

# *What's going on in later stages?—Do integral developmental theories agree?*

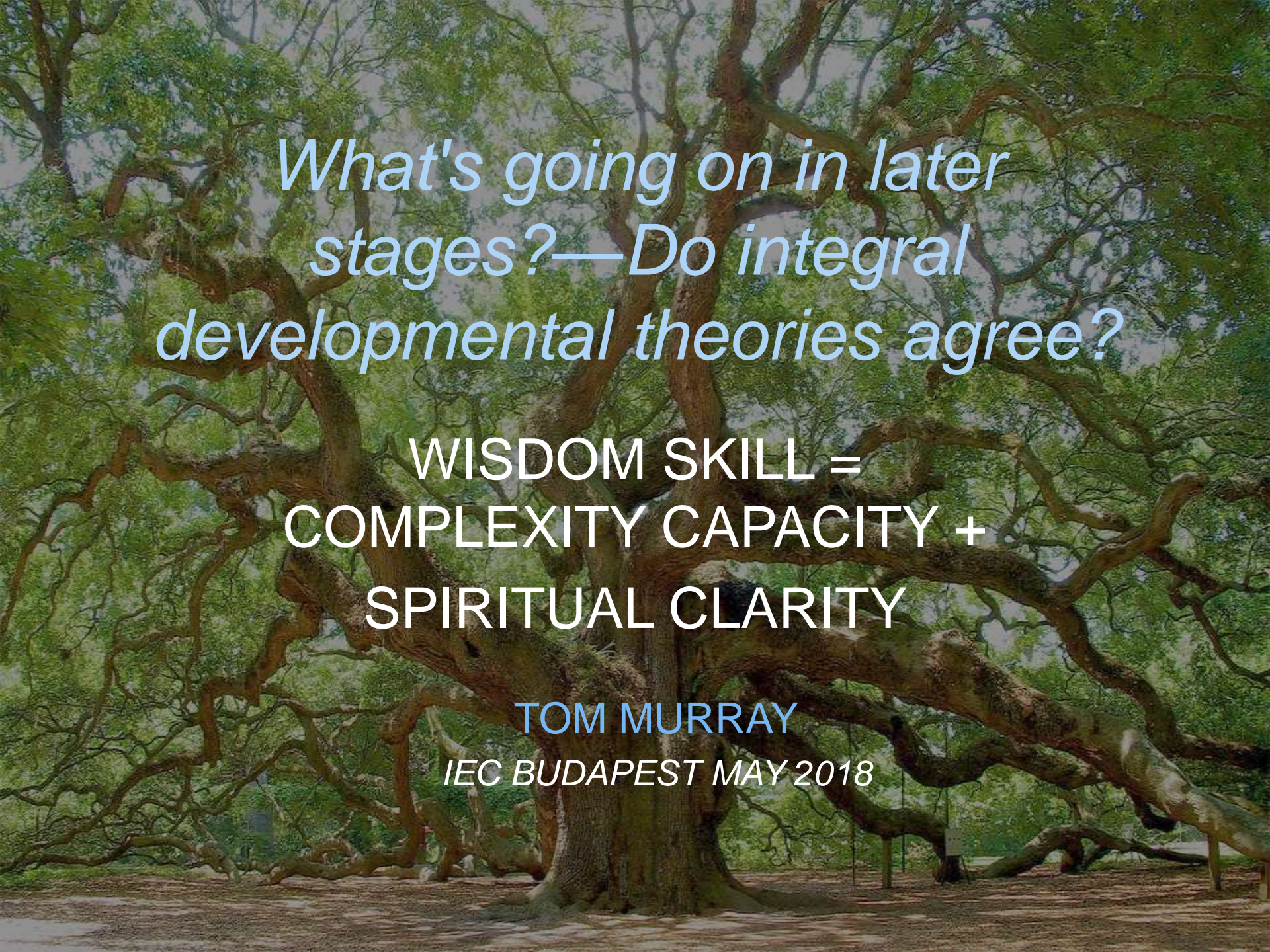
WISDOM SKILL =  
COMPLEXITY CAPACITY +  
SPIRITUAL CLARITY



TOM MURRAY  
*IEC BUDAPEST MAY 2018*







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*Origins of this work:*  
*Integral Review 2009 Special Issue*

- My paper “Intuiting the Cognitive Line in Developmental Assessment: *Do Heart and Ego Develop Through Hierarchical Integration?*”
- “...as we grow in wisdom there are elements of un-learning, of letting go, emptying, opening...the wise heart is spacious, connected, non-attached...”

*Intuitive comparison of*  
Neo-Piagetian/HCT (Lectica-LSUA)  
vs.  
Ego Development (MAP/GLP)

- See examples on next slides...
- Lectica “dilemma” feels much more cognitive
- SCT feels more holistic; accessing more of the self
- *(note that Lectica is only a very limited instantiation of the full base theories by Fischer and Commons)*

# Lectica—Sample Assessment

[www.lecticalive.org/demo](http://www.lecticalive.org/demo)

## **YOUR DILEMMA:**

Leadership experts disagree about how to develop a healthy business. Some argue that the evidence suggest that the most important thing leaders need to do is implement systems and processes that effectively promote accountability and performance. Others point to evidence that shows that no matter what systems and processes a business has in place, if you don't attend to the culture, businesses are likely to fail.

- Q1: How would you go about gathering the information you would need to form an opinion on a problem like this one? What sources would you consider? Why?
- Q2: How would you go about evaluating the quality of information you obtain from different sources? Why? How do you know when you have the "right" information?
- Q3: How is it possible that experts can come to such different conclusions?

# Sentence Completion Test

## 1# *Raising a family*#

is an amazing feat; a gift, an honor, an adventure...not something i've done myself#

## 2# *When i'm criticized*#

i reflect and try to learn and see things through the eyes of the person criticizing me...sometimes i defend#

## 3# *Change is*#

fun and inevitable and part of the journey#

## 4# *A man's job*#

...don't have an answer on this one#

## 5# *Being with other people*#

is energizing, a gift, interesting, an opportunity to learn and grow and share and connect...most of the time!#

## 6# *The thing i like about myself is*#

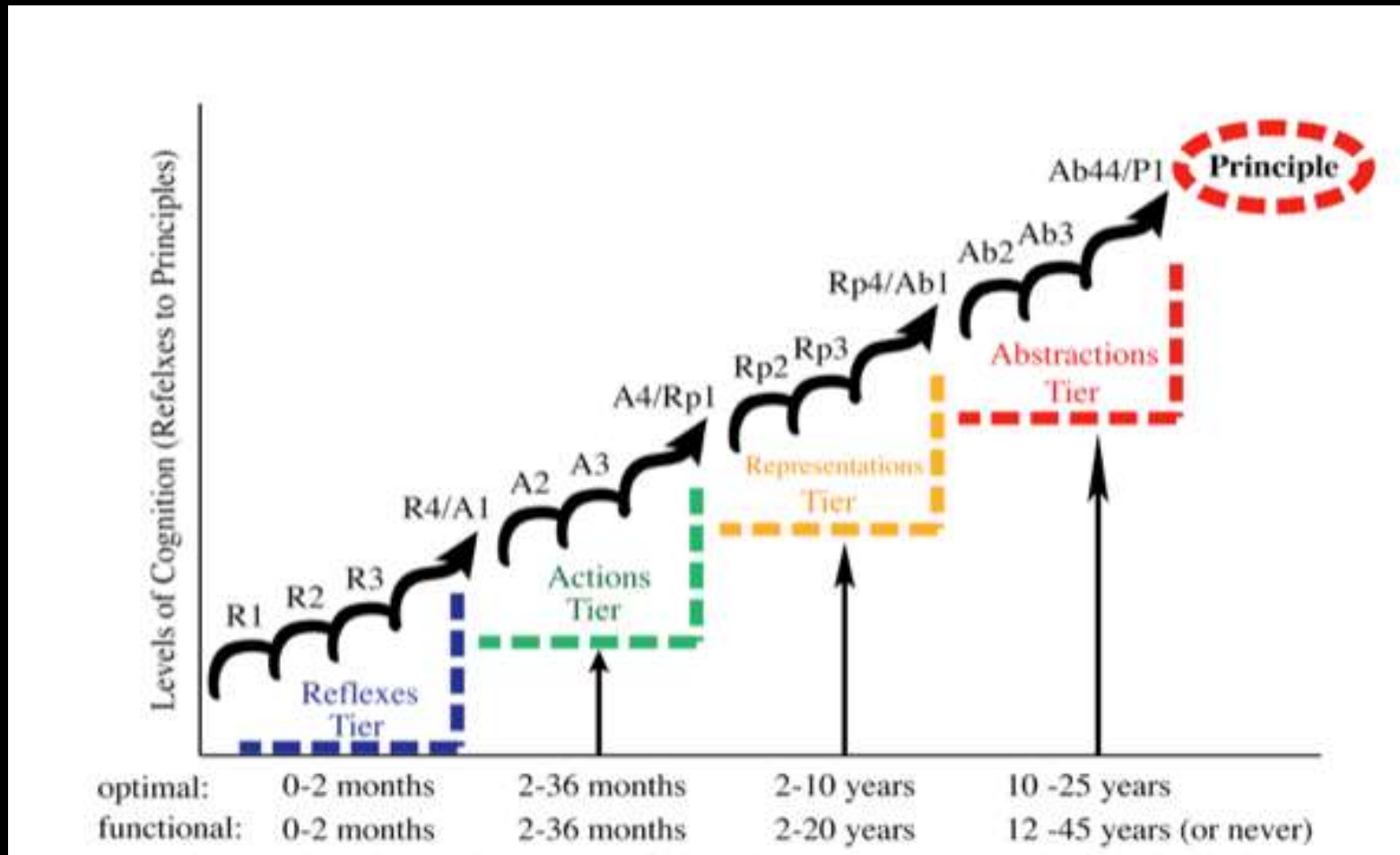
my potential, my experiences#

*Empirical comparison of*  
Neo-Piagetian/HCT (Lectica-LSUA)  
vs.  
Ego Development (MAP/GLP)

- >> Tentative results: LOW correlation
- (Aiden Thornton & Lectica team, 2015)



# Skill Theory (& Neo-Piagetian & Hierarchical Complexity Theories) (Fischer, Commons, Dawson...)



The 13 levels and 4 tiers of development in Kurt Fischer's Skill Theory  
(From Murphy, 2015)

# Ego Development Theory (Cook-Greuter/Loevinger)

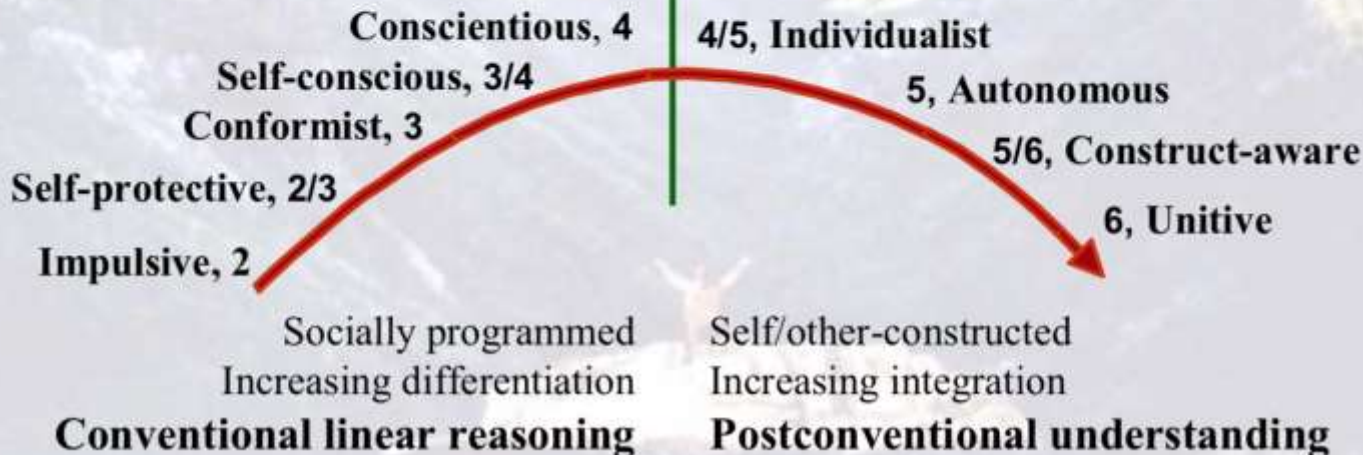


## Knowledge

Notice more pieces of puzzle  
Discover patterns, rules and laws  
Predict, measure and explain  
See further ahead and back in time  
Know more and do more




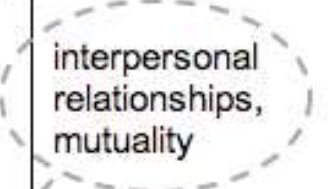
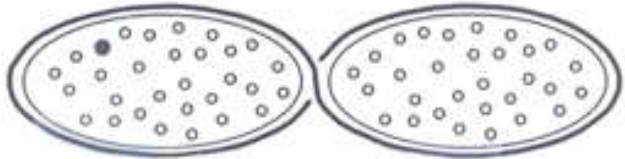

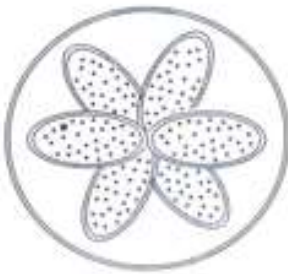
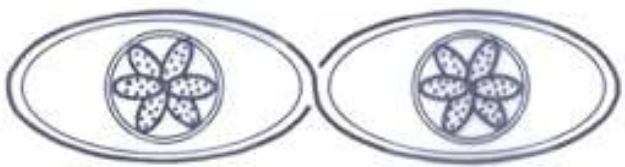
## Wisdom

Understand more deeply  
Recognize assumptions  
See whole dynamic system  
See within, around and beneath  
Strip away illusions  
Empty mind



EGO DEVELOPMENT: NINE LEVELS OF INCREASING EMBRACE

Susanne Cook-Greuter, 1985/2010

Developmental Stage/ Order of Mind (typical ages)	What can be seen as <i>object</i> (the content of one's knowing)	What one is <i>subject</i> to (the structure of one's knowing)	Underlying Structure of Meaning-Making
<b>1st Order: Impulsive Mind</b> (~2-6 years)	one's reflexes	one's impulses,	Single Point 
<b>2nd Order: Instrumental Mind</b> (~6 years-old through adolescence)		desires 	
<b>3rd Order: Socialized Mind</b> (post-adolescence)	one's needs, interests, desires	interpersonal relationships, mutuality 	Across Categories 
<b>4th Order: Self-Authoring Mind</b> (variable, if achieved)	interpersonal relationships, mutuality	self-authorship, identity, ideology 	Systemic 
<b>5th Order: Self-Transforming Mind</b> (typically > ~40, if achieved)	self-authorship, identity, ideology	the dialectic between ideologies	System of Systems 

## KEGAN's Subject/Object Theory of Meaning-Making Development

*Person-Perspective*

*Stage*

*Tier*

*I/C*

*A/P*

# STAGES Model

6<sup>th</sup>

6.5 Illumined

6.0 Universal

5<sup>th</sup>

5.5 Transpersonal

5.0 Construct Aware

4<sup>th</sup>

4.5 Strategist

4.0 Pluralist

3<sup>rd</sup>

3.5 Achiever

3.0 Expert

2<sup>nd</sup>

2.5 Conformist

2.0 Rule Oriented

1<sup>st</sup>

1.5 Egocentric

1.0 Impulsive

Metaware

C

A

C

P

I

A

I

P

Interpenetr

Reciprocal

Active

Receptive

Subtle

C

A

C

P

I

A

I

P

Interpenetr

Reciprocal

Active

Receptive

Concrete

C

A

C

P

I

A

I

P

Interpenetr

Reciprocal

Active

Receptive



# Ego Later Stages – Intuitive descriptors

- High Complexity
  - (meta-) systems, (meta-) perspectives, dynamic/chaos, (meta-) abstractions
- Deep Wisdom
  - integrity, balance, whole-ism
  - empathic, relational, participatory
  - Self-knowledge, humility, unknowing
- Awakened Spirituality
  - oneness/unity, no-boundaries, no-self
  - timeless spaciousness, non-duality
  - radiance, openness, embrace

# Current Puzzles/Inquiries

- Higher levels of “ego development” seem very “spiritual”; and loose relationship with complexity development
- Evolution / development move towards increasing uniqueness / diversity, not oneness/unity
- We want to link this territory to cognitive and brain studies

# Contemplative States as *Involutionary* layers

## Deconstructions:

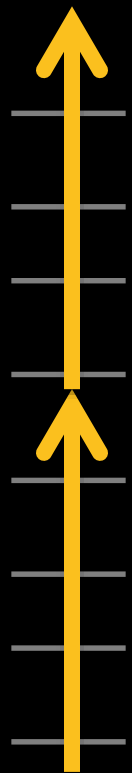
- No-self
- Timelessness
- Non-dual unity
- Transparent body
- Construct-aware
- ...

## vs Infant Construction of:

- Differ. self from mother/other
- Sense of time, sequentially
- Differ. interior-vs-exterior
- Realizing one has a body
- Learning a concept/idea
- ...

Evolution  
/Development /  
Growth

Involution /  
Deconstruction/  
Healing/  
Releasing



Social  
Self

Perceptual  
Self



Therapeutic

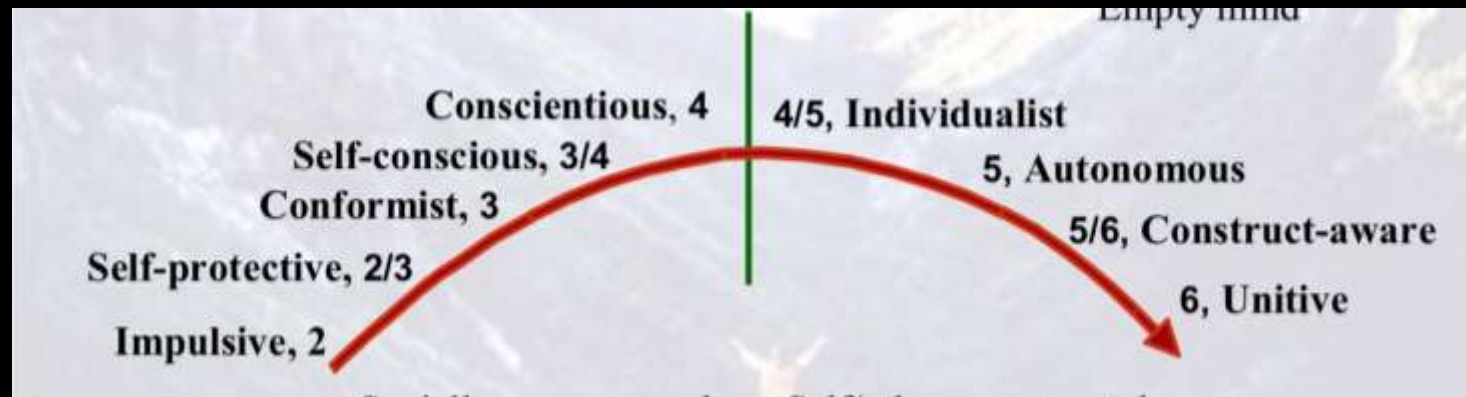
Contemplative

Deconstructive/Release targets mapped parallel with  
Constructive growth levels (“Involutionary”)



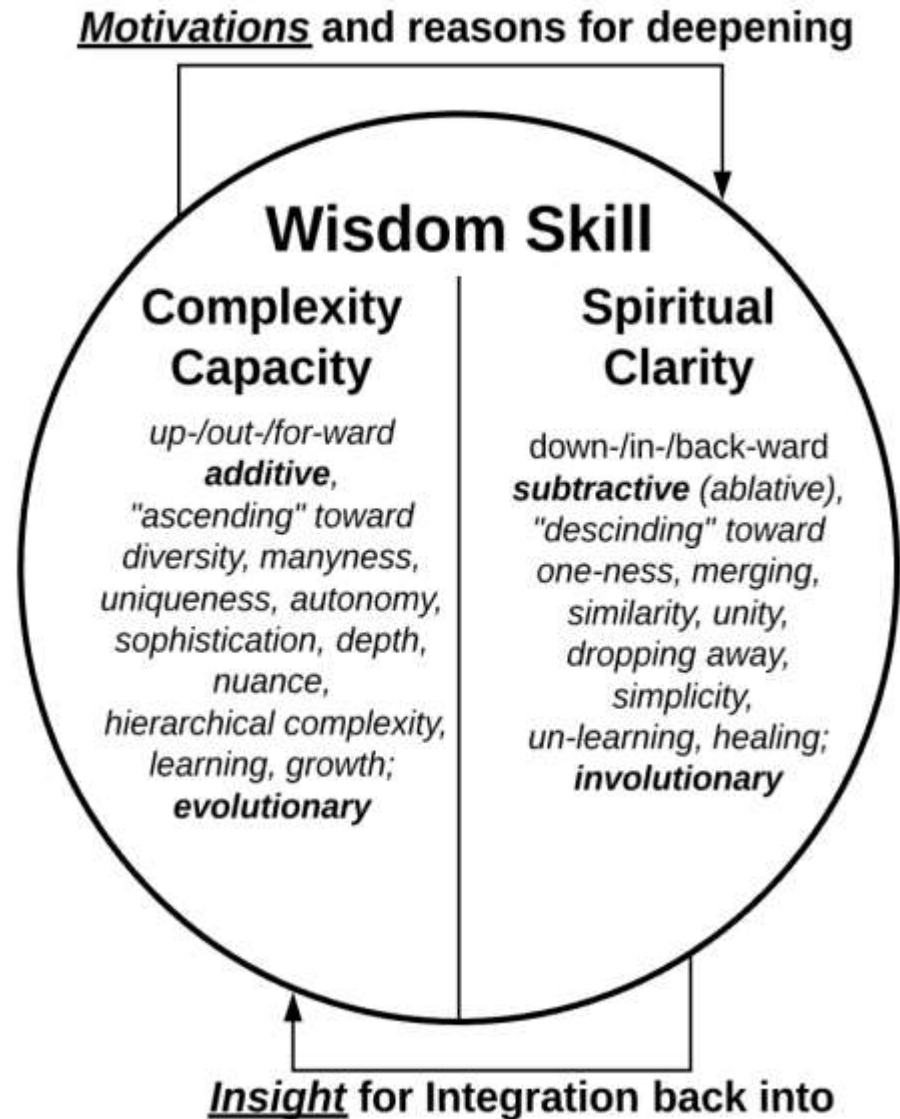
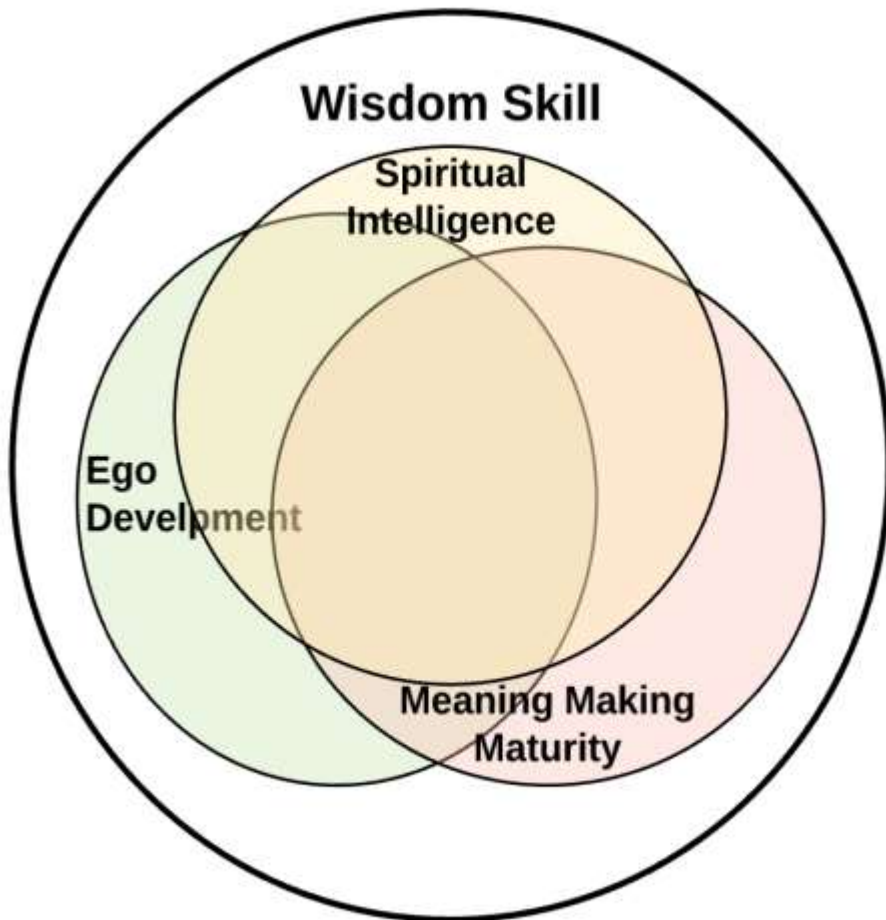
# STAGES/Ego/MM devel. vs HCT — #1

- HCT is about growth through **DIFFERENTIATION & INTEGRATION**
- Does not (directly) include deconstruction / healing / releasing / unlearning

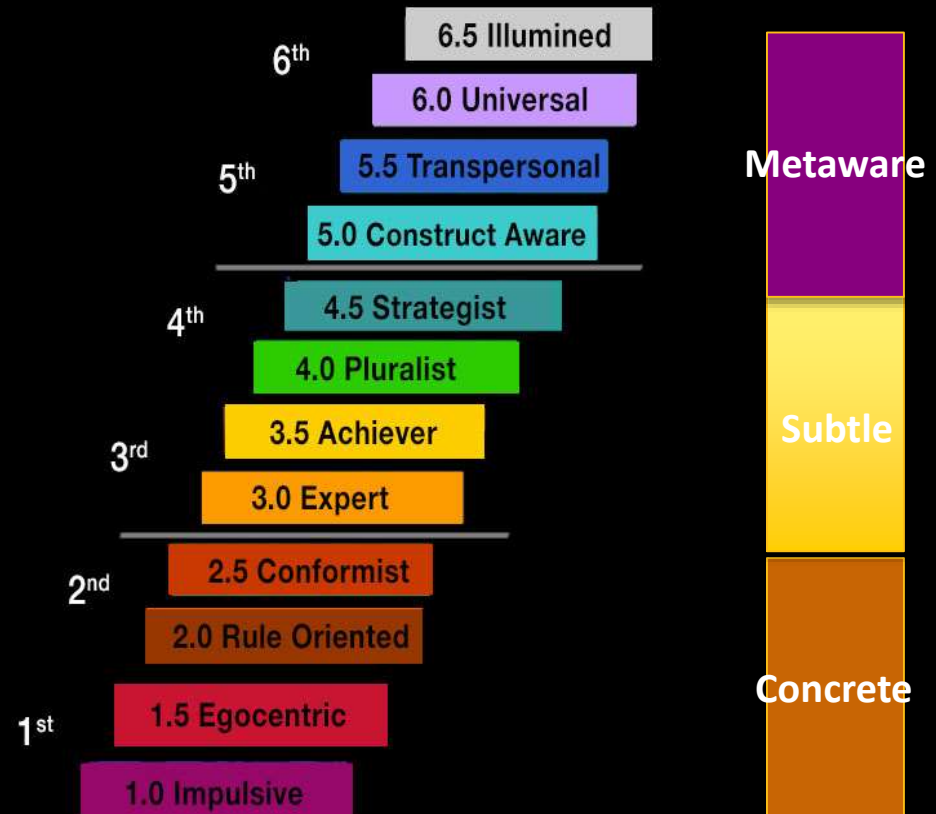
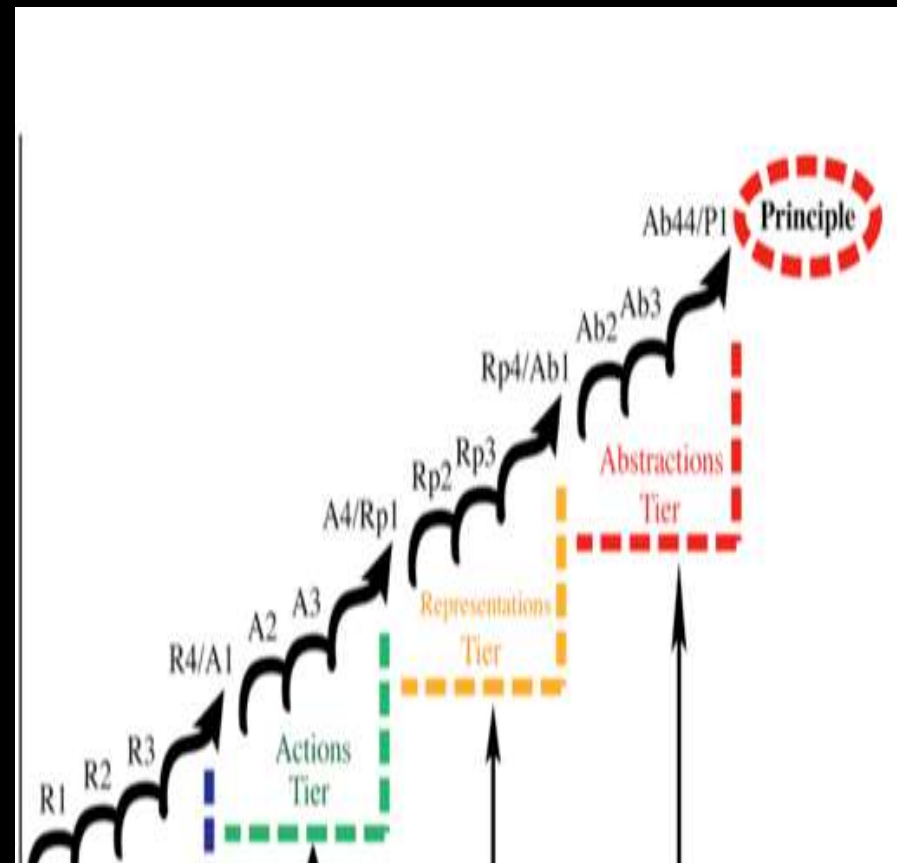


Note: Cook-Greuter models a single deconstructive arc over the lifetime; however, both construction and deconstruction happen at *\*every\** level (or every person-perspective shift)

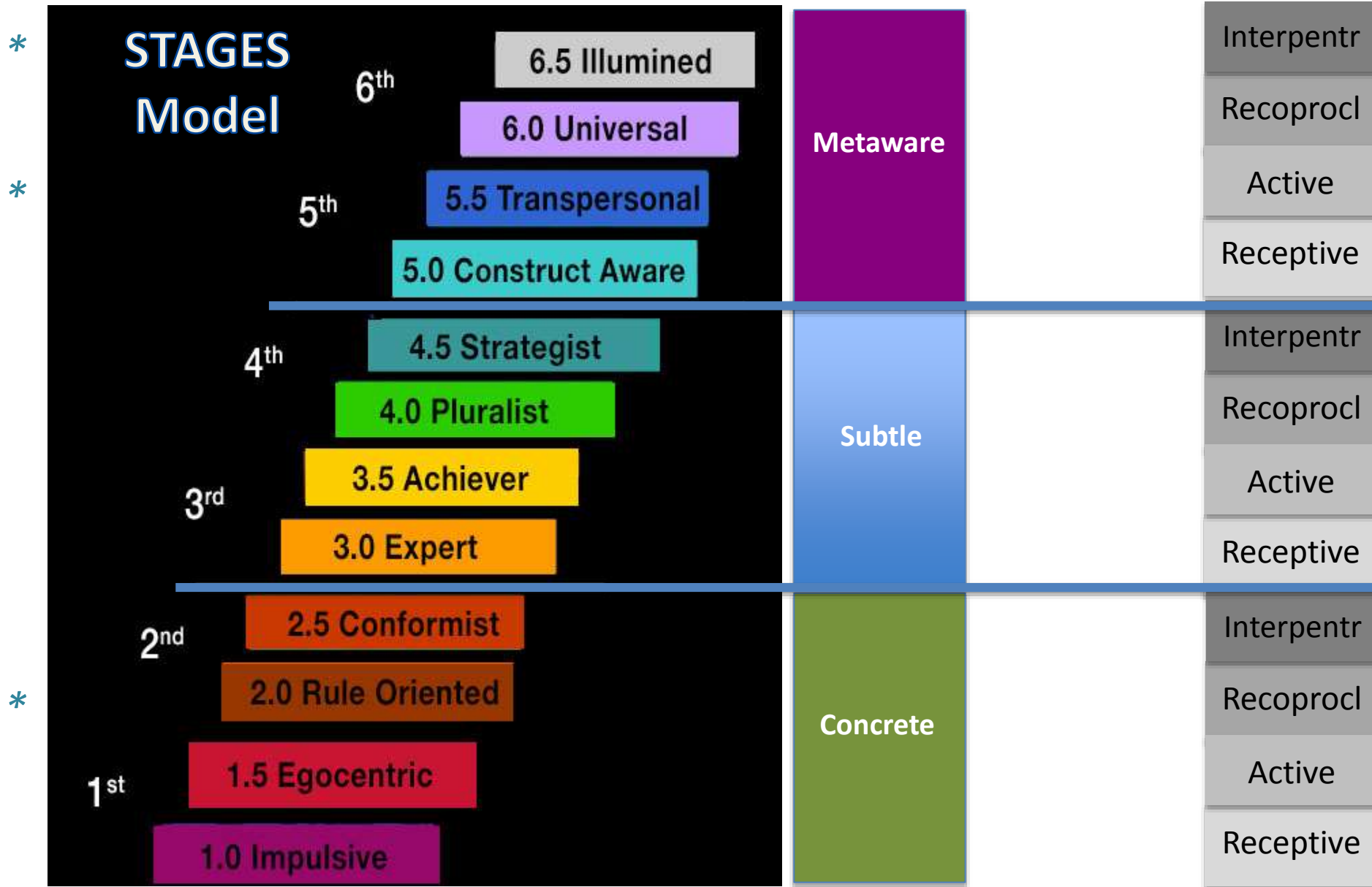
# A new Model of Wisdom Skill = Complexity Capacity + Spiritual Clarity



# TIER structures found in both Skill Theory and STAGES (with repeating patterns within tiers)

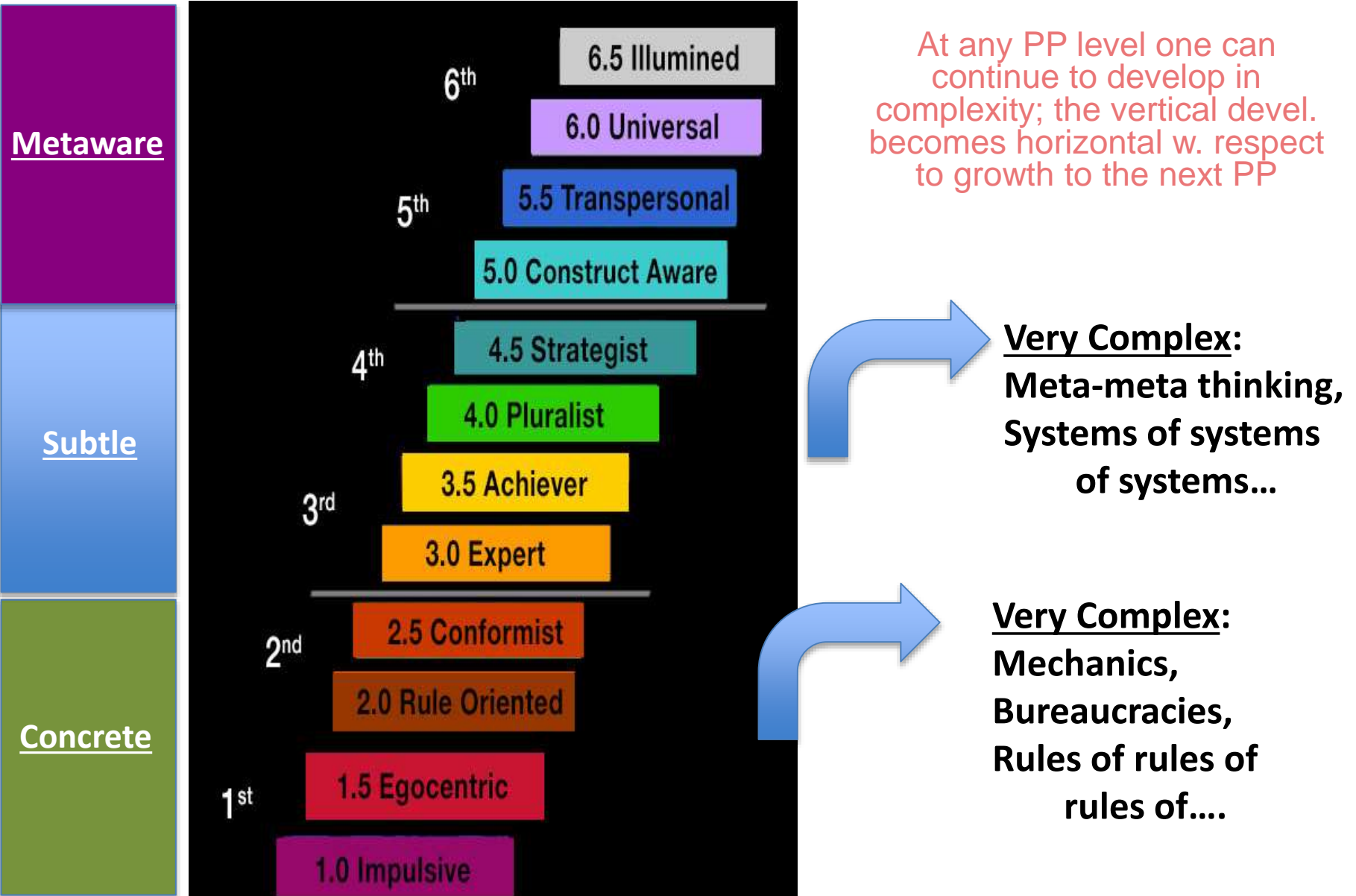


# STAGES within-tier progression



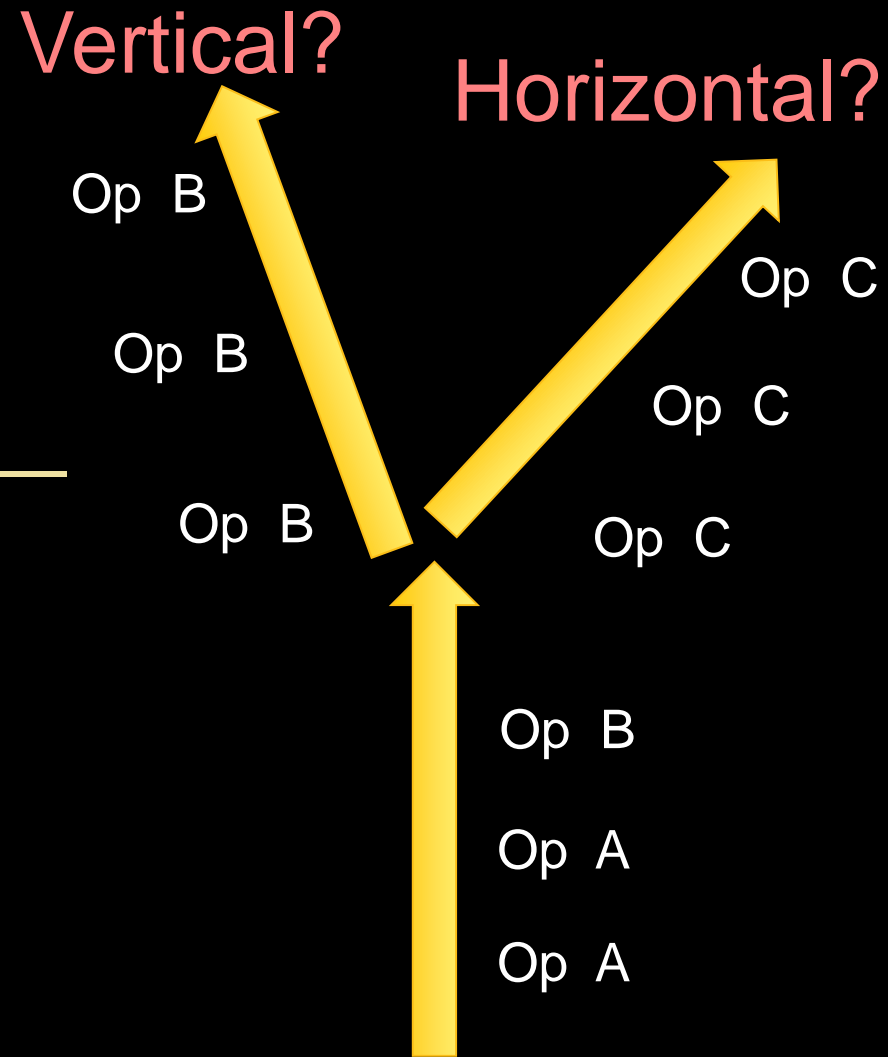


# “Spinning out” horizontally



# STAGES vs HCT (more)

- HCT — each level coordinates / operates upon the prior
- There are many types of (hierarchical) operations — e.g. subject to object; sequencing, emergence, organizing...
- One theory's vertical growth may be another's horizontal growth.





# Alternative model of State vs. Stages (grounded in cognitive science)

States = *Firing*  
Stages = *Wiring*

# What are “states” and “stages”? (a new proposal)

- Expand “State” beyond Eastern mysticism and special states to include general cognitive states (e.g. sleep, confusion, focused attention...)
- Stage vs Stages = FIRING VS WIRING (active brain state vs. field of potential)
- “Nodes” wired together fire together  
“Nodes” that fire together wire together



# States (vs Stages, cont.)

- States can develop into stages:

State →

- 1. Brief taste (illusive; and “wow”)
- 2. Active inquiry & practice
- 3. Mastery, intentional wise application

Stage →

- 4. Autonomous, effortless, **ordinary**, flow

States > Stable state access/skill/stage, egs:

- No-self, one-ness, timelessness, no-body, ...
- Object permanence, focused attention, group-member-ness, metacognition...

Not limiting states to “wow” (special feeling) states

# States — of brain connectivity and skill

- “Wow” — novel brain connections (“aha” an insight/integration emerges)
- Flow — reliable access to super-fluidity, coherence...

## EXAMPLES:

- Learning to ride a bicycle ...
- Seeing a holistic big picture...
- Loving all of humanity...
- Self-love, self-acceptance...
- Seeing physical pain for what it is...

# A post-metaphysical approach to States, Stages & Growth

- Soul, Spirit, Higher Self, Authentic Self, Unique Self, Ground of Being  
— when are we guilty of “misplaced concreteness”?
- What would it be like to have a theory of waking up, growing up, and cleaning up that does not refer to “absolute” or “ultimate” truth or reality?

# Further issues & questions addressed by this model

- Skills develop in phases — where do you “set the bar” for a “stage/level”?
- How much is ignored in one linear (“wide”) model? — when are multi-dimensions needed?
- Dangers of too-early deconstruction (e.g. hard core meditation before stable ego state is developed)

# END – THANKS!

- Tom Murray <[tommurray.us@gmail.com](mailto:tommurray.us@gmail.com)>
- [www.tommurray.us](http://www.tommurray.us)



# XTRA SLIDES

# Starting points

## 1) from Integral Theory

- Developmental Lines:
  - cognitive ≠ moral ≠ ego ...
- States ≠ Stages
  - Wilber-Combs matrix
  - Growing up ≠ Waking up
  - State-stages ≠ Ego development
- Spiritual development ≠ shadow work
  - Spiritual leaders can have significant shadow material unawares (Cleaning Up)

# Starting Points

## 2) additional givens

- Stages beyond any societal culture are much thinner/emerging
- Conflation of Zones: theories are based on subjective reports; not enough people or groups to objectively measure “structures”
- Many types/levels of “awakening”—spiritual growth does not seem to end (and complexity growth of course does not)

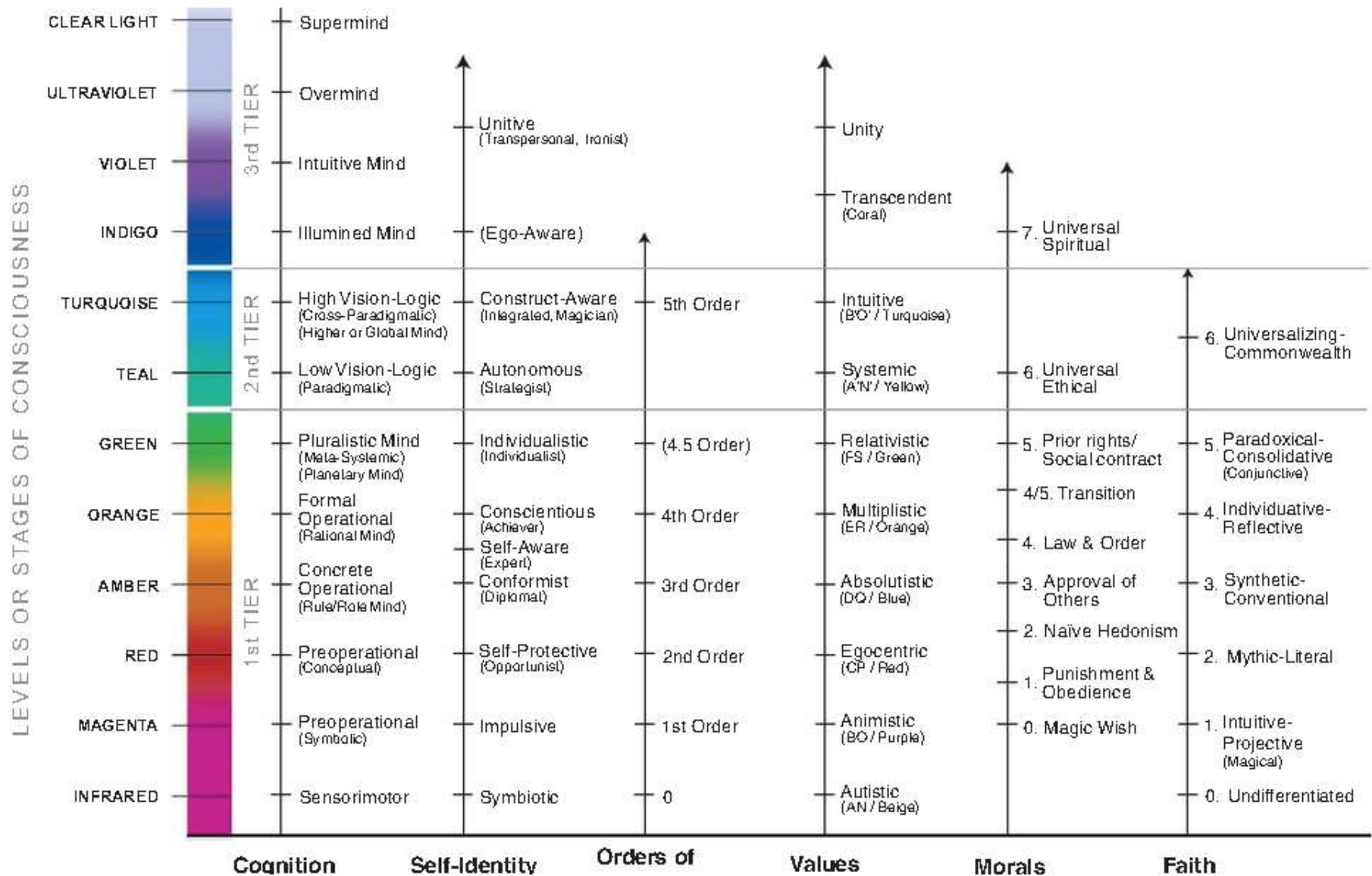
# Wide/holistic Lines?

- “Ego” line hangs together....?
- Loevinger research shows “ego” as a single factor (in factor analysis)

# Concordances...

O'Fallon	Loevinger	Torbert	Cook-Greuter	Kegan
Illumined (6.5)				
Universal (6)		Ironist	Unitive	
Transpersonal (5.5)				
Construct Aware (5)	Integrated e9	Alchemist/ Magician	Construct-aware / Ego-aware	
Strategist (4.5)	Autonomous e8 (i5)	Strategist	Autonomous	Self transforming/ Inter-individual (5th)
Individualist (4)	Individualistic e7 (i4/5)	Individualist	Individualist	
Achiever (3.5)	Conscientious e6 (i4)	Achiever	Conscientious	Self authoring/ Institutional (4th)
Expert (Specialist) (3)	Self-aware e5 (i3/4)	Expert/ Technician	Self-conscious	
Diplomat (conformist) (2.5)	Conformist e4 (i3)	Diplomat	Conformist	Socialized/ Interpersonal (3rd)
Rule oriented (2)	(Delta/3)			
Opportunist (Ego centric) (1.5)	Self-protective e3 (i 2/3, opportunist, delta, )	Opportunist	Self-defensive	Instrumental/ Imperial (2nd)
Impulsive (1)	Impulsive e2 (i2)	Impulsive	Impulsive	Impulsive (1st Order)
	Pre-social e1			





**AQAL Dims: Ind/Col, Out/Ins, Int/Ext**

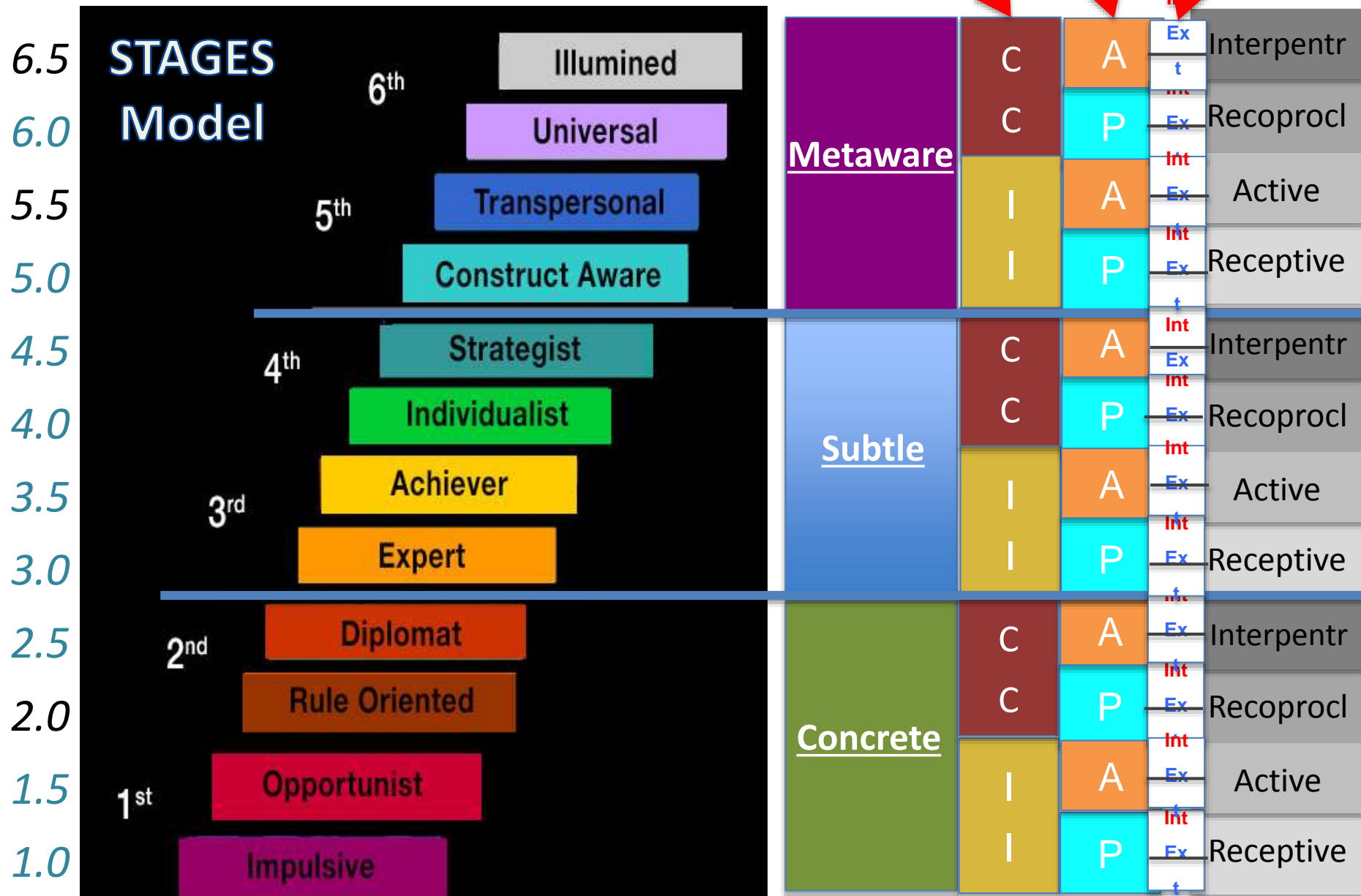
## Person-Perspective

## Stage

*Tier*

~~V/C~~~~A/P~~

## Compl



Person-perspective	Strengths	Challenges
<i>First</i>	Can orient strongly toward meeting one's <b>own concrete needs and impulses</b> . Can takes <b>initiative in an emergency</b> .	Has <b>difficulty seeing “the big picture”</b> ; Applies force or seeks personal advantage when cooperative efforts are more appropriate. Little focus on future or past.
<i>Second</i>	Supports <b>group cohesion</b> and solidarity; Good with structure, <b>rules, and order</b> . Good short term service to others as long as it fits within role.	Can fall into ‘ <b>us-vs-them</b> ’ and ‘ <b>black and white</b> ’ thinking. Avoids conflict and stepping outside of norms. Has difficulty hearing feedback.
<i>Third</i>	<b>Rational</b> , abstract thinking and <b>planning</b> . <b>Creative</b> solution and <b>achievement</b> oriented. 1 - 5 year time horizon. Accepts some feedback and adjusts behavior towards defined goals.	Tends to over-focus on <b>narrow solutions</b> for team or organization, without seeing environmental impacts or deeper needs. Over <b>emphasizes imagined</b> goals, without considering inevitable changes in context and knowledge, and thus had <b>difficulty adapting</b> quickly.
<i>Fourth</i>	<b>Reciprocity, deep collaboration</b> , concerns for the <b>multiple contexts, perspectives</b> , constituencies; able to reflect on sources of biases and uncertainties. 15 - 20 year time horizon. Sees limits of objective understanding and anticipates need for <b>adaptation and agility</b> . Seeks broad feedback.	May <b>overemphasize systemic complexity</b> when simpler or more direct solutions are needed. Tends to <b>over-focus on collective, bottom-up</b> , or systemic issues, rather than individual accountability, limitations, and action. Can be dogmatic and or arrogant and under-appreciate that others may not share their big-picture view.
<i>Fifth</i>	<b>Emergent</b> solutions; <b>tolerance for ambiguity and chaos</b> ; flow within complexity. In-the-moment reflection on one's own biases and vulnerabilities. Ability to work outside of assumptions and boundaries. Generational/global timeframe. Maps connections across fields and domains. See <b>everything as opportunity</b> for feedback and adaptation.	Readiness to challenge any construct or assumption <b>may be disturbing and confusing for others</b> (and for the self!). Can be prone to excessive cognitive complexity, or seem too abstract or obtuse. May be challenged by structures or actions they judged as “egoic” or short-sighted. Thinking can be seen as too <b>idiosyncratic or abstract</b> , where others may have difficulty seeing the relevance of their contributions.

Emerging 4<sup>th</sup> PP  
*Models, Structure, Processes*  
for organization, leadership,  
decision-making (*ideals*)

- Agile Methods
- Teal Organizations
- Holacracy
- DDO (Deliberately Developmental Org.)
- OPO (Open Participatory Organizations)
- Participatory Agility
- Design Thinking
- ....

# 4<sup>th</sup> PP Ideals *(Agile brainstorm)*

**Trust within team**

**Open to change**

**Pivot**

**Fun**

**Continuous learning**

**Customer value**

**Responsibility**

**Running**

**Shared understanding**

**Self organizing**

**Collaborative participation**

**Stop and reflect**

**Communication**

**Cohesion**

**Commitment**

**Introspection**

**Team spirit**

**Presence**

**Continuously improving**

**Gift one's time to help someone**

**Flat organizations**

**Autonomy**

**Short cycles**

**Sharing and courage**

**Feedback and reflection**

**Opportunity**

**Multiple skills**

**Being in harmony**

**Transparency**

**Exploration**

**Accepting error in/as the process**

**Human oriented and mindset**

**Use energy of the partners**



# 4<sup>th</sup> PP principles (*Agile ideals*)

- Sense & Respond (not predict & control), agile, robust, resilient, lean, pivot
- Collaborative: decentralized, cross-functional teams, participatory decision making, tension sensing & resolving
- Self-organizing, self-managing, emergent, co-evolving, open
- Prototyping, rapid iteration, failing forward, “mistakes” > ‘experiments’
- Learning organization - continuous feedback/adaptation, evolutionary
- Ethical, Transparent, Sustainable, diverse, purpose-driven, outcome-focused, measurable indices, ‘heroic’ > service-driven leaders
- Trust & abundance based (not scarcity, fear, control)
- Wholeness: Organization as a living system/family/ecosystem (vs. machine)
- (not: Elaborate plans, waterfall process, documentation, predict & control, scarcity, strict hierarchies and roles...)

# Agile - Challenges

## *(from 3<sup>rd</sup> to 4<sup>th</sup> to 5<sup>th</sup> PP)*

- Needing Managerial Support (& leaders who say they want change but don't)
- Fear of change; of failure, vulnerability of exposure
- Process/model focus/attachment can remove passion; "Agile" becomes frozen
- Logistical Complexity of Agile
- Translating from old to new;
- Resistance to change; egos
- Sustaining effort and vision long term
- Making it your own; taking responsibility
- Flexible Agile training (Agile Agile)
- Slowing down to speed up; Stop and reflect
- Trusting; letting go; not controlling it; acceptance

# Agile

*from 3<sup>rd</sup> to 4<sup>th</sup> to 5<sup>th</sup> PP*

- 3<sup>rd</sup> PP – Understanding Agile (theory, methods, excitement!, intellectual)
- 4<sup>th</sup> PP – Doing Agile (practice, notices difficulty in 3<sup>rd</sup>-4<sup>th</sup> PP transitions)
- 5<sup>th</sup> PP – Being Agile (noticing how presence, depth of Agile, effects Doing Agile)