

Integral Theory Conference 2010

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An Integral Approach to Transformational Learning: Practicing What we Teach

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Abstract

We introduce our Master of Arts program in Conflict Analysis and Engagement at Antioch University, McGregor, and the research we are engaged in there to support our integrally informed transformational learning curriculum. Our hybrid distributed learning program is designed to engage the whole person and to facilitate the growth of consciousness among our students. Drawing from the work of many pioneers in a wide array of disciplines, we discuss our theoretical and philosophical foundations, describe our methodology, then look at what our preliminary research is showing us with regard to the fit between the meaning-making complexities of our students and our evolving curriculum design.

Introduction

The front page of any major newspaper on any given day is a sobering commentary on a world in conflict, on the intensity and complexity of humans at war with each other: the wars in Iraq and Afghanistan, the genocide in Darfur, the escalating tensions in North Korea and Sri Lanka, the ongoing violence in the splintering nations of the former Soviet Union. If we then make our way to the regional and local sections of these same newspapers, we find smaller scale, but no less intense, conflicts of every kind: political conflicts over health care with vitriolic accusations being fired across party lines, environmental conflicts over increasing housing density, development vs. open space; civil conflicts, including hostile political battles, hate crimes, racism in our public education, gang wars and homicides, domestic violence, bitter custody battles, child abuse, age

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many levels and in so many situations that the idea of one human race begins to sound like a track meet with annihilation at the finish line.

In our efforts to protect ourselves, our families, our communities and nations from

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versus the left wing, your race versus mine, your religion versus mine, your sexual orientation versus mine, even your sports team versus mine: your tribe versus mine. We circle the wagons to exclude anyone who does not agree with us, and we retreat into tribalism. As George W. Bush famously declared in the immediate aftermath of 9/11,

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In response to this, we suggest that we not only need a different strategy for dealing with conflict, we need a different way of understanding conflict itself: One that weaves together new and existing knowledge into a rich, colorful tapestry, creating a radical and new meta-theory of conflict: an integral perspective on conflict. And not only do we need a new way to understand and engage conflict, we need a new way to educate interveners as well, one that supports the growth and transformation of their consciousness.

This essay introduces our Master of Arts program in Conflict Analysis and Engagement at Antioch University, McGregor, and focuses on the research we are doing there in support of an integrally informed transformational learning curriculum. Many adult educators agree that in higher education programs it is common for adults to demonstrate increases in certain dimensions of their development by the end of their programs. By contrast, it is uncommon for a graduate curriculum to explicitly include integrally-designed developmental methodologies with the intention of fostering development during the program. Our innovative transformational learning curriculum does just that. Our hybrid distributed learning program is designed to engage the whole person and to facilitate the growth of consciousness among our students, including effective personal and professional modes of understanding and engaging conflict.

If transformational learning and the transformation of consciousness were easily accomplished, there would be little need for work such as ours at Antioch.

how one knows risks changes in everything one knows about: personal and professional relationships, ideas,

Because of these enormous challenges, an effective transformational curriculum must

include careful attention to meeting adult learners where they are and supporting them in where they are going.

Our work draws on the work of many pioneers in a wide array of disciplines: on development of integral theory.

Background and Context

Antioch was founded in 1852 as a progressive non-sectarian and co-educational institution of higher learning. Antioch's first president was Horace Mann, the revolutionary educational philosopher whose famous words, "Be ashamed to die until you have won some victory for humanity," are still spoken annually at all Antioch University commencement ceremonies. Under Mann's leadership, Antioch took the Harvard academic model of Latin, Greek, mathematics, history, philosophy and science to a new level, with an emphasis on educating the "whole individual," and a commitment to social and moral character. The first graduating class consisted of 28 students, with an annual tuition of \$24.00.

Today Antioch is a five-campus university located in four states. Focusing on an adult learner population, Antioch University is founded on principles of rigorous liberal arts education, innovative experiential learning and socially engaged citizenship. At the graduate level, Antioch University McGregor (AUM) offers an M.A. in Conflict Analysis and Engagement. This is a 48 quarter credit, hybrid, distributed learning program. Being a graduate student online in our program includes participating in three six-day residencies,

which bring together all of the registered students and the entire faculty. The residencies, scheduled six months apart (the first one occurs just prior to starting the program, then at six and twelve month markers), are intended to be a deep immersion into integral life practice and conflict, underscoring our emphasis on experiential learning. In addition, our graduate curriculum weaves together two complementary threads: conflict engagement theory/practice with integral theory/practice. With each thread deserving of the full 48 credits, our curriculum design is a challenging assignment.

CAE Integral Model of Conflict

A unique and powerful premise: that the integration of all theories and models of conflict engagement are together more powerful than any of them alone, and that this integration illuminates the evolutionary processes of the self, culture, and nature (Wilber, 1996). To acknowledge, consider, and coordinate all aspects of a conflict (and of life in general, really) is to honor all aspects of human experience, and to honor the fundamental process of the evolution of humanity in all its complexity.

Our Antioch McGregor Integral Model of Conflict is distinct from other integral models in that we explicitly organize it around both categorical and developmental characteristics of conflict. We have specifically tailored the components of our Antioch McGregor Integral Model to address the concerns and intensity of the conflict field. Thus, our work attends to. With reference to the all quadrants all level (AQAL) (Wilber, 2000a, 2000b) model we emphasize quadrants, stages (we call these layers of complexity), and types (here we focus on the role of shadow from Jungian psychology (McGuigan, 2008)).

Our model is a tool for developing an integral understanding of and approach to the analyses, methods, and practices related to conflict engagement and complex situations of many kinds. We use an integral model because it allows for the greater and more distinct benefits that can result from a broader, deeper, and more inclusive understanding of conflicts. While implicit to our discussion, our work in this essay is not focused on discussing an integral approach to conflict, rather this essay is a first report on the development of a graduate curriculum that supports and challenges the transformational development of students who desire to intervene in conflict in an integral way.

We begin our essay with a review of prior learning, then discuss our methodology.

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integral analyses of a conflict they have experienced in the program, implications of this for our curriculum, and our conclusions.

Literature Review

In this literature review we journey through a rich landscape of previous research and learning with respect to integral theory and adult development. Touring the full landscape of this discussion is beyond the scope of this essay, so we present an abbreviated discussion; one that we believe encompasses some of the key variables in our work. We begin with defining our approach to integral education, then introduce characteristics of our learner group through distinguishing between pedagogy and andragogy and follow with a brief discussion on the role of adult education. When we have arrived at that point in our journey, what we have in mind for them, and how we put all this into action.

We will follow that with an introduction to transformational learning theory, describe its key attributes and weave this discussion into the common ground it shares with constructive-developmental theory, and pay special attention to their crucial differences. This will have taken us to the heart of this review. We conclude our journey with a discussion of the capacity of online programs to create the holding environments necessary for the transformational development that we seek to create for our students.

An Integral Education

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teaching, practice, and research. We take the view of conflict as an inevitable and essential aspect of human experience, one that teaches us who we are on the most fundamental level of our individual and cultural identities. To address the wholeness of all essential aspects of

the human experience is to address and embrace all essential aspects of the human experience of conflict.

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integral education as

« DODSSURDFKVRHGXFDMROVKDQW UDMMH-MVHDJ VVRI WDGWRDD RGHLO and postmodern educational theoria and praxis by incorporating first-, second-, and third-person perspectives and (2) is committed to vertical growth and horizontal integration within both students and teachers.

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quadrant, all level (AQAL) model, he takes care to note that there are different interpretations of integral theory and, equally so, many ways to accomplish an integral educational approach without specifically following the AQAL model. When discussing an integral approach to education, specifically the education around conflict engagement, we extend this notion to our conviction that we must have a holistic understanding of conflict

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As an integrally informed, hybrid, online graduate program in Conflict Analysis and Engagement, our curriculum design draws upon traditional, modern and post-modern conflict theories and practice approaches; we teach and practice four quadrant approaches which are also found in first person, second person and third person perspectives (Wilber, 2000a), and we encourage vertical growth, i.e., increasing complexity, within horizontal typologies, i.e., shadow work, Myers-Briggs, etc. We honor past approaches to adult

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increase in maturity and complexification (Combs, 2008). We believe these to be crucial variables in preparing integral conflict interveners for a world that desperately needs them.

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 2007), while the broader discussion of what constitutes an integral education program and
 how it is achieved is still young. (As conflict can be a creative and generative process, we
 encourage the integral education community to surface as much constructive conflict as
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 there are very few graduate programs that are integral and online, and only two graduate
 programs (Antioch University and John F. Kennedy University) that use developmental
 metrics (we use the Subject-Object Interview and the Model of Hierarchical Complexity) to
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 developing complexity of meaning making. While many higher education programs today
 speak of a transformational experience, in CAE we specifically and explicitly attend to the
 μRUP that actually transforms.

Pedagogy vs. Andragogy

When designing a transformational curriculum, the age of the learner makes a
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 defined six assumptions that distinguished the adult learner from pre-adult learners (in
 Merriam, et al., 2007, p 84). They are:

As a person matures, his or her self-concept moves from that of a dependent
 personality toward one of a self-directing human being.

An adult accumulates a growing reservoir of experience, which is a rich resource
 for learning.

The readiness of an adult to learn is closely related to the developmental tasks of his
 or her social role.

There is a change in time perspective as people mature-from future application of
 knowledge to immediacy of application. Thus, an adult is more problem centered
 than subject centered in learning. [Knowles, 1980, pp. 44-45]

The most potent motivations are internal rather than external (Knowles & Associates, 1984, p. 12).

Adults need to know why they need to learn something (Knowles, 1984).

These foundational assumptions represent the European concept of andragogy, the art and science of helping adults learn, as distinguished from pedagogy, the art and science of helping children learn. Each of these assumptions is still relevant 40 years later, and has implications for the design and evaluation of learning activities with adults. We agree with

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Curriculum design is a challenging proposition for both students and faculty. Our students are older, employed, often have dependents at home, and many have been out of school for 10-20 years (Carr, 2000). Their personal and professional schedules vary widely and they have had a multitude of life and work experiences. These variables often coalesce in our students to create uncertain, fragile learners. Our evolving curriculum development

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developmental continuum, and the increasingly chaotic world we all inhabit.

What is the role of adult education?

We live in turbulent times, a condition Vail (1996, 1998) described as permanent white water. Deep structural economic change continues across America and the world, the bitter ideological divide on the role of government in America grows, we have gross asymmetry in resource allocation, and climate change problems are so complex that a

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of this social and environmental chaos, we have levels of unemployment that have not been seen for 60 years. These are the kinds of times in which adults often decide to go back to school (Carr, 2000).

As in most higher education institutions, the role of adult higher education is vigorously discussed at Antioch University. In the midst of this cultural chaos, Antioch

what are we about? story. Who are we? What is our role? Our collective identity? What should we be doing to help? In a different but similar way, many students come to the CAE program office

important discussions that both CAE faculty and our students bring from their hearts.

Be ashamed to die until you have won some victory for humanity

developing the critical capacity for democratic social action through integral conflict analysis and engagement. We concur with Habermas (1970, 1975) that a university is much

can be a domain that fosters student transformation through teaching critical thinking and reflection skills.

are transformational approaches, self-directed approaches, feminist, critical theory, narrative, post-modern and non-western approaches to adult education (Merriam,

tradition of social change approaches, characterized for instance by the Antigoneish

term for scientific reasoning) to the impoverished fishing community so that they would not be taken advantage of so easily by the mercantile class (Parsons, 2000). The theme of

social action is embedded in several theories, although the ways in which it is located and discussed varies.

When we characterize the CAE program as being transformational we have a
 this territory before we expand upon our approach. Although there are many ways to
 understand transformational learning, one thing they all have in common is a focus on the
 mental construction of experience, the creation of meaning and critical reflection.
 (Baumgartner, 2007, p 130).

Transformational learning has been conceptualized many different ways; to sort
 through the different approaches Dirkx (1998) developed a four lens approach: the first
 lens encompasses the work of South American educator Paulo Freire (1970) who believed
 that education should not be used to indoctrinate people; his sociocultural, emancipatory
 approach emphasized teaching greater awareness of the exploitative processes by which
 people are denied their rights. Beder (1991, as cited in Parsons 2000) and Cadena (1991, as
 of a cognitive-rational synthesis of transformative learning, which he has amended several
 times over the years, most recently to include the affective, social and emotional contexts
 of the learning process. A third lens, and closer to the CAE approach, is the developmental
 approach articulated by Daloz (1986) who discussed the crucial and dialectical interplay
 between education and development. In the fourth lens Dirkx examines the linkage

have in supporting democratic social action. This would later take root in a much deeper way in his appreciation of Jurgen Habermas, an influential German philosopher. Mezirow (1991) describes instrumental and communicative learning and his description of the universal, ideal conditions for rational discourse (Mezirow, 1991).

A transformative theory of adult education (Cranton, 2000; Merriam, 2004; Mezirow, 2000; Taylor, 2000) brings the constructivist focus on meaning-making to the realm of adult learning and education. Mezirow (2000, p. 4) writes

Formulating more dependable beliefs about our experience, assessing their contexts, seeking informed agreement on their meaning and justification, and making decisions on the resulting insights are central to the adult learning process. Transformation Theory attempts to explain this process and to examine its implications for action-oriented adult educators.

Mezirow (2000, p. 11) describes meaning schemes as frames of reference, habitual ways of interpreting experience that are based on and justified by our cultural, biographical, and experiential knowledge. He states that these schemes are often formed in childhood and adolescence, and they can be transformed through reflective and deliberative learning. Mezirow (2000, p. 11) writes

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meaning schemes and interpretations from our parents, early social contexts, religious affiliations or trainings and construct our understanding of the world and ourselves through them. The problem, according to his transformative theory, is not that we have these particular meaning-systems, but that we are not aware that they are the lenses through which we see and form our opinions, judgments, values, biases, and relationships.

Transformative learning, then, involves the opening R RCHVZRZQUDP HRI UH HJCFHVR
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 perspectives.

Transformative learning has both individual and social dimensions and implications. It demands that we be aware of how we come to our knowledge and as aware as we can be about the values that lead us to our perspectives. Cultural canon, socio-economic structures, ideologies and beliefs about ourselves, and the practices they support often conspire to foster conformity and impede development of a sense of responsible agency. (Mezirow, 2000, p. 8) A curriculum of transformative learning presents the adult learner with a particular challenge and requirement: to step back from his or her own frame of reference and to examine it within the context of the frames of reference of others.

While we see this as a noble and worthy challenge, and one to which we aspire ourselves, for many adult learners it is a challenge they are not yet equipped to engage. We see other, prior, steps that need to be taken first: Belenky & Stanton (2000) argue that the unequal power dynamics that result in asymmetrical relationships and inequality in learning opportunities, both past and current, must be considered in any effective adult learning curriculum. Merriam (2004), Taylor (2000), and Taylor et al (2000) argue, as does Kegan (2000), that many adult learners do not yet have the capacities to engage or carry out

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Constructive Developmental Theory

Mezirow implicitly presumes a capacity of mind in the adult learner: that she can already step back to both see and question her own frame of reference, and thus to transform her thinking from instrumental to communicative. While we are quite certain that such transformations can and do take place, it is imperative that we consider, as Kegan says, the form itself of what we are hoping will change or transform. As Kegan has made so clear in his book In Over Our Heads (1994) many adults do not yet have the capacity to... of such curricula. For many of our adult learners, gaining the capacity to question his or her own frame of reference will be a profound and hard-won developmental achievement, a capacity they are striving for, not a place from which they start. Merriam (2004) says it this way:

I argue that being able to critically reflect and in particular, to critically self-reflect mandates an advanced level of cognitive development. Furthermore, to be able to engage in reflective discourse with others assumes the ability to examine alternative perspectives, withhold premature judgment, and basically to think dialectically, a characteristic of mature cognitive development. (p. 61)

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challenge, the learner will lose interest. Either way, the learner tends to disengage and the frame of reference and open it up for critique and challenge is not an easy task, and for a student who does not yet have the meaning-making capacity to take such a perspective, it cannot and will not develop that overnight. Taylor (2000) explains:

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Learners can attend classes and seminars, perform the tasks assigned to them by instructors, do well on typical assessments (exams, papers), and still not develop the
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within one or a few courses (Taylor, 1997), the transformation that Kegan describes takes place, if at all, over a longer period of time (1994. pp. 187-197). It would seem then, that transformational learning is one important route to the development that is transformation of consciousness (psychotherapy is another). (Taylor, 2000, pp. 154-155)

A curriculum that attends to the development of these capacities makes a fundamental and essential distinction: between informational learning and transformational learning (Kegan, 1994, 2000; Kegan et al, 2001, Mezirow, 2000). Informational learning is characterized by the acquisition of more information, more and better skills, in-forming our minds, and adding to their fund of knowledge. Transformational learning, on the other hand, is characterized by the actual transforming of the fundamental nature of our minds
a kind of leading in, or filling (our emphasis) of the form. Trans-form-ative learning puts
In our work, we focus on transformational learning: attending to and supporting the transformation of the mind itself. Within our online course communities, our curriculum

strategies of effective online instructors, and the design challenges presented by a developmental curriculum.

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social presence influences interactivity. Encouraging social presence online is facilitated by addressing each other by name, complimenting one another, expressing emotions, the use of humor, and using the reply button to post messages (Williams, 2005).

As social contact and interaction has been identified as a key element of learning (Tu, 2000), it stands to reason that the experience of social isolation (Kember, 1989) is seen to contribute to high levels of attrition of students in online programs (Carr, 2000; Hiltz, 1994; as cited in Smith & Winking-Diaz, 2004). Levin, Waddoups, Levin, and Buell (2001) define five characteristics that support student interactivity and effective online learning: a) relevant and challenging assignments, b) a coordinated learning environment, c) adequate and timely feedback, d) creating deep environments for student-student interaction and e) instructor flexibility in teaching. A critical issue that is often overlooked, and requires attention and monitoring by faculty, is that overloading students with work happens more often and more easily in an online environment - leaving students with not enough time to reflect and apply learning (Smith & Winking-Diaz, 2007). This can quickly lead to students feeling overwhelmed, over-challenged, and unable to succeed.

Burge (1994, as cited in Smith & Winking-Diaz, 2007) identified the following instructor behaviors as being crucial to promoting student engagement and learning: managing the structure and pacing of online discussions, giving students adequate time for reflection and synthesis, providing technical assistance in a timely manner, posting

conditions limits or narrows the capacity of the student to participate in the discourse necessary for transformation. Among these pre-conditions Mezirow (2000, p. 15) has identified "maturity, education safety, health, economic security and emotional intelligence." Merriam identifies a 'certain' level of cognitive development is required to experience transformational learning. Given that the CAE program is a graduate degree, this might not appear to be a relevant concern. However, in designing transformational learning curricula, we attend to the notion that it must be widely available to a diverse student population, lest it become an exclusive learning process - the opposite of its social-cultural roots. With 42% of Canadian adults and 51% of American adults at low levels of concern for us.

Along with the challenges for online learning, some of the challenges of online instruction are greater than a traditional face-to-face learning environment. The complexity of curriculum design also increases in an online transformational learning environment, especially in one like CAE's, where faculty are so deliberately focused on supporting the student's transformational development within and across 29 graduate courses, and where must align their developmental intentions with one another and their students, while at the same time working with a common understanding of adult development and the processes to encourage developmental growth.

To do this well asks of faculty something that is not commonly found in western higher education institutions - a commitment to collaboration with one another on all aspects of each other's course designs. Nurturing our collegial relationships, developing

skillful means, and supporting constructive conflict are the essential process elements that we do our best to put into practice, and are necessary for us to engage our work with CAE students. We actually have to model and enact with one another what we are teaching to the students! This may seem like a radical thought for higher education instructors, but it is an essential one for CAE faculty. For the most part CAE faculty are on track with following these key elements for successful online instruction.

We note here that all of the best practices we report on implicitly address the importance of the optimal balance of challenge and support. And not only is this balance crucial for student engagement and success, but it is critical for faculty as well. Creating a context in which faculty feel challenged and supported in their own growth is fundamental to providing a successful and transformational learning environment for our students.

Methodology

Introduction

We designed a replicable research approach to conducting developmental assessment of students as they enter and complete their CAE program of study. The purpose of the ongoing study is to inform our hypotheses about the developmental impacts on students of our developmentally-designed integral approach to graduate curriculum. The first group of students to participate in this research is still in the program. This article, then, reports on our research design and only some of the preliminary data from the 2009 administration of pretest procedures conducted with this first group. A second group is currently entering the study (in spring, 2010).

Our study of student development relies on two primary measures around which we will be tracking possible changes in the participants: The Subject-Object Interview (SOI), and the Hierarchical Complexity Scoring System (HCSS). We begin with a discussion of the recruitment of the research participants, an introduction to constructive developmental theory and the Subject-Object interview (SOI). We follow with an introduction to the HCSS. We end with a discussion of how we utilize student essays to illustrate student complexity of thought and meaning-making.

Participant Selection

2009-2010
Antioch University, McGregor was invited to participate. With each prospective participant, the investigators conducted the informed consent process, explained the

specific research study, its possible benefits, and the time required to participate in the study.

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Constructive-developmental Theory

Constructive-developmental theory brings together two potent lines of psychological development: constructivism, the notion that reality is not an external thing that happens to us, rather that we construct our own reality from the ways in which we organize our experience, and developmentalism, the notion that the ways in which we construct our reality evolves through qualitatively different levels of increasing complexity. Both perspectives can be applied to adult education with respect to how the educator constructs meaning in a complex learning situation, and how the educator understands the ways in which the students construct the meaning of their own learning.

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structural theories with the development of the subject-object framework. Expanding on
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development and reasoning, Kegan focuses on the increasing complexity of the
interconnected patterns of cognitive, affective, and social reasoning as they reveal the
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Constructive-developmental theory focuses on the evolution of how the individual experiences, conceives, and re-conceives herself over the course of her lifespan. Thus this
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(McGuigan & Popp, 2007; Popp, 1993). The word subject in this context means the SHURQMEDF SUICFSORI RU DJI DNRQVHOCVMURXJ KZKLFKMHSHURQVHHEXZKLFK itself cannot be seen; whereas the word object refers to that which gets organized, that which can be seen through the lens, held at a distance, examined. At each developmental level,¹CHZ ³HYRQVRCOUNWFH´. HJ DOLVHVEQVKHGSDVWFQDUDCGXQITXH EDDCFMUKFNEHVZHCVXENFVCGRENFW ZKQZDXXENFDMHODVDDCFHLCRZ taken as object. These truces, and all of the sub-phases in between, represent and describe the fundamental structures of consciousness (McGuigan & Popp, 2007), the evolving ERQCDLHMEHVZHQP \[SHULCFHRI ³P H´DCG³CRVH´3RSS HFKRI ZKLFK reflects a discrete and distinct complexity of mind, which in turn creates, knows, and experiences a unique self and world.

In this model, we also make an important distinction made between structure and content. Structure refers to the ways in which meaning is organized, while content refers to the experience itself, that which is being organized or made sense of (Popp & Portnow, 2001). For example, three people can hold the same ethical value, but, if their meaning-making structures differ in their degrees of complexity, they will understand and hold those values in three qualitatively different ways: one defining the values for herself, one identifying with a larger context which defines the values for him, and another who sees WMHDXHLOP RUFRCFUHMMUP VDAVHUKZDN´YV³MHZURQJ ZDN´&ROYHJHDMUJH people can all share the same structure of meaning-making and hold qualitatively different values, e.g., one might espouse neo-conservative values; another might be on the other end

¹ (Kegan has identified five principle stages, with four transitional stages in between. Commons (Commons, Trudeau, Stein, Richards, & Krause, 1998; Commons & Richards, 2002) has identified 15 stages, each separated by eight transitional steps. See Kegan 1982, 1983; Kegan, Noam & Rogers, 1983; Popp, 1993; Popp & Portnow, 2001 for in-depth discussions of stage characteristics)

themselves within it (Berger, 2003a, 2003b). To ensure that this research process is valid and reliable, Lahey et al. (1998) suggest a reliability check on 20 percent of SOIs: reliability is defined as agreement among or between the assessors within a single sub-stage

The Subject-Object Interview is a semi-structured, semi-clinical, open-ended interview done one-on-one with the interviewer and interviewee. It is roughly an hour long process that is audio-taped and transcribed for assessment. The confidentiality of the subjects is assured by assigning codes for each participant. The purpose of the SOI is to determine the most consistent level of meaning-making complexity that the interviewee uses.

A chief innovation of the subject-object interview comes from having the contents generated from the real-life experiences of the interview participant, and involving emotional as well as cognitive, interpersonal as well as intrapersonal, aspects of psychological processing. These real-life situations are elicited from a series of ten uniform word probes, which the interviewer then asks questions about with the aim of discerning the underlying epistemology. The SOI is the most fine-grained developmental measure formulated to date (Lahey et al. 1988).

SOI - Interview Procedure

The interview procedure starts with the interviewer going through the ten word prompts with the participant (the words or phrases can be changed to reflect any given content):

Anger

Anxious/Nervous

Success

Strong stand/Conviction

Sad

Conflict/Torn

Lost Something

Change

Moved/Touched

Important to me

3. I recall a situation from the past, weeks or months ago, when I felt a particular sense of anger

the word prompts.

the word prompts.

the word prompts.

When all the word prompts have been completed, the interviewer asks the participant to choose which of them she would like to begin with and to begin telling about the experience. In the course of an interview, a participant might cover only one or two words, or all ten.

As the participant describes the experiences elicited by the word prompts, the interviewer asks questions that probe the meaning for her of the experience, how she constructs, i.e., makes sense of, the different experiences.

SOI - Data Interpretation

Interviews are transcribed, and those portions whose structure was clarified became the units of analysis. A trained rater reads each interview, dividing it into parts, called

bits.

fifteen such bits. Each bit will be scored independently, and an overall score representing a point along the continuum of consciousness arrived at. All of the interviews are scored by a

principal investigator and another rater (both of whom have previously demonstrated reliability) to determine the inter-rater reliability. This assessment procedure is able to determine four graduations between each epistemological stage, so that over twenty distinctions can be made. If there is any disagreement between the two raters that can not be resolved through discussion, another expert rater will be brought in to assess the data. See Lahey et al, (1988) for discussion of validity. The inter-rater reliability between co-authors McGuigan and Popp on the transcripts for this study was 100%. Both are experts in the SOI, has over 25 years experience assessing SOI data as well as training others in the assessment and administration of the measure.

The Model of Hierarchical Complexity and the Hierarchical Complexity Scoring System

This study also uses the Hierarchical Complexity Scoring System (HCSS) (Commons, Rodriguez, Miller, Ross, LoCicero, Goodheart, & Danaher-Gilpin, 2007) as one of its measurement methodologies. From its origins in the developmental psychology field as a neo-Piagetian general stage model (Commons & Richards, 1984), the Model of Hierarchical Complexity (MHC) (Commons, Trudeau, Stein, Richards, & Krause, 1998) has been continually refined and now stands as a formal general theory of behavioral development (Commons, Goodheart, Pekker, Dawson, Draney, & Adams, 2007; Commons & Pekker, 2008). As a general theory, it is applicable to all actions in which information is organized. All human meaning making and other kinds of thinking, feeling, and sensing involve the organization (or coordination) of information. The theory deals with the stage and transition step sequences of the development of task performance complexity, and explains how and why such development takes place (Commons & Richards, 2002).

The mathematical basis of the theory enables its application to action irrespective of the task content, the cultural context, or the species performing the action. Using validated scoring procedures (Dawson, 2002; Dawson, 2003, 2004; Dawson, Xie, & Wilson, 2003), quantitative analysis of complexity in any setting, a developmental metric applicable to diverse scales that eliminates dependence on mentalistic or contextual explanations (e.g., mental schema, culture). The MHC does not dismiss the influences of other environmental variables on tasks performance. It simply does not quantify those other variables in the measurement process (Commons, 2008, p. 306).

The HCSS enables scoring of any spoken, written, or performed action/material as well as development of instrument protocols such as interview questions and quantitative transcripts. Co-author Ross scored selected portions of the transcripts. One selection represented the SOI score arrived at by co-authors McGuigan and Popp; other selections represented locations in the interview where an as-high or higher level of complexity in task performance was identified. Ross is an expert in the Model of Hierarchical Complexity and its scoring system with over ten years of experience. No additional MHC scorer was used during this stage of the study.

Each time a person begins a new task, (for example, responding to an interview question) it is common to begin the effort at the simplest, most familiar level (Ross, 2008). For some,

this may be the only level of complexity with which they attempt to perform the task. For others, this first effort may be only the starting point. Historically, in scoring narratives for hierarchical complexity of performance, it is common to observe the incremental tasks for example, scoring samples in Commons, Rodriguez, et al, 2007, and Ross, 2008). For example, one may observe and measure two or more stages of performance before participants complete an explanation or decision to their own satisfaction. A common range of adult task performance levels is given in Table 1.

Table 1. Hierarchical Complexity of Performance

Stage	Stage name	General descriptions of tasks performed
	Concrete	Uses simple deductions; time sequences are used to describe actual instances that occur in past or present time, and deal with specific things, specific incidents or events, specific actors, specific actions, specific places.
	Abstract	Uses dualistic stereotypes (e.g., good/bad, right/wrong); forms abstract variables out of classes of concrete objects; makes and quantifies propositions; uses variable time, place, act, actor, state, type; uses quantifiers (e.g., all, none, some and categorical assertions). Attempts to justify an assertion may take the form of another assertion without specifying a logical connection; circular reasoning may appear.
	Formal	Uses empirical or logical evidence; logic is linear, one-dimensional (i.e., one input variable); solves problems with one unknown using algebra; forms logical relationships between abstract variables. Uses such terms if - then, thus, therefore, and because to convey reasons or conclusions.
	Systematic	Constructs multivariate systems and matrices, coordinating more than one variable as input; forms systems out of multiple formal (logical) relations, e.g., complex causation; situates events, ideas, relationships in a larger context.
	Metasystematic	Integrates systems to construct metasystems, including principles, out of disparate systems; compare systems and perspectives in a systematic way (across multiple domains); reflects on systems, i.e., is metalogical, meta-analytic; names properties of systems.

Miller, P. M., Ross, S. N., LoCicero, A., Goodheart, E. A., & Danaher-Gilpin, D. (2007). Unpublished manual. Cambridge, MA: Dare Institute. Copyright 1991-2007 by Dare Association, Inc. Adapted with permission. Available from <http://dareassociation.org>.

Hierarchical Complexity Methods and Selected Interview Material

For this first phase of the project, hierarchical complexity measurement was applied only to the transcripts of the subject-object interviews. Developmental behavioral analysis using hierarchical complexity theory recognizes that simultaneous, overlapping, and fractally nested behavioral dynamics, at various scales, comprise all human action, including thought, feeling, meaning making, etc. (Ross, 2008). In this research context, it is essential that we, the analysts/scorers, must be clear about how widely or narrowly we set ~~the~~ therefore measured at any given time. Because this scoring system measures complexity of task performance, a result is stated in terms of the stage of performance of a task of (whatever) order of hierarchical complexity. The scores correspond with the ordinal number assigned to each stage. The stages are numbered from 0 (lowest) through 14. Transition steps between hierarchical complexity levels are also numbered ordinally; transition scoring was not used in this phase of the study.

Thus, when using hierarchical complexity theory, it is never asserted that an ~~RUJ DQVP SHURORURM HJFVUJLVQVQV HRI GYM CSP HGVDM LZHP DNUH SRUKQV~~ kinds and quantities of tasks were performed at various levels of complexity and identify domains to which those tasks pertain. These are questions not only of theory and even ontology, but also of how one defines and sets measurement scope.

In this first phase of the research, we used two approaches to selecting student-participant interview material for hierarchical complexity task scoring. First, one of the interview portions that was used in determining the SOI score was selected for hierarchical

complexity scoring. The purpose of this selection method was to accumulate correlation data for, as it turns out and will be addressed, later analysis. Second, each transcript was read in its entirety in order to identify the highest-stage task performances by the participant that were evident in it. At least two such performances per transcript were identified. The purpose of this selection method was to identify the most complex performances evident in the transcript. Existence of at least two tasks performed at the same highest stage demonstrated by the participant would suggest minimal likelihood of either performance anomaly or scoring error.

Analysis

Introduction

Our analysis focuses on a cohort of students who were all enrolled in our online course. We interviewed with the SOI within a month or two of taking the course, transcripts from which were independently assessed and then cross-assessed for reliability by McGuigan and Popp, using the standard SOI assessment protocol. Ross assessed the same data using the HCSS. We look here at the relationship between our developmental assessments of the complexity of their mindsets and the complexity of their critical thinking skills experienced within their own cohort. (The exact assignment is in the appendix.)

Our original intention, and our continuing commitment, was to include in this analysis a comparison between the assessment metrics of the SOI and the MHC as applied to SOI data. We came to this study and intention with an implicit assumption that, given the same data, it would be an uncomplicated task to compare the assessment models on the same data. We expected some interesting correlations. However, as we all got deeper into the data analysis, we began to realize that our assumptions were wrong! Despite the fact that we are looking at the same organism, the specific things that each metric focuses on are vastly different. Too far into the process of writing this essay, we realize that there are prior conversations that the three of us need to have to challenge our assumptions about, and increase our

XGJUMDGLJ RI RXRZODDGHDFKRMHJZRUNLORGHURDFRP SOLKMHFRP SDUDYH

task we set out to do.

In light of our own in-the-moment (triple-loop!) learning, we have shifted tracks. The data analysis we engage in here is, very explicitly, a first and partial reporting on our ongoing research. Our analysis focuses on each metric and its assessments separately, and only on the pretest data of one cohort. We are not reporting on or analyzing longitudinal data, and we are not engaging in a deep conversation between the HCSS and the SOI SURAFROS\$ OMRXJ KDP HMRGAVXHKHJFKIEDRP SOJ LWRJFHJDNJFHJDD LQNDJHCFMFRUH^g, has been proposed (see Commons, 2006 and Commons & Ross, 2008), there is not yet a straightforward method to correlate scores generated by SOI and RMLJFHQMRJ JUDYLV[^]SSURDFKH⁷ KCDZHU\$RUKHJLYHND preliminary sense of the developmental ground on which we stand with this group of students, and serves as a powerful informant for our evolving curriculum.

Our ongoing research and analysis already includes evolving conversations among the three of us as to the unique and useful contributions of both assessment metrics, and KRZMNOIRP HFKRMHURQWRI MVZUNDJ MH+&66 TVWXP FORMH complexity of discrete task performances LMLNSHFILE FROM WDCGM-62, TV assessment of the RYHDD[^]FQMRJ JUDYLV[^] RWHCCLYGD^{TV} HDLQJ P DNLQJ complexity seem to be speaking to significantly different dimensions of human complexity. We choose not to engage that conversation at this time due to time and space constraints. As we go forward with our conversations, however, we will be reporting out on the interaction of these two metrics as well as the longitudinal data from our students as they continue their journeys.

Within that context, we will first present a brief overview of the developmental journey itself, a brief overview of the three mindsets most commonly found among adults, and cultural environments/contexts within which students find themselves. Following our analysis of the SOI assessment, we will present an analysis of the same data using the HCSS protocol.

As we have noted earlier, Constructive-Developmental theory focuses on the relationship between what the individual is subject to, i.e., cannot take a perspective on, and what he or she can hold as object, i.e., that which he or she is able to look at, critique, take a perspective on. The evolution of meaning-making is the regular, gradual, predictable and identifiable process of the individual becoming able to take as object that which was previously subject (Popp & Portnow, 2001). At each developmental level, or mindset, there is a unique balance between what is subject and what is object, which becomes transformed through interaction with the social and cultural environment (McGuigan & Popp, 2007). Wilber (2000a) has described this transformation from one level to the next as a process of

The Mindsets

61] P LONACHRUP LGVWHDKZLVKDELVDFMDOLO] P DNLO] FRP SO[LVK define the continuum of lifespan development. We present here the three mindsets that are most common in adulthood (Kegan et al, 2001) followed by a discussion of the four transitional sub-stages between each full mindset. Each mindset has inherent and unique

strengths and limitations, and therefore requires unique kinds of support in order to fully engage in a learning context and be able to grow. The following descriptions are adapted from McGuigan and Popp (2007), and McGuigan, Popp, and DeLauer (2009).

Concrete Mindset (Level 2)

A person with a concrete mindset views the concrete consequences of his or her actions. A person with this mindset views and experiences others as a means to an end: I see you as either someone who will help me get what I want or who will stand in the way of getting what I want. Those with this mindset have difficulty with abstract ideas, and orient only to the concrete characteristics of a problem and the concrete actions associated with it.

Affiliative Mindset (Level 3)

The Affiliative Mindset is characterized by a more abstract and generalized orientation to the world than that of the Concrete mindset. With an Affiliative Mindset, I know myself through your eyes, your opinions and expectations of me; your acceptance and validation of me is the source of my sense of belonging and worth. Thus, relational ambiguity, difference, and conflict pose significant problems for those with this mindset, as they tend toward consensus, minimizing difference, and emphasizing agreement and commonality. Those with an Affiliative Mindset need permission and motivation from a trusted authority to embrace difference and face ambiguity in conflictual situations. If this support does not

just beginning to be felt. The next phase is X/y and is characterized by the person having begun to actually construct a new and more complex way to make sense of things, that is supported and lead by the x structure or mindset. Y/x happens when the new way of making strengths of the x structure on behalf of the new, more complex structure of y. As the y structure becomes stronger through interaction and validation with the environment, the x ways of being. We label this phase as Y(x).

Domains, Contexts, Holding Environments

and in interaction with it (Kegan, 1982, 1994; Kegan et al, 2001; McGuigan & Popp, 2007). Popp (1996, 1993) explored the evolving construction of psychological boundaries

As a noun, a psychological boundary is the differentiation between what the individual experiences as "I" and "not-I." As a verb or an activity, I suggest a psychological boundary is not a static thing, but is a constructive process which develops and evolves over the lifespan. A boundary is a process of both connection and distinction, a process which makes relationship between "I" and "not-I" possible. In fact, boundaries bring the very concept and experience of a "I" and a "not-I" into being. Neither can exist without distinction from and connection to the other. (1993, p. 28; emphasis in original)

The notion of the dialectical relationship between the organism and its environment

psychological realm; was further refined and articulated by Piaget. George Herbert Meade

WHILHGR VFILDSVFKRQJ \DOR CRINGMDAMHCGLYGXDB FROMMMW

VRLHNDJ FOXLCHDDARFLHNFROMMMMMHCGLYGXDBS [[Y6LP LDDLOFUMXLOJ

Vygotsky, David Bakhurst (2007) writes

Despite his emphasis on the sociocultural foundations of psychological
 GHYHRSF HONJ RWN\WVRXJ KUP DLOFHOMJGROMHCGLYGXDBXEMFW
 conceived as a discrete, autonomous person. A cultural-historical approach,
 however, ought rightly to stress the dialogical character of the self. We do not just
 become persons through our interactions with others; we are ourselves only in
 relation to others. Selves are sustained through communicative practices, and our
 identities are forged through the negotiation of meaning (p. 63).

As we grow through our adulthood, our holding environments, or social contexts,
 become more numerous, varied, and complex: we have the context of our family of origin,
 the family we might have created as a parent, our circle of friends, the context of our work,
 RULDMFRP P XOLVRXOHI KERUKRRGRXJHMOE 3WIEH'DAROODHZ , OJHDMROR
 these more varied and complex contexts, we begin to know ourselves in more varied and
 complex ways. These domains of our lives each have their own unique structures, shared
 values, beliefs, standards, and histories, and each one has a different way of supporting and
 challenging our growth (Daloz, 1999; Daloz et al, 1996; Kegan, 1994). Domains or
 contexts that support our growth offer an optimal balance of challenge and support. Those
 contexts that inhibit our growth offer not enough support or not enough challenge. Across
 the variety of our social contexts, our experiences within them vary as to the amount of
 VSSRLDZGFKDDJHZHHORP HFROM WZLOXSSRUKJ K-HWVCHVEXLP RWV
 complex levels of meaning-making, while other contexts might feel more oppressive or
 challenging, and we retreat to a less complex way of responding (Torbert, 2004). Our goal

in this program is to offer a learning environment wherein each student experiences an optimal balance of challenge and support.

Interview Data

Among the students we interviewed, we found a range of developmental SOI scores. This range reflects what other studies have found as typical of the general adult population of this country (Berger, 2003a, 2003b; Kegan, 1994; Kegan et al, 2001). What does this mean for our curriculum and our expectations for our students? While some of the students clearly demonstrate the capacity for a high level of critical reflection, most are just beginning to develop that capacity. Does this mean they cannot reflect? Does this mean gravity closer to the Affiliative Mindset than the Self-authoring mindset manifests, for example, in a critical analysis of conflict being more of a description of events and how the relevant theories clarify them, than an actual critique of the events, meanings, historicity, We will explore the implications of the cohort center of gravity for our curriculum, learning expectations, and teaching/coaching/mentoring design and strategies following our discussion of individual assessments. See table 2 for the distribution of SOI scores.

Table 2

Student	SOI score	Gender	Age range
#1	4/3	F	40s
#2	3/4	F	40s

#3	4(3)*	F	40s
#4	3	F	40s
#5	3(4)*	F	40s
#6	3(4)	F	50s
#7	3/2	M	40s
#8	3/4	F	50s
#9	3(4)	F	30s

We turn now to a discussion of what each SOI score indicates, illustrating with excerpts from the transcripts, then discuss the implications of these complexities of mind for the capacities of students to critically reflect on both theoretical course material and their own understanding and experience.

SOI data analysis

Concrete/Affiliative: this developmental complexity, labeled 3/2, indicates that both the Affiliative and the Concrete ~~LOGHNDUHXCFWROJ LOMLSHURQV P DNOJ VVAP 7KLSDUWFQDNDMRODSKDP DLIHWQCM-SHURQV[SHUFCHDEHOJ~~ concerned about important others and their feelings and experiences, but understood in concrete ways. In describing a difficult life situation this student articulates the more abstract, Affiliative concerns about connectedness, but describes them in fairly concrete ways:

I (Interviewer) ~~WIHQRXW FROWDOGRMZ-UWOGZKDM RQ' S (Student) HEFDVNRXK-DRI SHSQWDMRZ ZKQZM-NYEHQ VDY-CRUZKDM-UQTYHMLZDQGLVWKDYHMLH-QJ ZKHU, JRVRM IURQUM-HGRUEHOJ VRXJ RVRM-HGRUDQV-HUHQRRCHM-HJEXQD~~

* not enrolled in Integral Conflict course

DVXGGHONRXJHMLSXOFKLOMHDHFDGILW* RGVNLOJ 3<RXDNHGP HVRFRP H
LQNRXOLHARKHS RXZLW RXWKKJON DP KHURZ

I: Uh-huh.

S OG, WVKJOFZLWVDFVH*P VLNLOJ +HFDOSDUMVHDZKFDQW
help me?

I: So in some way even God is disappointing you, or not helping you or abandoning
you or something like that?

S HP DTP

I: So what do you do with that? How do you make sense of that, and what does that
mean to you in those moments when you feel that, that even God has abandoned
you?

S: Sad.

I: And what is the sadness about? That sounds like kind of a silly question, but . . .

S: The sadness really in a nutshell is me feeling that God has abandoned me when
probably I have abandoned God. And it makes me sad that I have those feelings,
WVNZKWRP HVRZOR

I OGVHNDGCHWLVNVRKDYMH-HHOJ WDNRYH-DEDOGRCH* RG'

S KDYMH-HHOJ WDNVMDYH-DEDOGRCH* RG2 UNDMH-VEDEDOGRCHP H
ZKLFK RXNORZ DVUHOJ IRXSHURO, NORZ +HVRZVEDEDOGRCHP HO DNEH
, YH-DEDOGRCH+LP , WNVNHP HVG, KDYMRVH-HHOJ VZKHQ, NORZ +H
has probably not abandoned me. But I just have these feelings that He has left me
on this island by myself.

I: So the sadness is really the sense of isolation that you feel, right? Something like
that?

S: Yeah.

I: And do you have any sense or vision of what it would feel like to not feel that
kind of abandonment and isolation?

S XWVH-SRLONVZRXCQNHARKDYMH-HHOJ RXNORZ ZKHU, GROV
have that feeling of an abandonment.

: KZHFDOVHLOM-SRLJ ODFRI WLP DOTWAP HONDJURZLOJ FDSFLVRU

abstract thinking, for recognizing and acknowledging his internal experience of feeling
abandoned, and being able to begin to take the additional perspective that he has abandoned
God as well. We see evidence of the Concrete mindset operating in the absence of any
reflection on his own feelings. He gives us a concrete description of what is happening, but

K-GRH-ORVGLVORIDEOR J RP XFEKHROGMHG-MFUSVRQRI M-HHDOJ VDM±³, IHO
 VOGMVKDYHMRVHHDOJ V'VEHLOJ DEOR VOGGEDFNIURP DOGVONDERVMHOMODO
 H[SHLHCFRI ZKDMH-DOVRH-H-DEDOGRCHGRMHVMDOKH-ZDOVR EHZKHUHK-GRH-OIV

have that feeling.

This transitional phase is characterized by a sense of bewilderment about what to do with these new feelings one is having. Within a full Concrete mindset, feelings are understood and experienced as events caused by other concrete events. When the Affiliative mindset begins to evolve, this new internal experience of feelings begins to carry more

ZHJKEVH LQVRVNHXS P RUSVFKRQJ LEDSDFHOGFDQTHDMEXMGVRDFODUXW
 RQFUHM-YH-ORV LUXP VOGFH%VDMH-LONMAREXVZ FROMO-UR-KROM-P

and make sense of them, this creates a sense of confusion and of not quite knowing where these feelings come from, what caused them, and what to do with them or about them. And yet, he has powerful internal experience of feeling abandoned and isolated, in need of an interpersonal surround within which to feel held, understood, and kept company. An

DOJHG-GLIIFEXVMDROEHRP HMY-OP RUGLVWHMOJ ZKHOKVFRQFUHM³ US RU

understanding on his feelings has lost its hold.

Within the fully constructed Affiliative mindset, feelings, emotions, psychological states are the context within which one knows oneself. These abstract internal experiences are like oceans in which we swim and are tossed around by the waves and currents of our feelings, expectations, and opinions of one another. The waves you make toss me around, and vice versa. What you say and do and feel causes my feelings, and what I say and do and feel causes yours; in my experience there is no clear separation or boundary between my psychological ocean and yours. I am just as much at the mercy of my own feelings as I

DP DMHP HUFRI \RXU, DP 3KQGE\ VMHRFHDOVI IHDOJ VMPXJ KWH [SHVADROV

they define my sense of who I am as much as my sense of who you are.

One of the students whose meaning systems was assessed within the Affiliative mindset described an experience of a conflict this way:

S: Yeah, I have been working for a few years with the concept of the victim, and not being a victim. And working on ridding myself of that kind of servitude that comes with seeing myself as a victim and powerless.

I: So is that a way that you had felt before?

S HKGHLQWVADON\DK/ LNHMZRUQZHP HDOG, PP SRRUDG, PP VLVDOG, PP VMDGZKDMYU

I: Oh, okay.

S: And so, you know, there was the time that I was really angry at my father, and VMDVLOZLVKMDVZ HOKXVGROVPP P RVDORV/ VMDAP RVDUHDON KDYHMDV/KLOGP Hk %XVORNI RUM-FROMOXLOJ VMUHGVS CGZLVKP \NLGMAV/ like continually stepping into the adult role with them. Because getting angry with VHP LVNCGRI QNHEHOJ DYLFVP VRRZLVKZKDMYUHN\UHGROJ VMDVXSVMVOJ P HP

VMDNLMVEFRP LOJ SRZHUWVRZKDMVCOSSHLOJ 6RJHMDJ DOJLVNCGRI like giving up, instead of taking the adult role and intervening in a positive way.

* HMDJ DOJLVONH, PP EHOJ YLFVP UHGKHUJ

<RXNORZ" , GROVMHVRVHZRUGVXMDV/NCGRI ZKHUHTP HVURP , VV QNH PP KHSONMVLVDGLVDMUDG, PP DYLFVP VRVMDGLVDMURXNORZ VR, ZRUNKLGRV VAS LQARDGXONRRGDOGS CGZKHQ, GRVMD, PP QPSRZHUW 7 KHUHTORVMDFDQGR

And, you know, I have little things that I can do to help myself engage in a more positive, constructive way.

I: So what are those kinds of things? Is it a way of talking to yourself or reminding yourself?

S HQ VMPXJ KWH VRP HMDJ \VMUGDMDV/NCGRI VCONVMPXNORZ ZKHQ VHUHTVU DHDOGMH\VD\3VRS GURS DOGURQ

, VMPXJ KZHQ FDOXVMDZKHQVHUHTVU DHZKHQ, VMDNVMHUHTVU DH VMDN this is an emergency, I should stop, drop, and roll. With my kids it means, stop what , PP GROJ DOGGURS GRZOR VMLOMHDGHDJ DJ HUROZRQGEHVRURORR their reality.

%HFRP SDVMDRDMDOGOVMDUHDONVMDV ZKDMHUIHDOJ VUHDGZKDMV UHDOJ ROJ RO6R RVDQ, GROVMDVDOGMH\VMHILUHFROMOXHMDJH

I: Oh, yeah, yeah. I know that one [laughter@KDMV UHDV

S OGZKHQ, GR LNHOMNOM HMLQV, WQONH RP VLVDOGMVDOG
 VLV\$ OGMH-D, WLN2 KRND\$ OGMH-HU VKDDJ HARXNORZ DOGLV
 always so simple. It feels like a brick wall
 %VWDOZDNL , FDOGRVLMH-OLVWVVP SCHVWVMP SCHVWLOJ V
 I VQVNDP Q LOJ"

7 KLZRP DOIHDOMP HFNRI MHF LWH RI KHUFVRI SRZHUWCHX6KH

equates getting angry with being victimized. It is, again, an experience of being tossed
 DURXOGE\NHZDYMDOGFXUHWARI KHURZORUDRM LVEHKDVRURUJHDOJ VRU
 H[SHFVWRO±EHOJ ³KOGEL\KHUJHDOJ VUDMVMDOKDYOJ VMP +HJFRP SDULRORI KHU
 H[SHLHCHOMH³YFVW UROH'DVSSRVGV³M-EGXORDH\XJHVMWOMHURGHICH
 her experience. That she does not articulate a sense of the possibility of the two roles being
 interconnected in any way speaks to the Affiliative complexity that cannot coordinate or
 hold contradictory ideas/thoughts/feelings at the same time. Again, the oceanic quality of
 the experience of any one idea/thought/or feeling that is characteristic of this mindset, is
 all-encompassing.

Another student whose assessment revealed an Affiliative mindset that is beginning
 to feel its own constraints (3(4) described an experience of conflict this way:

S GROWRZ LI ZKDP DIUDGRI LVZKDMHOMONRI P HIRUMONLOJ VDW
 Which is probably, once I start to learn more and dig down into some of these
 LVXHV, WLNWDMWDRV ZKDP/ELJ DVXP SWRODUJEDVHRO
 6R, GONHVMONWMP P RVRCFHLO-GVNDP LJ KXUWUJHDOJVE\
 VJHMLQJ WDMHVGUVHSHFVWBRXNORZ ZKDMHEXZKDUJHCOMLONLV
 ... what I think WLNLVZKDMVZXVH7 KDM, P WLNLOJ WDERXAU
 P DNEHLOVGHVWVWVW HMLQJ WQNDP DOG, WLNDOG, IHS OG, GROWLON,
 ZDOWDFNORZOGJHMLWVWVWVW-FDVH
 I LI VXTUWMLONLOJ WDERXAU

S: So if I think her actions are controlling or trying to diminish me in some way,
 what I think is if I think that about her actions, I must be in order for me to
 attach meaning to that, that I think that those actions mean that, then that must be
 what it would mean to me. So if I sent her an email and said, you know, [the same

Students whose meaning-making was assessed at a transitional phase between the Affiliative mindset and the Self-authoring mindset also describe feelings of being at the

P H L F R I H [M L O O R U F H V E X Z V M D O L O F U H D V F G F D S D F L M A R J H A P H G L V D O F H U R P L A D M I
I U R P D U D I M O R O M H Z D M J C H Z R P D O V H [S H U I H F H R I E H I L O O L O J V R V H K R Z V K H
F U H D A G K H U R Z O R F H D O V R X C G H G O N H M L V

S: CGLVMSDUKA, MLCNKNMFIHDIROMD/VIDLHVRZ LVMLVHOFRI XU HOF\
VNDZM-GHY-OSP HOFXUHMOMP GRIJ, P ORNLOJ DMMI, ZRXGONHR
DFKLMHLOM-HOFDDUHDGUDJ LOJ MVARP XFKLVDDH-DGN RLOJ RODOG, P ORW
SDURV LSAOGKRZ FRP HDP, CRSDURV LV \$ CGVR, P VRURV KDYLOJ VRORNDW
that again and oh, have I set up over the years a nice little system whereby I am not
SDURV LV « 6RORZ ZKODP, JRLOJ VRGR"

I: Ah-hah! [laughter] Yes.

S: , JXHMVWZKVMHONP SRVDDMLP RP HWP H
I KP 6RILVWNGRI VRXURZOLMDDERQ OFMHP RP HWP

S: Yes.

I: Your immune system of wanting to be part of it and yet setting up this beautiful system to keep you not part of it.

S: HOFHKDOG, MLCNLMVHDDJ LOJ MOKDYH-NYS MLVAVAP 1 RZ, KDYHR
deal with this system that I have set up and somehow dismantle it or overcome it in
some way, or . . .

I: HDKMHZRUGARXUHXVLOJ 3GLP DDVLOJ TDOG3RYHURP LOJ TDOG, P MXW
wondering what feels most daunting or most challenging to you in looking at this
VAVAP MOKRXU-NYS DOGWLOJ VRIU XUHRMZ VRYHURP HLW

S: KDMHOP RVDDOMJ", GROWRZ, KDYHONH-HIDSDURXJ KVRNORZ
ZKDMHOP HVARI IDJHR UJ KCRZ IMVMHONHM-UHYMVEJ VLOJ MCV
KDYHRGLP DOCHDOG, P ORZEHARVRURV LG-DMZKDYDFKSLFHVRI LV
Probably, knowing myself as I do, probably, the most daunting is sort of actually
stepping forward and moving past the system that I have in place.

7KHMLLOJ LVMDKDYHONDDORNGDMVAVAP VHKDYHONVRURV VNHQ
IDSDUOGVHDOZKHUEXMDVOMUHWLOJ EHFDXHZKHQ, MLCNDERAVMD
system, and I think, Okay, well, I could look at what are the elements of that
system, what are the places where the biggest stickage is? What are some of the
interconnections that I can change? Then it becomes suddenly much less daunting.

I: Ah-hah!

S: Because it becomes something that, okay, I can get some distance on, I can take
apart and think about and respond to instead of just emotionally reacting to it.
Whether I will or not is another question [laughter].

The presence of both the Affiliative and the Self-authoring mindsets here is evident

LOKHUWMP HONDKHKOJPHDOVNHOISDUNORNDWAW AffiliativeFDOORWAW

VHSDMPXZGP DNHGVMCFWROCP ROJ VM-YOURXSUNRI KHUHO ±VMOGUMOMH

ocean), and at the same time, saying that it becomes something that she can get some distance on, take apart and think about (Self-authoringILOGLOJ DUDWVROJ HMOJ KHU head above the water and beginning to see the individual waves, that there are actually individual pieces that she can take apart).

2 ONRCHVXGHOWP HDOLOJ P DNLOJ ZDVAHXVHGDMHONDOVMARODSKDH

EHRUDIXOH DANKRUOJ P LOGVH7 KLWVXGQZDORMUROR GLOM-FRAXUH

The characteristics of this developmental place are a fully operating, internally generated,

VFO VWMP WONDZD.VROJ XOLGD DLOVMSXORI VMVXG-PEDFN'LOA'DP RUH Affiliative

sense of vulnerability and responsibility to and for the feelings and experience of others.

Our student describes it this way:

S , VMLON, JRVMURXJKMHGDSUHWMP XFKIHOOJ RNDIHOOJ FROIGH-OWG that kind of thing. And then, you know, something major like this happens, or I get the email from [an impossible colleague], and I start questioning myself, you know, DP , UJKVRZKOMP VARNENP HOARVNDHO GRXENIOGRI VMOJ LNV H[VMOODGUYH< 7KHUHWRP HMOJ WMDSSHDV, GROVWCRZ LI VMLVKHSIXOW all. These are hard questions.

I: I know they are.

S: [laughter] You answer the questions and see how you like it!

I NCRZ VM-NVHXSSRVHGREHKDUG< 6RZKHQVRXVDM-NVHH[VMOOD driven, is it kind of more an event that happens out there that touches off the LOVFXUMDMVNDORP HROVDNOJ 32 K'RXVHLCFRP SHMOVWRODU XP HQW with someone, or . . .

S HK1 RMDVH-NRZSSHD\$ CGDOH[VMOODM-ORXOGE-NRP HMOJ ONH ZKDMVNHGDERXMP VHGROJ JHOP DOURP VLVFROD'XV%VNDORFDO be an external event, like I do a whole lot of presentations and trainings. And I FRXOGRDMLOJ DOGVRXNCRZ VM-FURZGIVMVMVMOGZHZDORXVZGLVW DUKK: HKGDMDLOJ RO: HGHGD DOGVMHNGOVMRY-KVDP XFK6R, VMLV

love me? Maybe I should have said this, maybe I should have said that. And I can get myself, you know, just going into this, you know, spiraling down into so much less I do it.

thing.

For this woman, even when an external event, such as what she describes, happens, she is very clear that the responsibility is her own for her reactions, responses, and feelings of insecurity (the fully Self-authoring herself and the self-doubt that sets in after some external event happens. That she is so clear about what triggers this spiral into self-doubt and how she gets herself into and out of it is the very essence of this final phase of the transition. She knows when she wades back into the waves and feels the pull of the undertow, but she resists it and does not lose her footing.

Hierarchical Complexity Analysis of Selected Interview Material

For the reasons given earlier, the hierarchical complexity scoring results are reported independently of the SOI scores. A hierarchical complexity score was assigned to above, we do not treat these scores as comparable because SOI and hierarchical complexity methods in this study used different units of analysis. The frequency distribution of higher performance scores was greater in the sample of interview material for which highest scores were sought than for the representative transcript sections used in part of the SOI scoring (Table 3).

Table 3: Frequency Distribution of Hierarchical Complexity Stages of Task Performance

Hierarchical Complexity of Performed Tasks Selected

Stage of Performance	Interview segment task included in some part of representative SOI scored section	%	Highest stage interview segment task outside of representative SOI scored section	%
Abstract 9	1	1	-	-
Formal 10	3	3	1	1
Systematic 11	5	56	8	9
Total participants	9	100%	9	100%

In interviews, the sample of participants performed tasks at abstract, formal, and systematic stages of performance. Representative excerpts are provided below as examples of each of these stages of performance. One example each is given for abstract and formal stages, while two examples are supplied to illustrate the systematic stage. One example illustrates a systematic stage task of recognizing complex causation of a situation; that is, where there is no single cause-effect relationship. The second example of a systematic stage task illustrates coordinating multiple logical relations into a system that was the basis

Abstract Stage 9 Excerpt. Uses assertions that include quantification (*italicized*) and generalized classes of people and events (underlined).

So she was very close and any time her grandkids had a ball game or anything like that, you know, she went. And my dad never did that with us, but here he is traipsing around to all these little ball games, and so that hurt all of us siblings that he was doing that with his new wife but never did that with us when we were growing up.

Formal Stage 10 Excerpt. Forms linear, logical relationships between abstract variables to reason about events and conclusions. A bulleted summary of the logics (paraphrased for brevity) that are evident in the excerpt, follows the excerpt.

I: 6 ZK-DNRX VLGW-HJWMOZNR VFLDFF-SMDF-6RLU \RXP HWH
 WDEUGRI SHUHFROWH-DNRX'HP RUHFLDODFF-SMG'

S: Yeah, like I just had this experience this morning where my partner, he had a job interview this morning, and he drove by here with his prospective new boss. And I was standing at the back, and I waved at them . . . they waved at me and I waved

I: Okay, so how that guy will see you, okay. So what would be the worst thing, or what is . . . you might have just answered that by saying how that person is going to kind of your worst fear, or . . . Like what would his judgment mean to you?

S: Well, I see it as barriers. I see those things as barriers to getting to where we want to go.

Bulleted summary:

- ♦ My partner is out of his mind to drive a prospective employer past our house because it is messy like a junkyard.
- ♦ , because the prospective employer will judge us.
- ♦ , then maybe not hire my partner] because these are barriers to getting where we want to go in life.
- ♦ I was mortified because I want to meet standards of perfection.
- ♦ I have perfectionism because I want to be socially accepted.
- ♦ I want to be socially accepted because we want to get ahead in life.

Systematic Stage 11 Excerpt A. Multiple logically-related elements are recognized

below).

S: him how to drive [logical variable #1a] , and they still drive like crazy people how it always was.[logical variable #2]

I: of comes up for you around trying to work with him on this?

S: I guess just not taking task with it in the moment. You know, trying to talk about [redacted] with the understanding of everything [redacted] [logical variable #5] and cultural [logical variable #6]. And so all those things are wrapped [redacted] . [Multivariate, complex causation for the way he drives]

Systematic Stage 11 Excerpt B. Multiple logically-related elements in the specific context are coordinated in developing a strategy that took all of them into consideration.

S: My last position was as a general manager running a subsidiary company. And it was a very stressful situation because the market was shrinking. And I was doing the business transformation for the particular niche market that we serve. Basically, [redacted] was expiring, it just was expiring. Like the typewriter versus the computer type of [redacted] So we had to transform to new offerings [formal stage 10 explanation of company situation], and the people that work for me, I have two sections of about twenty person company, a subsidiary. Ten of them are customer service and accounting, and so on, so you can easily transform them to do something else. But the other ten is like blue collar workers, so they only know one thing, right? And they do that for years and years. And I knew . . . because the transformation was my strategy, anyway . . . so I knew as soon as that concludes, something has to be done with those people. [Formal 10 explanation of impetus to create exit strategy] So I kind of worked out a deal with my boss that I pretty much created an exit opportunity for [redacted] the multiple variables the speaker coordinates are indicated in remainder of [redacted] laughter], but I know in essence [redacted] work out that exit strategy with the company.

I: Uh-huh. Okay, can I interrupt you for a second here? And what was it about that [redacted]

S: I think part of it is if I am removed from that position, it will buy . . . financially it will buy the parent company a little bit more time, to incorporate those people into other organizations. Because it takes a lot of them to make up the salary to pay me. So, I feel like in that sense, I am providing my boss a way out of the situation. And also I was the only one . . . I was based in [city A] and the company is based in [city B] and in [city C], and I am reporting into the [city C] office. It would have [redacted] [redacted] [redacted] [redacted]

WHOMUJONGCHWRI DORXGEP HOMROMRI WAMHURZOH SHUHOFRI WMHURXS

culture around conflict in general and this issue in particular, the individual behaviors in response or reaction to the conflict, and the structure of the cohort and institution that creates the opportunity for the dynamic to emerge.

: KHOZHUEGRUWNGHOMFMDVZHORNIRUMNCGRI SHUSHVYWMH

acknowledge and actually take, the number of different and contradictory viewpoints they not only recognize but engage with, and the degree to which they observe themselves doing the analyzing, observing the very ground they stand on when looking at and interpreting the conflict. Do they recognize that whatever standpoint they take will inform and determine their analysis? Do they look at the assumptions, biases, values, standards, preferences that they bring not only to their experience of the conflict but to their interpretation and analysis of it as well?

Our student whose mindset currently includes both Concrete and Affiliative structures, has a difficult time finding any part of himself that is not implicated in his conflict. He feels tossed around in the ocean of his worries, fears, regrets, and yet he can only make sense of them through the tangible feel of them. Someone fully Affiliative would be focused on the qualities of the water and waves. This student orients toward the tangible

H[SHUHOFRI EHOJ LOWHZDMLEDRCHFRGYXCHUDEONFDUG+HHLVKLVGMFUSWRORI

the UL quadrant of his experience:

UL- The I, self and consciousness, feelings, spirituality, purpose, values and calling. In myself, [my] consciousness knows what I am doing is wrong. Not because our society says so. I know so from my up bringing, the way I was raised, my belief in god, and just the dirty feeling you get from living my life in a deep and dark shadow that no one knows. From what I feel deep inside of me of the values that I hold for me and what I believe in, I knew deep in my heart what I was doing was wrong, but I was unable to stop. Or was I intentionally not listening to that inner voice that was telling me what I was doing had some very dangerous consequences.

There is a deep poignancy in the anguish that he feels. He can only describe it and apply a dualistic kind of judgment to it. He cannot yet construct a life boat with which to separate himself from this ocean of feelings and events, and so he struggles with trying to find some way to escape. His description of the UR of his experience attends to exactly what it should:

UR- It, brain, behavioral. This is were I find people not understanding what happen
 taken over the brain, and consciousness has been lost or under attack and was losing
 the battle. With the loss of consciousness, ones behavior would be changed,
 changed to the point others could see, or may not be seen. In my case, the addiction
 I think has almost changed my brain and the way it works. I struggle to get three
 hours asleep, I have seen my dreams be more often and more bizarre. Is there a

+HNCRZVWUHLDELJHP RUHEVNDPFRQFLRXCHW'IURP ZKIEKRW

understand this experience of being out of control, but he cannot find or construct it for himself. His struggle is heartbreaking for his awareness of his mistakes, shame, regret, and for his not being able to figure out how to break out of its grip.

,QMP VRI KLVDVWKFODDXGHWGVMHSHFILE FROMQVRI HFK

quadrant, and can report on those aspects of his experience. Yet he does not stand back from his reports and descriptions to suggest or consider an alternate perspective on them.

Our student whose mindset was assessed at the Affiliative level, demonstrates a different kind of embeddedness in her analysis:

The integral way is to keep my close friendship with [my friend] because it is precious to me and to reach out to the others in the group. The artificial middle way would be to be sterilely fair with my time and attention and try to divide it all evenly; to hide my particular affection for [my friend] for fear it might make someone feel excluded. The integral way is to celebrate and appreciate my

GRMLVHJZHQWLN, GGSFGXNDNDNDZDNRP >P VUIHGEXMP
 hoping that our discussion of my behavior at the residency and my communications
 with her since then have increased the healthiness of our bond.

At the one-third point in my graduate program I realized that this friendship could
 develop in ways that followed unhealthy patterns from my past and I consciously
 worked to undo those habits of behavior. Intense group experiences are necessarily
 going to be emotional and it is difficult in that environment to avoid feelings of
 exclusion or being on the outs with someone or a group of people. In my case my
 changes in behavior may have caused [my friend] to feel on the outs with me.
 However for me, I realized through feedback from cohort members that I have a
 degree of influence in the group and I wish to use that influence with thoughtfulness
 and care. By working through the conflict and my behavior changes using the four
 quadrant model, I have deepened my understanding of what an integral approach to
 this conflict looks like for me. While I did not want to separate myself from [my
 friend] because my connection with her is nurturing and challenging to my growth
 (and because I want to offer those gifts to her as well), I did want to push myself to
 form new connections across barriers in the larger group. I have likened it to a bowl
 in which I can gather all aspects of my behavior that I wish to retain. Rather than
 choosing an undifferentiated kind of fairness in which I would divide my affections
 equally, and rather than sticking to [my friend] or avoiding her to avoid the possible
 hurt feelings of others, I can enjoy a juicy mix of relationships of differing types
 and degrees: an integral fruit salad.

7 KLVWGHOMXP P DUJ LOJ UFP DUNVSHDNRVHNLGRI RFDOLF TXDMMDW

permeates the Affiliative worldview in its orientation to the vicissitudes of relationships.

+HXGGLVMDGLOJ RI ³LWJ UDDXKHGHFUEHVMUHLV RUHELOJ LCFOMYHRI RMHVLQ

order not to hurt anyone than it is about recognizing and honoring a diversity of ways of
 relating and being together, and critiquing her own stance and biases. So her understanding

RI DGGFDSDFVNRGR ³LWJ UDRQ OFVDDLVLSRZHJXONKDSHGDCGFROWMDCHEN

the complexity of her meaning-making. Her metaphor of a bowl in which she can gather all
 aspects of her behavior is an apt one for this mindset, as it speaks to the interpersonal

³FROMCHUZKLFKVHYHNDRCHFWKFWUHRUFHMDJ P HDLOJ DGGFROCFVNRQ

In contrast, the student whose meaning-making was assessed and described above, in the transitional phase of Affiliative/Self-authoring, was able to recognize some of her own internal terrain within the conflict that she analyzed:

(UL) Although it seemed miraculous to be a graduate student after thirty years of knowledge; at mid-life, I hoped to be able to cultivate my best self through careful listening, compassion and wisdom. These feelings, combined with a bundle of largely unexamined emotions regarding personal belonging and recognition needs, contributed to a self-absorption that kept me "embedded in" events as they unfolded. (Kegan 1982)

(UR) While aware of issues of process as they arose, I was largely "blind" to much that was going on beyond the borders of my Self. Although the residency may have been designed to allow for "reflective discourse that involves a critical assessment classmates were really able to do this. I participated fully in discussions with humor and assertiveness, advocated passionately for values and perspectives I held dear, queried others and listened compassionately as they spoke, but I did not reflect deeply on events as they were happening. Generally, I operated throughout this Kegan's Affiliative Stage.

(UL) [from another section of her analysis]: The interchange between D. and J. M. seems to reflect dominance needs that they each carried, as well as their notions of fairness, democratic process and the importance of rules. Personally, I was awash in the catalyst for it; I felt frustrated because it seemed to me that the degree of emotional heat regarding procedure was misplaced. I felt that the two groups had misunderstood each other through busy-ness and distraction. I was alarmed by how

This student clearly demonstrates being able to recognize and own her internal process (the Self-authoring side), and at the same time, she recognizes that she did not and recognition needs, [that] contributed to a self-absorption that kept me "embedded in" events

~~DM-NVRC-H 7 KLVH~~ Self-authoring part of her mindset reflecting on the Affiliative part of her mindset.

So while this student does recognize, name, and describe these different parts of herself, she does not take a critical perspective on the standpoint or frame of reference that she brings to the conflict and her analysis of it.

Being able to take this critical perspective, for all of these students, would mean being able to recognize that the waves in the ocean are mutually affected by one another and by larger currents, but that one has the choice for how to interact with the waves and currents. Taking a critical perspective means that one is not at the mercy of the waves. One can float, swim, dive down deep. Or one can swim to shore, take themselves out of the ocean, recognize the shore that they are standing on and that it informs the ways they look out onto this ocean and their place in it. Implicit in their understanding would be a knowledge that a different place on the shore, or a different shore altogether would present them with an entirely different perspective. As would choosing to go back into the water and swim. None of the students enrolled in this course included this kind of critical perspective in their analysis.

Implications for Our Curriculum

Creating and teaching a developmentally informed, transformational curriculum is a particular challenge with adult students because there is such variability among students in each class and cohort with respect to their meaning-making and critical thinking capacities. One of the benefits of our online delivery system is that it is easier to respond individually to students in ways that are informed by and sensitive to their current complexity of meaning-making. At the same time, creating a curriculum to both teach

relevant and essential content, and doing so in a way that meets each student where he or she is requires a flexibility in the faculty to be able and willing to adjust our teaching styles and preferences in order to provide an optimal balance of challenge and support to all of our students, both individually and within the larger group or class.

With respect to our evolving conversations around the two scoring metrics, the SOI and the HCSS, it has become clear to us that integrating the knowledge generation of each measure, so they speak to one another in a more coherent ways, is an essential component to informing our curriculum. Our ongoing research will include deeper investigation into both the common ground and the divergent paths of each metric, with the intention that this will also deepen our understanding of our students and how best to teach them. The more we can understand about the different ways in which students engage and respond to critical thinking tasks, the more carefully and appropriately we can respond to them, providing learning environments with specific and individualized challenge and support.

Providing an optimal balance of challenge and support to a student whose meaning-making complexity is in transition between the Concrete mindset and the Affiliative mindset requires understanding and supporting the kind of concrete view of the world that is present, and, at the same time, challenging that world view with additional ways to think about it. Supporting the emerging Affiliative mindset requires actively engaging with stances, empathy. Many students with this way of making sense of the world want to be able to just change their behavior and start over. Making sense of change as a process is difficult for them. The structure of their reasoning is such that they orient toward the tangible aspects of a situation, and how to manipulate those tangibles into something

different right now. Understanding subtle changes in feelings, meanings, expectations, etc. poses real problems for someone with this level of complexity because the world is XCGUWARGLOP RUHGKDDVWF NLOGVRI VMLP V,VMHVMHVMHUIKZDRVMHZUROJ ZDNVZ GRIVLVMH-ZUROJ ZDNVH-DNRXYVWRS GRIQJ VMDZGGRVMHUIKZDN6XEVMH/V and nuances are lost, and seen as just making things much too complicated. Slowing down the process, having them look at the individual steps they are taking toward their bigger goal is one way to offer these students a tangible way to see that they are making progress.

\$ VMHFFQMBRI JUDVW'RJ VMLV URXS RI VMG-QMSSHDVWREHLOMHP LGWV VMH

Affiliative to Self-authoring transition, our curriculum and teaching must be particularly attuned to supporting the Affiliative need for belonging and validation and their capacity for rich description, while at the same time challenging that need by appealing to and VXSRRUMQJ VMHL6 HD DVMRUQJ VGH-EMVGHMDFVDMN-HDDU HSHUSHFVMHRODOG responsibility for their own reactions and responses to conflict, and the side that can begin to critique their descriptions and responses. For those students whose mindsets are closer to Self-authoring but not fully there yet, our attunement is to supporting their capacity to critically reflect on their own thinking/feeling/reacting processes, and even more so to support their stepping back from their waning tendencies to look toward external authorities for support and validation and to rely more on themselves and their own sense of internal authority.

As we noted in the literature review, one of risks in online instruction is that of overloading the students with required readings and not giving them sufficient time for reflection on what they have read. The transitional center of gravity within our student population makes this especially relevant and essential to pay attention to. As faculty, we

often make the assumption that our graduate students can and will rely on their sense of their own limits for how much reading they can get done, and how deeply they want to delve into any one particular reading assignment. With a group of students whose mindsets are more oriented toward what the external authority, i.e., their teachers, are telling them to do, and trying very hard to do that, there is even more risk of them feeling overloaded, overwhelmed, and unable to succeed. One way to address this issue with students is to be very explicit about our own expectations that they manage their own time, energy, and focused attention. By giving them permission to trust themselves, we are actually challenging the Affiliative part of their mindsets and encouraging the Self-authoring part to step forward.

In light of this understanding, we, as a faculty, have become more mindful of the volume and the complexity of the required reading and writing we assign. We are also working more explicitly with our students toward a greater understanding of what an integral perspective is. For example, rather than offering only one course on integral theory and introducing it in a half-day session at residency as we have done in the past, at our spring 2010 residency in March, we spent two full days working with students around the engagement with conflictual situations. When they enroll in the upcoming Integral Conflict Analysis course this summer, they will come to it already familiar with the basic ideas and concepts, and ready to refine, clarify and deepen their understanding and application of it in their own lives and work.

Another important touchstone in our program and curriculum is the work of Bill Torbert (2004), specifically his model of action inquiry. In spite of, or perhaps due to, the

limits and constraints of our own individual blind spots, we are committed to our program, our curriculum, our students, and our faculty as an evolving community of inquiry. As the title of our presentation suggests, we practice what we teach. We engage our conflicts with one another. We encourage and support our students to engage with the conflicts they experience with us, to lean into them, inquire about them, rather than avoiding them. It is an uncommon student who does not work hard to create a community of inquiry that is spacious enough to hold, allow for, and

Conclusions

program, is a fabulous place to be. Within this integrally informed program, we are as continually challenged and supported to expand our meaning-making as our students are. It is clear to all of us as we work over time with our students, that they are, in fact, growing. We experience it every day in our interactions with them. Every experience they relate to us that they can take one step back from is a step toward increasing complexity. We have seen some of our students start the program fearful, withdrawn, and anxious, and show up 3 months later confident, engaged, and excited.

Engagement is key. And the key to being fully engaged is being supported and challenged in ways that recognize and acknowledge both where our students are, and where we believe our program can make a difference. We see our students already making a

difference in their own lives, in conflictual family situations, in their own deep-seated fears and conflicts with others, in their internal conflicts with themselves. We see the ripples of their increased awareness extending all around them.

Our world is becoming increasingly complex and the conflicts become increasingly entrenched and dangerous. It is no longer possible to approach any conflict with anything less than an understanding of the wholeness of human experience. What better way to look toward our future with hope and confidence than to cultivate and grow the integral consciousness of adults who already feel a commitment to engaging conflict in a way that transforms rather than destroys its participants.

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Appendix

CAE-560-01 Integral Conflict Analysis & Engagement

Final Paper Assignment and Guidelines

Assignment: Develop a thick and comprehensive integral analysis of an in-group vs. out-group conflict within your own cohort.

Context: All conflicts, as we have been seeing in this course, have aspects or dimensions that are represented by the four quadrants of our integral model and most, if not exquisitely subtle. A sense of belonging can show up in powerful ways, ranging from conscious sense of not feeling worthy or at home or accepted within the group. Perhaps the

In this assignment, we are asking you to reflect on a conflict related to your own cohort (or one you witnessed in another cohort), and to tease apart as much of it as you can own experience of it, the group culture around conflict in general and this issue in particular, the individual behaviors in response or reaction to the conflict, and the structure of the cohort and institution that creates the opportunity for the dynamic to emerge.

Preparation: Take a few moments to reflect on the history of your cohort: your initial coming together as strangers, getting to know each other, working out your name and promises, your own internal experience of who you felt connected to and in what ways, and who is not, what it means or would mean to invite someone new into the group. Think about these issues in terms of both your own internal experience, feelings, meaning and values, and the values and meaning that your cohort has created over the time of its existence.

- , members feel less a part of the group than you or they might like? If you have a sense that another of your cohort members is feeling less a part of the group than they would
- ,I experienced it in other groups, feel free to use that other group experience for this assignment.

Analysis: In this analysis of conflict within your cohort, reflect on and discuss

- 1) what it means to you to belong to/within your cohort, what your cohort identity is(UL),
- 2) what your cohort cultural values are (LL),
- 3) what specific cohort behaviors look like (UR),
- 4) what your cohort systems and structures look like (LR),
- 5) how the conflicts within your cohort have shown up in each dimension/quadrant,
- 6) how the different dimensions interact with each other, and your own sense of yourself within your cohort.

Use our Antioch McGregor Integral Model (posted in Resources) as a guide to your analysis. The model describes each dimension/quadrant and lists some assessment questions associated with it. Use these questions to guide your analysis. You do not have to answer all of the assessment questions posed in our model, but we do ask you to consider them all and use them to guide your thinking and writing toward a thick and comprehensive analysis.

Recommended structure for your paper:

- abstract
- introduction and a description of the conflict within your cohort based on your
- separate sections for
 - each dimension/quadrant
 - discussion of how the dimensions interact
 - discussion of impact on your cohort and yours elf
- summary & conclusions
- references

You may not use any of the material from weekly posts in your final paper. This must be an original analysis.