

CHAPTER 13

INSIGHTS FROM INTERSECTIONS

Using the Leadership Development Framework to Explore Emergent Knowledge Domains Shared by Individual and Collective Leader Development

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INTRODUCTION

Theme one of the MOT conference invited us to consider what knowledge is key for a manager to possess. Given the essential nature of self-knowledge, self-awareness, and reflective capacity, three cornerstones of effecting managing and leading, a response to this question might at first seem straightforward. And to be sure, there is no substitute for the life-giving work admonished in the famous dictum, Know Thyself. However, in the current context of increasing global connectivity and the emergence of a higher consciousness informing new ways of living together on this planet, this question deserves an even more considered response. We have the opportunity to build on individual leadership development constructs by

considering them in context with the leadership development of the collective within the organizational systems in which they coexist. When considered together in an organizational system, individual and collective leadership development inform one another as interdependent dynamics and therefore offer new possibilities for enhanced interaction, and learning, by individuals and groups throughout the system.

ADULT DEVELOPMENT THEORY AND THE LEADERSHIP DEVELOPMENT FRAMEWORK

→ Au: No reference for the Freud, Adler, Jung citation. Please add.

The modern study of adult ego development began at the start of the 20th century with the unparalleled contributions of Freud, Adler, and Jung (1991) and others. Piaget (1954) contributed enormously to the field with his description of how children develop cognitively through stages marked by increasingly sophisticated ways of making meaning. Other psychologists including Maslow and Kohlberg contributed to the field with their research on how adults develop from an immature, self-focused view of the world through meaning-making stages that are sequentially more complex, comprehensive and more able to deal with the challenges of modern life. Loevinger and Wessler (1970) drew on these sources and her own original research in creating a developmental framework which gave rise to the Washington University Sentence Completion Test (WUSCT), one of the most widely used and best validated in the field of human development. Loevinger and Wessler's work has been refined by scholars and extended by theorists such as Torbert to include clearer descriptions of later meaning-making stages (Cook-Greuter, 1999; Torbert, 1987).

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Three leading constructive-developmental frameworks are Kegan's (1982) orders of consciousness, Kohlberg's (1969) stages of cognitive moral development, and Torbert's (1987) and Cook-Greuter's (YEAR?) action logics. While each theorist uses different lines of development, each identifies a sequence of developmental stages across the lifespan that depict important patterns in the ways adults mature such that how they interpret their experiences and understand the world grows more complex. Constructive-developmental frameworks build on Piaget's (1954) model in that it also focuses on the processes of transformation and the struggles and challenges inherent in such development. What people actively notice, become aware of, describe, reflect on, and ultimately act upon depends on how they understand the world around them. This internal process of making sense of the world gives rise to an individual's values, beliefs, assumptions about self, others and work. It guides one's awareness, skills and interests, relationships and satisfaction, and life

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goals. Thus it is profoundly useful in understanding leadership and the ways in which leaders develop themselves and create conditions for their colleagues' development, all part of leading organizational transformation (McCauley, Drath, Palus, O'Connor, & Baker, 2006).

HOW ADULT DEVELOPMENT OCCURS

The leadership development framework (LDF) is premised upon a fundamental belief in the potential of adults to experience continued growth and learning over the lifespan (Torbert & Associates, 2004). It holds that persons may develop fundamentally new ways of seeing, understanding, relating to and engaging with life (Cook-Greuter, 1999; Kegan, 1982, 1994; Loevinger, 1976; Torbert & Associates, 2004). Such a developmental arc significantly informs that individual's ability for a deeper understanding of and more dynamic world views, thus allowing for the expanded capacity to problem solve and act with wisdom and effectiveness in the world (Cook-Greuter, 2004). There are several other important points about these series of overlapping yet distinctly identifiable stage of development, or action logics, that are described next.

VERTICAL AND HORIZONTAL DEVELOPMENT

The growth across a logical sequence of action logics just described is known as the vertical aspect of development, which represents the relatively rare and hard-earned changes in how we interpret our experiences and how we transform our view of reality over a lifespan. It refers to learning to see the world anew and seeing more expansively, including a transformation of consciousness, thereby enabling the individual a wider choice of ways to influence and integrate experience (Cook-Greuter, 2004). While vertical development is considered transformational, horizontal development refers to the deepening and expansion of a person's meaning making within a stage and is often referred to as consolidation within a stage. It can be thought of as the learning and growth that occurs in training and development programs, when people learn new skills and behaviors, and learn how to influence more broadly with their new competencies. Therefore, one might think of vertical and horizontal development potentially occurring together over a lifespan as according to a spiral type of movement.

INCLUDE AND TRANSCEND EARLIER STAGES

This movement through new ways of looking at and engaging with life occurs along a trajectory from the simpler to the more complex ways of understanding, and from a more static to a more dynamic view. Once an action logic has been assimilated it is part of an adult's meaning making capacity as subsequent action logics may be integrated. An image sometimes used to depict this is that of a sequentially nested collection of Russian dolls, each fitting inside the next larger one. This trajectory, one in which earlier stages are included and transcended, unfolds to later stages which are more differentiated, integrated, fluid, and more capable of effective action in increasingly uncertain and ambiguous circumstances. (Cook-Greuter, 2004; Torbert & Associates, 2004).

CENTER OF GRAVITY

While a person's vertical development includes each previous stage, the LDF identifies how a leader is likely to interpret situations and therefore how they may act. So while a person can interpret events and situations from any of the action logics traversed or from the current one, it is most often the case that people act from one or possibly two dominant action logics (Torbert, 1987, 2004). This is termed a person's center of gravity. Under stress, it is possible a leader will act from an earlier action logic given either unconscious habits or even conscious ones. It is important to remember that a person at a later stage may understand earlier perspectives, but an adult at an earlier center of gravity is unlikely able to understand later stages except through the relatively simplified perspective of their mental model.

Cook-Greuter (2004) offers the metaphor of climbing a mountain range to illustrate these three attributes of cognitive development over the lifespan. She notes that at each turn one can see more of what has been passed through including the turnarounds, shadows and hidden passageways that made the journey as unpredictable as life itself. Upon reaching the summit, or subsequent action logic, the traveler can recognize and appreciate the richness of the passageway. At the mountaintop the traveler has a fuller view of other mountain ranges yet to be discovered, and has more information and has more tolerance for ambiguity and complexity as well as more flexibility, an increased capacity for reflection, and increased skill in determining wise and timely action. Additionally, persons reaching a summit or new action logic are more likely to experience decreases in defensiveness.

OVERVIEW OF THE CONVENTIONAL AND POSTCONVENTIONAL ACTION LOGICS OF THE LDF

Such developmental stages are assessed using the leadership development profile (LDP), a refinement of the WUSCT which Torbert and Cook-Greuter accomplished and which is one of the most thoroughly researched and validated and assessment tools in the field. The research conducted by Harthill Consulting includes over 8,000 sentence completion tests and ongoing research continues to adapt and validate the profile for use in the organizational setting. The LDP assesses an individual leader's developmental stage, or action logic, according to three domains: preconventional, conventional, and postconventional ways of knowing. The preconventional domain includes the Opportunist action logic, which is characterized by a person who seeks to win any way possible. His is a short-term horizon wherein "might makes right" and deception is as legitimate an action as not. He typically rejects feedback, externalizes blame, and is distrustful. Seeking personal advantage, he takes an opportunity when it arises.

→ Au: The prefixes *pre* and *pro* do not require hyphen in APA, unless base word is capitalized, an abbreviation, a number, or more than one word.

The second domain is the conventional and includes the Diplomat, Expert, and Achiever action logics. Cook-Greuter (2004) notes that most people in modern society function at the conventional stages, or 75-80% of them. The conventional action logics are associated with gaining knowledge, such as noticing more pieces of the puzzle, discovering patterns, rules and laws, and to be better able to predict, measure and explain. These stages are concerned with knowing more and doing more, and enhancing skills and competencies.

Finally, the postconventional domain includes the Individualist, Strategist, and Alchemist action logics and comprises no more than 15% of managers generally. These action logics are associated with wisdom and show increasing integration whereas the conventional domain is associated with increasing differentiation. The postconventional stages reflect gaining deeper understanding, recognizing assumptions, seeing whole dynamic systems, stripping away illusions, and transforming oneself and creating conditions for others to transform.

The six action logics in the conventional and postconventional domains are described here as they apply to leadership and organizational change work. Table 13.1 shows these six action logics organized in these domains and by Dependent, Independent, and Interdependent groups (Kegan, 1982). Each of these successively more complex action logics suggest the different ways in which leaders interpret their surroundings and react when their power or safety is challenged (Rooke & Torbert, 2005).

Table 13.1. Action Logics in the Conventional and Postconventional Domains

<i>Framework</i>	<i>Conventional</i>		<i>Postconventional</i>	
	<i>Dependent</i>	<i>Independent</i>	<i>Interdependent</i>	<i>Individually</i>
1) Kegan's Orders of Consciousness	<i>Interpersonal Traditional</i>	<i>Institutional/Modern</i>	<i>Interindividual Postmodern</i>	
What is Object?	Enduring needs and dispositions	Interpersonal relationships	The autonomous self	
What is Subject?	Interpersonal relationships	The autonomous self	The transforming self	
2) Torbert's Action-Logics	<i>Diplomat</i>	<i>Expert</i>	<i>Achiever</i>	<i>Individualist</i>
Action Logic	Norm rule needs	Craft logic rules norms	System effectiveness rules craft logic	Relativism rules single system
Main focus	Socially expected behavior, approval	Expertise procedure, and efficiency	Delivery of results, effectiveness, success within the system	Self in relationship to the system; interaction with the system
			Most valuable principles rules relativism	Linking theory and principles with practice, dynamic systems interaction
			Deep processes and intersystemic evolution rule principles	Interplay of awareness, thought, action, and effects; transform in self and others

Source: McCauley, Drath, Palus, O'Connor, and Baker (2006)

Note: Adapted from "The use of constructive-developmental theory to advance the understanding of leadership," by C. D. McCauley, W. H. Drath, C. J. Palus, P. M. G. O'Connor, & B. A. Baker, 2006, *Leadership Quarterly*, 17(6), 637. Reprinted with permission. Original table extracted from Cook-Greuter (2004) and Kegan (1994),

Conventional Action Logics

Diplomat. Torbert's (1987, 2004) research shows 12% of managers profile at the Diplomat action logic. The Diplomat wants to avoid conflict at all costs as he wants to belong to the group, obey group norms, and so rarely rocks the proverbial boat. A strength of this action logic is that a leader operating from this center of gravity offers support which can help teams and departments operate more cooperatively. A downside is evident in those times when this leader will not stand up to his superiors to defend his team or take appropriate action for removing obstacles for his subordinates. The Diplomat seeks approval and so acts according to socially expected behavior norms, such as speaking to "the party line" and being excessively polite or deferential. He encourages and even requires conformity to the party line, a managerial behavior that can block organizational change efforts as often as aid them.

Expert. Thirty-eight percent of managers profile at the Expert action logic in Torbert's research. This is the action logic associated with powerful individual contributors, those skilled in a particular craft or function, such as engineering, accounting, investment analysts, and consultants, for example. They are characteristically ruled by logic and expertise and seek rational efficiency in their decisions, whether it be solving a sophisticated technical problem or managing people. They can even tend toward perfectionism. Because craft logic rules operating norms for these leaders, they are often adept at implementing and managing to procedures and achieving amazing feats of efficiency. They will give their personal attention to detail, even seeking perfection, and arguing for their own 'correct' position and dismissing others' concerns.

Achiever. The other action logic most often found in managers after the Expert action logic is the Achiever, at 30% of managers in Harthill's research database (Fisher, Rooke, & Torbert, 2003). The Achiever is concerned with achieving goals across a system and so is adept at getting results in corporate settings. He effectively achieves goals through teams, as he is skilled at working across organizational "silos" to achieve success within the system. He can juggle managerial duties and demands of the market with sophistication and ease. One might say Western business selects for this goal oriented action logic as it is well suited to managerial roles because the Achiever can both challenge and support subordinates as well as create a positive team atmosphere. The Achiever leader sees how strategic initiatives in a complex corporate setting can be met, and thus may be given broad authority in matters of determining budgets, reorganization imperatives and other enterprise-wide initiatives.

Postconventional Action Logics

Individualist. This first postconventional action logic occurs in just 10% of the researched population and is characterized by the recognition that all action logics are a construction or map of the world, and not the world itself. Thus, relativism rules any particular logic or perspective. This action logic is aware of the current moment, of self and others as actors and thus objectivity as largely a myth. Individualists are willing to think and act “outside the box” and thus can find themselves in conflict with the organization’s values. It is natural for the Individualist to discover that he no longer fits within the organization, as he tends to ignore its rules if he cannot adapt them or invent new ones. He is comfortable voicing differences and inquiring about the same of others as a manifestation of his increasing comfort with complexity and paradox and his seeking wider range of relationships.

Strategist. At just 4% of the researched population, Strategists’ main focus of awareness is the interplay between visions, strategies, actions and actual outcomes, or the four territories of experience (Torbert, 2004). The Strategist is increasingly able to deal with complexity and paradox and looks to partner with all other stages. He can see the organizational constraints and their impacts and is particularly adept at aligning agreement with action, and creating shared visions across action logics. His perspective is that the most valuable principles rule relativism and so can be focused on convincing others that his perspective is the best one. Because Strategists are more effective at dealing with conflict and resistance to change than earlier stages, they are highly effective change agents. Indeed, Torbert and others state that leaders at this action logic are necessary in order to create sustainable transformation within an organization. Strategists enjoy the interplay across personal relationships, organizational relations, and global opportunities.

Alchemist. Also referred to as Magicians, this action logic occurs in just 1% of the research sample. This action logic generates society-wide transformations. Few leaders, or adults anywhere, are identified at this level. Alchemists are capable of renewing or reinventing themselves and their organizations as they are extraordinarily gifted with understanding the deep processes at play and can simultaneously attend to them across a range of situations. They see these deep processes and the potential generativity within a system as ruling principles. Alchemists can spark transformation in others with their gift of insight, playfulness and the way in which they bring themselves into relationship. They may appear as charismatic, and are able of capturing key moments in an organization and then using metaphors and symbols to engage people’s hearts and minds.

Examples of Alchemists may likely include Vaclav Havel, Nelson Mandela, and Eleanor Roosevelt.

In summary, the LDP is situated in the constructivist-developmental field that holds that human beings actively make sense of their experience by creating maps of reality that change with development. Development can be seen as a spiral in which the same basic human issues are revisited at each successive action logic, that is, anxiety, freedom, identity, and love. Such issues are seen anew with changes in consciousness. Persons at later stages of development have an increased capacity to take in more complexity—cognitively, affectively, and interpersonally—and can understand earlier ones because they have gone through them. People at earlier stages cannot understand the later ones and whatever they glimpse of them, they will simplify to fit their own mental model. The LDP offers insight into how a leader reasons, what values he holds dear, what coping strategies are most comfortable, and where he places responsibility. Action logics do not describe a person's ability or competence (imagine an Achiever who fails to deliver), skillfulness (picture the Alchemist with dismal interpersonal skills), or personal levels of energy, commitment, or health.

INDIVIDUAL AND COLLECTIVE LEADERSHIP DEVELOPMENT IN AN ORGANIZATIONAL SYSTEM

Theorists including Cook-Greuter and Torbert hold that vertical development, or progressing to later developmental levels corresponds to more effective leaders. Cook-Greuter (2004) concedes vertical transformations “in human consciousness or changes in our view of reality are more powerful than any amount of horizontal growth and learning.” However, lateral development, or the potential in consolidating thinking and acting capacities within a specific action logic is of particular interest in this chapter.

Imagine a senior leadership team comprised of a Strategist CEO, one Individualist vice president, three Achiever vice presidents and two Expert vice presidents. Imagine further that each of these seven executives is engaged in his particular individual developmental momentum characterized by consolidating the learning potential at his key action logic plus one action logic below and one above. All of their individual developmental work can be considered occurring in overlapping ways within their organizational team and larger system. As a result, their individual and collective horizontal developmental efforts could be envisioned in a diagram similar to that shown in Figure 13.1.

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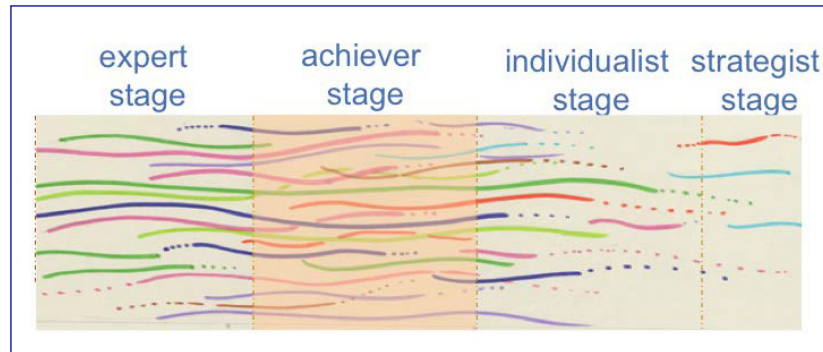


Figure 13.1. Individual and collective developmental strands of individuals in an executive leadership team (Rooke & Mulligan, 2004).

These overlapping lateral fields of development and developmental efforts conceivably give rise to potentially new knowledge about leading, following, and learning itself in that group's organizational context. The new forms of knowledge that may emerge when leader development is considered in the collective can be explored using key concepts from complexity theory.

KEY COMPLEXITY CONCEPTS USEFUL IN EXPLORING ORGANIZATIONAL TERRAIN

To provide a theoretical context for exploring overlapping lateral development as it may occur among leaders and workers, complexity theory can be used to describe some essential constructs operating in the organizational terrain. As both complexity theorists and developmental psychologists hold, the relationship between the individual and the collective is not distinct and it is the "continual settling and resettling of this very distinction" which is what development is about (Kegan, 1982, 1994). Using Kegan's concept of a holding environment in which a mix of high supports and high challenges are offered according to developmental stage, many possibilities emerge in which organizational leaders and managers can create overlapping developmental opportunities in the ways in which they design tasks, staff project teams, create new work groups, and define reporting relationships, to name a few. The following tenets from complexity theory provide a basis for exploring potential, unique developmental knowledge that can emerge from overlapping lateral development across persons, and thus augment self-knowledge gained by

individual leader development (Uhl-bien & Marion, 2008). These features from complexity theory will be used to explore the overlapping lateral developmental spaces in the actual case discussion that follows.

1. Uncertainty refers to the emergence of unpredictable outcomes and the capacity to manage the unexpected;
2. Catalysts are persons, events or perturbations that trigger change;
3. Interdependent interactions as between leaders and others are interactive dynamics which are connected in any number of ways in the system;
4. Disorienting conflict or surprises/unexpected occurrences;
5. Feedback loops;
6. Boundaries;
7. Awareness of what might be trying to emerge.

CASE STUDY: FOR-PROFIT COMMUNITY HOSPITAL IN THE WESTERN UNITED STATES

Background

The author was retained to support the senior leadership team of a West coast, for-profit hospital in the United States in its objective to develop its individual and collective leadership capacities. This hospital was a stand-alone, 300-bed for-profit hospital with 1,800 employees including nurses from the nursing registry. Its census typically ran between 85-95% as this hospital served a population primarily dependent on it for emergency, medical-surgical, and ICU services. The hospital had a recently renovated heliport allowing it to serve as a triage center particularly well poised to serve those individuals in vehicle or recreational accidents given its location outside the Los Angeles metropolitan area.

The senior leadership team was comprised of Robert, the CEO, who assessed at an early Strategist action logic; the CFO was Michael who assessed at a late Expert action logic; CIO Catherine assessed at an Achiever action logic; Luke the CNO (chief nursing officer) assessed as an Individualist action logic; John, the COO scored as a late Achiever; and Patrick, VP of Development assessed at the early Individualist stage. (Pseudonyms have been used for the individuals' names). See Table 13.2 for the executive names, titles, action logics and the key concern of each executive. Figure 13.2 shows a developmental fields.

← Au: What does
COO stand for?

Table 13.2. Case Study Executives, Titles, Action Logics and Key Concerns

<i>Executive</i>	<i>Title</i>	<i>Action Logic</i>	<i>Key Concern to Consider</i>
Robert	CEO	Early Strategist	Execute 3 year strategy
Michael	CFO	Late Expert	Meet financial plan
Catherine	CIO	Achiever	Implement digital record
Luke	CNO	Individualist	Maintain quality of care
John	COO	Late Achiever	Meet goals of health care reform
Patrick	VP Development	Early Individualist	Build medical tower

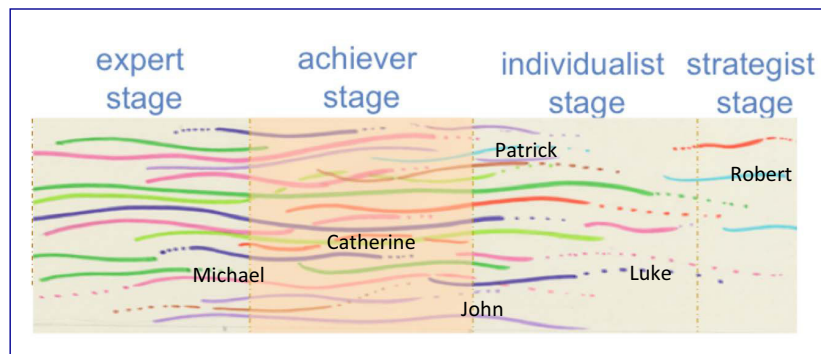


Figure 13.2. Representative development strands of a hospital's senior leadership team for illustration purposes.

LEARNING FROM OPPORTUNITIES IN THE OVERLAPPING HORIZONTAL DEVELOPMENTAL FIELDS

Each executive leader's key concerns (see Figure 13.2) reflected the responsibility assigned to them from the 3-year strategic plan that carried the most risk. There was contention between the leaders due to this general performance pressure, other systems dynamics including resource contention, and interpersonal relationship histories. Some had known each other at previous hospitals, and each had a unique relationship with CEO Robert. Robert was an extremely effective senior executive, his Strategist action logic made visible in his integration of core hospital values with operating plans, his first-rate systems thinking, and his uncanny ability to consistently reframe conflict among his senior leaders and their staffs as opportunities for the whole hospital system to

become stronger. Robert often raised the external and internal uncertainty as a key feature of their environment and a driving reason for his team's need to get better at dialoguing and working together on the toughest problems they shared. Robert seemed to have a sixth sense in how he influenced the development of his executives including encouraging them to work together to find areas of consensus and compromise in their key areas of responsibility.

Catherine, Luke, and John, (CIO, CNO, and COO respectively) collectively shared the hospital goals stemming from three mission critical initiatives: (1) implementing the digital (paperless) patient record and the related information system conversions and upgrades associated with this; (2) maintaining the quality of patient care during these systems upgrades; and (3) meeting the U.S. health care reform-driven goals for increased accountability by institutional providers, physicians, and payors such as insurance companies. These three strategic initiatives required these individuals to work collaboratively and effectively but there were tensions between them given their different personalities, approaches to working across hospital departments and other boundaries, and even arising from their different relationships with Robert.

The developmental opportunities for this trio included Catherine consolidating her Achiever action logic by becoming increasingly aware of her preferred learning style and using different ones in her relationships with Luke and John. She benefitted from moving from a directing style of leadership to a more facilitative style, particularly considering these were her peers. She was encouraged to use a more strategic approach to managing the information systems projects and to build more reflective capacity into her meetings by how she led others in understanding and learning from the occasional errors that were made. She attempted to seek feedback more often so she could adjust her approach in response to other executives' reaction to her. Her efforts to consolidate her Achiever action logic capacities was challenged by the others' distrust of her, a dynamic that arose from the catalytic action of her private conversations with Robert. Because of their prior working relationship at a previous institution, her close and effective working relationship with Robert was a frequent perturbation in the larger senior team set of relationships.

Luke attempted to enhance this trio's cohesion by being aware of what was trying to emerge, or watching for opportunities to "start over" with a new set of agreements between the three of them. The disagreements among them typically had to do with budget and resource contention, or information system priorities, and John (late Achiever) often accused Catherine (Achiever) of trying to control the entire enterprise. In her role she was tasked with developing timelines and project plans for the large-scale

computer conversion projects and this necessarily drove other priorities. The developmental challenge was for Catherine and John to develop a mutual understanding of their priorities and to identify how their objectives were necessarily interdependent. This meant John overcoming his distrust of her, something that is still a developmental goal. Luke's influence was most effective when he could use feedback loops effectively to understand how the staff's of each of these three vice presidents understood and misunderstood agreements and disagreements between their departments. Luke, as an Individualist, often acted as mediator between Catherine and John. Finally, the pervasive uncertainty in the external environment due to health care reform requirements passed by the U.S. Congress and the shaky economy, actually worked to encourage a developmental perspective by this senior team in that Robert continuously pointed out the benefits of using the unexpected changes as vectors to bring the senior team together and to expect the same of their departments.

Another good example of the developmental potential in overlapping action logics was the field created between Michael, the CFO Expert, and the rest of the senior leadership team. Michael had a long career as an accountant, tax expert, and hospital vice president of finance and had a solid track record of keeping the hospital profitable each year that he was CFO. The challenges arose in Michael's solid Expert action logic and how it showed up in senior leadership meetings, particularly when he adopted a quite static, black-and-white approach to the complex challenges the senior team had to resolve. The senior team was at its best when it was successful in uncovering the limits of the Expert approach to their complex issues such as the need to trim millions of dollars from the budget, or to finance a start-up neonatal intensive care unit that wasn't estimated to make a profit until its third year in operation. The senior team discovered how to present a more complex approach to financial challenges by allowing Michael to be the expert and let him know they all carried the responsibility for the hospital's financial success with him, and that it was not only on his shoulders. This enabled them to show Michael the limitations of the Expert action logic and that they were encountering problems that required a broader and more complex understanding of possible alternatives. This interdependent spirit provided a supportive context in which Michael gradually assumed a more reflective, collaborative approach to identifying, framing, and proposing alternative solutions to the most challenging budget issues.

Table 13.3 shows the transforming (vertical) and consolidation (horizontal) development opportunities by executive, and how they contributed to collective team development given the organizational issues facing this executive team.

Table 13.3. Executive Team Member Developmental Opportunities: Transforming and Consolidating

<i>Executive</i>	<i>Title</i>	<i>Action Logic</i>	<i>Key Concern to Consider</i>	<i>Transforming to Next Action Logic</i>	<i>Consolidating in Current Action Logic</i>
Robert	CEO	Early Strategist	Execute 3 year strategy	Explore personal shadow and its impact	Integrate several conflicting frameworks
Michael	CFO	Late Expert	Meet financial plan	Consider big picture, responsibility for broader corporate goals	Seek opportunities to mentor others
Catherine	CIO	Achiever	Implement digital record	Accept complex opportunities where positional power is reduced and influence is more important	Take self-development opportunities in relation to getting results
Luke	CNO	Individualist	Maintain quality of care	Focus on having a well-developed spiritual practice as self-sustaining personal core	Come to terms with the reality there is no absolute truth—we are each different at different times with different people
John	COO	Late Achiever	Meet goals of health care reform	Recognize own biases and preferred standpoints as distinct from the demands of the job or position	Hone leadership style of facilitation and more strategic over directing and “doing whatever it takes” to get something done
Patrick	VP Dev	Early Individualist	Build medical tower	Search for personal life purpose or high dream—transpersonal exploration	Experiment with new ways of seeing, being and acting—lean toward creativity and spontaneity

The interdependent dynamics of executive functioning within this senior leadership team can be informed and aided by combining successful individual executive development per the potential learning objectives as shown in Table 13.3. For example, Catherine could relieve some of the tension between herself, Luke and John by experimenting with a role on a specific part of a larger initiative where her positional power was reduced

and she had to rely more on accomplishing goals by relying on others, that is, Luke or John. As she learned to hone her influential skills, Luke's deepening spiritual practice could allow him to receive Catherine's change from heavy reliance on positional power to a more subtle use of influential power with grace and renewed camaraderie. Further, if John were to recognize some of his own biases particularly where Catherine was concerned, and acknowledge some of that stemmed from his shadow side and had little to do with the demands of the work, then perhaps he too could acknowledge and allow Catherine's new approach to using influential power as positive for the three of their working relationships.

Another example of overlapping individual developmental arcs, and therefore collective team development can be seen at the intersection of Robert and his CFO, Michael. Robert is perplexed at Michael's inability to see the budget and overall financial strategy of the hospital in as broad of terms as he does. Robert could lean into better understanding Michael's perspective and integrate it into his own framework, thereby making it more likely he could understand and then help Michael see a larger perspective. If he could understand how Michael's relatively narrower view served him, Robert could mentor him into a more strategic role as CFO.

Finally, CEO Robert was aware that his team needed support to be able to continue to take a developmental perspective in managing its complex and challenging strategic objectives. The current uncertainty both within the hospital itself and within the health care industry in the larger national environment contributed a never-ending source of disorienting conflict as it learned each week of something a competitor hospital was doing, or some unexpected reaction of a patient posting something on social media; it seemed there was a never-ending supply of surprise and change that required the leadership team look at itself and how it was working together at the same time it did its "real work." Robert encouraged this blending of attention on "process and content" by the way he ran the senior leadership meetings, by how he handled conflict between his vice presidents, and the ways in which he informally sought and offered feedback to his senior leaders.

SUMMARY

This discussion of how intersecting individual and collective leadership development domains was but a brief start to exploring the potential of leading with a developmental perspective. The benefits of interweaving a developmental approach with leading an organization include building a deeper capacity to resolve problems in sustainable ways, and, uncovering the underlying assumptions in those challenges such that they are less

likely to continue to reemerge. To the extent a company “builds its bench” while it meets its operating goals, it is increasingly capable of setting and achieving more difficult goals each subsequent year. Such an approach is more likely to develop leadership capacity throughout the organization, and support individual horizontal and vertical development. This is what is needed to position organizations to contribute and compete more effectively in the emerging global economy of the 21st century.

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