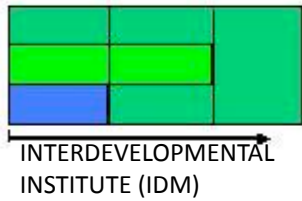


Leadership – Invisible Dimensions



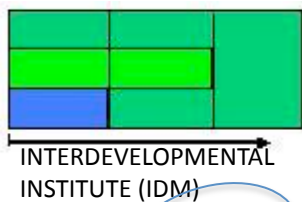
Douglas Stuart, Ph.D, IOR Global Services
Iva Vurdelja, Antioch University, Ph.D. in Leadership and Change
Dina Zavrski-Makaric, Global Leadership Coach

ILA Conference Prague
November 11-14, 2009



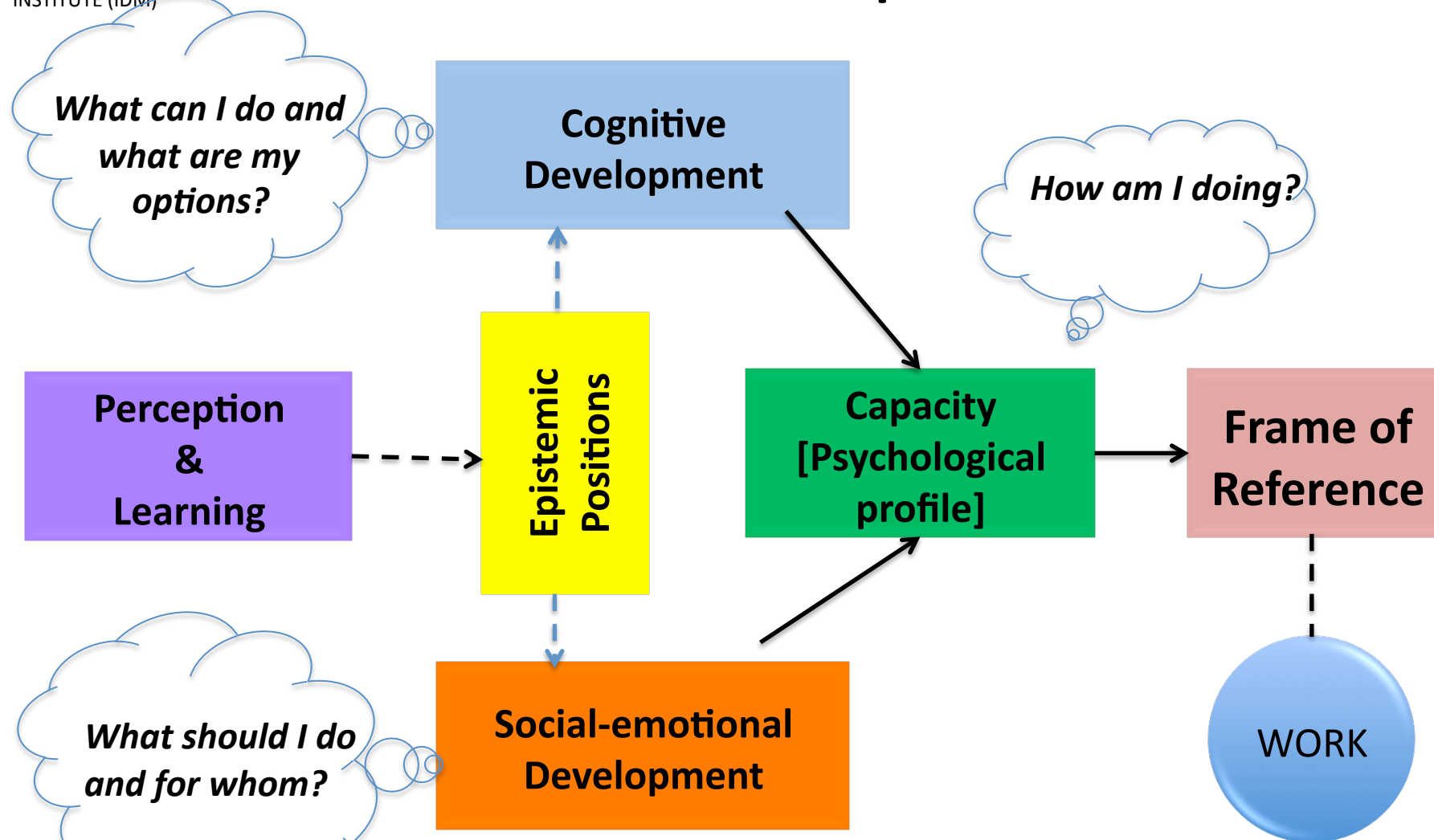
Process to Assess Frame of Reference

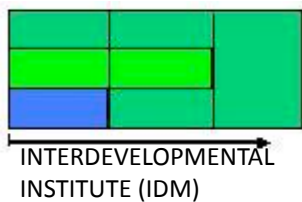
- What is Constructive Developmental Framework (CDF)?
- The purpose of the CDF?
- How is it administered?
- Applications and benefits
- Q&A



Invisible Dimensions of Leadership

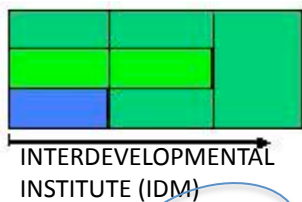
Constructive Developmental Framework





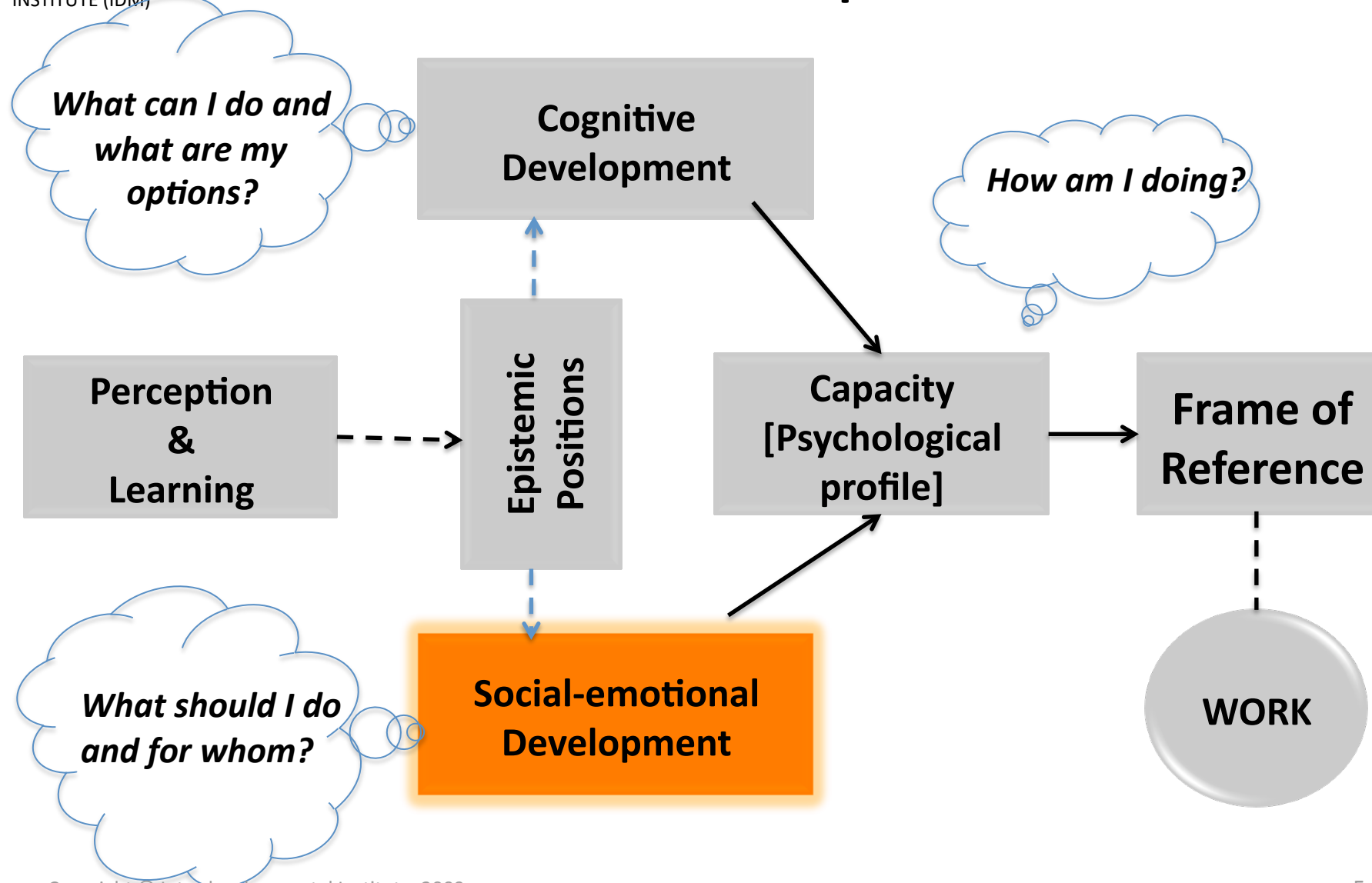
SOCIAL – EMOTIONAL DEVELOPMENT

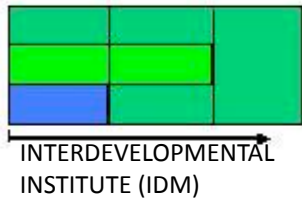
What should I do and for whom?



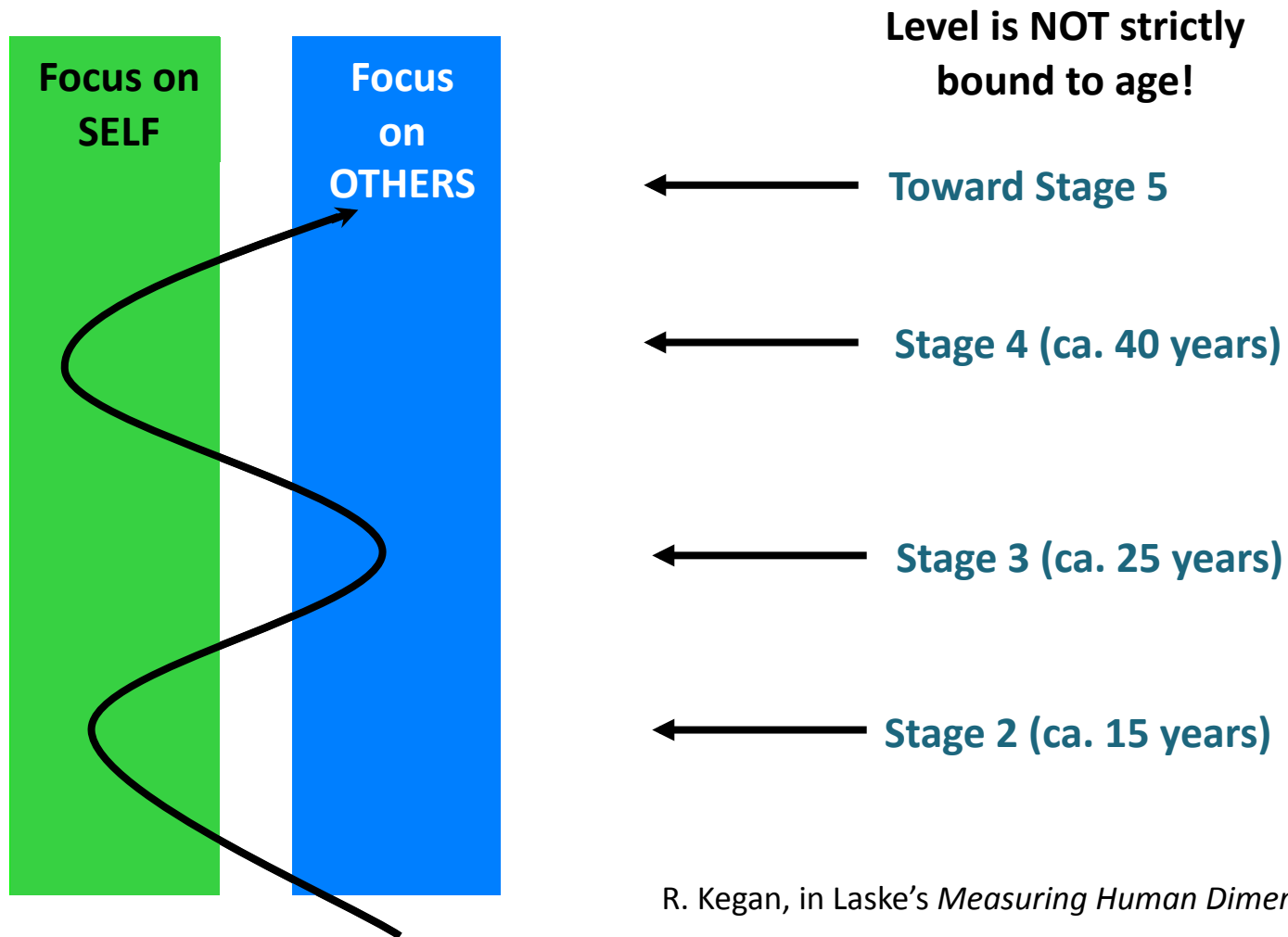
Invisible Dimensions of Leadership

Constructive Developmental Framework

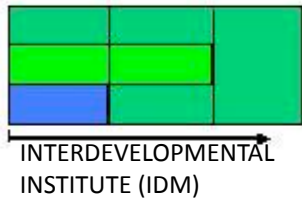




Leaders (and everybody else) Develop in Stages from the Inside Out



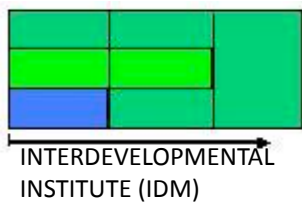
R. Kegan, in Laske's *Measuring Human Dimensions*, Vol. 1



The Meaning of Social-Emotional ‘Stages’

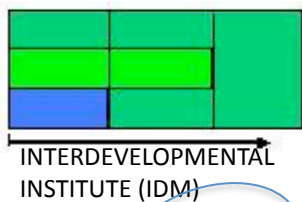
- **Stage 2, Individualist:** My world is not yours, and I don’t really care to know yours; I care to know you only just enough to ensure that you will help me out when I am in trouble.
- **Stage 3, Community Member:** I am in your boat (group), and I need everybody to help me define my identity (although I am not aware of that).
- **Stage 4, Self-Authoring:** I am acting from my own values and principles and am willing to stand up for them even if ostracized or abandoned by others.
- **Stage 5, Self-Aware:** I am no longer defined by my upbringing, skills/expertise, education or profession, and am fully *in the flow of the moment*, sufficiently sure of myself to expose myself to the critique of selected others.

www.connecttransform.be & www.interdevelopmentals.org



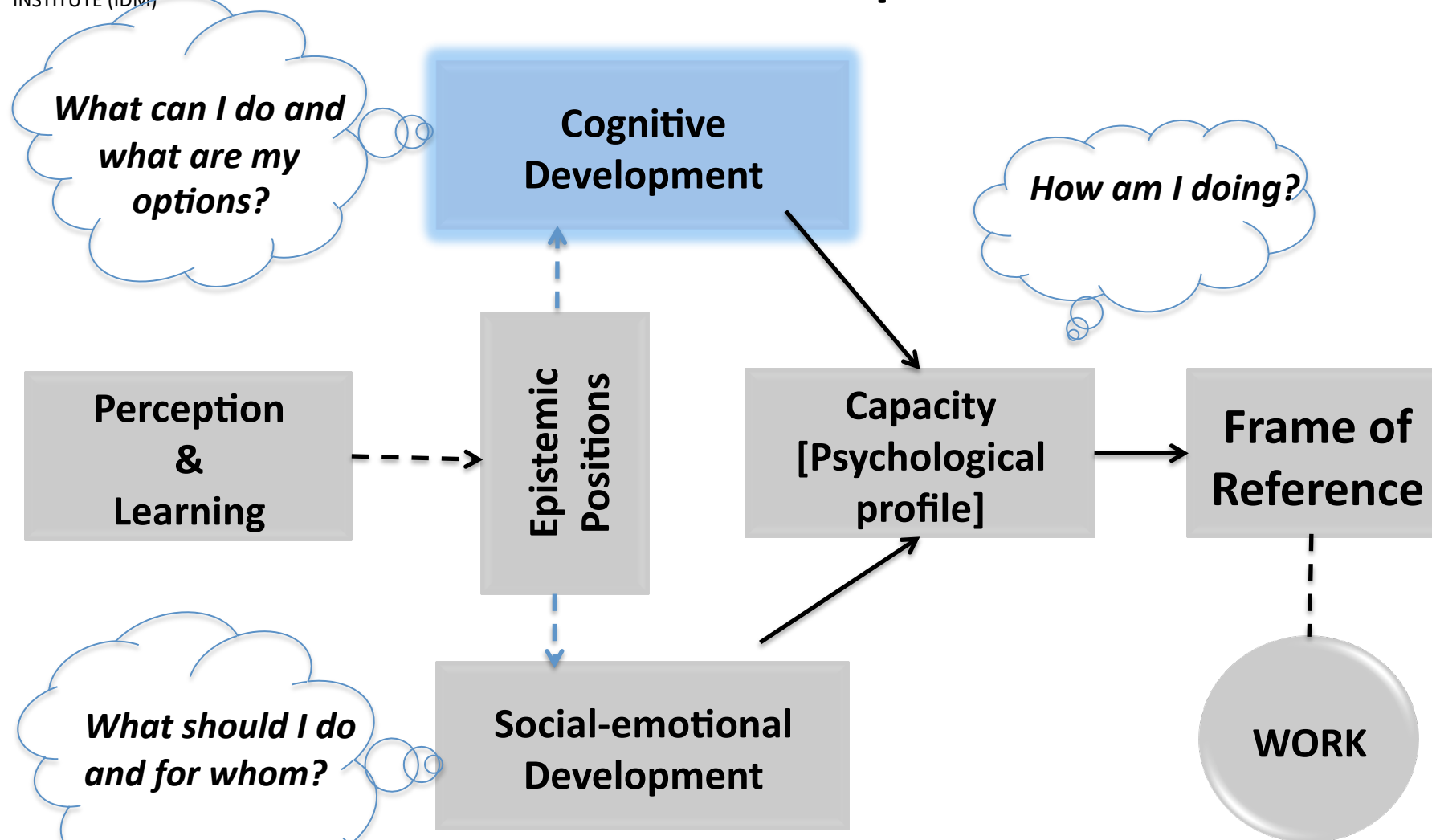
COGNITIVE DEVELOPMENT

What can I do and what are my options?

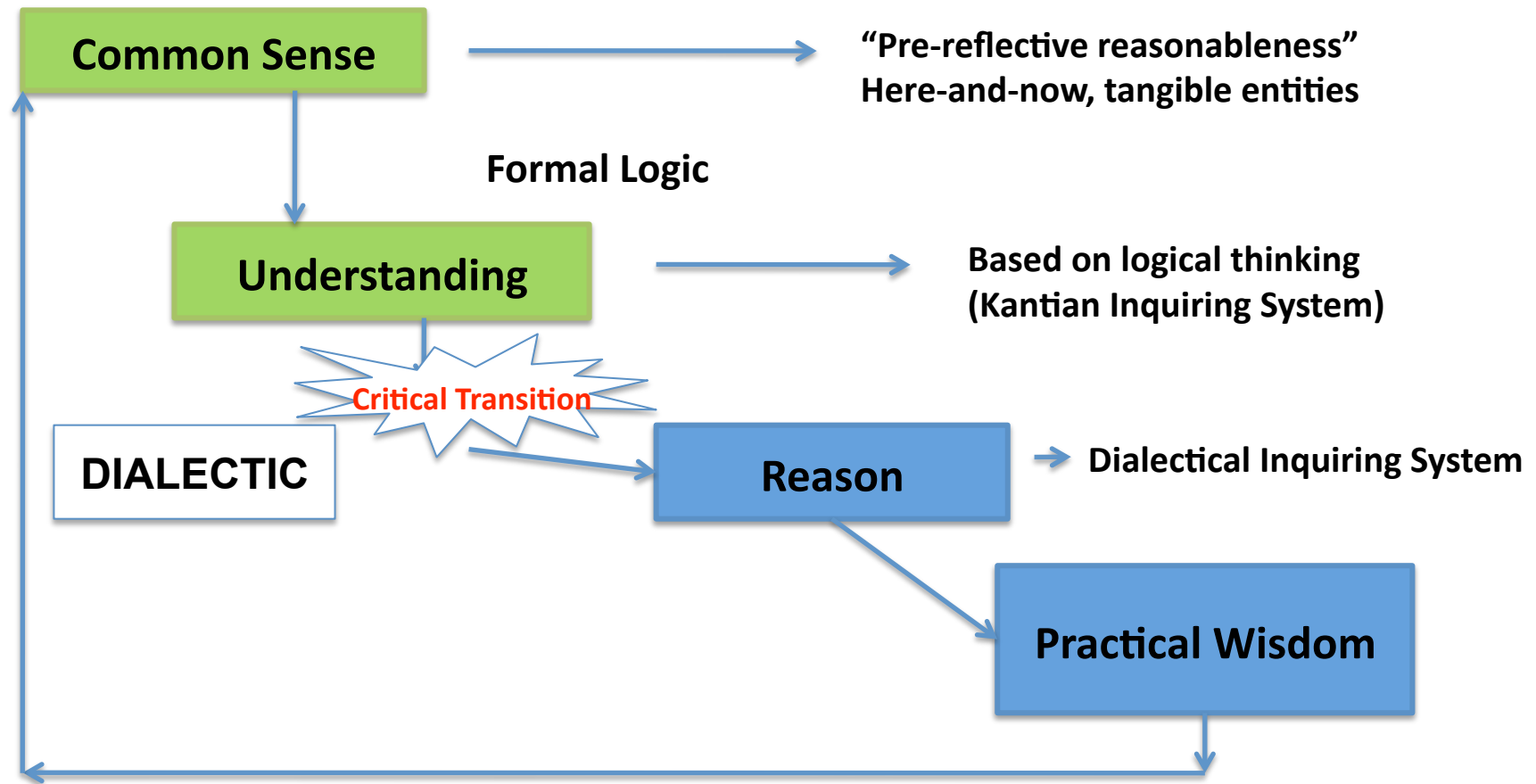


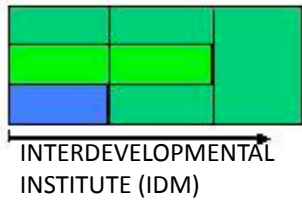
Invisible Dimensions of Leadership

Constructive Developmental Framework

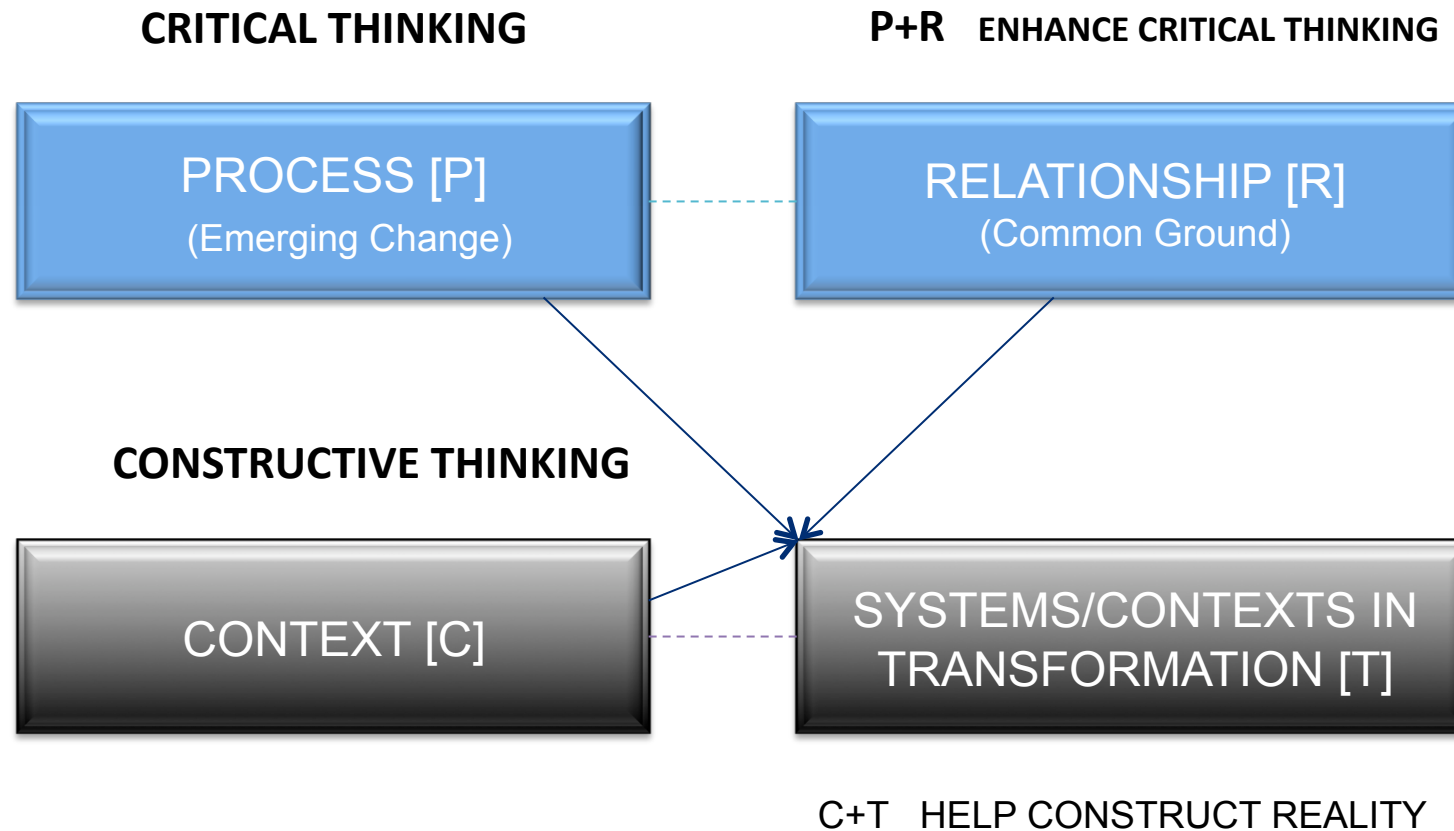


From Formal Logic to Dialectical Thinking – Four Eras of Adult Cognitive Development





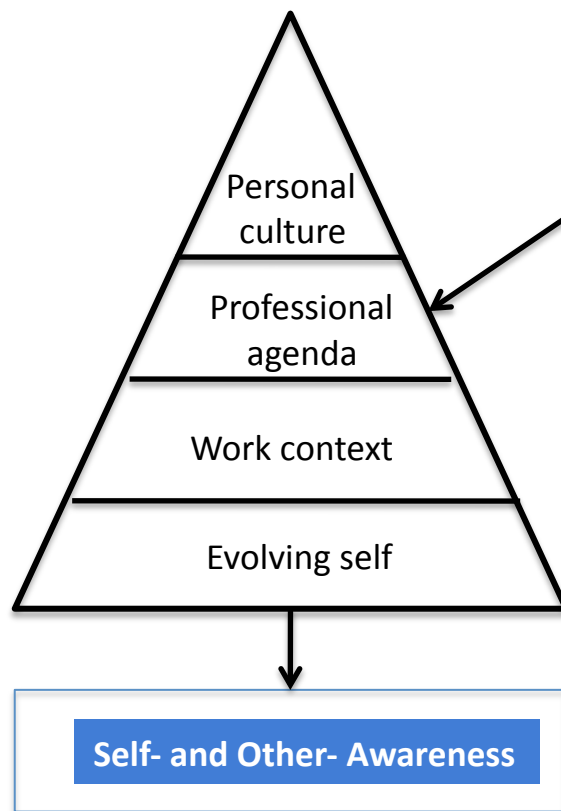
Quadrants of Dialectics



Mental Space of Work

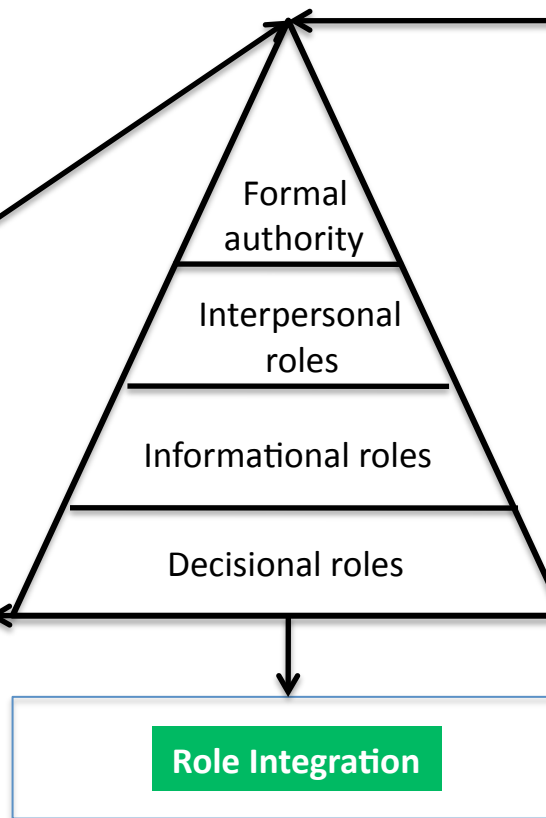
Self House

(Haber, 1996)



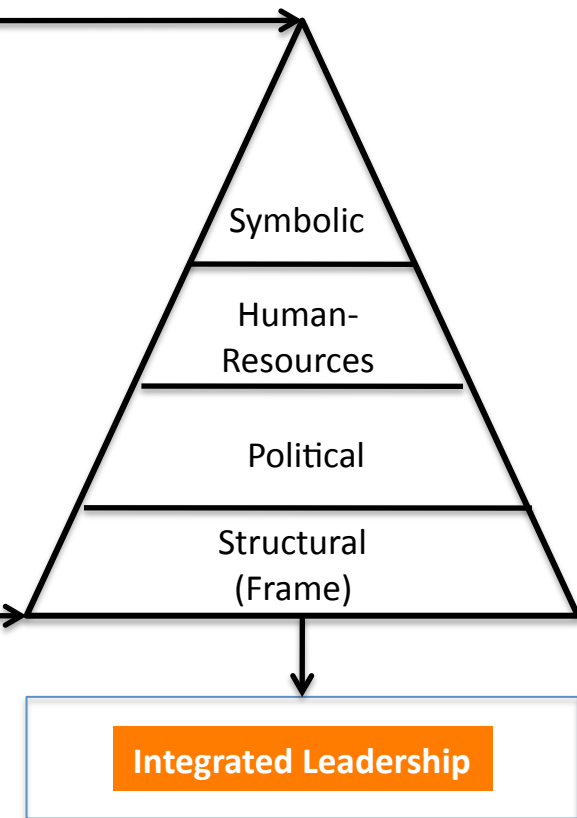
Task House

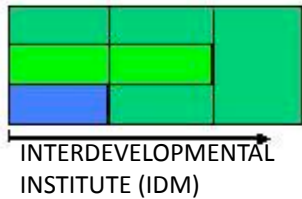
(Mintzberg, 1989)



Organizational House

(Bolman & Deal, 1991)

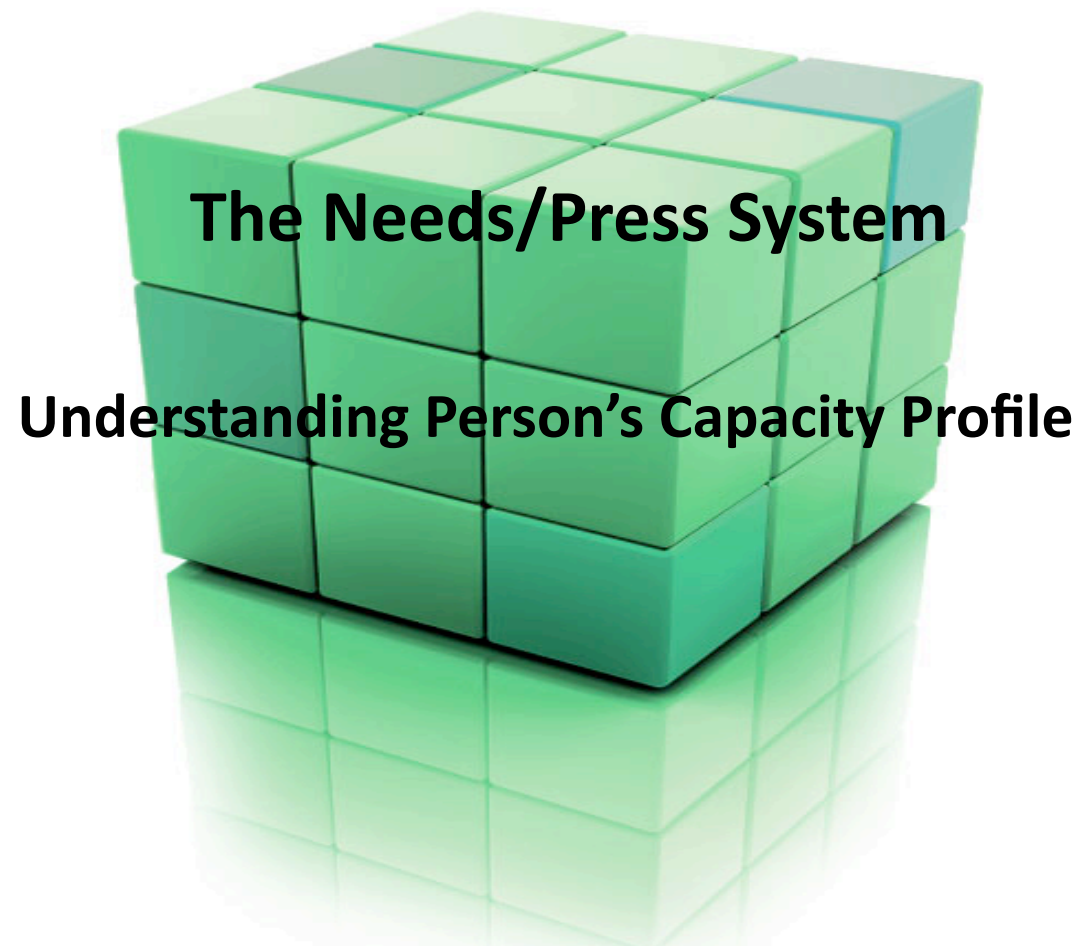
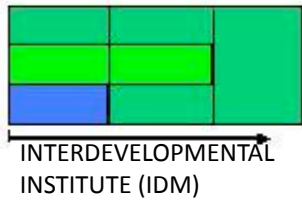


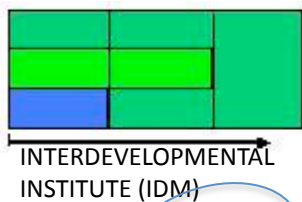


CDF and Cognitive Development

At IDM, Social-Emotional and Cognitive development are recognized and studied as two autonomous lines of development

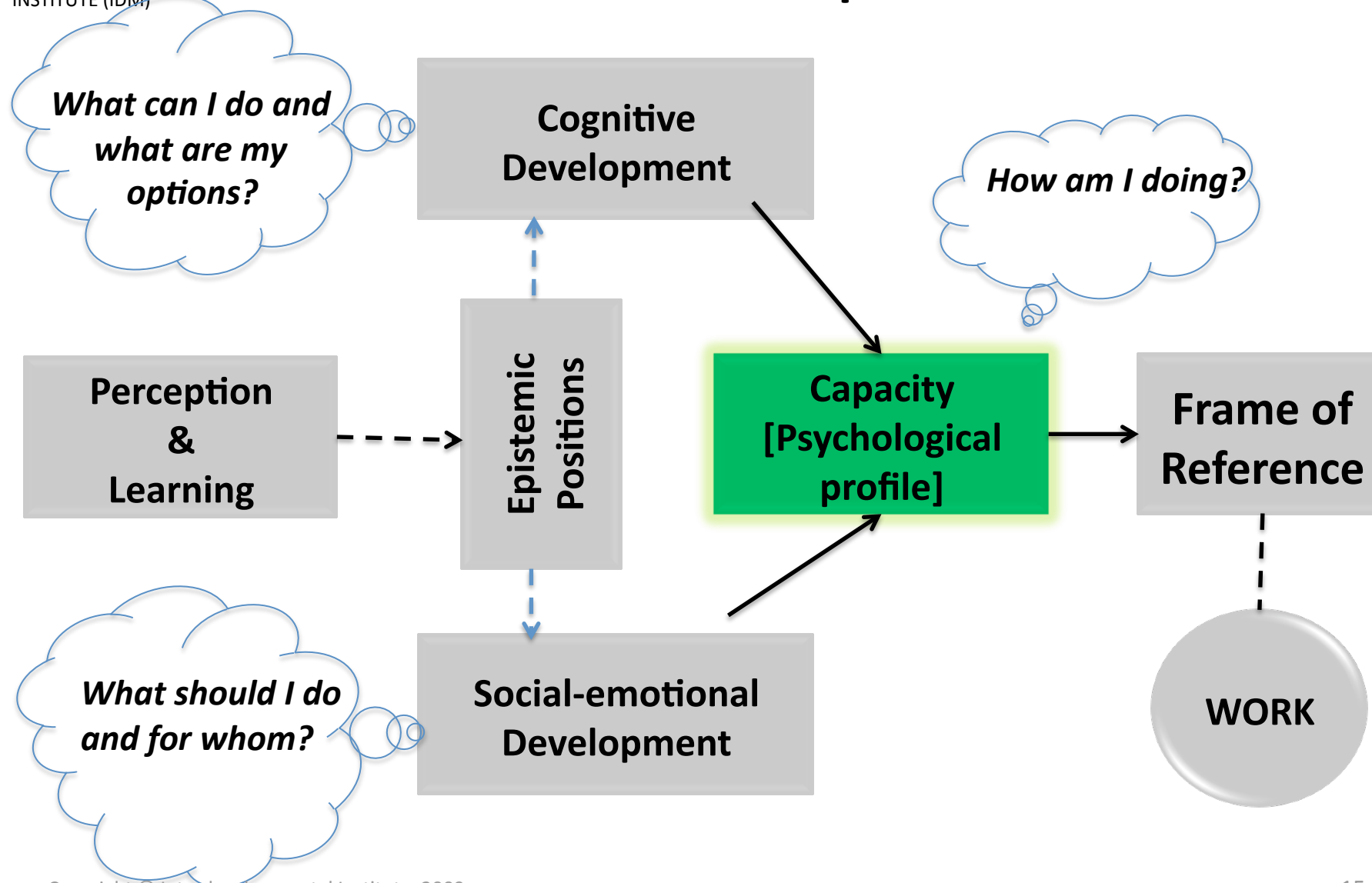
- CDF Cognitive line of development integrates dialectical thinking, adult development and Jaques' theory of work
- Reflects sense making process
- Explains the evolution from formal logical to dialectical thinking
- Dialectical thinking overcomes both, universal formal and relativistic thinking. (Basseches, 1984)
- Dialectical Thinking is a discovery procedure for finding truth, and is based on 'splitting off' one abstraction from another in order to bring them together into a larger, more complex whole.
- Four quadrants of dialectics and 28 thought forms

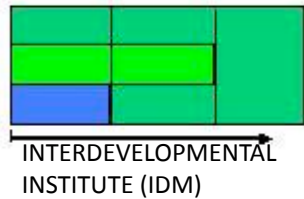




Invisible Dimensions of Leadership

Constructive Developmental Framework



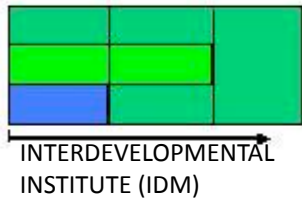


What is Needs/Press (NP) Questionnaire

- Derives from research on personality done by Henry Murray between 1930-1960, and formulated by Dr Morris Aderman in 1970;
- Psychological profile of a person in addition to what client tells us in social-emotional and cognitive interviews;
- The third hidden dimension client is subject to, rather than in control of: intrinsic needs and desires
- Behavioural data – not developmental
- Results shows im-balance of client's subjective needs, aspirations and the pressure exerted upon him/her by the environment

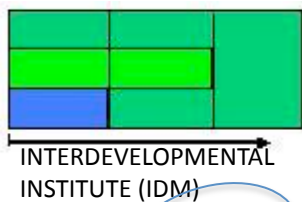
Dimensions of the N/P Profile

	Needs	Press	
Behavioural Aspects	Subjective Need	Ideal Press Organisational Aspirations	Actual Press Actual Experience of the Organisation
Self Conduct	The subjective needs that underlie self conduct	Vision of how the organisation should conduct itself	Actual experience of how the organisation conducts itself
Task Focus	Way of approaching tasks	Way individual thinks organisation should approach tasks	Actual experience of how the organisation approaches its tasks
Interpersonal Perspective	Way of relating to others within the organisation	Individual's view of organisation's optimal human resource perspective	How individual actually experiences the organisation's way of dealing with people
Derived Indexes		Energy sink	Frustration index



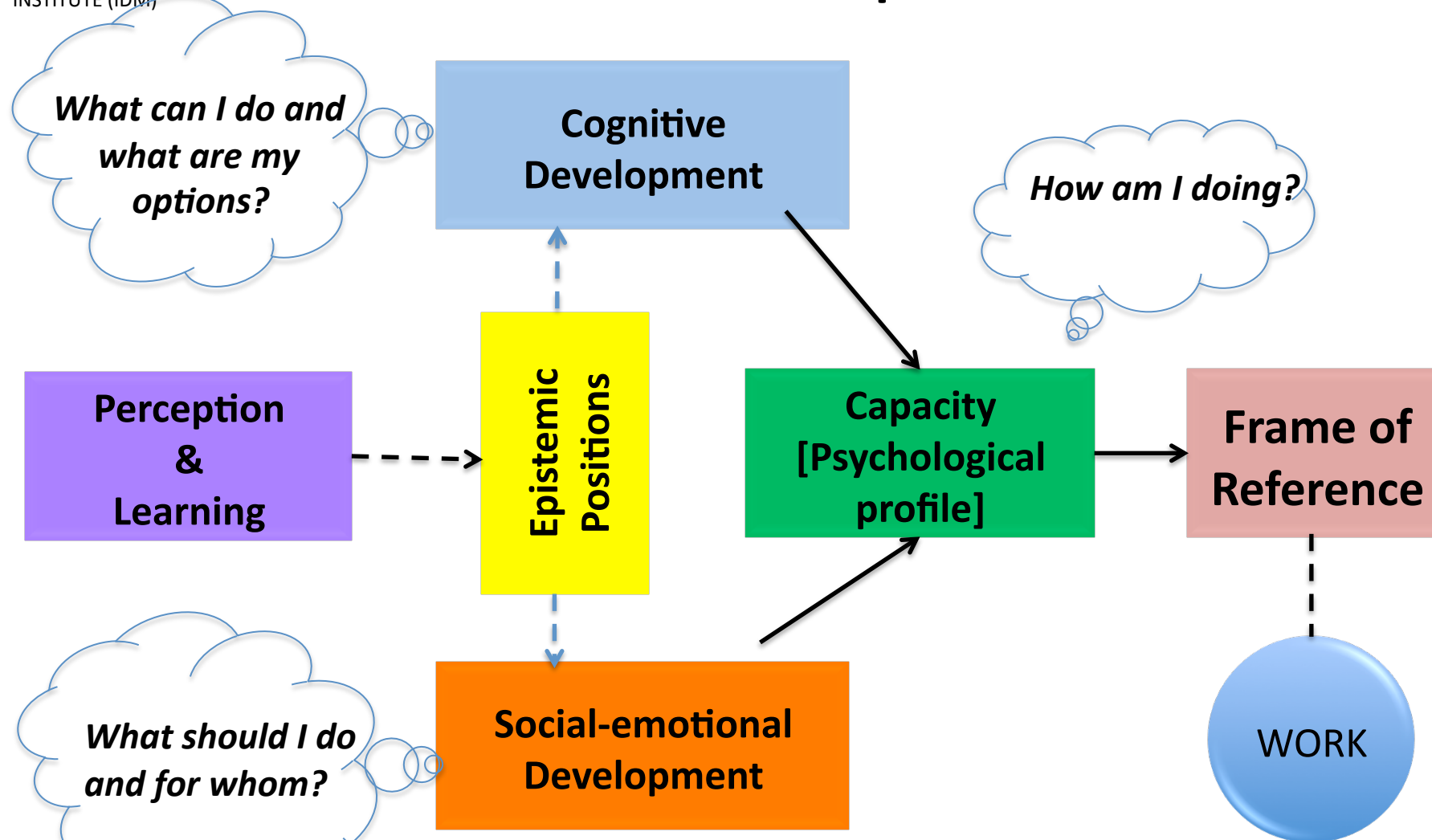
How is Needs/Press (NP) Used

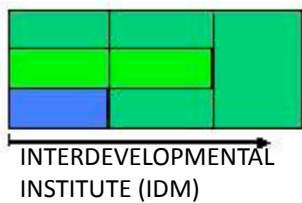
- Needs/Press Questionnaire ‘unearths’ what client cannot tell us about his/her motivation and/or behaviour
- Focuses on locating psychological needs that are mostly unconscious, however, strong influencers of day-to-day behaviour
- Data derived explains one’s daily experiences of the work environment, pointing to the possible sources of frustrations and loss of energy as an overall Effectiveness Index
- Findings are best viewed in a developmental context, as provided by the cognitive and social-emotional interviews included in the CDF assessment

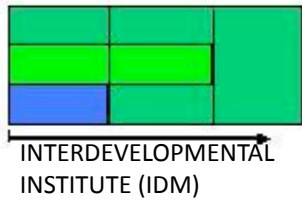


Invisible Dimensions of Leadership

Constructive Developmental Framework



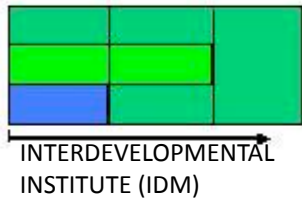




Practical Application of CDF

The Cultural Challenge to Leadership in Global Multicultural Organizations

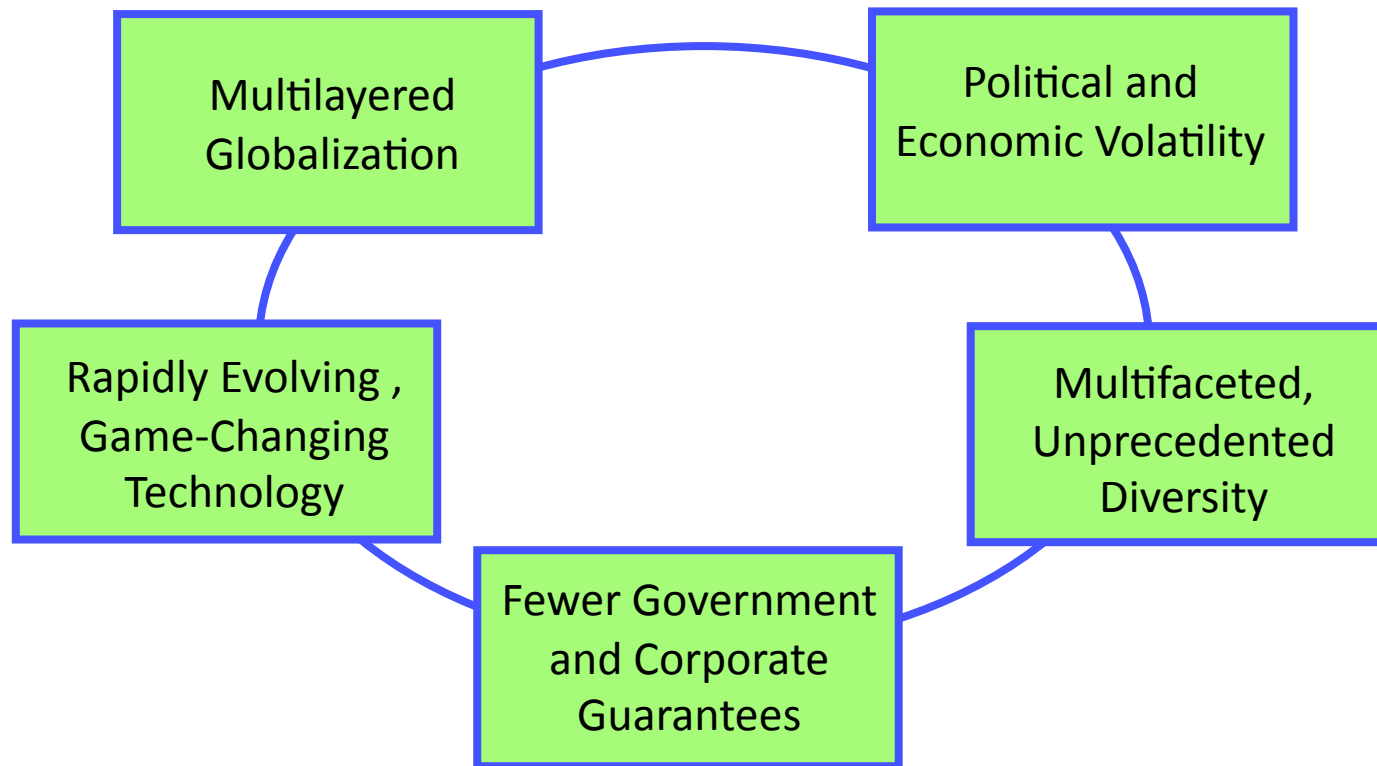




The Complexifying Global Workplace

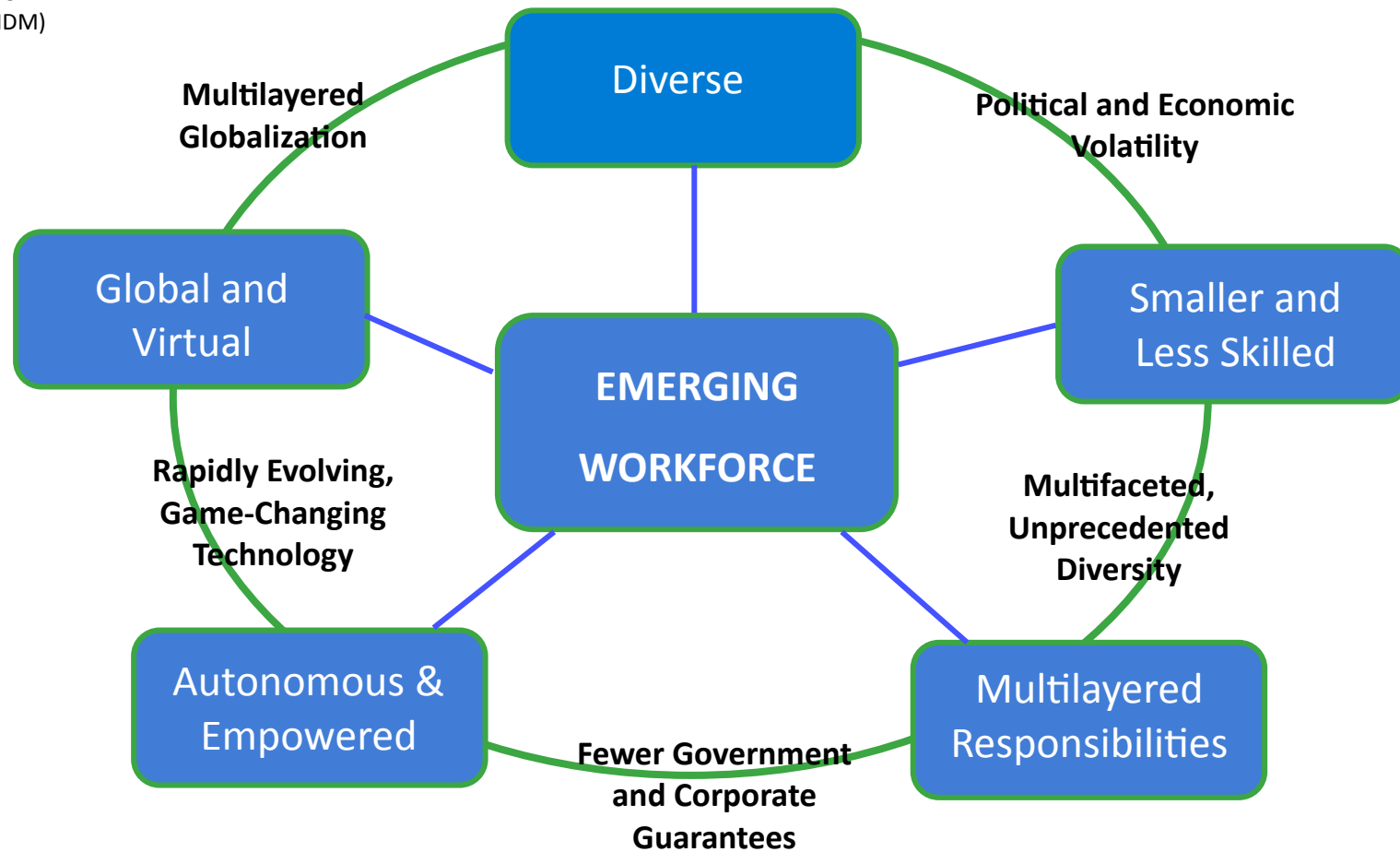
- **5 megatrends transforming the workplace**

The Inclusion Paradox, Andrés T. Tapia, Hewitt Associates, 2009



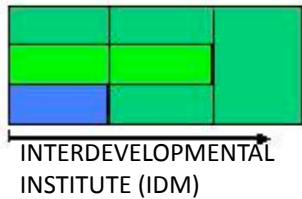
- **Rapid and continuous system-wide transformation creates increasing uncertainty and *places unprecedented demands on leadership.***

The Complexifying Global Workplace (2)



“The competencies of problem-solving, adaptability, learning agility, and innovation are more critical than ever. Unfortunately, these competencies are in short supply.”

The Inclusion Paradox, Andrés T. Tapia, Hewitt Associates, 2009

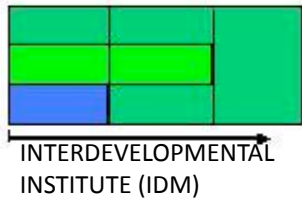


An Era of New & Greater Challenges Requires More Highly Developed Leadership

- The challenges of *inclusion* (local & global) are generally underestimated and inadequately addressed
- Of the top 5 reasons M & A transaction goals were not achieved
(Hewitt/The Deal's M&A Survey, in *The Inclusion Paradox*):
 - ***Insufficient attention /priority to workforce/people issues***
 - ***Cultural integration issues***
- You don't have to be multinational to be multicultural
- **To lead a continuously diversifying workforce requires a new competence tightly bound to stages of human development**

“To meet the challenge of difference, to navigate the paradox of inclusion, we need the foundational skill of (inter)cultural competence. It's not a skill that comes naturally, but it can be learned.”

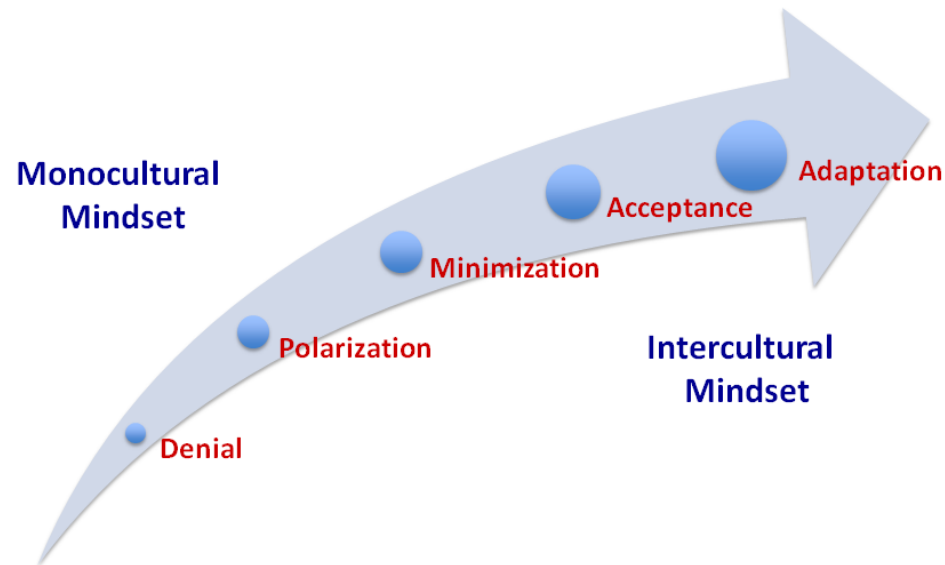
The Inclusion Paradox, Andrés T. Tapia, Hewitt Associates, 2009



Stages of Intercultural Competence

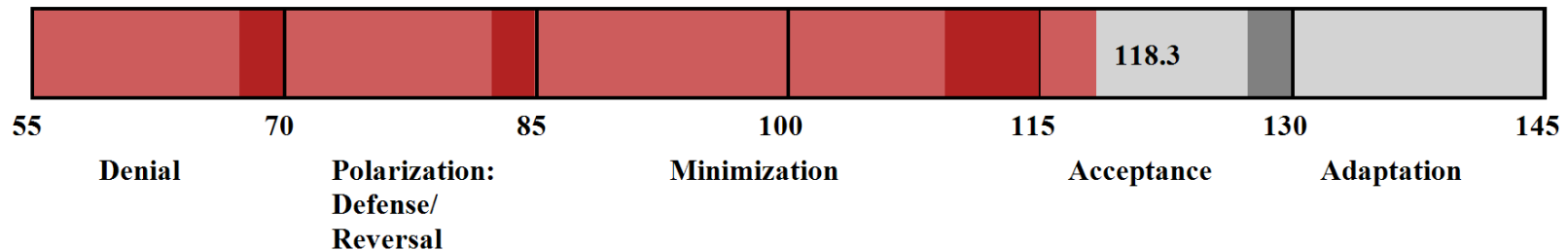
Intercultural Development Continuum

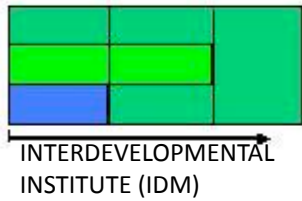
IDI developed from
M. J. Bennett's
*Developmental
Model of
Intercultural
Sensitivity*



*Intercultural
Development Inventory
v. 3, M. Hammer, Ph.D.*

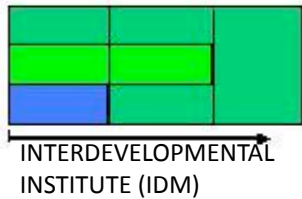
Developmental Orientation





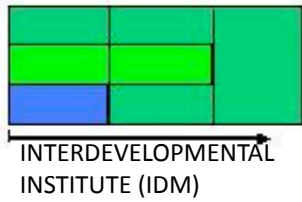
Intercultural Competence & Social-Emotional Development

Orientation	S-3 (55%)	S-4 (25%)	S-5 (<10%)
View of Others	Needed to contribute to own self-image	Collaborators, delegates, peers	Contributors to own integrity & balance
Level of Self-Insight	Moderate	High	Very High
Values	Community	Self-determined	Humanity
Needs	Subordinate to community, work group	Flowing from striving for integrity	Viewed in connection with own obligations & Limitations
Need to control	Moderate	Low	Very low
Communication	Exchange 1:1	Dialogue	True communication
Organizational Orientation	Good citizen	Manager	System leader



Implications for Leadership Development

- Keep in mind that the answer to “What should I do and for whom?” changes with developmental level.
- Develop a global talent management perspective
 - What levels of development are needed at various levels and in various positions within the organization
- Use CDF assessment in career development planning
 - When sensitive employment decisions need to be made, include developmental assessment as part of the process
- Provide developmental challenges and support, e.g.,
 - Assignments within multicultural teams
 - Leadership of multicultural teams & projects
 - Ongoing coaching, selecting coaches commensurate with developmental level of coachee



Practical Application of CDF

Leaders as Sponsors of Organizational Change



Pyramid of Human Capabilities

**Grounded in
Capability, Filtered
through Capacities**

**Symptomatic,
strengths &
challenges**

**Fundamental,
depends on
Stratum**

Competences

(skills, expertise,
experience, what can be
learned)

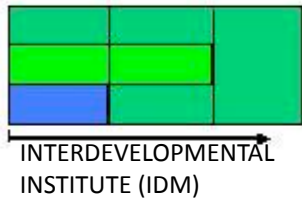
Capacities

(Subjective needs, ingrained
attitudes, defenses –what holds
competences in place –character
disposition [NP])

Capabilities

Ways of meaning making and of making
sense of the self, others, and the world –
what grounds capacities and competences,
and determines their USE
[CD & ED]

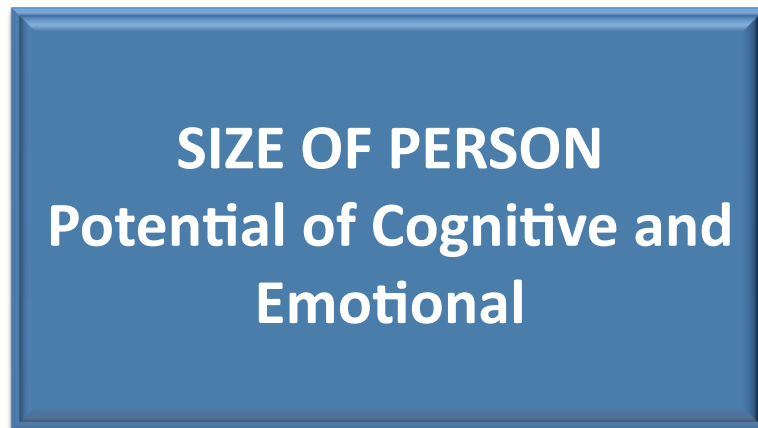
**Frame of
Reference**



Requisite Organization (E. Jaques)

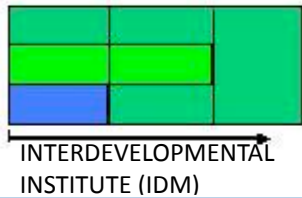
Organizational Structure based on Capability Potential

HUMAN CAPABILITY HIERARCHY (HCH)



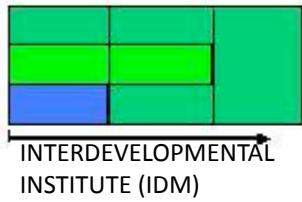
MANAGERIAL ACCOUNTABILITY HIERARCHY (MAH)





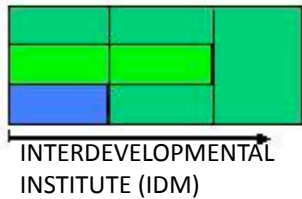
The CDF Working Hypothesis

SIZE OF ROLE			SIZE OF PERSON	
Complexity Level (Strata)	Accountability	Time Horizon	Cognitive Knowledge Construction and Decision Making	Social-emotional
V	New Business Model Global Transformation	Up to 10 years	Makes new rules External focus on market and environment. Looking at the whole system innovating to sustain our competitive position (>50)	Self-authoring/ self-aware 4(5) – 4/5
IV	New products, Services, Markets, Creating breakthroughs	Up to 5 years	Change the rules Translate conceptual strategy into operations – infrastructure, people and resources to support the organization (>30-<50)	Self-authoring 4
III	New processes /value System; Reengineering	2 years	Rule extrapolation Make day-to-day operations excellent, e.g. create and refine operational systems and processes and best practices. (<30)	Other-dependent/ self authoring 3(4)-3/4
II	Operational Oversight, Quality improvement	1 year	Rule bound Supervision & continuous improvement of product & service delivery (>10-<30)	Other dependent 3
I	Service Delivery	6 months	Rule based Short-term, concrete, common sense, procedural (<10)	Instrumental / other dependent 2(3)-2/3-3/2-3(2)



Practical Application of CDF

The Impact of a Developmental Perspective in Executive Coaching



Approaches in Executive Coaching

BEHAVIOURAL

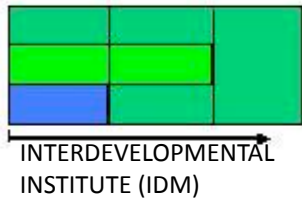
Focus: current applied capability = client's performance (capacity)

COGNITIVE

Focus: current potential capability = client's potential now

DEVELOPMENTAL

Focus: all of the above + emergent potential capability =
what client will be able to do in the future



Developmental Executive Coaching

Three questions

CD = What can I do and what are my options?

What is the scope, complexity and range of issues and dimensions I need to be aware of?

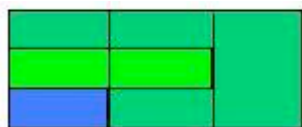
ED = What should I do and for whom should I do it?

How do I add value?

N/P = How am I doing?

What am I imposing and/or need to impose on my organisation and what I need to avoid?

Brought into coaching by clients explicitly or implicitly.



INTERDEVELOPMENTAL
INSTITUTE (IDM)

Two Dimensions of Developmental Executive Coaching

Capability

ED + CD

$5/4 - 5(4) + 4$

$4(5) - 4/5 + 3$

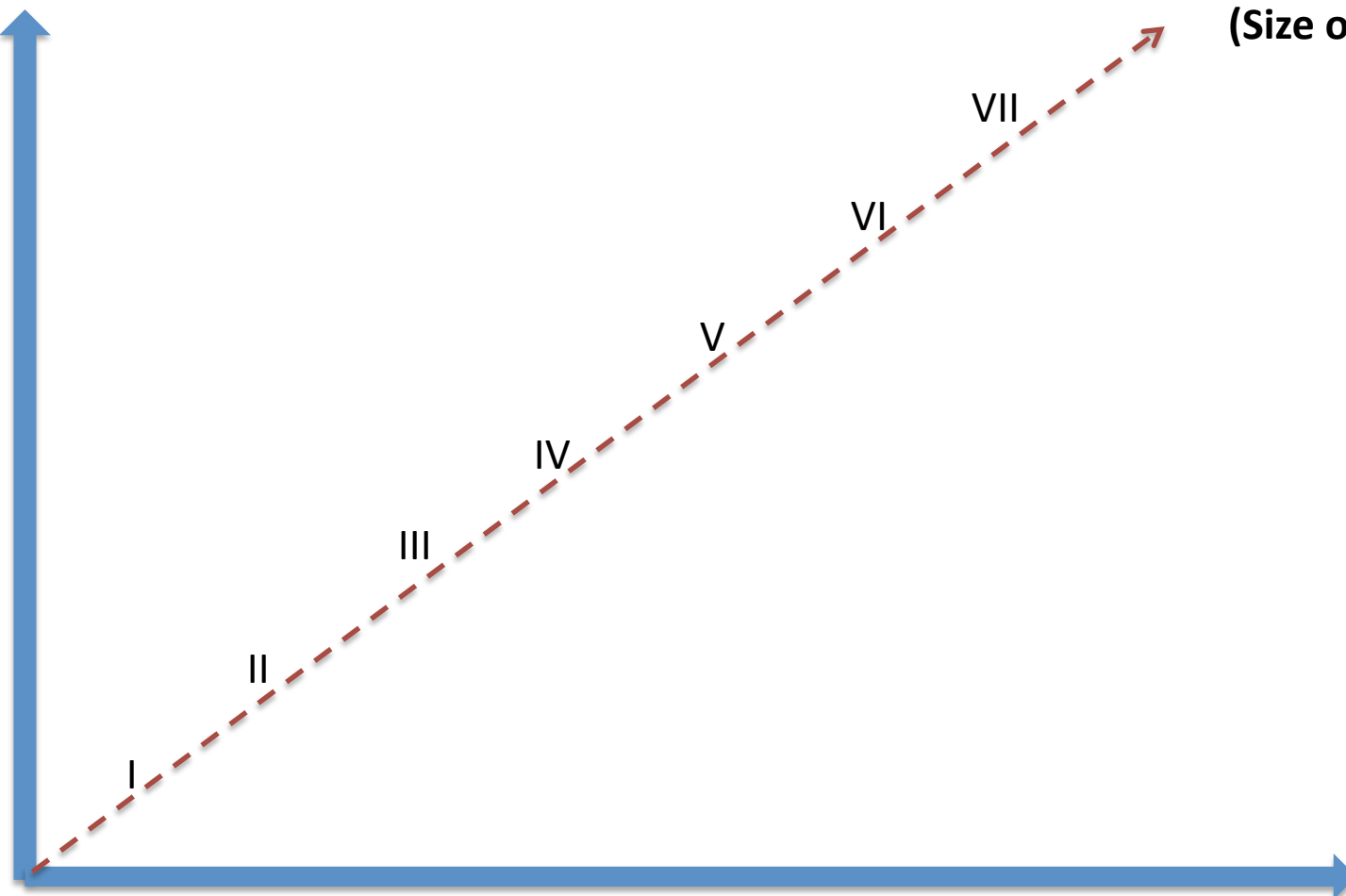
$4 + 3$

$4/3 - 4(3) + 2$

$3(4) - 3/4 + 2$

$3 + 1$

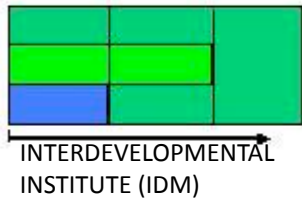
$2/3 - 3(2) + 1$



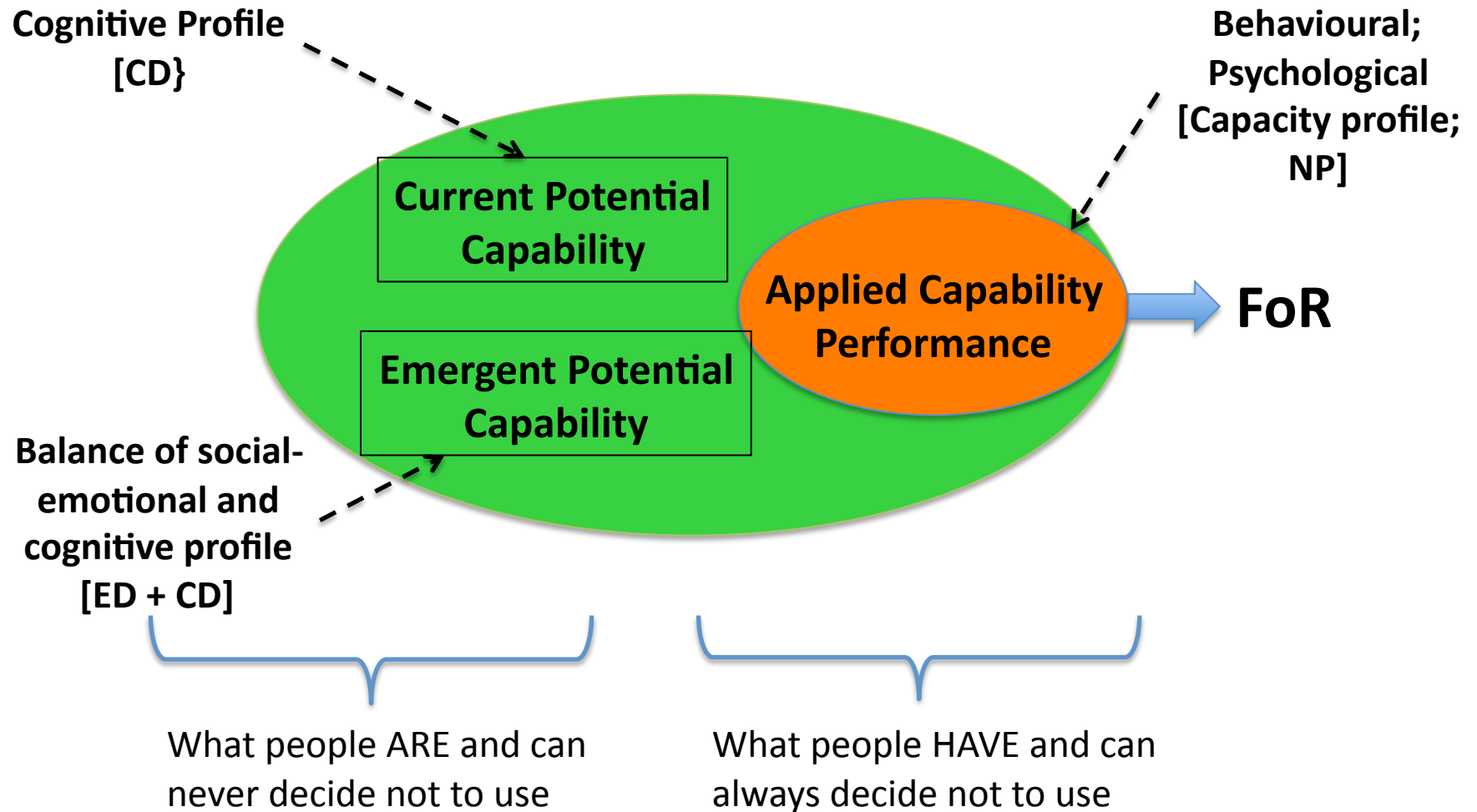
**Work complexity
(Size of role)**

Capacity

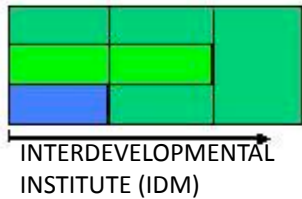
Learning, behavior



Focus on Potential

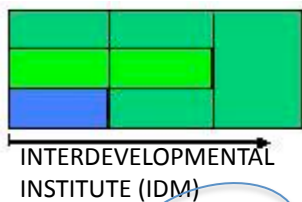


The power of coaching is enhanced when current and emergent potential are added to the performance.



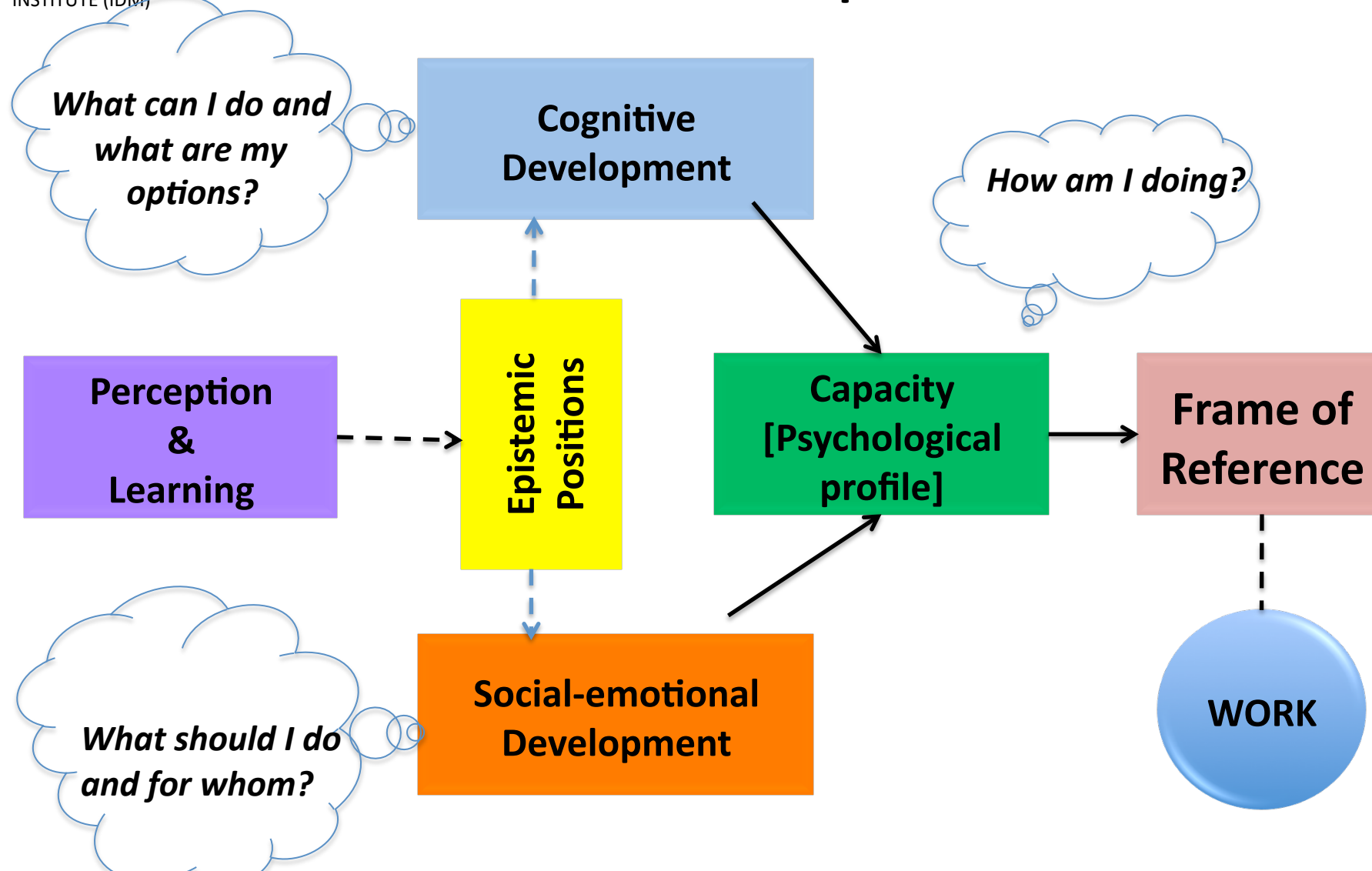
Developmental Coaching Process

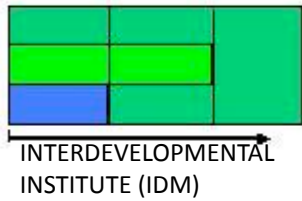
- Two semi structured interviews to assess Exec's ED and CD
- Two one hour conversations:
 - ED - prompts to talk about experiences (successes, challenges, what is important etc.)
 - CD – elaborations on how Exec sees his work from three domains: task, organisation and self
- Both interviews are recorded, transcribed and analysed using rigorous methodology to assess how Exec is making meaning of self and world and how he is thinking (content is irrelevant)
- Outcomes: better matched people to their respective roles – maximised return on human capital



Invisible Dimensions of Leadership

Constructive Developmental Framework





Thank you!

Interdevelopmental Institute

The Evidence Based Approach to Process Consultation,
Coaching and Developmental Research

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