Cultivating the integral mind: the relation between development and perceptions of performance in a large-scale leadership program

Dr. Theo L. Dawson, PhD., Aiden M. A. Thornton (PhD. Candidate), Joel M. Rothaizer, PhD., and Sandra L. Hill, PhD.
## Hypothesis & results

### Hypotheses

1. The direct reports, peers, and supervisors of leaders who demonstrate more Lectical growth on the LDMA will observe positive changes in the leaders’ decision making behavior.

2. Leaders who demonstrate more Lectical growth on the LDMA will observe positive changes in their own decision making behavior.

3. The direct reports, peers, and supervisors of leaders whose perspective taking and seeking skills increase will observe positive changes in the leaders’ decision making behavior.

4. Leaders whose perspective taking and seeking skills increase will observe positive changes in their own decision making behavior.

### Results

1. Partially confirmed: the trend in the correlations is promising, but only supervisor ratings reach statistical significance.

2. Not confirmed: but apparent trends are in the right direction.

3. Largely confirmed

4. Confirmed
Overview

- Leader development & VCoL+7
- Clear Impact program
- Methods
- Analysis and results
- Discussion
- Q&A
Leader development
Leader development

The complexity gap: past, present and future

- **Alarm bells from the past:**
  - Bell, Habermas, Kegan

- **Push from the present:**
  - Empirical evidence: Self-reports from CEOs
  - Complexity of organization / social / environmental risks

- **Pull from the future:**
  - Evolutionary tendency towards greater complexity (i.e. differentiation and integration)
## Typical approaches

**Typical approaches**

- Experience
- Behaviors
- Personality
- Orientation / attitude
- Social mechanisms
- Other relational factors

*(Day, Fleenor, Atwater, Sturm & McKee, 2014)*

**Impact of typical approaches**

- Collectively:
  - Only moderately effective (66% chance of a positive outcome)

- Individually:
  - Highly variable (some unsuccessful with very low effect sizes)
  - Require good fit between developmental outcomes and theory

*(Avolio & Reichard, 2009)*
Neurons that fire together wire together.
What is robust knowledge?

- **Breadth**
  - how much you know
  - facts and procedures

- **Depth**
  - how deeply you understand what you know
  - how well connected your conscious and unconscious neural networks are (not just the facts)

- **Quality**
  - the accuracy of your knowledge
  - how adequate your knowledge is (relative to task demands)
A model of learning: the virtuous cycle of learning (VCoL+7)
Clear Impact program
# About the program

<table>
<thead>
<tr>
<th>Who</th>
<th>How</th>
<th>What</th>
</tr>
</thead>
<tbody>
<tr>
<td>‣ Leader development program designed and delivered by Joel &amp; Sandra from Clear Impact</td>
<td>‣ Series of 8 modules delivered over 9 months</td>
<td>‣ Three kinds of intelligence—cognitive, emotional, &amp; contextual</td>
</tr>
<tr>
<td>‣ Large North American city</td>
<td>‣ Total of 40 hours of instruction</td>
<td>‣ Skills</td>
</tr>
<tr>
<td>‣ All leaders in the city, team leaders to the City Manager</td>
<td>‣ Action inquiry between sessions</td>
<td>- reflection and self-awareness</td>
</tr>
<tr>
<td></td>
<td>‣ Up to 8 Lectical Assessments taken between sessions and embedded in instruction</td>
<td>- coaching</td>
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<tr>
<td></td>
<td></td>
<td>- change management &amp; communication</td>
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<td></td>
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<td>- high performing teams</td>
</tr>
</tbody>
</table>
Developmental pedagogy—VCoL™

The instructors
- Sought—customized initial program to meet client needs
- Applied—delivered first workshop
- Reflected—discussed what they learned from teaching, feedback, and metrics
- Set—used what they learned to tweak workshop activities and content

The students
- Sought—attended class, did readings, discussed
- Applied—did action research, took assessments
- Reflected—journaled, reviewed assessment feedback, reported to cohort
- Set—set personal development goals based on what they learned
LectaTests
The Lectical Scale

- Based on Fischer’s Skill Scale (1980, 2006)
  - tiers, levels, and phases
  - 4-5 tiers, 14 levels (3 per tier, 0 = birth and 13 = Einstein), 4 phases in each level (a,b,c,d)

- Domain general, content independent (Dawson, 2004; 2011, Dawson-Tunik, Commons, Wilson, & Fischer, 2005)

- The common core metric behind all DiscoTests
  - Scores are calibrated to it.
  - Feedback is keyed to it.
A good leader

10.5

has good people skills

recognizing good people

good work ethic

doing whatever it takes

knowing how to reward people

fair but not a pushover

knowing how to motivate people
A good leader creates dynamic teams, which requires:

- Open lines of communication at every level
- Letting people know who you are
- Listening deeply
- Cultivating these skills in others
- Valuing individual qualities of persons
- Recognizing talent

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A good leader
12.5
reframes what is believed to be appropriate or possible
which requires
creating systems that foster
personal development
understanding of the internal and external environment
making it possible to
coopcreate a new or better direction
dynamic teams
Abstractions
Representations
<table>
<thead>
<tr>
<th>Lectical levels (Dawson)</th>
<th>Skill levels (Fischer)</th>
<th>GMHC (Commons)</th>
<th>SISS (Kohlberg)</th>
<th>GLSS (Armon)</th>
<th>RJ (K &amp; K)</th>
<th>SOI (Kegan)</th>
<th>Strata (Jaques)</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>principled systems</td>
<td>cross-paradigmatic</td>
<td></td>
<td></td>
<td>stages 6 &amp; 7</td>
<td></td>
<td>4th order primary sets</td>
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<td>principled mappings</td>
<td>paradigmatic</td>
<td>stage 6</td>
<td></td>
<td></td>
<td></td>
<td>3rd order partial 2nd order sets</td>
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<td>stage 5</td>
<td>stage 5</td>
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<td>abstract systems</td>
<td>systematic</td>
<td>stage 4</td>
<td>stage 4</td>
<td>stage 4</td>
<td></td>
<td>4th order consciousness</td>
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<td>formal</td>
<td>stage 3</td>
<td>stage 3</td>
<td>stage 3</td>
<td></td>
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<tr>
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<td>single abstractions</td>
<td>abstract</td>
<td>stage 2</td>
<td>stage 2</td>
<td>stage 2</td>
<td></td>
<td>2nd order consciousness</td>
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<td>representational systems</td>
<td>concrete</td>
<td>stage 1</td>
<td>stage 1</td>
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<td>1st order consciousness</td>
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<td>primary</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td>single representations</td>
<td>operational</td>
<td></td>
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Approach & benefits

**Approach**

- Domain-specific developmental assessments, built around
  - a strong model of learning and development, and
  - a domain-general metric
- With
  - a developmental scoring system—the Lectical Assessment System (LAS)
  - and a set of methods—*developmental maieutics*

**Benefits**

- Measure many lines with one method
  - leadership decision-making (LDMA)
  - self-understanding (LSUA)
  - reflective judgment (LRJA, RFJ)
  - ethical reasoning (LERA)
  - physics (POE, COM)
  - social studies (SOC)
- Makes it possible to build radically formative assessments
<table>
<thead>
<tr>
<th>I</th>
<th>IT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDIVIDUAL</strong></td>
<td><strong>COLLECTIVE</strong></td>
</tr>
<tr>
<td><strong>UPPER LEFT</strong></td>
<td><strong>UPPER RIGHT</strong></td>
</tr>
<tr>
<td>Subjectivity: What do the test results mean to individuals?</td>
<td></td>
</tr>
<tr>
<td>Singularity: What is unique about individuals? What has escaped measure?</td>
<td></td>
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<tr>
<td>Reliability: Can we have confidence in the scores awarded to individuals?</td>
<td></td>
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<tr>
<td>Objectivity: How altered are the tests by context?</td>
<td></td>
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<tr>
<td>Interpreting: What are the cultural meanings of the tests?</td>
<td></td>
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<tr>
<td>Fairness: How should the tests be used?</td>
<td></td>
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<tr>
<td>Validity: What is the fit between the tests and their function?</td>
<td></td>
</tr>
<tr>
<td>Utility: How can the tests be used? How are they used?</td>
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| **LOWER LEFT** | **LOWER RIGHT** |

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What we’ve already learned

- When making decisions, leaders who perform at higher levels demonstrate more agility, flexibility, creativity, nuance, humility, and perspectival skill.
- Leaders performing at higher levels than their peers are more likely to be offered opportunities for advancement.
- Growth increases as the use of VCoL+7 increases (average growth doubles, no growth without reflection).
- Working VCoL+7 increases the quality of our knowledge networks, which supports continued growth.
Methods
Participants

Level & gender

- Approximately 591 leaders participated and took assessments
- Four main management levels were represented:
  - Team Leader
  - Supervisor
  - Director
  - Branch Manager
- Sex
  - Male = 366 (62%)
  - Female = 181 (31%)
  - Unknown = 44 (7%)

Age & education

- Birth year
  - 1940s = 9 (2%)
  - 1950s = 167 (28%)
  - 1960s = 228 (39%)
  - 1970s = 110 (19%)
  - 1980s = 28 (5%)
  - Other = 49 (7%)
- Education
  - High school = 59 (10%)
  - Bachelor = 353 (60%)
  - Masters = 120 (20%)
  - Doctoral = 8 (1%)
  - Other = 51 (9%)
## Instruments

### Developmental assessments

- Participants took up to 8 LectaTests:
  - Lectical Decision-Making Assessment (LDMA) up to 4 times
  - Lectical Self-Understanding Assessment (LSUA)
  - Lectical Ethical Reasoning Assessment (LERA)
  - Lectical Leadership Reasoning Assessment (LLRA)
  - Lectical Reflective Judgment Assessment (LRJA)

### LDMA skills & scores

- Lectical Score (hierarchical complexity of performance)
- Scale scores
  - perspective taking
  - perspective seeking
  - perspective coordination
  - contextual thinking
  - collaborative capacity
  - decision making process
  - argumentation

### Behavioral assessment

- Survey taken with the 4th LDMA.
- Contains items about self, peers, subordinates, and supervisors, such as:
  - Since the beginning of this program, I more frequently take the perspectives of others into account.
  - Since the beginning of this program, my peers more frequently seek the perspectives of others.
  - Since the beginning of this program, my supervisor more frequently asks questions that invite people to think and reflect.
Sample dilemma

"You are the general manager of the largest and most highly-regarded medical clinic in your community. Largely in response to patient demands, your Board has recently decided to bring a group of midwives who offer home and hospital birth services into the clinic. It’s your responsibility to integrate this group into your obstetrics and gynecology service. Unfortunately, one of your senior OBGYN's, who has been active in attempts to bar midwives from the local hospital, is already stirring things up. She, along with a small contingent of physicians and nurse practitioners, is demanding a clinic-wide meeting."

LDMA questions

› What are the important things to consider in this situation?
› Are some of the considerations you discussed in your previous response more important than others? Why?
› What do you think is an appropriate response to this kind of situation? Why?
› Describe another reasonable response to this kind of situation. Compare the potential risks and benefits of this response with those of your original response.
› What process would you recommend for deciding how to respond to situations of this kind?
Analyses & results
### Sample
- A total of 120 leaders who took the LDMA at time 1 and time 4 (i.e. pre and post assessment) were included in these analyses
- Average Lectical growth = .18 of a level

### Data testing
- Data were tested for fit with the assumptions of multivariate statistics.
- In almost all cases, assumptions were satisfied with only minor violations, so parametric statistical procedures were applied accordingly.
Perceptions of improvement in decision-making behavior

<table>
<thead>
<tr>
<th></th>
<th>Self</th>
<th>Direct reports</th>
<th>Peers</th>
<th>Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Lectical Assessments taken</td>
<td>r(107) = .09</td>
<td>r(107) = .05</td>
<td>r(107) = .04</td>
<td>r(107) = .17</td>
</tr>
<tr>
<td>Supervisor growth in hierarchical complexity</td>
<td>r(53) = .21</td>
<td>r(53) = .19</td>
<td>r(53) = .22</td>
<td>r(53) = .27*</td>
</tr>
<tr>
<td>Total leadership sessions attended</td>
<td>r(101) = .07</td>
<td>r(101) = .01</td>
<td>r(101) = .04</td>
<td>r(101) = .14</td>
</tr>
<tr>
<td>Growth in perspective taking</td>
<td>r(120) = .29**</td>
<td>r(120) = .18*</td>
<td>r(120) = .19*</td>
<td>r(120) = .14</td>
</tr>
<tr>
<td>Growth in perspective seeking</td>
<td>r(114) = .29**</td>
<td>r(114) = .19*</td>
<td>r(114) = .19*</td>
<td>r(114) = .11</td>
</tr>
</tbody>
</table>

**p<.01, *p<.05
Discussion
Implications

- Growth in programs that leverage VCoL+7, continues to be about twice as great as growth in programs that do not, providing support for the efficacy of the learning model.
- It is possible to document growth over relatively short timeframes, both in terms of:
  - vertical development (hierarchical complexity), and
  - behavior change (doing things differently)
Future research

- Replicate, replicate, replicate
- Examine the sustainability of growth over time.
- Expand research into a range of industries (e.g. financial services, mining etc.)
- Determine if growth occurs at different rates for different skills over time (e.g. growth in LDMA scores vs. LSUA or Ego Development scores)
- Examine the impact of Lectical growth on the bottom line.
The Organizational Snapshot

- high score
- optimal score
- low score
The Organizational Snapshot—\textit{OS_{MAP}}

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Thank you!