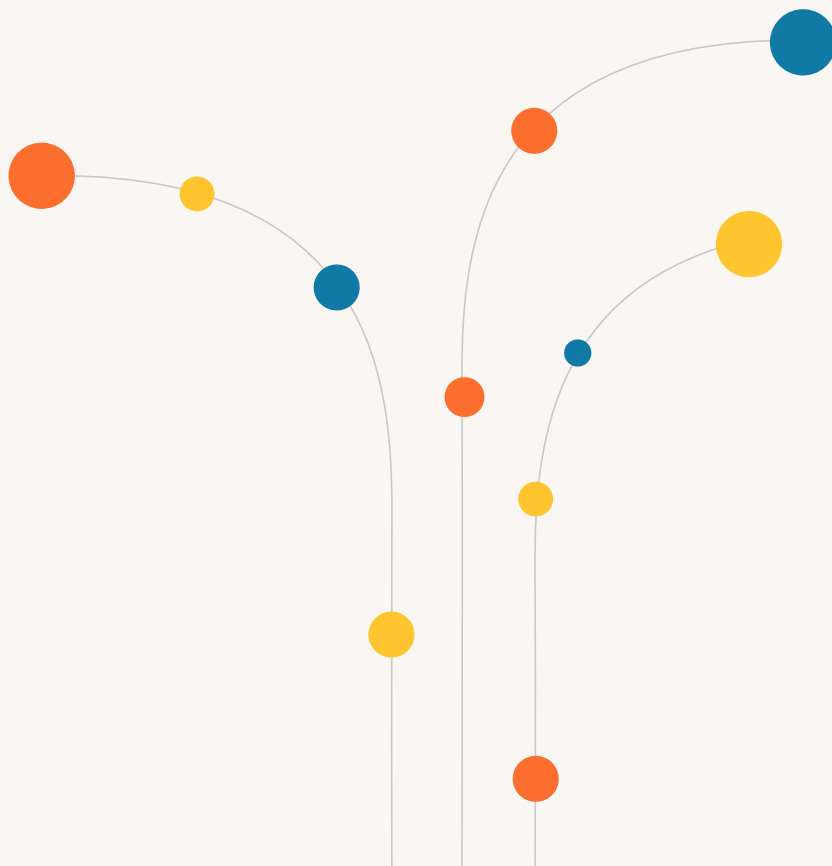
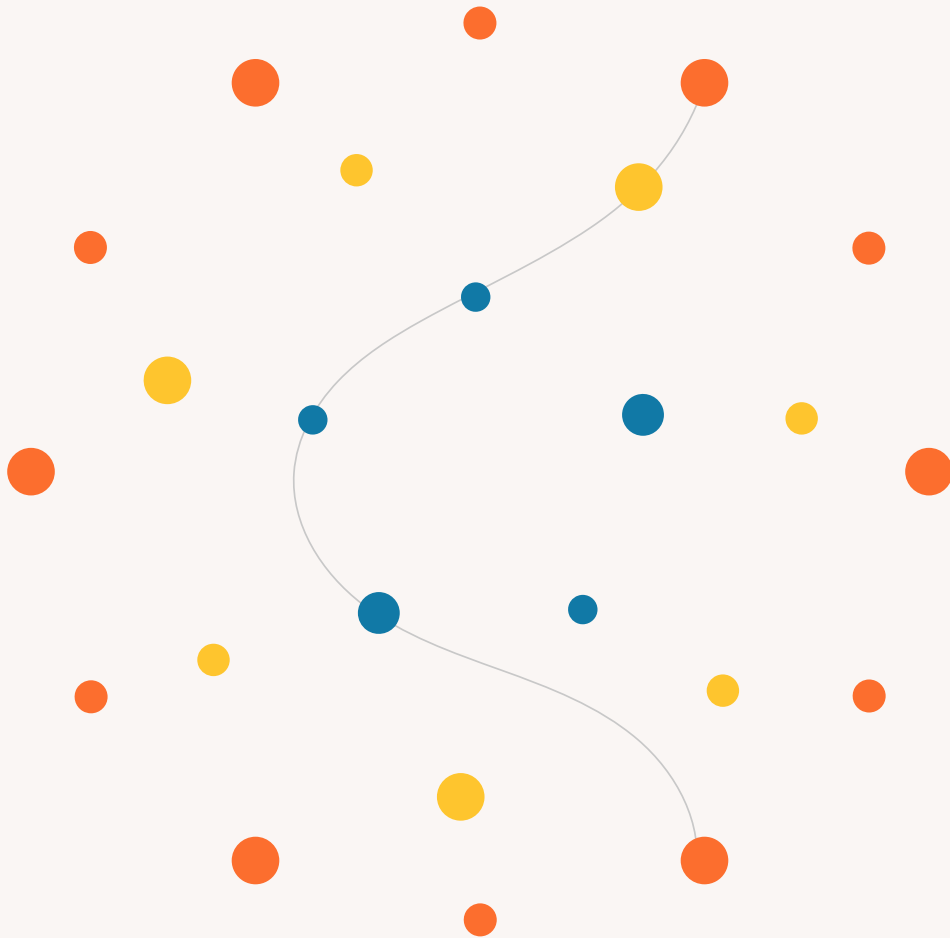


cadra

# Training Outline for Cognitive and Social-Emotional Dimensions of the Constructive Developmental Framework (Otto Laske) as applied in the CADRA Project

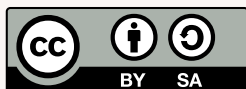
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### **What is CADRA?**

The CADRA project is a three year Erasmus+ co-funded initiative, running from December 2020 until August 2023. It explores leadership needs leadership development and focusses on delivering working tools and methodologies to help leaders navigating the challenges of our times.



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## Introduction

The biggest part of CADRA was exploring the Constructive Development Framework (CDF) from Otto Laske in an application. Based on this framework we are offering Developmental Leadership Profiles, using the Cognitive and Social Emotional Dimension of the CDF.

We have developed our own way of conducting interviews and assessing the text, based on the years of practice from Rainer von Leoprechting who learned from Otto Laske years ago.

This document describes the training outline that we ran over the time of CADRA to train people in the practice of assessing text, scoring, and in interviewing people to generate text that we could assess based on CDF.

## Assessing Developmental Text

### What is a scorer?

A person with the ability to look beyond the content and beyond the words to identify the thinking structure and meaning-making that is underneath. A scorers can apply Otto Laske's development theory by working with the text created by a development conversation. They can also translate the results into feedback conversations and reports.

### Who is this for?

People who are ...

- ... Analytical - or enjoy analysing people
- ... Good with / interested in language analysis
- ... Interested in personality and its analysis and development
- ... Enjoy learning and the application of cutting edge frameworks
- ... Tolerant of dealing with uncertainty and long learning journeys

### Who this is also for:

- Leadership Coaches & Consultants, wanting to develop a more developmental approach and wanting to get to the essence of what Laske's developmental theory is all about.
- Human Resource Professionals, wanting to change the way they approach leadership development & recruiting for senior leadership positions.
- Organizational Development Professionals, wanting to develop a more 'deliberately developmental' organisation.

### What people learn

The Training is intended to enable people to start the practice of assessing text and to write feedback reports. In detail people learn:

- How to distinguish structure from content
- Understand the cognitive & social emotional dimension of the CDF
- Understand the practice of scoring text in pairs
- How to identify developmental potential based on scoring results
- How to write a Feedback report, that is useful for the client
- How to use the scoring sheet & feedback report template
- How to use the scoring manuals to support your practice
- See the fun of scoring :)

**Flow**

**Application** - We want to make sure that participants understand the learning commitment of this training and that we meet their needs as well.

**Pre-requisite:** A familiarity with the theory. In some cases, we provide additional theory sessions, if needed.

**Learning the practice** - Live training Sessions, reading material, and peer-learning

- 12 x 2.5h Live Sessions
- Online Learning Material
- Self-Paced exercises

**The training is split in three modules**

The Goal of the live sessions is to introduce all the theory, support material and the whole process of assessing developmental text to the participants. The real and deeper learning takes place in the application phase.

**Module 1 - Cognitive Text**

- Session 1
  - Review of cognitive dimension
  - Understanding the difference between content and structure
  - Introduction into Scoring process
- Session 2
  - Introduction into Context Thought Forms
  - Practising assessment of Context Thought Forms
  - Translating context assessments into feedback
- Session 3
  - Introduction into Process Thought Forms
  - Practising assessment of Process Thought Forms
  - Translating process assessments into feedback
- Session 4
  - Introduction into Relational Thought Forms
  - Practising assessment of Relational Thought Forms
  - Translating relational assessments into feedback
- Session 5
  - Introduction into Transformational Thought Forms
  - Practising assessment of Transformational Thought Forms
  - Translating transformational assessments into feedback
- Session 6
  - Practising scoring all 28 Thought Forms
  - Understanding the assessment of a whole cognitive interview

## Module 2 - Social Emotional Text

- Session 7
  - Review of social-emotional dimension
  - Introduction into assessing social emotional text
- Session 8
  - Introduction into Stages between Stage 2 to 3
  - Practising assessing S2 to S3
  - Translating S2 to S3 assessment into feedback
- Session 9
  - Introduction into Stages between Stage 3 to 4 and 4 to 5
  - Practising assessing S3 to S4 and S4 to S5
  - Translating this assessment into feedback
- Session 10
  - Assessing a full SE interview

## Module 3 - Feedback Report Writing

- Session 11
  - Introduction into the feedback report structure
  - Practising writing a feedback Report
- Session 12
  - Deepening the practice of writing a report
  - Final Questions and Next Steps

**Apply practice** - participants have to conduct three real-life assessments with the support of an experienced practitioner.

After these steps, we consider them trained in the scoring practice.

## Interviewing for Developmental Text

### What is an interviewer?

A person with the ability for pro-active listening and the ability to ask questions that prompt beyond the content, beyond the words to provoke & challenge the thinking structure and meaning-making that is underneath. Informed by the CDF from Otto Laske. While staying present with the content of the interview and the reality of the interviewee.

### Whos is it for?

People ...

... Interested in integrating developmental theory into their own Coaching and Consulting practice

... Who already have coaching, facilitation and consulting experience

... Who have experience with active listening

... Who have a high level of empathy and compassion

... Who consider themselves self-reliable and independent

### Whos it is also for:

- Leadership Coaches & Consultants, wanting to develop a more developmental approach and wanting to get to the essence of what Laske's developmental theory is all about.
- Human Resource Professionals, wanting to change the way they approach leadership development & recruiting for senior leadership positions.
- Organizational Development Professionals, wanting to develop a more 'deliberately developmental' organisation.

### What you will learn:

The training is intended to enable you to begin the practice of conducting developmental interviews, understand the output of the assessment of the text created by the interview and how to give feedback to a client/interviewee. In detail you will learn the following:

- Understand the two lines of development in adults:  
Social-Emotional Stages Development and Cognitive Dialectical Development
- How to listen for developmental patterns and potential in thought and speech



- How you can observe developmental patterns and potential in yourself and others
- What kind of questions can be used to explore the two lines of development
- How to read a Developmental Profile
- How to give feedback to the client/interviewee based on the results of the assessment of the text created during the interview
- Understand what enables leaders to be good leaders and how to discern these capacities

**Flow:**

**Application** - We want to make sure that participants understand the learning commitment of this training and that we meet their needs as well.

**Pre-requisite:** A familiarity with the theory. In some cases, we provide additional theory sessions, if needed.

**Developmental Profile** - we create a Developmental Profile for you, including two interviews, a feedback session, and report. This will give you a first-hand experience of the process and an idea of its potential.

**Learning the practice** - Live training Sessions, reading material and peer-learning

- 12 x 2.5h Live Sessions
- Online Learning Material
- Self-Paced exercises

**The training is split in three modules****Module 1 - Cognitive Interview**

- Session 1
  - Review of cognitive dimension
  - Understanding the difference between content and structure
  - Introduction into Interviewing process for the cognitive dimension
- Session 2
  - Introduction into Context Thoughtforms
  - Practising prompting Context Thoughtforms
- Session 3
  - Introduction into Process Thoughtforms
  - Practising prompting Process Thoughtforms
  - Introduction into Relational Thoughtforms
  - Practising prompting Relational Thoughtforms

- Session 4
  - Review Session 3
  - Introduction into Transformational Thoughtforms
  - Practising prompting Transformational Thoughtforms
- Session 5
  - Practising prompting all Thoughtforms
  - Introducing Feedback for the Cognitive Dimension

### Module 2 - Social Emotional Interview

- Session 6
  - Review of social-emotional dimension
  - Introduction into Interviewing process for the social-emotional dimension
- Session 7
  - Introduction into Stages between Stage 2 to 3
  - Practising prompting S2 to S3
- Session 8
  - Introduction into Stages between Stage 3 to 4 and 4 to 5
  - Practising prompting S3 to S4 and S4 to S5
- Session 9
  - Prompting for all stages and identifying range
  - Introducing Feedback for the Social-Emotional Dimension

### Module 3 - Feedback to Client

- Session 10
  - Understanding scoring data results
  - Deeper understanding of a full feedback report
- Session 11
  - Practising Feedback
- Session 12
  - Final Review of the full process
  - Final Interviewing Practice

**Apply practice** - you have to conduct three real interview case studies to which an experienced interviewer will give feedback on. - For an extra fee we are also scoring the interviews that you provide.

After these steps we consider participants trained in the interviewing and feedback practice.