

Developmental Interpretation

Terms	Beginning	Exploring	Sustaining	Inspiring
Description	<i>Adjectival</i>	<i>Dramatic</i>	<i>Conventional</i>	<i>Developmental</i>
Scale	<i>Hodgepodge</i>	<i>Comparative</i>	<i>Deliberate</i>	<i>Researched</i>
Dimensions	<i>Accidental</i>	<i>Preferences</i>	<i>Competing</i>	<i>Cross-checked</i>
Modes of Practice	<i>Verbal</i>	<i>Rated</i>	<i>Complexified</i>	<i>Successive</i>
Types of Learning	<i>Isolated</i>	<i>Iterative</i>	<i>Distinguishing</i>	<i>Transformative</i>
Modes of Commitment	<i>Nagging</i>	<i>Imposing</i>	<i>Enabling</i>	<i>Educating</i>

Definitions	Beginning	Exploring	Sustaining	Inspiring
Description	<i>Adjectival</i> Describe others' actions using common adjectives as in name calling.	<i>Dramatic</i> Describe the most dramatic behaviors of others often biased to personal preferences.	<i>Conventional</i> Provide detailed protocols of others' actions that quickly becomes too rich for productive comparison.	<i>Developmental</i> Use developmental rubrics accurately that enable research and productive reflection.
Scale	<i>Hodgepodge</i> Identify observations by haphazardly combining items at vastly different scales (e.g., momentary behavior with professional technique).	<i>Comparative</i> Look for behaviors that others do quicker or more accurately than is common so that their long-term efforts become apparent.	<i>Deliberate</i> Record frequencies of behaviors identified and described in advance, so that people can more effectively control what they do.	<i>Researched</i> Compare independent sets of behaviors that have been pre-described based on methodical planning or research to enable new discoveries and innovations.
Dimensions	<i>Accidental</i> Group behaviors haphazardly to remember them.	<i>Preferences</i> Group behaviors by how much they like them to provide rating categories.	<i>Competing</i> Identify competing behaviors to discover others' internal conflicts.	<i>Cross-checked</i> Group sets of competing behaviors only when primitive modes of one dimension can logically be found with advanced modes in another to simplify and improve accuracy of observations
Modes of Practice	<i>Verbal</i> Use common verbs to distinguish behaviors and talk about them.	<i>Rated</i> Put numbers to behaviors according to personal preferences (e.g., a five-point scale) to provide assessments.	<i>Complexified</i> Distinguish behaviors by complexity and learning time to identify job-level skills.	<i>Successive</i> Identify behaviors using a developmental succession of increasing complexity (e.g., beginning, exploring, sustaining, inspiring) to enrich others' lives and decision making.
Types of Learning	<i>Isolated</i> Focus on what people do in isolated moments to "stay in the now."	<i>Iterative</i> Identify changes in behaviors over time to react responsively.	<i>Distinguishing</i> Discriminate gradual changes through repetition from punctuated changes through distinctive, deliberate commitments to know when to offer support.	<i>Transformative</i> Create experiences that lead to new distinctive commitments to inform communities.
Modes of Commitment	<i>Nagging</i> Seek changes that serve themselves as a way of expressing their needs.	<i>Imposing</i> Seek to impose disorienting dilemmas on others "for their own good" to proselytize.	<i>Enabling</i> Discuss and model new modes of practice until the other person chooses to commit to them or not as a way of providing support.	<i>Educating</i> Create programs that scaffold new commitments in groups of people to create community.