

# **Interventive Interviewing Revisited and Expanded**

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## **Abstract**

Interventive interviewing is an orientation grounded in systemic & social constructionist thinking and brings forth ideas that encourage professional interviewers to take more responsibility for their contributions in an interview. It has proven very useful in both clinical and organizational contexts. The first part of the paper reviews the original work on the approach (Tomm 1987a, 1987b, 1988) and some changes that were made to the model when it was applied in organizational consulting and coaching (Hornstrup et.al. 2003 and 2005). The second part of the paper offers a significant revision of the framework based on several years of applying these ideas as leader/consultant/teacher and as a therapist/teacher. The proposed change increases its breadth and applicability in a variety of contexts; including training, therapy, coaching, and supervision.

## **Introduction**

This article continues the journey of developing and expanding the perspective of ‘interventive interviewing’ (Tomm 1987a, 1987b, 1988). Coming from a systemic-constructionist point of view, we give priority to developing practices that invite new ways of seeing, talking about, and understanding our experiences, our relationships, and the worlds we inhabit. In doing so, our preference is to work in a mindful and affirming manner that enhances the development of better social worlds – in organisations, in families, and in society in general.

There were two main reasons we decided re-visit and re-write the ‘interventive interviewing’ framework. First, we found that working with interventive systemic practices made a valuable difference in our professional practice, yet in our teaching we found that the names of the different types of questions sometimes complicated the process of guiding others to work within the orientation. As a result we choose to re-label the questions to bring the ‘naming’ and the ‘doing’ closer together. Second, we believe that the richness of human experience, human interaction, and human communication should be reflected in the models that inspire and guide our systemic practices. By adding some new expansive elements to the earlier model, our hope is to bring some of this richness into this questioning approach.

Ever since our first encounters with systemic-constructionist thinking and practice, the ideas of neutrality and irreverence as stimuli to curiosity and

questioning have been in the foreground of our work (Selvini et.al. 1980, Cecchin et.al. 1982, 1987, 1995, Tomm 1985, 1987a, 1987b, 1988, Hornstrup et.al. 2003, Hornstrup et.al. 2005). Tomm had been intrigued by the question at the end of the classic paper by the Milan team “Hypothesizing-Circularity-Neutrality: Three Guidelines for the Conductor of the Session” (Selvini et al 1980) which essentially asked “Could it be that if the therapist asks the right questions there may be no need for an end of session intervention?” He embarked on a project to clarify the different kinds of questions that therapists could ask in the course of a clinical interview. The results of his explorations appeared as a series of three articles in 1987 and 1988 (Interventive Interviewing Parts I, II, III). In part III, Tomm created what in our view was, and still is, a very valuable ‘tool’ for systemic – constructionist practitioners. It provides a framework that made it possible to take the ideas of Cecchin and his colleagues (1982) a step further in practice – to operationalize (systemic) neutrality as an obligation to curiosity.

Tomm’s work, originally created in a therapeutic setting, was eventually adapted for use in the world of leaders and organizational development by Hornstrup et.al. and developed further (2003 & 2005). In the early years Hornstrup and Johansen focussed on a systematic application of Tomm’s original method of interventive interviewing. Eventually Hornstrup and his colleagues differentiated a new set of questions, labelled ‘meta-questions’. These were inspired by Gregory Bateson’s ideas of context and metacontext (Bateson 1972, 1979), and the work of Cronen & Pearce in the Coordinated Management of Meaning (Cronen 2001, Pearce & Cronen 1980, Pearce 1993, 2004, 2008). In both the clinical and organizational models, circular and reflexive questioning was, and continues to be, a vital part of our systemic constructionist practice.

In the second part of this paper we will unfold and extend these ideas into what we call “Expansive Interventive Interviewing.” Here the work of both Tomm and Hornstrup is taken a step further by extending the background theory of interventive interviewing, and by taking it closer to our practices. We will underline and try to make our epistemological grounding more explicit. Simply presenting our ideas as systemic does not in itself make our interventive practices systemic. It is in the details of the ‘doing’ we see “the difference that makes a difference.” While in our earlier work we had labelled the questions according to a theoretical position, here we re-label the different questions in accordance with their use in practice.

### **Before we start – a word on epistemology, theory, methodology and acting**

The inspiration to work with interventive interview practices comes from a number of different thinkers and a number of different theories. They all draw on a constructionist epistemology with an emphasis on language, relatedness

and complexity when understanding human beings and human communication. For us it is important to distinguish what we see as four different levels of understanding a systemic – constructionist approach to interventive work.

First there is the level of epistemology, which could be described as a meta-theory that guides of way of thinking about the way we think (about the way we act). Second there is a level we label theory. Theories take the epistemology a step closer to our practices, stating some generalized ways of understanding human interaction. Thirdly there is what we label methodologies. These are even closer connected to practices – and they give us some more specific guidelines of how we interact, how do think about possible interventive action. We can see theories as meta-methodologies and see methodologies as meta-action, which is the fourth level. By action we mean the doing, the actual action, the question-answer-question-answer sequences.

Taking a closer look at constructionist epistemology, it encourages us to be aware of and to work with human living systems as just that – living, moving, changing systems. A valuable insight from Maturana invites us to shift from talking about language to languaging, emphasising the living process of human interaction.

This epistemology can be seen as an ombrellar – or a meta-theory, that informs and guides the way we talk about and formulate theories of the way we see human communication. A number of different theories arise from this inspiration. Maturanas work on Autopoiesis and domains (Maturana & Varela 1987, Maturana & Poerksen 2004), Cronen & Pearce work on CMM (Cronen 2001, Pearce & Cronen 1980, Pearce 1993, 2004, 2008) and Bateson's ideas of contexts and metacontexts and information as differences (that makes a difference) are just a few examples (Bateson 1972, 1979).

At the next level are methodologies, which can be seen as some guiding principles for our actions. The Milan groups work on neutrality as an obligation to curiosity and irreverence (Selvini et.al. 1980, Cecchin et.al. 1982, 1987, 1995), Tom Andersens work on reflecting teams (Andersen XX) and the work on interventive interviewing in this and earlier volumes (Tomm 1985, 1987a, 1987b, 1988, Hornstrup et.al. 2003, Hornstrup et.al. 2005) are some examples of systemic – constructionist methodologies. The next step, to start living these ideas in practice is always up to the practitioner.

We emphasize these distinctions to underline, that the models and different types of questions offered in this article are methodologies. They give you (hopefully) a sense of direction when doing interventive interviewing. The in-action use of these different approaches to interviewing is up to you. Hopefully the ideas presented here offer inspiration, but remember doing intervening interviewing is and can never be a scripted role, it is a living improvisation.

## **The Original Interventive Interviewing Model**

In the 1980s Tomm developed a model of questions and questioning based of his work as a systemic family therapist, with inspiration from the work of the Milan Team (Selvini-Palazzoli et.al. 1980). The model has been widely appreciated and used as a vital part of systemic practice. In part, it was developed to clarify a move from a traditional – modernist (epistemological) position, where the therapist was seen as the expert who could diagnose the problems of the family and prescribe appropriate changes, to a constructionist - postmodernist (epistemological) position, where the therapist is seen as an interventionist conversational partner with the family. Here the role is to engage in interventionist interviews/conversations in ways that allow the family to reorient themselves, to develop new insights, and to co-create new stories and new possible solutions to their problems. The contributions of the therapist changes from advising families on how they should solve their problems and live their lives, to guiding families in developing conversational skills by engaging in co-creative conversational interactions with them.

A key assumption in what we describe as a systemic – constructionist approach to interventionist interviewing is to maintain an inclusive orientation in which everything an interviewer says and does, and does not say and does not do, is regarded as an intervention which could be helpful or harmful (Tomm 2003). Engaging in an interventionist conversation is seen as entering into a joint process of co-engagement, where the self-reflexivity of the interviewer is foregrounded as an awareness of his or her knowing and not knowing, where his or her questions and actions are seen as possible interventions. This understanding of interventionist interviewing invites us to accept greater participatory responsibility in the conversational process, and shifts the focus of the therapist from whether a specific intervention should be used or not, to closely examine the effects of the interventions that are always taking place in the ongoing interaction between a therapist and the client.

The systemic – constructionist perspective on interventionist interviewing invites us to remain aware:

- That it is impossible to interact with others and not intervene in their autonomous functioning
- That different questions create different domains of possible answers
- That the actual effects of any intervention is ultimately determined by the client, not by the therapist.

This awareness in turn invites us to:

- Be planful in the continual initiative we take as therapists when we intend to have therapeutic effects

- Maintain ongoing sensitivity to the actual effects of the therapist's behavior, and not just focus on our intentions.

When we say that it is impossible to interact and not intervene, what we have in mind is that each question we ask creates a domain of possible answers. The question becomes a light, which illuminates some aspect of the issue in focus – and at the same time leaves other aspects in the 'shadow'. The questions promote a certain seeing, and a not seeing. Therapists take initiative to select specific questions that support preferred ways of seeing that might enable movement in a desired direction, namely towards wellness. Hence the need to highlight the 'continual planful initiative' as a responsibility of the interviewer to help the conversation, and the people engaging in it, in a constructive direction. At the same time, however, whatever is actually seen by the client is always determined by the client's own patterns of seeing and meaning giving. This realization invites the interviewer to maintain an ongoing sensitivity to the actual effects of the interviewer's questions and behavior, and to be aware that the usefulness of our questions are ultimately determined by the people we try to help. We cannot determine THE direction of the conversation, but as a systemic – constructionist practitioner, we see our selves as obligated towards creating better social worlds (Pearce 2008). Interventive interviewing processes should create better lives – but exactly what this means is determined by the people we work with – not by us as 'experts'.

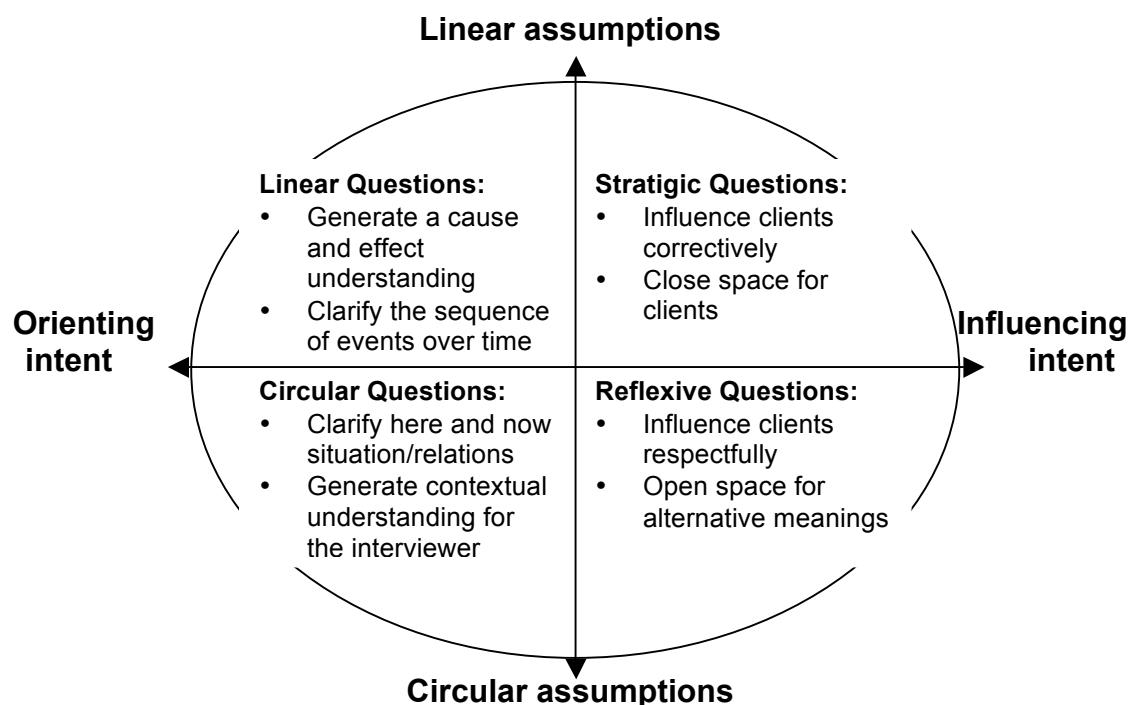
We are aware that the complexities of this approach could promote excessive consciousness regarding the conversation process and, hence, could inadvertently undermine intuitive skills of the interviewer. For instance, if an interviewer becomes preoccupied by the possible, probable, improbable, and impossible effects of certain questions prior to making a choice about where to cast the 'light', he or she may lose connection with the client. We believe however, rehearsals in **adopting and maintaining** certain guidelines or 'conceptual postures' for performing construction-inspired interventions (so that they become relatively automatic or non-conscious), could enable the interviewer to limit his/her conscious attention to the salient issues of the here and now process, and yet respond spontaneously with interventions that are more liable to be interventive, than non-interventive, or counter-interventive.

When we examine these 'conceptual postures', and look at the consequences of this preparation for interventive interview processes, the background presuppositions, assumptions, and the intentions of the interviewer are vital. On one dimension we can see our assumptions about the nature of the interaction process itself. On one hand we can see it as being 'linear', i.e. inspired by a traditional epistemological position, where the role of the therapist or leader is seen as an expert to direct the course of the interaction, or we can base our understanding on a process of 'circular' interaction, inspired by a constructionist epistemology, where the therapist or leader is seen as an

interventive and co-creating conversational partner.

On another dimension we distinguish the intention of the interviewer as being either 'orienting', i.e. asking questions to receive information from the system, or as having an 'influencing' intent, i.e. asking questions to influence the system in some way. This model gives the systemic-constructionist practitioners a way to guide their awareness, in the process of conducting an interventive interview:

**Figure 1. Questions for interventive interviewing (Tomm 1987)**



When seen these two dimensions as intersecting dimensions, we create four quadrants – of four different types of questions based on different assumptions and to be used with different intentions:

1. Linear questions are asked to clarify the sequence of events over time, with the intention to help the interviewer become oriented to the client's understanding of the situation in focus.
2. Strategic Questions are asked to close space for clients to continue with their own problematic ideas, with the intention to influence the clients correctively and to get the clients to adopt the interviewer's ideas as more useful.

Asking linear questions and strategic questions, based on a traditional linear epistemology, invites a cause and effect understanding for both the interviewer and the clients.

3. Circular questions are asked to clarify the context and relationships that might be involved in the situation in focus with the intention to generate a wider contextual understanding for the interviewer.
4. Reflexive questions are asked to mobilize the clients' own knowledge and competencies – they are seen as invitational and with the intention to influence clients respectfully, seeing the client as the expert and change agent in his/her own life.

Both circular and reflexive questions are based on a constructionist epistemology, and are used to open space for alternative meanings that are healing and/or enhance an understanding that supports the wellness of the client.

### **Introducing expanded interventionist interviewing**

Taking the next step – expanding the idea of interventionist interviewing has been an ongoing journey over the last 15 years. This journey, created new ways of understanding and doing interventionist interviewing that both was inspired by our practices as a therapist and a leader/consultant, and also helped us develop our practice and our understanding of interventionist processes.

The different elements changed in our thinking and expanding interventionist interviewing can be summarized as:

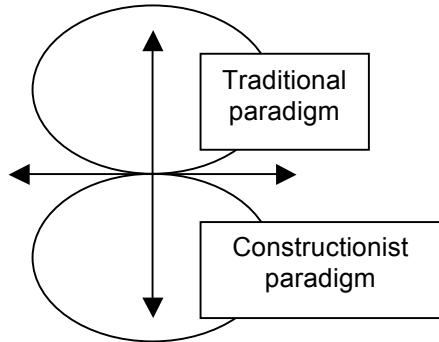
- Place all conversational activities (the whole model) within a constructionist paradigm.
- Changing one of the dimensions in the model (taking away linear/circular assumptions and replacing it with a time-dimension)
- Adding a meta- and a contextual level to the model.
- Changing the labels of scales and questions to be more precisely connected to the practices within which they are (to be) used.

The first step was to place all interventionist activities inside a constructionist paradigm. We see this as a natural consequence of our understanding of the nature of interventionist processes, that everything the interviewer does – or doesn't do, is a potential intervention. This means that all the questions asked are based on a constructionist premise – they are circular by nature. The distinction between linear and circular assumptions of the conversational process, then, is outside the new model expanded model of interventionist interviewing.

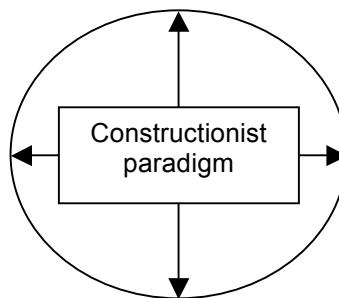
Where the original model implied, that some questions are more appropriate than others, having a more positive effect on the client, the later developments invited us to take the position, that all human communication, from a systemic – constructionist point of view, is relational and circular by nature, therefore all

the different questions could be potentially usefull. In this way we could not in advance exclude some questions from our interventive interview practices, but have a (self and relational) reflexive awareness of how the different questions was used (Hornstrup et.al. 2005):

**Figure 2. Original model<sup>1</sup>**



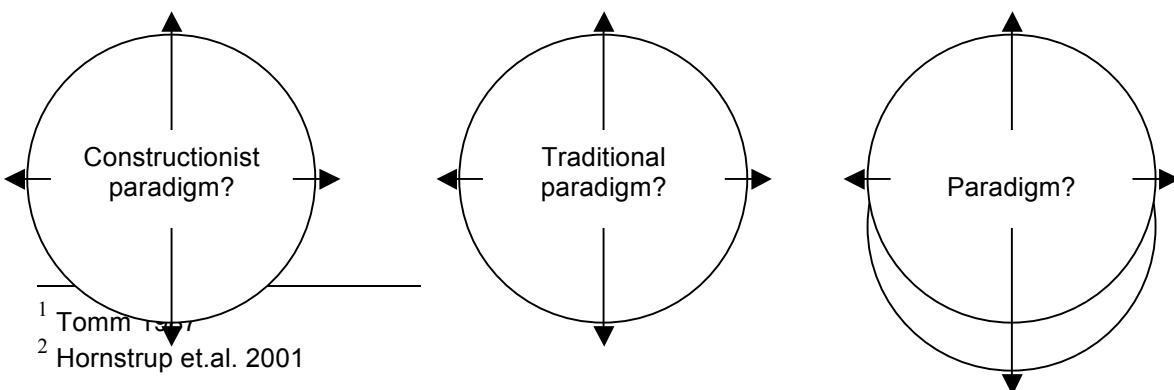
**Expanded model<sup>2</sup>**



However, it is important to distinguish the model and the practices it invites. The constructionist paradigm invites us to be aware, that fitting interventive processes on paper and into a (fixed) model can be a slippery slope. This model invites us to act – or to a ‘being’ in the world with a constructionist epistemology in mind, that allows us to engage in (unpredictable) interventive practices in a way, that open up our mind to let new ideas and insights arise in the conversational flow between us. At the same time, it is not the only way to ‘act out’ the model in our practices. If we use the different ideas – the different questions from the model in a prescriptive way, use them as more or less fixed questions in an (more or less) automated way, we are back in a traditional paradigm.

Therefore to keep our systemic – constructionist epistemology alive, we need to keep our conversational and relational curiosity alive. The model is an invitation to just that – curiosity, otherwise we end up using the same ideas and ways of thinking and acting that we try to move away from:

**Figure 3. Traditional or constructionist paradigm – a slippery slope?!?**



## **The move from a traditional to a constructionist paradigm**

The second step in expanding the model is a change in one of the dimensions in the model, taking out away linear/circular assumptions and replacing it with a time-dimension.

The reason for this was double. First of all – as mentioned above, the expanded model is placed within a systemic – constructionist paradigm. Here we see all conversational activities as circular and relational activities, all questions are part of a question – answer – question – answer flow, where both questions and answers mutually influence (co-creates) each other.

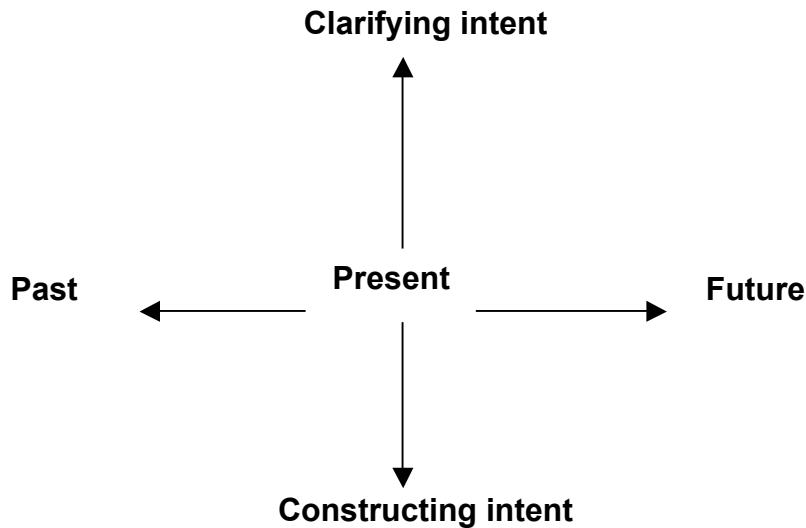
The idea to use a time as a contextmarker came from the idea of bifurcation questioning (Tomm 1987). The term “bifurcation” refers to a branching structure of the question and may be placed in different time frames:

Past choices - present options - future possibilities. Here, in the (present) interview situation questions exploring (multiple meanings of) experiences of the past, and inviting the interviewee to reflexively investigate (hypothesis') of possible future(s), was experiences as a vital part of interventionist interviewing.

A small adjustment in this labeling of the dimensions is the change from ‘influencing intent’ to ‘constructing intent’. This change underlines the move towards a systemic – constructionist paradigm, where ‘influencing’ could invite us to think of a directed attention towards specific answers or solutions.

The dimensions of the expanded model look like this:

**Figure 4. Expanded intervention interviewing dimensions**



### **Re-labelling questions**

A third element in the expanded model a change is in the labels of different types of questions. We suggest this change as a way to se the model more precisely connected both our intentions for asking them, and at the same time to the practices within witch they are (to be) used.

In the first model the different questions were labelled to underline the different dimensions in the model and the different intentions for asking these questions. The label (linear, circular, reflexive and strategic) is helpful when it comes to distinguish the differences in the first model, but when changing the dimensions of the model, the labels of the different questions from the first does not fit these dimensions.

To connect these questions mode to the new dimensions of the model – and to the practices we want to inspire, we suggest a re-labelling of the different questions like this:

- From linear questions to ***situation clarifying questions***
- From circular to ***additional perspectives questions***
- From reflexive questions to ***generating possibilities questions***
- From strategic or action clarifying questions to ***initiative clarifying questions***

First, linear questions are relabelled as situation clarifying questions, as it gives a closer relationship between label and intent, as the intent of situation (former linear) clarifying questions is for the interviewee and interviewer to clarify the focus of the situation in focus.

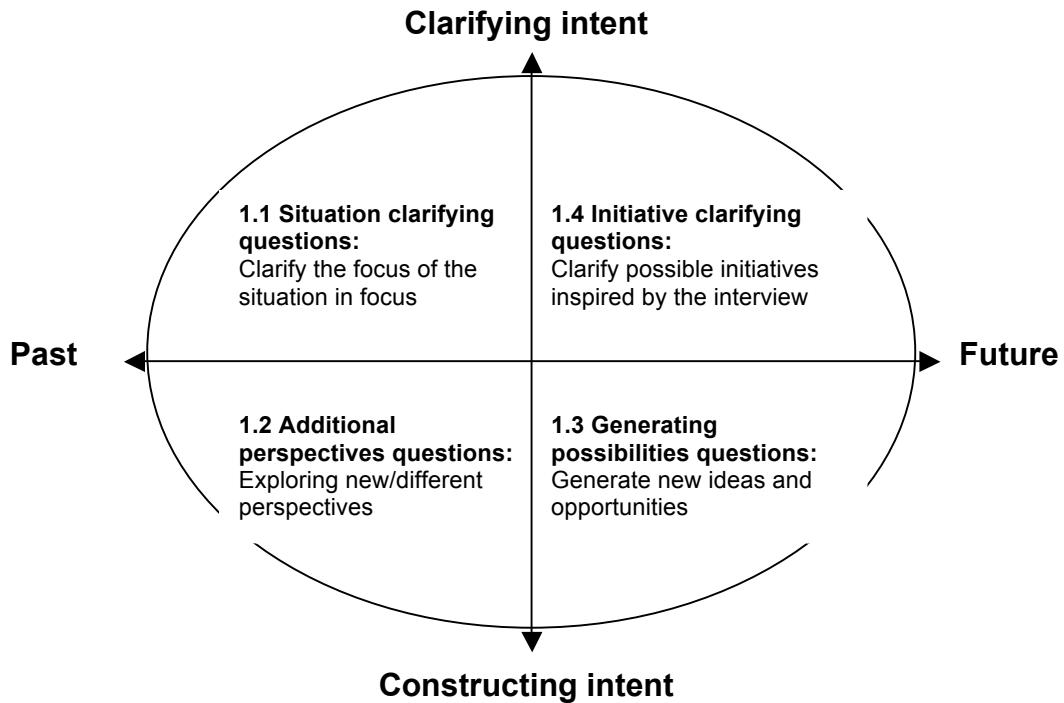
Secondly, circular and reflexive questions are re-labelled as 'additional perspectives' (circular) and 'generating possibilities' (reflexive) questions. The first reason for this shift is to avoid the implication that only circular questions are interpreted as building of the systemic ideas of circularity, and the only reflexive questions are intended to create reflexivity. All questions in the new model are based on a circular understanding of the nature of relationships and conversations and that both additional perspectives questions (former circular) and generating possibilities questions (former reflexive) are intended to generate reflexivity.

Another reason for the shift is, that when using the label of additional perspectives questions and generating possibilities questions we also get close to the definition of constructing questions - that the interviewer asks questions that (co-) construct new/different perspectives on the situation. We see a close link between the naming; additional perspectives questions and the practical doing, to create space for adding new possible understandings and for new stories to emerge looking at the present situation and past experiences. The same link we see in the naming of the future oriented questions: generating possibilities questions. These questions should help us generate new ideas and possibilities for creating better social worlds within families, organisations and other social systems.

The last of the question types – strategic questions (action clarifying questions) is relabelled initiative clarifying questions. By using the label 'initiative' we want to highlight the future orientation of these questions, and we see the word 'initiative' as a better way of catching the intention of these questions, as it opens more 'doors' and understandings that the label 'strategic' or 'action clarifying' questions does. By using initiative clarifying we also invite a more careful and reflexive approach to summing up possible new ideas and initiatives coming from the interview. Often it takes some time to think through new ways of seeing past experiences and new future possibilities.

These changes will – in our view, bringing the theoretical labelling of the different questions closer to the way we use them in our practice.

**Figure 5. Expanded interventionist interviewing level one**



This expanded model gives us a new way of understanding and working.

### Explaining the model – level one

The intention of asking **situation-clarifying questions** are to help the interviewee and the interviewer to clarify relevant issues around the situation, with a focus on past and present. The answers to these questions helps the interviewer and interviewee to coordinate their understanding of the situation, to help them build a common ground for the generative part of the interviewing process. By asking questions like: *“What is the focus of this interview?”* *“What are the issues/concerns?”* and *“What has happened so far?”* By answering situation-clarifying questions the interviewee informs the interviewer about relevant issues clarifying the focus of the conversation. The interviewer can use these questions to help the interviewees to have an experience of being seen and recognised by the interviewer, which contributes to an engagement in the relationship between the interviewee and the interviewer.

The intention of asking **additional perspectives questions** is to help the interviewee to generate new and/or different ways of understanding of the subject in focus. By inviting other relevant voices into the conversation and by looking for (until now) unheard and untold stories, the interviewer uses alternative perspectives questions to expand the way the interviewee can see and use his or

her experiences of the past. Examples of alternative perspectives questions could be: *"How have other people seen this situation?" "What might they propose?" and "What could be the differences and similarities among the different voices or points of view of others?"*

**Generating possibilities questions** are future oriented questions, asked with the intention to generate new ideas and new opportunities for the interviewee. The open possibilities of future ideas and dreams are used to look for and to generate both new understandings of past and present events and new directions for future action. By asking questions like: *"What is your dream in relation to this issue?" "If I asked people around you, what would they hope you would do in the future?"* we invite an imaginative view of future possibilities.

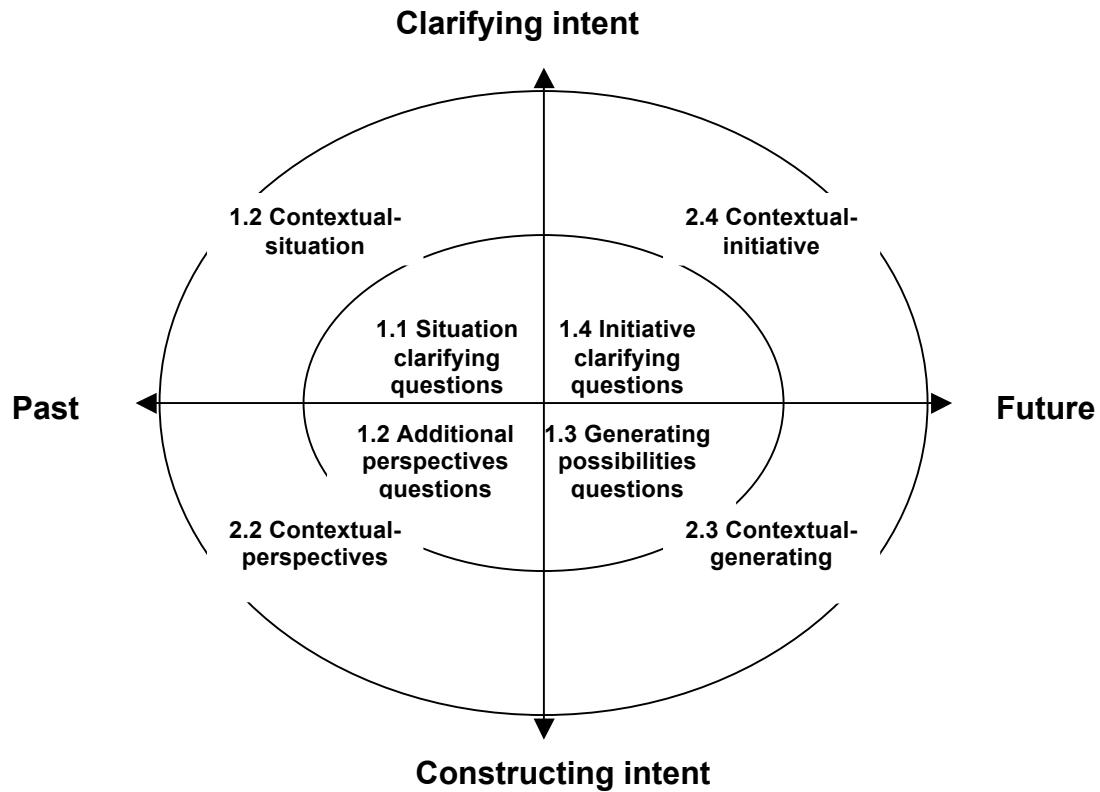
The intention of asking **initiative clarifying questions** is to clarify possible initiatives inspired by the learning from the interview. The label 'initiative' indicates a wish to look at and to keep different possible initiatives alive – instead of more closing approach, using labels like 'concluding-' or 'action clarifying question'. Examples of this type of questions could be: *"What kinds of initiatives are you planning to take in the near future?" "What other initiatives have you considered taking?" "What possible consequences seem to hold you back from taking some initiatives?" "Who could help you take these initiatives and who should be informed?" "What have you heard already that could be useful for you in the future?"*

### **Adding contextual questions - level two**

A fourth vital element in the expanded model is adding two extra levels, named contextual questions and meta-questions.

Contextual questions and a contextual awareness is a very vital part of systemic interventive interviewing both in therapy, coaching, leading and research. Contextual questions bring attention to the wider context of the conversation and how the wider organisational context (or other contexts) influences the situation in focus. With inspiration from Pearce and Cronen's work on CMM (Coordinated Management of Meaning) we can see a contextual influence, where rules and regulations, values, ethics, language(s) of the organisation and other relevant systems, influences what we can and do talk about and not talk about during the interview process, and an implicative influence, when the insight and ideas generated by the interview might change our understanding of rules and regulations, values, ethics, etc. thereby influencing the wider context (Cronen 2001, Pearce 1999/2004, 2004, Hornstrup et.al. 2005).

**Figure 6. Expanded interventionist interviewing level 1 + 2**



By asking **contextual situation questions**, the intention is to create a coordinated contextual awareness for the interviewee and interviewer – to see how the issues in focus are located in a wider context – and how elements of this context might be relevant to get a more complete picture of the issues: *"How did this meeting come about in the first place?"* *"Whose interests are at stake?"* *"What social, moral or legal issues connects to the issues/concerns?"* and *"What "grand narratives" could be contributing to this situation?"*

**Contextual perspectives questions** are asked with the intention to create an expansive contextual awareness's for the interviewee. By seeing the issue in focus as part of a larger system of issues and stories, these questions help open new conversational spaces: *"How does this conversation reflect the culture of your team or organisation?"* *"What would people outside your organisation add to your views?"* *"What other "grand narratives" could other people see contributing to this situation?"* *"What is your understanding of what other businesses usually do under these circumstances?"*

The **contextual generating questions** are future oriented questions, asked with the intention to invite a contextual awareness of possible outcomes. Using the wider context of the conversation actively to generate new possibilities: *"What possibilities do other persons or groups hope this conversation will generate for them? How do you see this conversation contributing to the future strategic plans/visions of your organisation?"*

The intention of asking **contextual initiative questions** is to look at how possible initiatives inspired by the learning from the interview are influencing or are influenced by a wider context: *"What are the ethical/legal ramifications of the proposed course of initiative?" "Where does our relationship go from here?" "How might other people or the community be impacted by the initiatives you are considering?" "What implications could your potential decisions have on your team/organization or other teams/organizations?"*

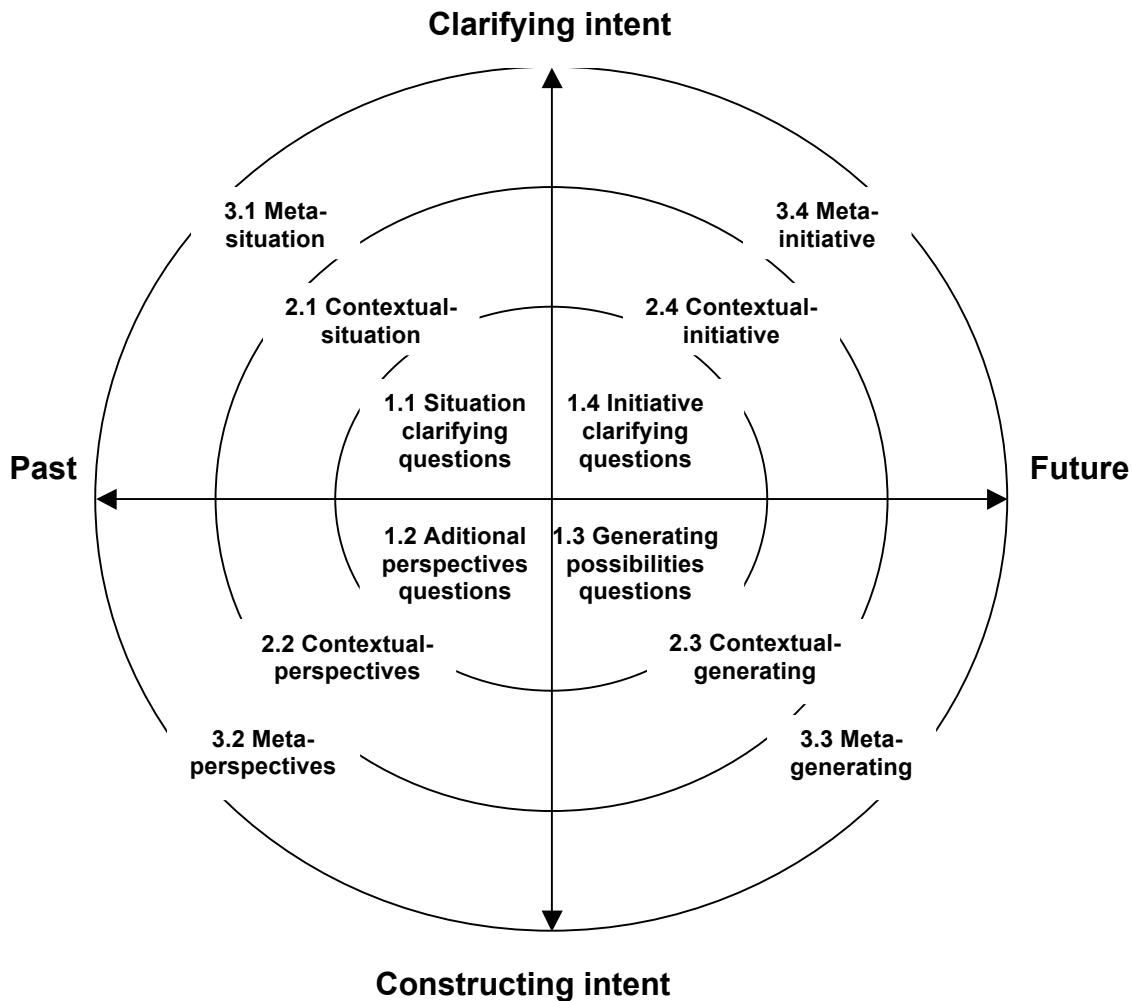
### **Meta-questions – level three**

The idea of meta-questions, introduced in Hornstrup (2003 & 2005), is to be seen as an invitation to the interviewer, to take a generative position of awareness. With a focus on how the ideas and hypotheses of the interviewer influences the focus of the conversation, an awareness of the flow of the interview, an awareness of the effect of the questions asked and which possible new questions to ask.

The inspiration to create a meta-position for the interviewer came from Bateson's (1972) idea of contexts and meta-contexts and from observations done during training sessions. When training therapists, consultants or managers to do interventionist interviews, they often very quickly lost the position of curiosity and took the position of advice giving. By adding the extra meta-dimension to the questions model, the interviewer is invited to keep a more curious (self-reflexive) position. By underlining this focus we invite the interviewer to keep his or her own ideas and suggestions out of the conversation – and to keep a focus on what is helpful for the interviewee.

Meta questions can be used in two ways. First – as mentioned above, the interviewer should use them as a way of keeping his or her curiosity alive and thereby to create the best possibilities for the interviewee to learn something new from the interview. It is the interviewers silent conversation about the conversation – without sharing it with the interviewee. Second, these reflections can be used as a way of coordinating the focus and flow of the conversation with the interviewee. By sharing the reflections the interviewer can be invited to take co-responsibility in making choices about the flow and focus of the conversation. It is important to stress, that the possibility to share these reflections is a possibility – not an obligation and anyway, not something that should be done all the time. Used with the right timing – in the right moment, these shared reflections can be a valuable invitation to co-create.

**Figure 7. Expanded intervention interviewing completed**



The different meta-questions below could be used by the interviewer reflecting on these questions with himself or herself, or they could be shared openly with the interviewee.

We ask **meta-situation questions** with the intention to create awareness or a meta-clarifying position for the interviewer and interviewee. By using these questions the interviewer and interviewee can qualify and coordinate their awareness and ideas about the focus of the interview: *"What have you already done to prepare for this interview today?"* *"Have my questions been sufficiently clear?"* *"What other questions could I ask to clarify the focus of our discussion?"* *"What are our respective responsibilities in this encounter?"* and *"How is this conversation going so far?"*

The **meta-perspectives questions** are asked with the intention to create a meta-exploring position for the interviewer (and interviewee): *"Which of the alternative perspectives questions asked created new insights for the interviewee?"* *"What other questions could be asked to create new insights from another perspective?"* *"What other positions/voices could be included?"* *"What contextual ideas or assumptions guide my questioning process?"* *"Which ideas/assumptions guide the interviewers answers?"*

The **meta-generating questions** are asked with the intention to create a meta-generative position for the interviewer and interviewee - with focus on the future: *"What other questions could be asked to create more freedom to move forward?"* *"Which ideas/assumptions seem to be guiding/limiting the interviewee's responses?"* *"How could I question these limitations so that they be exposed and could be removed?"*

**Meta initiative questions** are asked with the intention to co-create awareness's of how the interviewing process is contributing to a change process for the interviewee, with a focus on possible initiatives inspired by the interview: *"What other questions could I ask to clarify your ideas and possibilities for new initiatives?"* *"Which questions or lines of enquiry could be most helpful to actually move forward?"* *"What suggestions might other people have to help clarify possible initiatives?"*

## Conclusion and further perspectives

As mentioned in the introduction, the intention for developing this expanded model is to give further life and vitality to both interventionist interviewing as a theory and as practice. It is our intention to inspire practitioners within fields such as leadership, consultancy, supervision and therapy in a way that expands their possibilities as reflexive practitioners – for the benefit of their employees, colleagues, customers and clients.

This paper set out the contours of this practice and we are aware, that when we, and others uses the ideas in practice, new ideas arise that might call for adjustments or changes in the presented model. We would like to encourage our readers to comment and come up with suggestions for further developments.

For us, it is a continued journey. The first model was published in 1987, the second in 2003 and now, this third version in 2008.

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