping function*, so these skills can be fundamental for you, in establishing the kind of relationship which can reveal *now, near and far*, how to help people more efficiently, effectively and sustainably, through your help.

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 four-basic helping functions, as the *raison d'être* for DI.

*Show up, BE AVAILABLE*

People ask me, why worry about the mechanics of what you're doing, why not just be available to people?

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

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#### *4 Helping Functions*

A lot of the work that I have done is helping others find ways to understand how to help people, 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. Since that doesn't work much, if you're going to remain relevant, you seek other ways of helping, with more efficacy involved that works more than "once in awhile."

*To cue, scaffold, support and lift.*

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. Those four 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.

*Why Help?*

I suppose it goes without saying that helping is the goal for all, in some fashion, but 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 change that—in myself—and with others.

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

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In order to unpack helping, we have to understand where people are...something you will here me say over and over, and here's why. If someone is not within the developmental *area* for which your help resides, it's largely wasted—nice, but mostly wasted energy and information.

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

Doesn't mean that they won't get it, use it or need it sometime because helpers have an intuitive guide to get them close some of the time, but what I found 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 meet, so to speak.

*Maybe I can say this another way?*

I believe that most developmentalists would agree that advice in any form, trusted or otherwise, doesn't compute if someone is not at, or very near the density and frequency of that advice. What I mean by using density and frequency, is the number of ways that a person can relate to, with and through information and the number of times they relate that way.

*Judging Others*

In developmental assessment over the years—and we all do this by the way 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.

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So, it does make some sense to learn how to judge the density and frequency of the person being helped at the time 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, 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.

*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 and frequency—their ability to relate to, with and through their worldview.

It's actually much more complex than that, but for the sake of most things, we can stay in pretty good shape 65% of the time, and very close 85% of the time, so that's within 2 standard deviations of the norm using our long time friend, the bell curve.

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If you want to get out past 3, and some 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 nuances of developmental inquiry, which surfaces the deeper narrative.

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 our behavior, such that I could get to people there, from where I am. Before I review those quickly, I have 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 DI Skills—can change what we hear.

### *Developmental Models*

There are some key *modern* developmental models that I tend to learn about as much as I can, when I can, in no particular order: *Subject-Object*, or the Kegan approach (largely emergent from Perry); *Lectical*, which I tend to note with *Collaborative Perspective Taking*, as it relates to Fischer Skill Theory, and led by Theo Dawson; *Task Performance*, or what is known as the *Model of Hierarchical Complexity* led by Michael Commons; *Requisite Organization*, or *Complexity of Information Processing* in the trade, as developed by Elliott Jaques; *Ego Complexity*, Loveinger and Cook-Greuter; *Spiral Gravesian Dynamics*, led by Dr. Don Beck, and of course the combinatorial model I've developed as a result.

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

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can be assessed—assessment is a handy tool for developmental coaches, as they know, and you should understand, but development is ALWAYS something built on the shoulders of someone, just keep that in the back of your mind.

### *GPS for helpers*

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 categorizing their density and frequency at discreet levels of function, which allows you to meet them there—the most efficient place for them at that time.

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

The reason this is so important, is back towards the axiom; if you give *cues, scaffolding, support and lift* to people who are not ready, or in need of those helping functions, it's just not efficient, effective, and what I learned as a coach telling people to do, sustainable. Once they are out of contact with your help and those supplied cues, scaffolding, support and lifting help, they revert back to the prior cues, scaffolding, support and lift they have ingrained up to that point, which have density and frequency due to entrainment.

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

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What is also very difficult to understand is that just giving people help may not work. You have to think why a lot of the people we help, are still \_\_\_\_\_, you fill in the blank: poor, making the same mistake over and over, still doing the same thing and expecting different results—it's happening every day to YOU, and them, so why are we so worried about helping, when most people won't change much, or actually use the help we are giving? It's like we say in Nebraska, and teaching pigs to sing...usually doesn't work and annoys the pig.

*Ahhh...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...go figure, eh;)

*But I need to say this anyway*

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

*Now for a summary*

Let me try to summarize what I've discussed so far. DI is a 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. Most anyone will pay for that, right?

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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, scaffolding, support and lift will be needed.

DI is the use of 7 skills: PING, PROBE, PROMPT, PERMIT, PERTURB, PAUSE AND PACE, which allow us to generate efficient, effective and sustainable *cues, scaffolding, support and lift*, based upon appropriately assessing density and frequency—on the fly no less—related to where people are, and what's next for them.

*If you're satisfied with that, then let's get to PINGING!*

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## CSSL: The Helping Functions

*Can you list 4 helping functions?*

I need to give you a heads-up on the helping functions, before we dive into DYNAMIC INQUIRY. 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 *four 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 development.

You might say these helping functions are basic to how we learn, grow, adapt and develop in and across any context. Couple those with *four developmental dimensions of complexity*: vertical, oblique, lateral, and time complexity, and someone's age and you can get a sense of developmental position, scope, range or trajectory pretty quickly, within certain limits, but nonetheless helpful.

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

*Do you need some definitions?*

**Cue** = a thing said or done that serves as a signal to an actor or other performer to enter or to begin their speech or performance.

*synonyms:* signal, sign, indication, prompt, reminder

**Scaffolding** = a temporary structure on the outside of a building, made usually of wooden planks and metal poles, used by workers while building, repairing, or cleaning the building; a supporting framework

**Support** = a thing that bears the weight of something or keeps it upright. "the best support for a camera is a tripod"

*synonyms:* pillar, post, prop, upright, crutch, brace, buttress

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**Lift** = raise to a higher position or level.

*synonyms*: raise, hoist, raise up/aloft, elevate, hold high

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 helping functions.

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

- Cue: serves as a signal
- Scaffold: a supporting framework
- Support: bears the weight of something
- Lift: raise to a higher position or level

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 (hints or signals), scaffolding (supportive framework), support (resources) and lift (raising level) to others.

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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.

*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.

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

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

*Is this the main idea regarding helping functions?*

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

What I mean by that is that in every moment, we have cues, scaffolding, support and lift representing our problems and our opportunities. In fact, understanding what those cues, scaffolds, support and lift are—in their present form—is an important

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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.

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

Precisely.

In other words, there is a multi-faceted way you can use your new knowledge about helping functions with DI, and it involves; 1) just 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, cues, scaffolding, support and lift) and expecting different results, and finally 4) noting whether there is OPPOR+unity for short—are there Openings, Possibilities, Plans, Outcomes and RightACTION available?

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

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Might as well, add those caveats to DI now, as well:

- Ready: *are most things 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.

As I teach you about DYNAMIC 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 of those helping functions with the others who expect help.

The book itself is NOT designed to teach you developmental helping, coaching or guiding, per se, but to position you with skills of DYNAMIC INQUIRY with which to couple Knowledge, Skills and Experience, or KSEs from your area of expertise to provide help in the form of cues, scaffolding, support and lift to those who request help, or service.

*With that being said, may I ask you to start the next chapter?*

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## **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 skill.

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.

*Is this all there is?*

A DI 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 gravity while using it through intuition unconsciously. I believe a LOT of professional coaching has a lot of intuitive coaches for this reason, that something—from you don't know where—pops up into your 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. 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.”*

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There is a reason that humans won't easily be replaced by AI—at least in the beginning, and it's because of the nature of intuition, a sixth sense, or little tingly things that happens to us from who knows where. So, while you don't want to base a helping system strictly on largely unconscious *intuition*, you do want to invest in the process by which people being helped, provide us with clues about where someone is.

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

Each of us, mostly unknowingly, is assessing and judging constantly. It's part of navigation and survival wired into our individual and collective unconscious. It's also part of how we "get along" in the world, for those who do.

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 lateral skillset—the one emergent from knowledge, skill and experience, or KSEs you have learned over time, usually as a part of crystallizing your intelligence.

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 guide us home, 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*)

*Can VOLTage be cool?*

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I won't go into depth about development, as it's not the focus of my work here in this book, but I need to prime you just a little regarding the 4 developmental dimensions of growth: Vertical, Oblique, Lateral and Time (you might say over time, 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 some people, it may not work for you.

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

I haven't found a developmental system yet that wasn't tied to those four dimensions in some form, and it does make some sense to use some reminder technique, as a context to understand where people are in the helping system you're using.

Whether it's a call center, customer service rep, a bank teller, a coach, parent, leader, manager, or psychologist, we all have to understand where someone is, in order to know what's next—that is if we are interested in being efficient, effective and sustainable.

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.

*Is where someone is, where they are?*

The PING is an inquiry into the *capability, bias, style, level, role, values and system dynamics\** that are in operation around the person being helped. Obviously, when it's where's the milk,

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you're not thinking about 7 dynamics of modeling their VOLTage, but where they are, but for those working in sophisticated helping functions, you have no choice but to energize that realm.

*Is it them, or me?*

The PING is a way of formulating inquiry about the whereabouts of someone else, based on what you think about their whereabouts.

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-interest and survival still wired into our autonomous systems—it's fast efficient and geared to keep us out of trouble, so to speak.

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

*Have you tried Beginner's Mind?*

I often try to help people when they are taking the training to release themselves of all of their preconceptions about people and situations—for a moment—and just try to find beginner's mind. While this is quite impossible in practice, it does provide a

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metaphor and caution that we are almost always primed, about people, and it requires very little data to move them out of the way and get to the next person in the queue.

*Can we create a durable memory?*

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

Most of us are dying to share what's really going on, but the chance during the day to do so, are so limited because we are all in such a hurry. At the grocery, the bank, the cleaners, even at restaurants, shopping and picking up kids from school, you name it and we haven't been given the opportunity to tell you a think about us; giving you the opportunity to create a durable, lasting memory, we all have...about the time, when....

*Do you feel like a robot?*

While I don't want to give a way one of our most important transactional tools in DI 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?

*Is always being primed wearing you out?*

This PROMPTED and primed universe has us all on autopilot and 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

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could happen today?” In other words, our durable memories are often negative about service!

*Could this be a time for a Ping?*

Shifting out of a priming or prompting language into inquiry is not as easy as you would think because most of us have been entrained by the “6 horseman” of modern language: who, what, when, where, why, and how riding along.

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?*

We said, we need to show up with 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 test something, that says to us in inner dialogue this might be a clue to where they are?

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

*Will it really be about them?*

In most helping, it’s a great idea if people decide. Because when people decide, it’s all about them, and it needs to be if we are

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going to lay down a CARDINAL RULE of helping functions → DO NO HARM.

Of course, what harm can come to someone getting the milk, or making a deposit, or picking up their cleaning? Yet, the opportunity for harm always resides when we give people inappropriate advice—advice that might have worked for us, but do nothing to help them and possibly put them in harm’s way directly or indirectly.

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?*

We use a PING to identify the appropriate cues, scaffolding, support and lift for someone where they are now, near and far—in some cases—and in that process, test information we need to let them reveal so we can assess density and 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 we have to go deeper for their story, experience, readiness to move to the next level, and level of satisfaction, completeness or patience.

*Can you summarize that again?*

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### **Here's the bullet points on Ping:**

- Do no harm
- Let them lead
- Shift into inquiry, resist transaction
- Identify where they are
- Surface a story, experience, problem or opportunity
- Identify what's next
- Identify when you can add density and frequency
- Be sensitive for openings, and possibilities
- Be ready to give them the milk, if they ask
- Add value

*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 PROMPTS into inquiry? *Do you see what I've done with all the paragraphs?*

*Is Pinging easy once you understand how to apply inquiry?*

Of course, it's easy once it's a skill with some density and frequency, 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 is easy but it requires a mindset alteration which is good for you and good for them. Shifting into inquiry from transaction will surprise people, especially in those awkward

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early days of learning to use it, where you have to THINK OF USING IT, instead of it being part of the way you are—isn't that always the case with new learning?

*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. Let's face it, when you run with 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.

*Is DI 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, letting go of your preconceptions and priming, be available to your peers, friends, kids, patients, clients, and boss, and you WILL experience a difference, I'm sure.

*Is this it for PING?*

Since DI is a skill-building system, it requires practice and thus we are about through with the theory, 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, learn PING language and you got PROBE in your hand.

Is, would, could, have, do, are, will, can, should, did, has; are all ways to start ping-pong. Just remember, people might be caught off guard, you're waking them up in the process, and you know

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how we all are when we first wake up, so don't be surprised if people are surprised at why you're not telling them what to do, be, have, become or contribute because in a primed world which has emerged so we can all sleep walk, it's a place where people don't have time to notice, reflect, think, or contemplate.

*Will you join me for PROBE?*

\*These 7 dynamics are a part of LeaderW@RE and have many facets on which to identify leader development in the 4 dimensions. LeaderW@RE is not the subject here, but it's important to note where there are overlapping systems where DI is used in more sophisticated helping functions.

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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, was; and other words which might shift the language in a way that causes the person to gradually, if not suddenly wake up to consciousness, because...?

*Can we put people in the lead?*

By answering what all of you will recognize are closed-end questions, they can assume the lead. Then, they are the one's now guiding the interaction, and the probe is distinct from the ping because the probe works within the context already set.

[More about closed-end and open-end inquiry later...I promise;]

*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.

*Can you remember the difference?*

In pinging, we are testing to see if something is (out) there.

Here's an example:

Person comes into a bank, 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 thing,

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right? You have experienced this situation a thousand times and there is no doubt, they are in a hurry.

So, the typical, “how can we help you?” seems logical?

Yet, we could just as easily ask, “Can I help you get things done more quickly?” which uses the probe skills of DI, and allows you to get more information about the “assumed context” of the person being in a hurry.

Yet, there might be another opening, but we are unsure, so we could test it using a ping?

*May I ask why you seem in a hurry?*

Now, the clue is to allow the test of consciousness to reveal possibly new 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 into transaction.

*Is knowing when to say when important?*

In DI, 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 leadership programs for two 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.

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You will need to understand how Ping and Probe—using the same language are merely separated by context: PING invites, tests, and catalyzes new context, while checking out something that has come to you through your intuition or senses (sensors in the Myer’s Briggs, are super effective when testing out their sixth sense, by the way), and PROBE is used when we have identified things we want or need to know within the context.

Example:

Person drops at the customer service counter for returns wanting of course, to return something.

*Is there something you need to return? (PROBE in context)*

Or?

*Are we making it easy here for you to get what you need? PING for alternative context)*

In the first we remain in context, in the second, we test to see if OPPOR+unity can shift the context.

*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?

*Maybe this is about control?*

Yes, and no, but “to the extent people feel in control” psychologically, is directly related to well-being, so why not piggyback that notion when we can, by not leading the person

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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?

*Does DI 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 buys. 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.

[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 DI. So, I demonstrated a ping, just to see if you’re investing your attention;)]

*Can we get back to probe?*

The reason I’ve done this little dance with you, is because I’ve left you standing out on the floor by yourself, without giving you examples that most of you need to fully understand what this DI thing is about anyway.

*Did the examples help?*

Ok, one more.

I started this whole coaching jazz 30 years ago by the time you’re reading this book, with my kid’s doctor. There is a story out there on the web explaining how my formal professional

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coaching career started and it was in medicine. Having learned more than anyone cares to about bedside manner, I realized over time, that doctors just don't have access to anything like DI, so I kept it in the back of my mind all these years thinking about how great it would be to hear my doctor say, *is there something important you need to say to me?*

I know that sounds like a contrived inquiry, but with all the respect I have for doctors, I really wish they would let me lead, at least, once in a while. 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, you remember our 6 horsemen? Who, what, when, where, why and how? But in DI, yes, it's a probe.

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 DI allow us the freedom we need?*

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DI, after we get over most of our learned unconscious language, allows us to free range into context that may be very helpful to people. Not only to let them know we are listening, but allowing them to reveal things that actually are closer to the cause than we think.

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

Yes. Cause and effect are always lingering as OPPOR+unity and while it's not going to be often we can get there, in some cases—using the DI language—things just surface, that give 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.

*Can DI 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, or as high, or as wide as we need, then the PROBE shines as DI's star to discovery.

*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 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 DI system 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 RightACTION using DI.

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*Is now when I tell you about RightACTION?*

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

RightACTION is defined as the right people, doing the right things, in the right ways, at the right time, and in the right space, for the right reasons, to get right results!

*Isn’t that a lot of righteousness?*

Well, of course, it is.

But, it’s helpful to know why we are learning DI Skills don’t you think? If it’s not for right action, then what is it for anyway?

I realize most of us are not going to walk around thinking about RightACTION all day, but 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
- Time
- Space
- Reasons
- Results

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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?;)

For me, it's important you know what's *cueing, scaffolding, supporting and lifting* this model as we move through the elements.

*Can RightACTION be helpful in probing?*

It almost always is, because when we are helping, people want to walk away with RightResults, in terms they reason, 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 DI...*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 that no consolation afterward could change my mind, and we both lost.

*Yet, that is what happens when things get out of control, and with DI, it doesn't happen that way, because the pbh is in control.*

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*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 for *cueing, scaffolding, supporting and lifting* people in situations to 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, 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 that we have all depended on. 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.

[I'll do my best later as I go through the book to point out why DI 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?*

DI is not just about listening, but it's about hearing, and those two things are pretty far apart sometimes. Which is the reason

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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 density and 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, most of the time.

What this means is, there is evidence, which I call density and 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 and frequency?*

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 and tell you now that when you combine these skills, they can be as effective as surgical precision, or as powerful as a sledge hammer—and you need to be conscious and compassionate to do no harm—although a little straight talk can go a long way if it's timed right. I'll reserve that discussion for later;)

*Density and frequency then?*

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In one of the places in the back of your mind, you have a “ruler” of sorts, that you are constantly measuring people with—unconsciously usually. That’s how we survive and take risks based on that “ruler” and how people fit into categories, or simply, like short, medium and long, or thin, regular and wide, or whatever comes to mind from our internal measurement system...bigger than me, smaller than me, smarter than me, not as smart as me.

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

I’m just asking you to think about codifying this some with some additional ideas about how many ways someone can be, do, have, become and contribute = density, and the number of times you see those separate ways occurring = frequency.

Learning to recognize, and of course, regulate your system of judgment based on that information, helps us get to where they are, from where we are; and yes, our density and frequency is important too.

*Should you always focus on that?*

Well, no of course not, but I’m here to teach you about DI Skills, so I might as well, throw in some additional ideas that will point you in a direction that can increase your own density and frequency of DI skills over time as you develop these skills.

*Finally?*

Yes, one more example.

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Let go back to the bank, that same person who seems in a hurry, 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 (density?), you're starting to get an idea about where this person is?

*Can we test it?*

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

*Is there something we can do, to help you get rid of needing to be in hurry, at the bank?*

Or shorter versions?

*Can we help make your day easier?*

*Should I just let you get to your task?*

*What if they just need the milk?*

And you'll have to join me in the next chapter for how we choose one of the 6 horseman for making transactions—when it's important—work like a charm!

*Did you enjoy this chapter on probe?*

*What are you waiting for?*

PROMPT is next.

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## **PROMPT**

*What's important?*

To get us off to a running start with our 6 horseman: who, what, when, where, why and how, I've got to give a lecture...sorry.

*Why?*

Because as soon as you ride one of these horses you're working within a context—almost always—and right into transaction!

*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, someone asks for the milk.

*Where is PROMPTING, RightACTION?*

Here's a quick set of clues called IMULL

IMULL is an acronym that stands for Importance, Motivation, Urgency, Leverage, and Low-hanging fruit.

*If you have IMULL, go transactional!*

Now, back to my lecture.

Because transactional language is so easy, we over use it.

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

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

It dawned on me that a lot of my clients were not getting it in the first decade of my work.

*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.

*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, but....

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 the root cause. In sophisticated helping, if you're

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not working with the root cause and where they are, your *four-legged stool of helping* is not going to support much.

*Why is projection suboptimal?*

If you skip IMULL, then more than likely you're PROJECTING onto them who you are and BELIEVE ME PROJECTION IS NOT ONE OF THE 7 SKILLS of DYNAMIC INQUIRY!

*If you want to mask OPPOR+unity, go transactional!*

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

*Milk sellers rejoice!*

Now in less sophisticated helping functions, transactional skills are really important, as are your KSE's which is where you will shine in helping, so often it's not required that you find IMULL...but!

***If you're looking for a durable competitive advantage, then getting IMULL is a path like n no other.***

It's a REAL and tangible benefit to understand what's important, motivating, urgent, leveraging and low-hanging fruit before diving into transaction.

*So?*

Lecture off...for now, but if you start helping people before you know where they are and what is the root cause using

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transactional skills, you have closed down most of your OPPOR+unitys.

*Notice how I began the chapter?*

PROMPTING IMULL, is a way to transduce transactional energy between transaction and transformation. However, it's like Novocain and a little bit goes a long way, if you catch my meaning. 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 with DI.

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 DI, 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 less than moral.

*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.]

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- *What's urgent?*
- *What's leveraging? [here, later, next time?]\**
- *What the low-hanging fruit?\**

*\*Normal people may not have a clue what leveraging, or low-hanging fruit means, so using other language like...what will get you more of that? What's powerful for you here? What 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.*

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

Ok, let's not get new age or touchy-feely here, but DI is all about transformation, and development of people within and across space.

1. If you start using this model, it's going to develop you.
2. DI is a metamodel, and cues, scaffolds, supports and lifts people using it, and being helped with it; to come to awareness of things they have to become conscious about.
3. It will make you and them better problem solvers, because it just isn't about understanding people, it's about meeting them where they are and helping cue, scaffold, support and lift them into what's next.
4. The model—by working on you—helps you become a more efficient, effective, and sustainable helper over time.

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5. Who you are, going to be, do, have, become and contribute is going to shift, and as it does, people you're helping are going to notice how your helping becomes better for them.

*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 really important, motivating, urgent, leveraging and low-hanging fruit.

It's not enough to listen, you have to know what to listen for; and remember for you sophisticated helpers I mentioned LeaderW@RE? I spent 3 decades distilling what 7 DYNAMICS are in play in developing leaders and followers, managers, supervisors, and as a developmentalist, these 7 DYNAMICS are without parallel in terms of a short-cut to understand where people are, and where they are in—the system.

If we can see that the world's asleep and so are we, 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.

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*Hopefully by now, you have seen the real power in DI?*

Do you notice how you miss all that PINGING AND PROBING language that I entrained you with early? Sprinkling PINGS and PROBES into your transactional language combined with PROMPTS is a way to add density and frequency to your language quickly around transformation, and avoid to some extent, always heading 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 influence set of tactics and can be powerful in helping clarify things when used “sparingly” but here’s the rub.

*It’s not about us!*

It’s about them, and here’s the golden nugget in this book, *most people don’t change much*, thus is 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.

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, even taking Drucker, as well as Covey to task at the time for his 7 HABITS OF HIGHLY EFFECTIVE PEOPLE, he

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

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

*Read what Argyris meant?*

“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 observations are not explicit, so testing the validity of the 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

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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.

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

End Quote

*Will these four work for you from GET ABSTRACT:*

Quote

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

- Flawed Advice and the Management Trap (2000): Chris Argyris
- The key to giving good advice is to make it actionable.
- Good advice should lead to effective results.
- Action is effective “to the extent that it leads to the consequences intended,” while avoiding unintended

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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.

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4. System Ok: No impediments block the implementation of the advised actions in the targeted organizational setting.

### **GOOD ADVICE or NOT?**

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 (2000)*

What’s really important?

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

*Which means?*

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You have got to meet people where they are if you're a sophisticated helper and getting IMULL is your best bet to create a durable competitive advantage if that pertains to you.

Sorry for the lecture, but I think you got 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

*Could you say more about that?*

Giving, and guiding permission is probably the most compassionate thing we will do as helpers. Inherently, the model of DI is constructed for 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.

*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, and farmers across America were in trouble. Having an Animal Science degree from Texas A&M, and living in Nebraska, it was an easy choice to be selected for mediation training, given largely for the benefit of small farms headed to bankruptcy. So many were in trouble, that the government thought mediation 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 landscape for small farms was changed.

*Is there one thing you remember?*

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 air.

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permission.

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.

*Did venting become important later?*

As I began my professional 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, and that brings us to an important foundation of DI PERMIT.

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

**Being able to offer permission at particularly important times is the most compassionate thing you will ever do as a helper!**

And 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 eluded to the idea that there are various levels of helping, using the term sophistication as a way of noticing differences in how people set, move and play among context—both cultural and intellectual. It also fits different levels of people being helped to levels of sophistication as well—those that are easily noticed, usually;)

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

At each level of sophistication in helping, there are 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.

*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, and emotion, so we can continue to be compassionate 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?*

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 IMULL!

*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. One great listening experience can go a long way to creating those hard-won durable competitive advantages, or compassionate moments of feeling heard, that are never forgotten.

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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.

**Most of us are so concerned with what we are going to say next that we don't truly listen when someone else is**

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**speaking. Yet, most people would prefer a good listener to a 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?

*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— How should that happen, in your view? —becomes a way to give back the lead when prompting permission.

*"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. You can stop a bull in their tracks with a “may” or “might” because it shows you’re willing to listen, and even a shark will leave you alone if you give them permission to lead.

*BUT...*

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Given certain circumstances, you have to 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 DI 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.

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 require of its business, at some point.

*Can we talk about system design?*

Over the past decade, as DI has been cooking, I've noticed a huge number of systems being redesigned for "service" and help. Even call centers 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 DI to approach a system design or redesign for relationship-centered helping. It's called *A Business Case*.

Most of the problem in helping today, is system related. There is not enough slack, everything is geared to faster, better, more

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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.

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

That's a loaded question because at this time, most systems will block results because they are only partially designed for relationship construction over time. Most system designs don't have enough slack to take advantage of the narrative people are packing around.

Most of the less sophisticated "factory type" helping systems need to be redesigned with DYNAMIC INQUIRY, and especially permission in mind, because of what must happen for the "narrative, or story" containing IMULL 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.

*Giving Permission to PERMIT works from both ends.*

While we learn to give permission, we develop also, especially in ways that are good for us now, near and far. So, it's a positive reinforcing loop that feeds both ends of the interaction.

*May I give you some simple tactics?*

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One thing that I learned as I experimented with listening and hearing was the power of oneders? 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 one-ders as a play on words...and it backfired the first time they were introduced as the o-nee-ders.

*Is less, more?*

I’m talking about wonders that are one word long straight from the coaching manual:

### **Coach2-1WordWonder's**

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

**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 DI.

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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 DI tactic.

*Effective...?*

In training, 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.

*“New grandson?”*

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

Yes, you could have said, *let me help you get that setup*. And you would have been on your (transactional) way, but the OPPOR+unity was there, if you heard it, and you gave permission.

Each person will let you know how far that vein leads, and if you need to drop into transaction, but just “hearing” instead of fast-forwarding ahead to the problem, allows you to PERMIT the narrative and get at IMULL.

*Pretty cool, huh!*

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Just because you're 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 quite as easy;)

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

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## **PERTURB**

*Has anything so far, challenged you?*

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

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

Perturbing?

A number of years ago in my own self-knowledge discovery, I ran across data that led me to believe—my MBTI Type—that ENTs 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;)

And then, I ran into a book that I now longer remember the title of that stated, more or less, that **you can’t change living systems, you can only PERTURB them.**

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

With the wired in PERTURB 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, a rate itself that is accelerating every day, no less. Therefore, it behooves me to let you know that too much of a good thing can really put a damper on any of your success!

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*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 dysfunction in your interactions and those of you *at the front line*, 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.

*BUT...*

A well-timed, and placed PERTURB can stay with a person for a lifetime and continue to be the burr under their saddle they need to shift 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, and on 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.

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***A PERTURB coupled with PING is one of your best tools?***

*Is it really 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, starting with Level 2 in people and Level 3 in helping systems, 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.

*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.

Levels

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

Development is a matrix of factors which are represented by vertical, oblique, and lateral (horizontal)

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complexity in relationship to a dimension of time.  
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 internally constructed hardiness.

\*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.

### **Identifying Leader Levels**

Reviewing Levels in LeaderWARE

#### **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

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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.*

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

This level requires inquiry, an alignment with wants 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.*

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

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: the right people; doing the right things; at the right time; in the right***

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***way; in the right space; for the right reasons; to get the right results.***

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

### **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.*

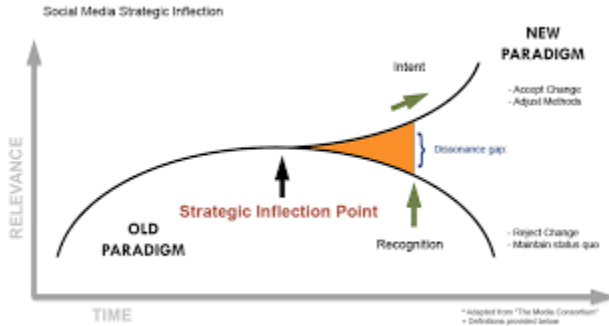
### **L6: ValuDYNAMICS**

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 meta system, to coincide with particular values. Conservatives and liberals use the same meta system to achieve what appears to be conflicting ends. *It doesn't matter if we make a profit, if we destroy people lives in the process.*

### **L7: Paradigm**

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A picture here is worth a thousand words:



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

### **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 epoch; *the cross-paradigmatic—not transdisciplinary (L5)—reasoning balances needs from among the competing paradigms to solve problems through emergent design rather than fixing a zero sum.*

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## **L9: Meta Paradigm:**

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 and contribution, to emerge as a meta paradigm--a paradigm about paradigms. *Space is not the final frontier.*

*Did you grok all of that?*

It's not necessary really, but for the 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 cat and mouse game, which only serves to subconsciously trigger others, most of the time.

*So?*

Don't let a golden OPPOR+unity go by because you're afraid to risk the fallout. Other DI Skills can mitigate and mediate the risk of PERTURB when it opens a can of worms, or worse.

*Those of you who are afraid to PERTURB your executive coaching clients will leave half of your value on the table.*

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

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See you in the next chapter.

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## **PAUSE**

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

Actually, it's both!

*First, may I speak about PAUSE 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.

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

Even seasoned professional people, they talk a little, then PAUSE and see if you want to speak; as a professional courtesy!

In a moment, I'll send you some more ways to think about pausing and 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 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?*

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You better believe that for sure, but...

When your thoughts become your focus, you stop hearing, because you're listening 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 if we have emotional stuff being triggered, are nervous, excited, entrained 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 actually saying important things that they didn't hear!

A lot of this is due to ego position and it's something we discuss in LeaderW@RE as CAPABILITY DYNAMICS. Our OWN Ego position tends to be given much more importance than necessary, most likely due to our own needs, whatever they might be—we all have different ego needs based on our wiring, and our consciousness of that wiring.

*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.

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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.

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 the relationship in most cases—the relationship being overridden by the task needs.

*Could this be a good thing?*

Certainly, getting problems solved can be a good thing, and for those situations where *those* kinds of problems are being solved, just one reminder, look out for the robots. AI is coming to get your helping job—and maybe that's a good thing because you might be free to become more conscious...if you can.

What I'm suggesting in DI, and with the PAUSE is that 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 available.

Notice, observe, but don't let the “sirens” take over. Don't listen, 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 space of the pbh, be present.

*Is this a lot harder than it looks?*

You can bet your last dollar, peso, or renminbi on that one.

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

*Are you afraid you will lose your train of thought?*

Gosh, I hope so.

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

***How can you 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.

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

*If you don't? Develop tactics from and for the PAUSE.*

*Are there a lot of tactics for pausing?*

Just simply stopping expression, is a good one.

Can I pause for just a moment?

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Can 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 DI Skills?*

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...?*

If you stay with the pbh, you will know exactly what to be, do, have, become and contribute without having to think about what you will say. Even without any skills, humans are endowed with relational abilities that all begin when we take the focus off of us and allow it to move to them. Yes, at first, it's awkward and it will expose your ego position immediately, but that's a good thing, because without knowledge, it's hard to learn, but more importantly, unlearn—which is what we have to do to free ourselves from our hearing our own ego needs.

*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.

The extroverts have the most difficult time, which is balanced by the introverts having difficulty letting go of their scripts their

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*introverted general has previously agreed with their extraverted lieutenant, to use ahead of time.*

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

The metaphoric nature of the LT. and General, helps us understand that one function is much more powerful than the other, the Lieutenant being a subordinate of the General.

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.

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 remaining in the internal world, but dominant and subjective internally.

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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, 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 play, versus an extravert, who doesn’t know what they think until they hear themselves say something—a gift of gab, so to speak.

So, no one gets off easy, but if you understand your own CAPABILITY, BIAS, STYLE, LEVEL, ROLE, VALUES and SYSTEM DYNAMICS, it’s a lot more straightforward, and the *unlearning* is accelerated.

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

My business partner 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.”

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“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)

*Can you see why PAUSE is so powerful?*

Silence really, is golden!

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

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The PAUSE can teach you what you need to know to *cue, scaffold, support and lift people* who need help...with less energy, effort, time and expense all the way across the board.

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

*Join me for PACING next?*

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## **PACE**

*Is there something that brings the skills of DI into sync?*

I want to introduce you to PACING.

The more I teach these skills, the more I realize in order to get the *most for the least*, you have to understand PACING, and within that container—timing.

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

*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 matters**. Not just in how we time things, but in how fast, or slow we allow things to move; how quickly we give cues, structure scaffolding, generate support, or seek to offer lift; related to those 7 DYNAMICS I've been suggesting are the target for DYNAMIC INQUIRY.

When we talk about development—almost everything is, in life, work, play and relationships—we need to consider the PACE at which things happen.

*What 3 things are important in PACE?*

When I try to help people, I need to understand how fast a mental processor they are. Mental processing is one of 3 key measurements in a triad of development: mental processing speed, inhibition, and working memory.

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

The ironic thing is that WE, as helpers 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!

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

Until you are informed about your bias, you will continue to judge unconsciously, mostly without malice, but certainly, doing indirect harm to your helping! Even with normative data, we have to 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!

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

You know, to go fast, you must go slow, sometimes. Therefore. PACING is particularly useful as a construct in pivoting the DI Skills quickly, using PACE Consciousness.

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 and many other subconscious factors in how people “feel” and “think” about the helping experience.

*Is PACING key in development?*

I guess you know the answer by now. If we are all developing—and we are in some dimension (VOLT)—then the PACE of our

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development is the single most important inflection point for development.

*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, 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. There is no psychological box for development, it's everywhere, and in everything in a complex adaptive world. So, what I'm suggesting is that DI applies to all of the world, not just psychology.

*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 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, thus VOLTage;)—just a reminder.

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In general, our worldview changes over our lifetime, for some, it might change several times; where the things we valued shifted and the way we behave as a result, shifted, with some discreet changes. To make this simple, you need to be open to how fast people are...changing, or not.

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

Almost always, where people are, dictates the PACE at which things can move. 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, or what is called nodal, and the level they are leaving, labelled exiting.

*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 things pretty well), or exiting (things aren't like they used to be, and doing the same things get less of what we used to get), guides our DYNAMIC 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 the key?*

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Of all the skills we use in DI, PACING 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 and everyone wins.

*So...?*

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 about that and generally, it has to do with their own sense of IMULL.

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 everyday is urgent, and sometimes important, but mostly not important—or so it seems.

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 and things are moving. I get a lot of pushback from people in the early stages of learning DI, thinking they can't COACH2

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(IMULL + DI), but it's just due to lack of KSEs in DI that's really got them and holding them back from showing up and being available.

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

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-PACING and you welcome an underlying judgment of poor quality and quantity of service delivery. So that's how important pace actually is; it alone can determine satisfactory, or unsatisfactory service quality. Then you're stuck with service quantity whether you like it or not, and that can be extremely disappointing for helping systems, and expectations of exceeding those expectations—all due to 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 place in change. Without a doubt, you need to know your own VOLTage too!

At least if you do, you can use simple judgments like, faster than me, slower than me, and recalibrate quickly if you automatically judge PACE, as you will anyway—without any of this stuff to think about—that's just how we are as humans;)

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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 that it's PACE that is “off.”

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 DI!*

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