

Practical 3 Summary

This third S:DISS-X practical session focused on the importance of identifying real constraints before choosing action. Mike demonstrated how helpers often move too quickly into transaction, advice, explanation, or solution-making without adequately understanding what is actually limiting movement. Throughout the session, the emphasis remained on selective inquiry, developmental fit, and protecting the “third space” where the person being helped can reveal their own problem-solving process.

Using ChatGPT as the “person being helped,” Mike modeled how to maintain inquiry tension without taking over the conversation. Early in the session, he explained why phrases such as “tell me more” or “can you explain?” can unintentionally shift pressure onto the helper and create interrogatory dynamics. Instead, he demonstrated how lighter inquiry moves such as PINGs and selective mirroring allow the person being helped to reveal more about their pCc — potential, CAPACITY, and capability.

A major theme of the practical was the distinction between real constraints and assumed constraints. Rather than immediately acting on the visible problem, Mike repeatedly explored what might actually be limiting movement underneath the surface story. The conversation explored examples such as writing a proposal, where the real issue may not be the writing itself but unclear purpose, low energy, lack of readiness, or missing capability.

The session also reinforced that S:DISS-X is not meant to be used mechanically or continuously. Mike emphasized that “less is more,” and that selective inquiry works by carefully choosing openings rather than overwhelming the interaction with constant questioning. Students were shown how the seven forms of inquiry operate dynamically and contextually rather than as rigid scripts.

Several advanced concepts emerged throughout the practical, including PCC projection, “coaching under the influence,” VUCA conditions, developmental helping, leverage, emergent systems, and the “7 Ts” framework: transcription, translation, transaction, transition, transformation, transcendence, and transduction. Mike used these ideas to explain why people often struggle to create RightACTION even when they possess motivation or information.

The practical also demonstrated how helpers can “seed the close” by gradually moving toward a natural ending without forcing abrupt closure. Instead of overextending the session, Mike checked leverage, explored low-hanging fruit, and invited a concrete example that clarified the relationship between constraint and action.

Overall, the session demonstrated that developmental helping depends on disciplined restraint, contextual awareness, and the ability to notice what is actually constraining movement before selecting action. Students were encouraged to slow down, reduce assumptions, and allow inquiry to reveal the underlying conditions shaping readiness, motivation, and capability.

