

## Summary of S:DISS-X Basic Practical Program Class 1

In the first class of the S:DISS-X Basics program, Mike Jay introduces foundational skills for the **Selective Dynamic Inquiry System Skills Experience**, tailored primarily for Levels 9–11 of Hierarchical Complexity (concrete, abstract, formal reasoning) common in organizational roles like customer service, coaching, and management.

The session emphasizes **helping is not solving**. Jay stresses selectivity — using the seven forms of inquiry (**Ping, Probe, Prompt, Permit, Perturb, Pace, Pause**) only at high-leverage openings rather than constantly. The basic learning path focuses on three core practices: **noticing the move** (what the person brings), **recognizing the pattern**, and **choosing the form** (or letting the form choose you).

Using the example “I don’t know where to start,” Jay contrasts common responses (e.g., “Make a list” or “A starting place?”) with S:DISS-X approaches. He highlights mistakes such as premature interpretation or leading, which shift tension from the person being helped to the helper. Effective cues stay close to the speaker’s exact words (e.g., “Start?” or “Don’t know?”) or use light pings like “What’s important?” to elicit more information without projecting.

Key principles taught:

- **Less is more** and **pause & breathe** to stay centered and avoid rushing.
- Resist interrogatory (who/what/when/where/why/how) except for the “get-out-of-jail-free” question “What’s important?”
- **IMULL** (Importance, Motivation, Urgency, Leverage, Low-hanging fruit) for good conversations leading to right action.
- Avoid solving too soon; protect readiness and let the person reveal their problem-solving system.
- **Humaning** and helping functions (Cueing, Scaffolding, Support, Lift) run in the background.

Jay acknowledges the counterintuitive nature of the system and the challenge of unlearning habitual patterns. He models real-time correction of example responses to show common pitfalls and reinforces that the goal is to listen differently, keep tension with the person being helped, and create genuine developmental experiences.

The class sets a practical tone for beginners, promising short sessions, reference cards, and gradual skill-building. It prepares learners to notice openings, respond selectively, and support others without taking over, laying groundwork for more advanced work while making the system accessible for everyday helping situations.