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# Construction of a Scoring Manual for the Sentence Stem "A Good Boss--" For the Sentence Completion Test Integral (SCTi-MAP)

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CONSTRUCTION OF A SCORING MANUAL FOR THE SENTENCE STEM

"A GOOD BOSS—" FOR THE SENTENCE COMPLETION TEST INTEGRAL

(SCTI-MAP)

ANGELA C. MINIARD

Bachelor of Science in Psychology

John Carroll University

May, 2002

submitted in partial fulfillment of requirements for the degree

MASTER OF EDUCATION

at the

CLEVELAND STATE UNIVERSITY

May, 2009

This thesis has been approved

for the Department of Counseling, Administration, Supervision and Adult Learning,

the College of Education and Human Services and

the College of Graduate Studies by

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Dr. R. Elliott Ingersoll, Chairperson                    03/05/2009

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Dr. Kathryn MacCluskie, Member                    03/05/2009

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Dr. Elizabeth Welfel, Member                    03/05/2009

DEDICATION


To my beloved husband Dave


and to my wonderful parents Cindi and Dante, and my dear sisters

Nikki, Gina, and Cindy Beth

ACKNOWLEDGEMENT

Throughout my work, several people have contributed support to my hierarchy of needs, and without their backing, the road to completing this thesis would not have been as fruitful or enjoyable, indeed. My husband Dave was a steadfast support throughout my graduate career, but during those nights when I was "on a roll," his encouragement to get a good night's rest helped to replenish my energy supply and was very much appreciated. He was also a source of nourishment (mind, body, soul, and spirit) as he weathered my stress, cooked late night dinners, and kept me laughing. Family has also been a source of motivation and unconditional love for me over the past few years. My father, Dante, was my inspiration to enter this graduate program, and he offered comic relief throughout the process as well as reminding me to not sweat the small stuff. My mother, Cindi, always called to see if I was surviving the process, gently reminded me of my goals, and sent care packages with my favorite brain food items. Finally, I want to acknowledge my three sisters, who offered me that unique and endearing support, understanding, and emotional revitalization that only sisters can provide.

I feel indebted to the faculty from Cleveland State University who supported and enriched my academic endeavors. I am very grateful for the wisdom and guidance offered by my thesis advisor, Dr. Elliott Ingersoll, whose introduction to ego development theory during my graduate coursework was a refreshing shift in perspective and also the source of enthusiasm for engaging in this project. The time, energy, and feedback provided by my committee members, Dr. Elizabeth Welfel and Dr. Kathryn MacCluskie, were gracious contributions, as was the insight and support of my fellow graduate researcher, Cristi Zavarella, as we traveled our thesis paths together. Dr.

Susanne Cook-Greuter offered her much sought-after time to provide personal communication and guidance as to how to approach this thesis project and offered feedback along the way.  She also generously supplied the data set and other valuable resources that were essential for completing this project.  Dr. Cook-Greuter's dedication to continuing the study of ego development is an inspiration.

CONSTRUCTION OF A SCORING MANUAL FOR THE SENTENCE STEM

"A GOOD BOSS—" FOR THE SENTENCE COMPLETION TEST INTEGRAL

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**ABSTRACT**

Ego development theory, proposed by Jane Loevinger (1966, 1976), is the study of how an individual's processing of experience and meaning-making of the world develops. The tool used to measure ego development is the Washington University Sentence Completion Test (WUSCT), and its scoring manual is the foundation for the high validity and reliability of the measurement tool. Susanne Cook-Greuter (1999b) constructed a modified version of the WUSCT, the Sentence Completion Test Integral (SCTi-MAP), and in order to continue the trend of strong psychometric properties, a scoring manual needs to be constructed for the new sentence stems found on the SCTi-MAP. This thesis constructs a scoring manual for the SCTi-MAP sentence stem, "A good boss—".

The first step in creating a scoring manual was to sort the data, which consisted of 836 responses to the sentence stem, into categories within the different stages of ego development. Next, any new categories that seemed to emerge during the sort process were defined, and all of the existing categories were organized into a logical sequence within each stage. The final step was to write the scoring manual and perform basic statistics on the frequency distribution of responses within each category.

The results of this thesis include the construction of a scoring manual for the sentence stem "A good boss—", and a frequency distribution of the stem responses,

which provides evidence that the sentence stem "A good boss—" has internal validity, as it seems to produce a similar distribution of response data as the assessment tool as a whole provides. This thesis project enhances the reliability and validity of the SCTi-MAP and adds data and conclusions to the pool of research available for the study of ego development theory.

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CHAPTER I
INTRODUCTION

The purpose of this thesis project is to construct a scoring manual for the sentence

stem "A good boss—", which is a component of the Sentence Completion Test Integral

(SCTi-MAP, Cook-Greuter, 1999b), a projective measure of ego development.  An

introduction to this project would not be complete without a review of the concept of ego

development, which will include an overview of the individual ego stages.  This will be

followed by a description of the original measure of ego development, the Washington

University Sentence Completion Test (WUSCT, Loevinger & Wessler, 1970), and Cook-

Greuter's (1999b) revised form, the SCTi-MAP.  After a brief introduction of how these

sentence completion tests are scored, the intent of this thesis project will be discussed,

including support for constructing an updated scoring manual for this sentence stem.

*The Concept of Ego Development*

Freud and many of his followers believed that the ego was derived from and explained

in terms of drives originating instinctually.  Yet, Adler separated from Freud on this

issue, contending that the ego endeavored to spontaneously develop (Loevinger &

Wessler, 1970).  Psychiatrist Harry Sullivan (1973) built upon Adler's "*style of life*" and

coined the term for his concept the "*self-system*" (Hy & Loevinger, 1996). Loevinger and

Wessler (1970) acknowledged the following theorists as the early ancestors of their

concept of ego development:  H.S. Sullivan and his idea of "*self-system*" from *The*

*Interpersonal Theory of Psychiatry* (1953) and Piaget with his work, *Moral Judgment of*

*the Child* (1932). The concept of ego development follows what Loevinger and Wessler

describe as a continuum of earlier, similar conceptions, including Kohlberg's (1964)

*moral development*, Peck and Havighurst's (1960) *character development*, Isaacs' (1956)

*interpersonal relatability*, *cognitive complexity* as proposed by Harvey, Hunt, and

Schroder (1961), and *interpersonal integration*, from Sullivan, Grant, and Grant (1957).

These conceptions have the following in common, they all: (a) embody normal

developmental sequences that include dimensions of individual differences within any

age cohort; (b) encompass a holistic view of personality and view behavior in the realm

of meaning-making and purpose; and (c) are concerned with the personality

characteristics of impulse control, interpersonal mode, and conscious preoccupations

(Loevinger & Wessler, 1970).

   Extracting from the common domain of psychology and partly from these earlier

writers, Loevinger constructed her own version of ego development (Loevinger, 1966,

1976).  She first proposed a program to measure ego development and then used the data

to construct stage-specific milestones, which embody the definition of ego development

(Hy & Loevinger, 1996; Loevinger, 1993a).  These milestones represent the frame of

reference through which a person makes meaning of the world and her or his experiences

within it.  This search for coherent meaning is defined by Loevinger and Wessler (1970)

as the "essence" of the ego, and the stability of the ego is tied into this "essence" in that

the ego will selectively disregard the observations that are inconsistent with its current frame of reference. In other words, individuals will function at the level that is most egosyntonic for them and translate and respond to the world on a day-to-day basis from that frame of reference (Cook-Greuter, 1990). Therefore, a projective test is a useful tool to help evoke the subject's own frame of reference on the test material, and this is the theoretical foundation for the WUSCT (Hy & Loevinger, 1996; Loevinger & Wessler, 1970). Cook-Greuter (1990) describes the cornerstone of ego development theory as related to the idea that "Language not only 'reflects' human experience, but it also organizes and filters it" (p. 80). Cook-Greuter's description of the nature and function of language is an important contribution to ego development theory, considering that the WUSCT measures the ego stages of respondents based on their verbal responses (Cook-Greuter, 1990). The overall strategy of the WUSCT is to identify the qualitative differences in the successive stages of ego development and to map the qualitative data onto a quantitative scale (Loevinger, 1993a; Loevinger & Wessler, 1970). Before describing how ego development is measured by the sentence completion test, it is necessary to introduce the stages of ego development.

The labels given to the stages of ego development have been transformed over the years since the first version of the WUSCT (Loevinger & Wessler, 1970). This will be discussed further in the literature review portion of this thesis, along with a description of the numerical designations for each stage. For the purposes of this introduction, the labels from Cook-Greuter's (1999b) SCTi-MAP version will be used. The following descriptions of the stages used in this introduction have been compiled from the comprehensive publication, *Ego Development: Nine Levels of Increasing Embrace*

(Cook-Greuter, 2005), which gives insight into how individuals at each stage of ego development navigate the straits of human existence. A fundamental aspect of Loevinger's concept of ego development is that there are several dimensions of a person that evolve during ego development, including character development, impulse control, cognitive style and conscious preoccupations, and interpersonal style, and Cook-Greuter weaves these features into her descriptions for each stage (Cook-Greuter, 2005).

The first stage is the Symbiotic stage, and the newborn at this stage is constructing for her or himself a stable world of objects. Some psychoanalytic theorists connect ego development to this period alone (Hy & Loevinger, 1996). Because this stage is characterized as pre-verbal or nonverbal, it cannot be measured with the WUSCT and therefore will not be discussed further in this thesis.

Stage 2 is the Impulsive stage and is indicative of the simultaneous emergence of the ego and the use of language. Impulses govern people at this stage, and others are seen as a source of supply. Cognitive simplicity is reflected in the language clues of using simple statements, using simple dichotomies (things are good or bad, clean or dirty), and instead of being expressed as feelings, affects are described using bodily terms. Individuals who are at this stage may seem confused, anxious and overwhelmed.

The Opportunist occupies Stage 2/3, and this person is wary of other's intentions and experiences friction due to an "I win, you lose" mentality. They perceive the world based on their own needs and wants and may be perceived by others as being exploitative and manipulative. Opportunists will attempt to avoid the consequences of getting into trouble, and if they encounter trouble or loss, they blame it on external sources. When Opportunists get caught for doing something wrong, it is "bad" because they were

caught. Competition for goods, space, and power make the world a very hostile and dangerous place for people at this level. Differentiation begins to occur at this stage as the Opportunist gets a sense that others have needs and wants, just as she or he does. Projection of feelings is outward, and cognitive style is dichotomous and concrete. The judgments at this stage are global and ideas are simple. This manifests in language clues such as simple dichotomies, concrete and physical words, and simple descriptions of feelings, such as mad, happy, sad, and sick.

Stage 3 is labeled Diplomat, and one of the themes of this stage is concrete operational functioning. A Diplomat's sense of self is one of group identity, and this integration into a group provides one with balance. Rules are obeyed without question, and simplicity permeates. Those who do not follow the rules or who have differing views are condemned. A Diplomat values an interpersonal style of being nice and helpful and works to ensure a pleasant atmosphere (making everyone happy). Personal appearance, reputation and prestige are salient, and they deeply care about other's impressions and acceptance of them. Language clues in sentence stem responses include short, stereotypical phrases, clichés, responses that seem overly positive, and factual information.

At Stage 3/4, the Expert differentiates by stepping back and viewing themselves from a distance, which nurtures their capacity for self-reflection. Multiplicity is a good term to describe this stage because the Expert is adept at seeing alternatives. They hold themselves to high standards and feel as though they know all the answers. Others may perceive them as compulsive and perfectionist. Sometimes a hostile sense of humor emerges, and impulse control is characterized by an internalization of societal shoulds

and oughts.  Experts engage in abstract thought and operations, and psychological

vocabulary and explanations may emerge.  Other language clues include using

qualifications and conditions, polar dimensions, interest in causality, and highlighting

multiple options.

   The Achiever occupies Stage 4 and begins to integrate complexity into her or his

frame of reference.  They often include thoughts of their past and future self into their

perspective and may be preoccupied with reasons, causes, goals, achievements,

effectiveness, and agreements.  There is a clear separation of the "knower" and the

"known", and Achievers strive for the "truth" through the scientific method.  True

introspection leads to a realization of contradictions and inconsistencies within

themselves and their belief systems, but this may lead to feeling self-critical and guilty

for their actions.  Language clues for this stage include expressions of conceptual

complexity and causal relationships, and terms related to time and lapse of time.  The

unique individual begins to emerge and statements of contrast, self-criticism, and

ownership of responsibility surface.

   Stage 4/5 is the Pluralist, one who understands that she or he can influence what is

observed and that the same object or event can have different meanings for different

observers.  The Pluralist discovers the cultural and personal conditioning of one's frame

of reference, and sees everything as relative.  A differentiation occurs between the system

and Pluralists, for they are able to stand outside and view the system as a whole, while

also enjoying this subjective experience.  There may be a fascination with the present (the

here and now), although the internal contradictions that become apparent may confuse

the Pluralist and cause inner conflicts and despair.  Clues arising in the language of

individuals at this stage include contingencies, non-banal qualifications, and contrasting ideas. Also, the word "and" is replaced by "or" and "but," and an awareness of cultural conditioning and vivid personal information may be included in verbal expressions.

An expanded time frame and wider social networks characterize Stage 5, the Strategist, and allow this individual to perceive the strategy inherent to observing systemic patterns or long-term trends. There is a commitment to engaging in creating a meaningful life for themselves and others, and Strategists seem to have well-balanced body/mind integration. They are insightful and growth-oriented, which is coupled with the ability to begin integrating the "shadow" side of their concept of self. Impulse control is driven by self-evaluated, internalized standards, and relationships are viewed as eventually taking the form of mutual interdependence. Individuals at this stage may express a non-hostile existential humor and use a complex, flexible syntax. Strategists honor the complexity of life and the circular causality in human relations in their responses.

Stage 5/6 describes the Magician, who is preoccupied with existential paradoxes and conflict caused by the understanding of problems related to language and meaning-making. The Magician is experiencing differentiation related to the idea that no matter how much insight is gained at this level, there is still a separation between herself or himself and the underlying nondual reality (the creative ground, the knower and the known as a single entity). The perspective of this stage is global-historical, and Magicians have a dynamic and versatile understanding of human nature and interaction. This may cause a fear, though, that no one else can understand the Magician's complexity or can sympathize with her or his experience. In regards to language characteristic of this

stage, one may observe authentic, complex, vivid and playful language. The need to impress others is no longer relevant; therefore a Magician's language may seem more raw, or direct, than earlier stages. The topic content is vast, and there may be a stream-of-consciousness quality about the responses.

The Unitive individual occupies Stage 6, which is the final stage at this point in the rational, personal realm of meaning-making, although there is evidence of stages beyond this that occupy the ego-transcendent realm (Cook-Greuter, 2000). An individual at this stage of ego development has a universal or cosmic perspective. From multiple points of view, they can shift their focus without much effort between different states of awareness, including shifting consciousness and rational awareness from foreground to background status. A Unitive person feels at one with the concepts of the universe, with what "is", and with the nondual reality. Individuals at this stage may seem aloof but may also affect others with their humility and grace. Responses to stems from this stage may include a response encompassing an array of topics and concerns. Language may vary from kaleidoscope to unique and vivid, and from creative metaphors to simple responses.

This description of the stages of ego development has spanned quite an array of frames of reference, and it is understandable that Loevinger describes the sentence completion test as indexing a notable constellation of traits. While it may seem difficult to imagine an assessment tool that can encompass such a variety of fragmentary traits, as well as distinguish between the stages, Loevinger felt that the basic concept and terms used in ego development theory well summarized the organization of these isolated traits (Loevinger, 1984). The scoring manuals for the various forms of the WUSCT have shown time and again to produce high interrater reliability, and empirical studies

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supporting the use of this measure of ego development will be discussed in the next chapter.  At this point, a brief overview of the WUSCT, the SCTi-MAP, and the scoring procedures will be provided.

*The WUSCT, the SCTi-MAP and Scoring Procedures*

The most current versions of the WUSCT are Form 81 for Men and Form 81 for Women (Hy & Loevinger, 1996), which contain 36 incomplete sentence stems and are administered with the instructions, "Please complete the following sentences."  The two forms differ slightly, mostly by changing a pronoun ("he" to "she"), and there is one scoring manual for each of the 36 stems (Hy & Loevinger, 1996).  The 36 items are separated onto two pages, with 18 items per page, and the two pages are useable as alternate, matched short forms.  The SCTi-MAP is similar to the WUSCT, with 36 incomplete sentence stems (the majority of the stems were adopted from the WUSCT), but with the insertion of some alternate stems, including the stem of interest for this thesis, "A good boss—" (Cook-Greuter, 1999b).

In order to score the WUSCT, one can undergo self-training by using the exercises provided in the scoring manual.  Mastering the scoring system would take an individual two to three weeks of part-time study, and a suggested prerequisite for manual users is one year of work in graduate psychology studies or equivalent technical training. A capacity for introspection and an access to intuition are also seen as necessary qualities for raters (Hy & Loevinger, 1996).

Once a test has been administered, all responses in a protocol (the term used for a completed test) are typed exactly as the subject provides them, preserving any grammatical, spelling, and punctuation errors, but the parts of responses that include

identifying information about the subject are removed. Each stem is scored

independently from the rest of the stems on a protocol and is given a numerical rating

corresponding to a specific stage of ego development. This is done utilizing the scoring

manual for the particular stem, which contains typical categories for responses found at

each stage of ego development. The rater uses these categories and follows the five

scoring rules, which should be applied in sequence (Hy & Loevinger, 1996, p. 34):

Rule 1: Match the completion with one of the listed category titles.
Rule 2: Where the combination of two or more elements in a compound response
    generates a more complex level of conception, rate the response one step higher
    than the highest element.
Rule 3: Where the combination of ideas in a compound response does not generate a
    higher level of conceptual complexity, rate in the less frequent category or rate in
    the higher category.
Rule 4: In the case of a meaningful response, where there is no appropriate category
    and Rules 2 and 3 do not apply, use the general theory to arrive at a rating.
Rule 5: Where the response is omitted or is too fragmentary to be meaningful, it is
    rated E4 by default.

The chosen rating for the response item is recorded (initially without regard for the

context of the total protocol), and after each of the 36 items is rated, an algorithm is used

to turn the response distribution into a total protocol rating (TPR). First, the whole

protocol is read through and an impressionistic rating is given for what kind of person

could have written the protocol. Then, a frequency distribution of the item ratings is

derived, and the ogive, or cumulative frequency distribution, is determined. A table of

ogive rules is provided in the scoring manual, which the rater uses to determine a TPR

(Hy & Loevinger, 1996, p. 39). If the TPR matches the impressionistic rating, the

scoring is completed. If the TPR and impressionistic rating do not match, there are some

analytic steps one can take to re-evaluate the previous scoring steps taken (Hy &

Loevinger, 1996).

It is important to note that Cook-Greuter's dissertation on the measurement of postautonomous ego development offers additional rules, which are not included in the manuals for the WUSCT, for scoring later stage protocols. In order to be rated at Stage 5/6 or 6, Cook-Greuter (1999a) provides the following criteria: (a) To rate a protocol at the Unitive Stage 6, there is a requirement that at least four Stage 6 completions come from at least three different categories in Stage 6. Also, if there is seemingly a presence of agitation or hyper-complexity in a protocol, it should be rated at 5/6, for a Unitive protocol has an overall calm and richly modulated tone encompassing a wide range of themes and topics, without sounding cognitively overwrought; (b) To rate a protocol at the Magician Stage 5/6, the protocol as a whole must meet the qualitative and ogive requirements for Stage 5, and responses must come from at least four different postautonomous categories, either from Stage 5/6 or 6. This criterion does not include responses from category 5/6, 1, and if only one or two categories are other than 5/6, 1, the protocol is rated at Stage 5 regardless of how many responses from 5/6, 1 were given (Cook-Greuter, 1999a). The scoring manuals for the sentence completion tests are the first resources that a rater uses to evaluate item responses and are therefore an important aspect of the WUSCT and SCTi-MAP measurement tools.

*Purpose of This Research*

The sentence stem that is the focus of this project, "A good boss—", was part of an unpublished dissertation confirming the stem's reliability compared to the other items on Loevinger and Wessler's (1970) WUSCT (Molloy, 1978). This dissertation confirmed the stem's construct validity within ego development theory, and part of Molloy's project was a first attempt at a scoring manual for this sentence stem. The item

was added to the SCTi-MAP, along with three other stems, in order to add elements

relating directly to work settings to the test (Rooke & Torbert, 1998). In May of 2008,

Molloy's scoring manual for "A good boss—" was edited and expanded by Susanne

Cook-Greuter to reflect newly acquired data (personal communication, June 2, 2008).

The question then arises, what is the need for constructing a new manual for this stem?

The process of creating a scoring manual for a stem is driven by the data (item

responses) generated by the stem. In repeatedly investigating possible themes, patterns,

and emerging categories within each stage of ego development for a single sentence stem,

one is internally validating the scoring device and the construct of measurement. As new

responses are collected for this stem, which occurs on a regular basis, the need arises to

either create new scoring categories or strengthen existing categories in order to help the

rater make the decision in as clear and valid a manner as possible. Also, it is important to

ensure that scoring manuals for sentence stems are constantly updated to reflect current

worldviews and research, for example, the research into postautonomous ego

development led to the creation of new stages of ego development, which required a

revision of the scoring manuals (Cook-Greuter, 1990, 1999a).

While it is important to strengthen the psychometric properties of the scoring

manual for the SCTi-MAP, there are other focal points relevant to the value and purpose

of studying ego development. As Cook-Greuter has illuminated in her studies of

postautonomous growth, it is essential that the overall perspective and understanding on

the later stages of ego development increase in order to comprehend the possibility of

growth at later stages (Cook-Greuter, 1999a; Miller & Cook-Greuter, 1994). While

protocols that have TPR scores at the Magician and Unitive stages are rare, they still

exist, and it is important to study collections of responses for sentence stems, such as "A good boss—", in order to gain a deeper perspective on how ego development may manifest itself at those later stages and beyond.

Another important purpose of studying ego development is to enrich the field of counseling, as emphasized by several researchers. Swenson (1980) proposes a useful overview of how ego development theory can offer insight into different therapeutic approaches that a counselor might use with clients at different stages of ego development. For example, one might use Rational Emotive Behavior Therapy (REBT) with clients at the Conformist stage, whereas with clients at later stages, the more humanistic and existential theories may fit more appropriately. Loevinger (1980) expands Swenson's ideas by commenting on how ego development adds perspective to the entire mode of how counselors talk with clients and how they understand their clients' worlds and frames of reference.

Additionally, studying ego development can increase the understanding of how clients tend to interpret events and therefore how likely they are to respond and react to certain situations. Cook-Greuter and Soulen (2007) discuss this concept and provide examples of how clients at different stages of ego development may perceive and react to feedback during counseling. Finally, Ingersoll (in press) describes how ego development provides counselors with an opportunity to shape a perspective on a client's subjective experience of the world through a common language. This common language will help counselors meet the client where she or he is at developmentally and help the client translate the world in as healthy a manner as possible by utilizing the tools available in her or his toolbox (frame of reference).

The purpose of this thesis is to increase the psychometric validity and reliability of the SCTi-MAP and enhance the study of ego development by constructing a scoring manual for the sentence stem "A good boss—".

CHAPTER II
LITERATURE REVIEW


It has been 39 years since the first publication of the WUSCT (Loevinger &

Wessler, 1970), and since then, numerous studies have used this form of measurement in

their empirical inquiries, volumes of books have been written about Loevinger's concept

and measure, countless evaluations of the measurement's validity and reliability have

been conducted, and several revisions have been made to the WUSCT, its scoring

manuals, and the labels for the stages of ego development.  This literature review will

provide a survey of the history of the WUSCT, the revisions and new forms that have

been generated, including the SCTi-MAP (Cook-Greuter, 1999b), the reliability and

validity of the measurement tool, discussion of the concept of ego development as a

"master trait", and the utilization of the WUSCT in peripheral areas of research.

*History of the WUSCT*

   To understand how Loevinger arrived at her concept and measurement of ego

development, it is necessary to begin in 1962 with her studies of the personality patterns

of mothers and of women in general (Loevinger, 1998a).  Her research group created an

objective measure named the Family Problems scale, which included items concerning

the problems of family life throughout the day.  The purpose of this study was to administer the test items to several samples of women and search for clusters of items that might be related to personality patterns or traits (Loevinger, 1998a).  This study led to a large cluster of items that highlighted a characterization of women resembling the "authoritarian" personality. Loevinger's group constructed a scale around this cluster, which they termed the Authoritarian Family Ideology (AFI) (Loevinger, 1998a).  In determining which group of women was representative of this ideology, the researchers noted that a continuum was necessary to define the cluster and that authoritarianism was not the extreme, but the midpoint.  Therefore, they came up with a milestone sequence, which represented qualitatively different levels along a developmental course.  Loevinger proposed this milestone sequence to be the concept of ego development and introduced it not as one interesting personality trait among several others, but as the "master trait" (Loevinger, 1966). The use of the term "master trait" has sparked some controversy in the field of trait and developmental psychology, and this debate will be examined later in this chapter.  In her 1966 article, Loevinger also described a program of how she planned to measure this concept of ego development.

To test this new idea, Loevinger's group constructed a sentence completion test, adopting the conception of I-levels for interpersonal maturity and integration as well as guidelines for scoring the test from Sullivan, Grant, and Grant (1957).  The four initial stages and codes were as follows: Impulsive (I-2), Conformist (I-3), Conscientious (I-4), and Autonomous (I-5) (Loevinger, 1998a).  Early raters of the measure indicated to the research group that an intermediate stage was needed between Impulsive and Conformist, and therefore, Loevinger's group added another stage, coded Delta (Δ), to occupy a level

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between these two stages.  In the beginning, the researchers had sentence completions to begin with, but no scoring manual. To devise scoring manuals, the group first tried to imagine what kind of person would emerge in each stage, based on the milestones, which resulted in possible examples of responses for each stage.  This list of possible responses was termed their *exemplar manual* (Loevinger, 1998a). After this manual failed with newly collected responses, the researchers tried grouping examples into categories, and this was termed the *categorized manual*.  The final manual that worked best in terms of being most useful for new sets of responses was a combination of both exemplar and categorized manuals, the *rationalized category manual* (Loevinger, 1998a).

For microvalidation of the manual, the researchers finalized ground rules for scoring, and re-evaluated the final scoring manual with a large and heterogeneous sample set. This resulted in the revision and addition of stages of ego development. For example, the Opportunist (Delta) stage was renamed Self-Protective, which was more reflective of the expressions in the item responses, and another transition stage was introduced just after Self-Protective, coded Delta/3 ($\Delta/3$), because there seemed to be a need for compromise between the Self-Protective (Delta) stage and the next stage, Conformist (I-3).  A later stage emerged above Autonomous, named Integrated (I-6), and two transition levels were added, one originally called Conscientious-Conformist (eventually changed to Self-Aware, I-3/4) and the other termed Individualistic (I-4/5) for the transition between Conscientious and Autonomous.

Loevinger states in her article, *Measurement of Personality: True or False?* (1993a), which also gives an exquisitely detailed account of this evolution story, "The cornerstone of our method is classifying related but not necessarily linked answers into categories,

treated as equivalent.  Forming categories is an art that improves with practice, because

there is constant feedback when the manual is next put to use" (p. 7).  This statement

provides insight into the creative methodology of constructing scoring manuals for

sentence stems.  For final confirmation to send the sentence completion test out for

publication, the researchers settled upon 36 stems, finalized the unique scoring algorithm

(ogive rules), and tested the scoring manual using a sealed sample and experienced raters.

Data from this sample gave an interrater reliability of approximately .91 for rating the

items and TPRs, and the internal consistency (coefficient alpha) was .90 (Loevinger,

1998b; Loevinger & Wessler, 1970).  Training exercises administered to new, untrained

raters proved that the written instructions in the scoring manual were complete.

Loevinger (1998a) discussed an important feature of this method:

> The most distinctive and crucially valuable feature of our method of manual
> construction is the microvalidation of manual categories by repeated cycling, applying
> the manual to a new sample, "decoding" the ratings to see how well the parts of the
> manual are doing, and making minor changes before applying the manual again.  By
> this method the descriptions of the several stages were shaped by the data, and our
> conception of ego development took shape. (p. 10)

Perhaps a limitation of this initial publication of the WUSCT and its scoring manual is

that all of the item responses were obtained from women and adolescent girls.  Prior to

this manual being published, a prediction of future research needs led to a proposal of

new versions for men and women (forms 11/68), which subsequently became the original

published forms of the WUSCT (Loevinger & Cohn, 1998; Loevinger & Wessler, 1970).

As forms 11/68 were used in the field, problems began to emerge, which, in turn,

provided the criteria for revising the WUSCT.  These criteria which needed to be met

included: (a) close comparability of forms for men and women (to keep the forms as

equivalent as possible); (b) interesting and varied content (parallel stems may decrease

interest and motivation of respondent); (c) first and second pages usable as abbreviated forms (a shorter form may be more attractive to users); (d) selection of some items originally composed for men and for which the original and only available manual was derived from male samples, for example "When I am criticized—" (this balances the use of stems and manuals devised for men and women); (e) selection of the most valid items; (f) avoidance of successions of items that suggest connected answers; (g) the first item on each page sufficiently structured so as to be relatively easy to complete (in hopes of preventing self-consciousness, factual reports, or objections); and (h) the last item on each page should be one that leaves a pleasant or bland aftertaste, that is, does not encourage hostile or self-derogatory completions (Loevinger & Cohn, 1998).

Based on these criteria, new forms, Form 81 for Women and Form 81 for Men, were devised, as well as Form 2-77 for Girls (with 27 items in common with Form 81 for Women) and Form 2-77 for Boys (with 26 items in common with Form 81 for Men) (Loevinger & Cohn, 1998). With new forms of the WUSCT, it was a fundamental next step to revise the original scoring manuals and include samples from male and female subjects, considering the early scoring manuals only included responses from adolescent girls and women. Loevinger, Hy, and Bobbitt (1998) sent a letter to researchers who had used the WUSCT forms 11/68 requesting that they share their sample protocols with Loevinger's team in order to help with revising the scoring manuals. The researchers also took this opportunity to revise the coding for the stages of ego development (Loevinger, 1985, 1998a).

In this revision of the scoring manual, several category titles within each stage were rewritten, more typical examples were chosen for category titles, and because exemplar

categories had been used more successfully during the rating procedure, the majority of

the descriptive titles were changed to exemplar category titles.  Other changes in the

format from the 1970 version included a more condensed manual, the use of themes that

appeared across stages for a given stem to help guide the rater to the pertinent area of the

manual, and the "blurbs" for each stage were omitted (Loevinger, Hy, & Bobbitt, 1998).

The resulting version of the scoring manual is the current published manual for the

WUSCT Forms 81 (for men and women) and Forms 2-77 (for boys and girls) (Hy &

Loevinger, 1996).

Table I illustrates the codes assigned by Loevinger's research teams, and also the

corresponding numerical codes that Cook-Greuter uses in her representation of the ego

development stages, which subsequently are the codes used in the scoring manual for this

thesis (Cook-Greuter, 2005).  It is important to note that Cook-Greuter subsumed the

Delta (Δ) and Delta/3 (Δ/3) codes into "2/3" to keep her numerical codes consistent.

While there was evidence of finer distinctions between the Delta (Δ) and Delta/3 (Δ/3)

stages, Cook-Greuter combined these representations because the earlier stages manifest

themselves so infrequently with the sentence completion test.  She does note, however,

that these earlier distinctions are important for research in the earlier, preconventional

stages (Cook-Greuter, 2005).

Westenberg, Treffers, and Drewes (1998) developed a new sentence completion test

form and scoring manual for use in the measure of ego development in children and

youths, the SCT-Y. This was in response to questions raised about the use of the scoring

manuals (devised from responses gathered mostly from adults) for rating the Forms 2-77

for Boys and Girls, as well as the minimum age at which those forms could be used.

There is also an available appendix for using the WUSCT in translation to other languages (Hy, 1998). This seems to be a very resourceful tool in expanding the cross-cultural research on ego development. In fact, the WUSCT has been translated into 11 different languages in 19 different published studies (Carlson & Westenberg, 1998).

Table I

*Stages of Ego Development and Corresponding Codes*

| Ego Stage | Loevinger & Wessler 1970 | Hy & Loevinger 1996 | Cook-Greuter 2005 |
| --- | --- | --- | --- |
| Impulsive | I-2 | E2 | 2 |
| Self-Protective | Delta (Δ); Delta/3 (Δ/3) | E3 | 2/3 |
| Conformist | I-3 | E4 | 3 |
| Self-Aware | I-3/4 | E5 | ¾ |
| Conscientious | I-4 | E6 | 4 |
| Individualistic | I-4/5 | E7 | 4/5 |
| Autonomous | I-5 | E8 | 5 |
| Integrated | I-6 | E9 | 5/6; 6 |

*Reliability and Validity of the WUSCT*

A robust body of research with several hundred studies utilizing the WUSCT as a measurement tool supports the reliability and validity of the WUSCT (Cohn & Westenberg, 2004). Two significant reviews by Hauser (1976) and Manners and Durkin (2001) describe the results of numerous studies concerning the reliability and validity of the WUSCT. As reported by Loevinger (1998b), interrater reliability is high for this

assessment when using the scoring manuals, with a Cronbach's alpha of .91. Similar

results were consistently reported in research publications over a course of 20 years

(Manners & Durkin, 2001). The validity of ego development theory and measurement

can be broken down into construct validity, discriminant validity, and predictive validity.

Manners and Durkin (2001) discuss considerable empirical support for the construct

validity of ego development in regards to the three central tenets of the theory (unitary

nature of the ego; the ego representing an integration of the personality characteristics of

cognitive functioning, personal and interpersonal awareness, and character development;

and the sequentiality of ego stages), as well as support for its relation to external criterion

of alternative measures. Discriminant validity for the WUSCT indicated that the low

correlations between ego development and verbal fluency and intelligence supported that

ego development is distinct from those two variables, and it was also found that

socioeconomic status and ego development are distinct (Manners & Durkin, 2001).

Manners and Durkin (2001) did not find enough empirical support to suggest further

research into investigating the predictive validity of the WUSCT. Hauser's (1976) earlier

review of the reliability and validity of the WUSCT presents very similar findings to

those proposed by Manners and Durkin (2001). The results of their review of 20 years of

research were summarized by Manners and Durkin (2001), "The findings indicate that

ego development may be regarded as a complex, but unitary, construct, with the ego

developing in a hierarchical, invariant, and sequential manner" (p. 562). It seems safe to

conclude that the WUSCT is a reliable and valid tool for measuring ego development.

*Ego Development as the Master Trait*

Ego development theory and its original measurement tool, the WUSCT, seem to hold a solid position in the field of personality research. Yet, some of Loevinger's ideas have met their share of criticism over the years, such as her use of the term "master trait". Loevinger and Wessler (1970) present their conception of ego development as the master trait in personality. They contend that this frame provides the other, more specific, fragmented personality traits with their meaning, and it is around ego development that the whole edifice of personality is constructed. The inclusiveness of the cognitive, affective and operant components of ego development is another reason Loevinger's group gives for saying no term less than ego development encompasses all of these phenomena (Loevinger & Wessler, 1970).

Those that question her postulate of ego development as the master trait comment that Loevinger is unjustly reducing the complexity of personality to a single continuum and assuming that ego development holds a super-ordinate position in the overall collection of personality traits (Costa & McCrae, 1993; Jackson, 1993). Costa and McCrae (1993) argue that this leads one to think that all major personality factors could be seen as master traits, for they all condition the expression of the other traits. For example, some have wondered if the sentence completion test really is a measure of ego development or just a measure of differences in intelligence (Cohn & Westenberg, 2004). It seems, though, that intelligence is a factor *necessary but not sufficient* for ego development, as Loevinger (1976) pointed out.

Cohn and Westenberg (2004) summarized 52 correlations between ego level scores and intelligence test scores, but only found a weighted Pearson correlation of 0.30,

indicating that ego development and intelligence are conceptually and functionally

distinct concepts.  One might ask, then why do the two factors seem so related?

Loevinger would answer that it is necessary to be reliant on some kind of internal

consistency in the measurement of ego development, and so the scoring and results will

tend towards the most easily and reliably judged element, which seems to be the

cognitive element (Loevinger, 1993b).  She describes in the same article that this is also

similar to what happened with Kohlberg and moral development, in that he needed to rely

on stressing the cognitive and intellectual components of moral development during

measurement.  While agreeing that there is no proof of the indivisibility of ego

development, Loevinger also cautions against reducing the differences to intelligence

only, for a formal notion of logic and cognitive structure will not suffice for an

understanding of the contents and constituents of ego development, namely its "essence"

(Loevinger, 1993b, 1976).  There are also examples of individuals who score the same on

intelligence tests but have very different levels of ego development, indicating an

alternate possibility for another pacer aside from intelligence (Cook-Greuter, 2004;

Loevinger, 1976).

This debate stills begs the question of whether or not there are multiple lines of

development, for if one does not believe that there could be a single master trait

developing, one would have to research and define the other possible lines of

development and discuss the correlations between them.  In his work, Wilber (1990)

mapped several lines of development, but notes that the cognitive line of development

seems to be a precursor to all other lines, including the self-line, for what one identifies

with is determined by what one can be aware of.  Other researchers explored this notion

as well, including Ingersoll (in press), Cohn and Westenberg (2004), Cook-Greuter (2004), and Loevinger (1976), who describes cognitive development as affecting personality because what psychologically impacts an individual has to be known by her or him in some cognitive form. Ingersoll (in press) has made the case that in fact the idea of lines of development may reflect what Irvin Yalom calls an explanatory fiction, rather than an ontological reflection of human development.

In summary, if one is going to scorn the presentation of ego development as a "master trait," then it is necessary to approach the concept of multiple lines of development, which is currently a controversial one. In the study of personality development, are there master traits or are they all the same thing? Loevinger (1993b) stands behind the holistic and organismic view of her concept of ego development, and Blasi (1993) describes the significance of her proposal to the field, "Many would identify as her most valuable contribution the conception of ego development and the delineation of stages, which helped us to go beyond the fragmentation of trait psychology and to look at personalities as meaningful wholes" (p. 17).

*Relevant Research Areas for Ego Development*

Research interest into adult development and organizational change in the workplace has been a catalyst for revisions of the names and stages of ego development as well as new forms of the WUSCT. In 1985, Bill Torbert, from the leadership and organizational field, introduced his own versions of stage names that are equivalent to the labels generated by Loevinger and Wessler (Cook-Greuter & Soulen, 2007). Torbert used a revised form of the WUSCT in 1998 to measure organization transformation, and those revisions included decreasing the total number of stems and adding four stems that

related directly to the work environment, resulting in a 24-item test (Rooke & Torbert, 1998).

Cook-Greuter advanced the concept of ego development by showing evidence of emerging patterns at the later stages of ego development. One of her many contributions to the concept of ego development was the replacement of Loevinger's highest stage, Integrated (E9), with two distinct stages, Construct-Aware (5/6) and Unitive (6) and her dissertation work led to new scoring rules for scoring Stage 5/6 and 6 protocols (Cook-Greuter, 1990, 1999a). Cook-Greuter also collaborated with Torbert and expanded and revised the WUSCT into a new form. This enhanced the original assessment tool in terms of allowing a better capture of professional subjects in organizational contexts (Cook-Greuter, 2004). Cook-Greuter's studies on postautonomous ego development resulted in the SCTi-MAP, which "is the most finely tuned, cost-effective, and validated assessment tool to date for ego development in the field" (Cook-Greuter, 1999a; Cook-Greuter & Soulen, 2007).

Each of these important contributors to ego development introduced their own versions of labels for the stage names originally proposed by Loevinger. Cook-Greuter's and Torbert's stage names were meant to be less pejorative and more semantically neutral, for example, "Diplomat" instead of "Conformist" which may have a negative undertone (Ingersoll, in press). Table II can be referenced to help distinguish and pay tribute to the contributions made by each of these researchers over the years (Cook-Greuter, 2005; Fisher & Torbert, 1995; Hy & Loevinger, 1996).

In closing, it seems useful to mention some of the other areas of interest in which the WUSCT has been used: successful organizational transformation (Rooke & Torbert,

1998); meaning-making in the management field (Cook-Greuter, 2004); mature ego development and ego transcendence (Cook-Greuter, 2000); transcendental meditation programs and postconventional self-development (Chandler, Alexander, & Heaton, 2005); optimal adult development and dynamics of growth (Pfaffenberger, 2005); advanced ego development among adults (Manners & Durkin, 2000; Manners, Durkin, & Nesdale, 2004); personality change in adulthood (Helson & Roberts, 1994); differential patterns of gender-related personality traits (Bursik, 1995); ego development and the transition from adolescence to adulthood (Westenberg & Gjerde, 1999); individual differences in personality (Westenberg & Block, 1993); sex differences in the course of personality development (Cohn, 1991); ego development in college (Loevinger, Cohn, Bonneville, Redmore, Streich, & Sargent, 1985); adolescent academic achievement (Bursik & Martin, 2006); trait models of personality and the Five-Factor Model (Costa & McCrae, 1993; Kurtz & Tiegreen, 2005; McCrae & Costa, 1980); counseling theory and model for treatment, including the Integral model (Borders, 1989; Carlozzi, Gaa, & Lieberman, 1983; Cook-Greuter & Soulen, 2007; Ingersoll, in press; Ingersoll & Cook-Greuter, 2007; Lambie, 2007; Loevinger, 1980; Stackert & Bursik, 2006; Swenson, 1980); and coping and defense mechanisms (Cramer, 1999; Labouvie-Vief, Hakim-Larson, & Hobart, 1987).

Table II

*Comparison of Labels Used for Ego Stages*

| Hy & Loevinger | Cook-Greuter | Torbert | Thesis[a] |
| --- | --- | --- | --- |
| | Unitive | Ironist | Unitive |
| Integrated | Construct-Aware | Alchemist/Magician | Magician |
| Autonomous | Autonomous | Strategist | Strategist |
| Individualistic | Individualist | Individualist | Pluralist |
| Conscientious | Conscientious | Achiever | Achiever |
| Self-Aware | Self-Conscious | Expert/Technician | Expert |
| Conformist | Conformist | Diplomat | Diplomat |
| Self-Protective | Self-Defensive | Opportunist | Opportunist |
| Impulsive | Impulsive | Impulsive | Impulsive |

[a]This column represents the labels used for ego stages in this thesis.

CHAPTER III
METHODOLOGY


This chapter will outline the methodology utilized in constructing a scoring manual

for the sentence completion stem, "A good boss—".  Sources used in determining this

methodology included articles and chapters describing how the original scoring manuals

for the WUSCT were constructed and revised (Hy & Loevinger, 1996; Loevinger, 1985,

1993a, 1998a; Loevinger & Wessler, 1970), the original scoring manual for this stem

created by Molloy (1978) and an updated version by Cook-Greuter (2008), publications

on ego development and how it manifests at each stage (Cook-Greuter, 2004, 2005), and

also personal communication with Susanne Cook-Greuter (June 2, 2008; March 2, 2009).

Five sections delineating the course of construction will be described in detail below: (a)

data collection, (b) sorting response items, (c) category definition and organization, (d)

writing the manual, and (f) statistics.

*Data Collection*

The responses used for this data set came from two different sources, Molloy's

original manual attempt and a database with thousands of collected responses maintained

by Cook-Greuter (S. Cook-Greuter, personal communication, March 2, 2009).  Cook-

Greuter began collecting responses for the Molloy sentence stems, which included "A

good boss—", starting in 1982 and continued adding responses to her database until 2000. When Cook-Greuter updated Molloy's manual attempt in 2008, there were $n = 358$ responses for "A good boss—" included as examples in the manual. For this thesis, $n = 478$ additional responses to the sentence stem were incorporated into the manual, leading to $N = 836$ total items in the data set.

*Sorting Response Items*

In order to easily organize the scored response items, each response was entered into an Excel worksheet exactly as it appeared in the item response list, preserving any grammatical errors (Hy & Loevinger, 1996). All of the available data collected about the respondent was included for each response (age, sex, numeric item score, item score [assigned ego stage], ID#, the TPR [total protocol rating], and the TWS [total weighted score]). Each item was assigned a new identification number, beginning with the letters "AM" in order to distinguish the new identification number assigned by the thesis author from the original identification number assigned by the initial researcher who organized the data. The letters "AM" were followed with 4 numeric values corresponding to what order the items were entered into the Excel file. This version of the Excel file was termed the "Master" Excel worksheet.

Once all of the available responses were entered into the worksheet, the worksheet was printed out, and each individual response was cut out. The responses were sorted based on their original item scores for ego stage, and utilizing the existing categories in the current version of the scoring manual, each response item was matched to a category title (S. Cook-Greuter, personal communication, June 2, 2008). During this categorical organization, themes and patterns that emerged within as well as between each ego stage

were discerned and highlighted so they could be described during manual construction. If new categories seemed to emerge, they were assigned a numerical code (the existing categories were numbered, and the new categories followed in numerical order).

An attempt was made to classify every response into a single category utilizing the sequence of scoring rules from the WUSCT scoring manual (S. Cook-Greuter, personal communication, June 2, 2008; Hy & Loevinger, 1996). *Rule 1*: Match the completion with one of the listed category titles. *Rule 2*: Where the combination of two or more elements in a compound response generates a more complex level of conception, rate the response one step higher than the highest element. There are two types of compound responses as described by Loevinger. One type is a pseudo-compound response, which could be a cliché or repetition, but either way it constitutes a similar thought or single banality in common speech. The other compound response is a true compound, which would contain two or more contrasting ideas or alternative perspectives on or aspects of a situation (Hy & Loevinger, 1996). *Rule 3*: Where the combination of ideas in a compound response does not generate a higher level of conceptual complexity, rate in the less frequent category or rate in the higher category.

If a simple response or compound response could not be scored using Rules 1-3, then scoring continued in sequence to *Rule 4*: In the case of a meaningful response, where there is no appropriate category and Rules 2 and 3 do not apply, use the general theory to arrive at a rating. *Rule 5*: Where the response is omitted or is too fragmentary to be meaningful, it is rated E4 (Stage 3, Opportunist) by default. During this initial sort, "Unassigned" categories for each stage were used if the rating for an item was uncertain. Along with the rules supplied by Hy and Loevinger (1996), an additional rule was

applied that pertained solely to scoring responses at category 5/6, 1: Matrices (not merely lists) have to include 3 or more ideas from multiple perspectives, subject areas, and levels of analysis (Cook-Greuter, 1999a).

At this point, the numerical codes for the assigned category number for each response were added to the "Master" Excel worksheet for each response, in a column titled "Category #" (abbreviated as "C#"). An extra column was also added for comments about the category assignment (if uncertain about category, if response might need to be moved to a different stage, etc.). This "Master" worksheet was copied into a new Excel worksheet within the same file, and the "sort" function was used to physically organize the items by ego development stage. This worksheet was entitled "Ego stage sort." Following this step, one new worksheet was created for each stage, labeling each worksheet with its corresponding stage name. For each of these worksheets, the responses were sorted once again by category, using the numerical code for each category (the number "888" was used for items that were "Unassigned" so that they would end up at the bottom of the list).

A Microsoft Word document was then compiled listing each stage and its corresponding categories in numerical order. Every item from the data set was included, listed underneath its corresponding category title. Then the initial sort was validated, once again, by utilizing the scoring rules as a guide and responses were moved to new categories or new stages as needed. Feedback was obtained from the thesis advisor, who is a trained rater, as well as a fellow graduate researcher on items that seemed difficult to definitively sort into a category or stage. Once the responses were sorted through for the second time, the process was repeated once again, to help obtain the best fit for each

item.  After sorting the responses, the categories were organized within each ego level and across all ego level stages.

*Category Definition and Organization*

In scoring the protocols, the most difficult distinction for raters to make is between responses that share similar content to the adjacent stages (Hy & Loevinger, 1996). Therefore, providing a cross-reference for a category within one stage that may share a theme with categories at adjacent stages will assist the rater in distinguishing between stages for a single response (Hy & Loevinger, 1996). The original scoring manual for this stem has cross-references already in place, but it was necessary to confirm these and to determine if any new themes emerged across ego stages that needed cross-referencing (S. Cook-Greuter, personal communication, June 2, 2008). A data table was created with the ego stages across the top as the column headings, and within each column, the category title was listed.  From this arrangement, any new themes were determined and confirmation was made that the cross-references from the original manual were still reflected and were the closest fit for efficient distinction purposes.  If categories had similar content to adjacent stages, those category titles were given a cross-reference denoted by the stage number and category number for that adjacent stage.  For example, if a category from Stage 3 had similar content to a category in Stage 3/4, the cross-reference might be: (3/4, 12).  This would direct raters to Stage 3/4, category 12 to help them decide which stage the response best relates to.  A brief description of the differing theoretical content between the similar categories was listed for many of the cross-references.

Based on communication with Cook-Greuter (personal communication, June 2, 2008), it would be helpful to determine if the categories within each stage follow some internal logic and then list these categories in the manual based on that internal logic. For organization purposes, the most common categories (based on frequency of responses) were listed at the beginning of the category sequence. After that, a determination was made as to whether or not the categories could be logically ordered. Utilizing the data table from the cross-references, it became evident that themes were emerging within and between the stages. These included themes of Relationships (R), Communication (C), Behavior (B), and Growth/Development (G). A column was then added to the data chart (entitled – "Internal Logic Category"), and an internal logic category was designated for each of the category titles within the stages (see Appendix). The categories were placed in the following order: (a) first, the most frequent categories overall (containing 10% or more of the responses within a category); (b) then categories grouped by internal logic category, and sorted from the most to least frequent; (c) and finally, those categories which were not included in the major themes (R, C, B, G) were designated as "Other" (O), and unless they contained 10% or more of the total responses for the stage, these categories were listed at the end of the stage. After determining the internal logic, all categories were renumbered within each stage, in numerical order.

*Writing the Manual*

After sorting the responses, assigning each response to a category, and organizing the categories, a draft of the scoring manual was written. The item scoring manual included a "blurb", which is a short description including useful topics for the raters (Hy & Loevinger, 1996). The different types of responses that the stem "A good boss—"

generates from responders across all ego stages were described (based on the essence of each stage according to ego development theory). The blurb also described factors for the rater to keep in mind as they scored individual item responses, including any difficulties the rater may encounter when trying to distinguish the ego stage of a response for this stem (Hy & Loevinger, 1996).

Following the blurb, each ego level was listed in the following order: Impulsive, Opportunist, Diplomat, Expert, Achiever, Pluralist, Strategist, Magician, and Unitive. After listing the stage name, a short description was written about the general characteristics of this stage, any information relevant to adult development and meaning-making at this stage, and an explanation of the sequence logic for the categories (S. Cook-Greuter, personal communication, June 2, 2008).

Next, the categories were listed in numerical order (based on LC#), followed by example responses for each category. If a category title was exemplar (based on prototypic responses) it began with the numerical code, followed by a dash and a lowercase letter. For category titles that were descriptive in nature, they started with the numerical code, used a capital letter for the first word and described the included responses (Hy & Loevinger, 1996). Category titles were immediately followed by cross-references, if applicable, and asterisks were applied for the common category titles- using one asterisk for a category that included 10% or more of the responses in that ego stage. Hy and Loevinger (1996) also utilized asterisks to denote popular responses, although their asterisks represented different distribution percentages, for example, they used one asterisk to denote categories that included at least 2% of the responses and two asterisks to denote categories that comprised about 5% or more of the sample set. For this thesis,

the sample set was not large enough to incorporate 2% and 5% for the cutoff levels (see Appendix).

The examples of responses that follow the category title were taken verbatim from actual protocol responses and typed in italics. The responses from Cook-Greuter's (2008) updated version of Molloy's scoring manual (1978) were included and differentiated by bold type font from the items in the thesis data set (in regular font). All items from the data set were included under their respective categories, because listing more responses, as opposed to fewer responses, will help the rater to make a more informed decision (S. Cook-Greuter, personal communication, June 2, 2008). The exception was omitting repeated, identical responses within a category (Hy & Loevinger, 1996).

*Statistics*

Within the Excel worksheet file, basic statistics were performed for each ego level. The responses for each category were counted, and a percentage was determined for each category, based on how many responses fall into this category compared to the total number of responses for that ego stage. These percentages were also used in determining the sequence of the category titles within an ego stage (highest frequency categories listed first). An additional distribution graph was constructed which compared the range of responses among the ego stages for "A good boss—" and a range of TPR scores from a mixed sample set, showing the distribution of ego development stages within a United States adult population.

## CHAPTER IV
## RESULTS

*Item 12*                                                    *A Good Boss—*

How one views self in relation to other people can be explored through a variety of sentence stems, and with the stem, "A good boss—", it is possible to understand how an individual may view a relationship with someone in a supervisory or leadership position. Molloy first compiled data from this stem in his 1978 dissertation, and since then, it seems to have added a valuable dimension of work relationships to the study of ego development (Molloy, 1978). This scoring manual was recently updated by Susanne Cook-Greuter (2008), in which she affirms, "'A good boss—' has proven to be one of the most liked stems by professionals because everyone can relate to it and unlike 'a good father,' it does not have a personal (and overly Freudian) ring". She also goes on to describe how it is likely that most adults have had experience with bosses or may even desire to become a boss themselves.

The varieties of completions for this stem exhibit a wide distribution among the ego development stages, ranging from Opportunist (Stage 2/3) to Unitive (Stage 6). The topics of the responses include: social interactions, benefits of interpersonal relationships, conventional and differentiated traits of a good boss, communication, the atmosphere created at work, growth and development (of the individual and/or the company), efficiency and effectiveness, what behaviors a good boss might engage in, as well as many others.

One factor to keep in mind while scoring is that the quality of personal relationships with others seems to develop from dependency to allowing for a degree of autonomy and independence and even further toward mutuality and interdependence as one moves to the later stages. Also, it seems that the meaning of work evolves through the stages from a banal activity, to a means of achieving one's individual goals, onward to a more encompassing medium for growth, development and expression of one's beliefs and values, and finally as part of the global realm of existence. Additionally, Cook-Greuter cautions that we may get more "canned or rehearsed" completions even at the later stages, for people may provide quotes from leadership books and gurus. She states

(2008), "It is therefore important to be alert to "espoused" theory and do get a sense of how much the respondent actually lives the experience of a boss." (Cook-Greuter, 2008

In order to assist the rater in traversing the scoring manual, categories have been arranged in a certain order within each stage. Categories marked with an asterisk contain 10% or more of the responses within the stage, and these items are listed first among the stage categories. The remainder of the categories are grouped by overall theme (Relationships, Communication, Behavior, and Growth/Development), and then sorted based on which theme is most dominant for that stage. Categories not included in the four major themes for this stem are designated as "Other", and unless they contain 10% or more of the responses for that stage, "Other" categories are listed last. To help distinguish responses across adjacent stages, cross-references to similar categories in other stages are listed in parentheses next to category titles. Some cross-references also include a brief reason for distinction, if available. Item responses in this scoring manual include items from Cook-Greuter's (2008) updated version of Molloy's scoring manual (1978). Those responses can be differentiated with their bold type font from the items in the thesis data set (in regular font).

**Themes:**

**Relationships (Stage 2 – Stage 5):**  The topic of relationship between boss and employee is first noticeable from Impulsive with "looks after me", then Opportunist, when a good boss "stays out of my way", and evolves to "gets on well with his staff" at Diplomat, "knows each person individually" at Expert, and to "knows his people and can relate to them" (Achiever). At later stages, interpersonal relationships have an essence of being valuable in their own right and being mutually interdependent (Pluralist and Strategist).

**Communication (Stage 3 – Stage 4/5):** This theme spans from Diplomat to Pluralist, in which it emerges as a theme of how a boss communicates with her/his staff. In the earlier stages, a good boss listens and talks to the employees, but later listens and *understands*, takes all factors into account, and becomes more receptive and engaging, allowing for input from employees.

**Behavior (Stage 3 – Stage 5):**  The behavior of a good boss is another theme within this stem, emerging at Diplomat and persisting through Strategist. At earlier stages, behavior seems to have a more individual connection, for example, a good boss is helpful (Diplomat), or delegates (Expert), and can even begin to engage in contrasting behaviors at Achiever. At later stages, behavior seems to have a more encompassing impact on general systems, and psychological causation comes into play (Pluralist and Strategist).

**Growth/Development (Stage 3/4 – Stage 5):** Emerging in the middle of the conventional stages at Expert, a good boss facilitates growth by making life easier and being reliable when you need him/her. At Achiever, a good boss will motivate employees and support them in their efforts to learn and experiment, and even continues to learn her/himself. This develops into a good boss fostering growth and tolerating

human nature and mistakes (Pluralist) and even further to a concern for autonomy (Strategist).

# Stage 2 / Impulsive

No responses in the data set were assigned a rating at this stage. Some of the characteristics of responses at this stage might be a sense of being dependent ("neediness"), simple statements, and hostility if one cannot get what one wants immediately. Loevinger's WUSCT item manuals based on data for "A good mother—" and "My father—" sentence stems were used to hypothesize on possible reactions to supervision relationships at this Stage (Cook-Greuter, 2008).

1. <u>-- is good, nice</u>
    *is sweet, nice*
    *is a dead one*
    *looks after me (dependent)*

# Stage 2/3 / Opportunist

At this stage, adults may seem egocentric and preoccupied with their own immediate wants and needs. It is possible that they might be opportunistic and aggressive at going after what they want, or be self-protective in the presence of a perceived threat. Others are seen as competitors for goods, attention, and power. Needs rules impulses at this stage, and rules may be seen as a loss of freedom. Language at this level includes simple dichotomies (good/bad, right/wrong). Because the first four categories each contained 10% or more of the total stage responses, the categories for this stage have been listed in order of most to least frequent categories.

1. <u>*-- stays out of my way</u>
    *let's me do it my way*
    *gives you your head*
    *let's me have it my way*
    *should mind his own business*
    *lets me get on with it*
    keeps out of my way!

2. <u>*-- likes me</u>
    *understands*
    *understands me*

3.  *-- doesn't snoop on us
       ***never gives out on me***

4.  *Hostile tone
       ***is like me... ha! ha! ha!***
       ***is just a boss , so what***

5.  -- let's you have a good time

6.  -- is easy to get around

# Stage 3 / Diplomat

The Diplomat has moved from a "me against them" to an "us against them" mentality, and norms rules impulses. Socially accepted behavior and a respect for the rules (obedience and loyalty) dominate behavior at this stage as the Diplomat seeks status and membership into a group. Appearances are also salient, and negative feelings and expressions are avoided. Responses may have an exaggerated positive affect and may include clichés and stereotypical phrases. The order of responses in this stage is most frequent categories, followed by "Relationships", "Communication", and "Other" themed categories, respectively.

1.  *-- listens, cares, talks to his people (3/4,8, 3/4,10 - takes care of [3] vs. cares about [3/4]; 3/4,16 - listens [3] vs. communicates [3/4])
       ***Listens***
       ***Cares for his staff***
       ***Takes good care of his staff***
       ***Cares for the people in his care***
       ***Sticks up for his people***
       ***Is your friend***
       *always listens to his people*
       *one who listens*
       *takes care of her employees.*
       *listens to their subordinates*
       *listens to his/her employees*
       *listens to employees*
       *listens to her co-workers*

2.  *-- is hard to find (3/4,7 - hard to find [3] vs. hard to describe [3/4])
       ***not often***

*is hard to come by*
*wished I had one*
*is rare*
*is next to impossible to find*
*like a good wife, hard to find*
*is hard to find*
*is someone I haven't met yet.*
*is hard to come by*
*I don't know…*
*is rare*
*Unusual.*

3. *-- is understanding, kind, helpful, friendly
        Is understanding
        **Is patient**
        **helps me do things right**
        **is kind and understanding**
        *is there when you need him (?).*
        *is one I get support from*
        *is kind.*
        *is kind to his her employees*

4. -- is mine, -- is what I want to be
        **I have one**
        **is what I have**
        **is what I am going to be**
        *<-> John Tynan - the two go together like Bogart and Bacall*

5. -- gets on well with his staff (beginning social interaction)
        **has a happy staff**

6. -- is a teacher, leader
        **is un bon maitre**
        **is the one that teaches you**
        *is a good teacher*

7. -- is important
        **is the best**
        **is critical**

8. -- is great! (2,1) simple idealization

*is wonderful*
*is fantastic*

9. <u>Unassigned: (assigned to Stage 3/4 due to Scoring Rule 5)</u>
**is probably a good father too**
*Once told me, "Debby, not everything matters," as if my conscientious*
*attention to detail were a flaw, I disagree - everything matters! Everything!*

# Stage 3/4 / Expert

A focus on likeness at the Diplomat stage has turned into a focus on individual differences, as Experts begin to assert more of their own needs and wants that were suppressed for the sake of the group in the earlier stage. An awareness of general traits in others emerges, and an emphasis on expertise, procedure, high moral standards, and efficiency surfaces. Experts may feel that they have it all figured out and are entitled to impose their views on others, which may come across in responses as "shoulds," qualifications and conditions, and use of psychological vocabulary and explanations. Unlike individuals at later stages, Experts cannot prioritize among options or synthesize/weigh out several possibilities. Craft logic begins to rule norms, experts in the field may be quoted, and clichéd responses may surface. Categories in this stage are sorted beginning with the most frequent categories, and then "Behavior", "Relationships", and "Communication" themed categories, respectively.

1. <u>*-- is a blessing</u>
**is worth his weight in gold**
**is an asset**
**is a god send**
**god bless him!**
**is a boon**
*is a great asset.*
*a rare find*
*Is a gift*
*Is a rare gift*
*Is a rare and valuable commodity.*
*is a joy forever*
*is a wonderful opportunity; one to be treasured.*
*is a bonus, but you can help any boss to become - well, almost any!*
*is one of the blessings of life*
*is hard to find! (Really, a lot of it can be due to your working relationships.)*
*is sometimes hard to find and worth cultivating*

*to be treasured and nurtured and valued as they are a rare breed.*

2.  *Is defined by what he does not do (action-oriented) (4,9)
    **can keep people in tow without using the whip**
    **should not be a bully**
    **does not favor some over others**
    **should never play favorites**
    **should not go home when the staff is still working**
    **is behind the scenes**
    **stays in the background**
    **is hardly visible**
    **is one who does not remind you that he is the boss**
    **does not lie to his people**
    *is invisible*
    *Is one who encourages and helps you with your work if under pressure, but always*
    *remains the authoritive figure. I have seen bosses who sink to below employee*
    *level - it does not work.*
    *is not to be a boss*
    *puts safety ahead of production*
    *is honest with his subordinates and does not pretend to be someone other than what you see.*

3.  -- is effective
    **gets the most from his team**
    **gets results**
    **is efficient**
    **gets things done**
    **succeeds**
    **makes for an efficient running of the company**
    **should be on top of things**
    **is great for business**
    *will most likely have good employees*
    *manages well*
    *encourages his/her staff to work as effectively as possible*
    *Delivers results*
    *has the skills to handle people and his area of responsibility*
    *Pays you well then expects you to earn it.*

4.  is not... (single negative attribute) (4,19)
    **a tyrant, dictatorial**

*selfish, egotistical*
*money-grabbing*
*verbally abusive*
*inflexible*
*hard-nosed, hard-shelled*
*exploitative*
*stand-offish*
*arrogant*
*conceited*
*insensitive*
*sexist, bigoted, discriminatory*
*impatient*
*ruthless*

5. <u>-- is responsible, reliable (4,12)</u>
    *can be relied on*
    *can be trusted*
    *takes his job seriously*
    *is usually available to staff*
    *has an open door*
    *is honest and trustworthy*
    *walks the talk (cliché)*
    *is there for his people in a crisis*
    *is never a phony*
    can be trusted
    *is one who has a great deal of common sense and is in touch with reality*

6. <u>-- should be fair</u>
    *should be fair and pleasant*
    *should be fair and nice to work for*
    *is just*
    *Is egalitarian*
    *treats his staff with equality*
    *never displays favoritism*
    *is one you can trust*
    *is consistent*
    recognizes and rewards good performance without undue disrespect.

7. <u>-- is hard to describe (3,2)</u>
    *has many good qualities*
    *wished I knew what makes him good*

*is many different things*
*is hard to train.*
*is not something I relate to, I don't have a "boss"*
*is I a not at all sure about the notion of a boss - but a "good" boss, well, I'll fill*
*you in … But everyone I have finally worked for the past 20 years, have*
*done some things very well, and some things very badly …*
*should have many outstanding qualities*

8.  -- is appreciative, patient (single positive conventional trait) (4,18 - conventional [3/4] vs. differentiated [4])

   **is an appreciative one**
   **is one who is patient, and young**
   **has a compassionate hear**
   *is a caring, intelligent one*
   *is a sympathetic one*
   *is one who teaches.*

9.  -- delegates

   **one who delegates responsibility**
   **assigns work well**
   *should delegate physically demanding work assignments fairly*
   *can manage people*
   *is someone who delegates appropriately*

10. -- is one who appreciates his people (3,1 - cares for [3] vs. cares about [3/4]; 4,13 - makes you feel he/she is interested [3/4] vs. qualified, genuine interest in what you do [4])

   **is one who values what i do**
   **one who can make each and every of his staff feel useful**
   **is one who supports my efforts**
   **supports those in his care**
   **listens well to your ideas**
   **wants you to grow**
   **let's you learn new things**
   *cares about his subordinates*
   *cares about their employees*
   *Is one who cares about his staff.*
   *supports his/her subordinates*
   *treats his people with respect and dignity.*

11. -- is respected, looked up to

> ***wins respect from his employees***
> ***commands respect***
> ***is one I hold in high regard***
> ***is my role model***
> ***is my hero***
> ***is what I hope to be one day***
> ***sets a good example***
> *is someone from whom you can learn.*
> *is a role model, one that you wish to be in the future.*
> *earns the respect of his workforce.*
> *(is) someone who cares and someone you have respect for.*

12. <u>Affects how work is experienced (4,10, 4,15 - keeping staff happy/content [3/4] vs. motivating, bringing out the best in staff [4])</u>
> ***makes work a great deal more pleasant***
> ***makes the job interesting and worthwhile***
> ***make work more enjoyable***
> ***can make a job more satisfying***
> ***makes for a good and happy employee***
> *makes a job easier*
> *makes work a lot better*
> *Makes almost any job bearable.*
> *is half the job*
> *makes work a real pleasure. I know, because I have one.*

13. <u>-- knows his staff members well (4,11 - treating people individually [3/4] vs. treating people as individuals [4])</u>
> ***takes an interest in his staff individually***
> ***is sensitive to everyone's need***
> ***listens carefully to his employees***
> ***takes an interest in the needs of his staff***
> ***knows each person individually***
> *puts himself in the place of each of his employees.*
> *Is sensitive to employees.*
> *understand all faces of the job*
> *has a basic idea of what his employee do. Is willing to listen*

14. <u>-- makes life easier</u>
> ***is a great help in daily work***
> ***is easy to work with***
> ***makes all the difference***

*can make all the difference in how one feels about one's job and even oneself*

15. <u>-- makes a good, happy employee</u>
> **determines the level of an employee's contentment and satisfaction in the job**
> **can make or mar the feelings of his staff**
> *is fulfillment to a good employee*

16. <u>-- communicates with his staff (unelaborated) (3,1 – listens [3] vs. communicates [3/4]; 4,16 – communication (unelaborated) [3/4] vs. elaboration on quality of communication [4])</u>
> **should communicate with his people**
> **should be in constant exchange**
> **talks as well as listens to his employees**
> **listens as well as talks**
> **is a good listener**
> *Knows how to communicate.*
> *Should be a good listener.*
> *lets his expectations be known*
> *Gives feedback.*
> *is one who takes time to hear what those around him are trying to say*

## Stage 4 / Achiever

Whereas the Expert seemed to rely on authority or received knowledge, the Achiever seems skeptical. System effectiveness rules craft logic, and Achievers might obtain effectiveness and truth through knowledge, the mutual expression of ideas, and the scientific method. With an expanded perspective, Achievers add a dimension of linear time to their concerns and seem very goal-oriented and action-driven. Achieving goals, planning for the future, and evaluating oneself in order to improve are some of the preoccupations at this stage. Achievers express complexities in the form of contingencies, contradictions, and inconsistencies. The most frequent categories are listed first, then "Behavior", "Relationships", "Growth/Development", and "Communication" themed categories, are listed, respectively.

1. <u>*Mentioning several positive qualities (list of 2 or more) (4/5,8)</u>
> **is competent and considerate**
> **is savvy and communicates easily**
> **gets the job done and treat people fairly**
> **is fair, interesting and motivational**
> **is one who understands his employees, is patient and tolerant**

*is a person who both leads and treats his staff fairly*

*should be firm, gentle, considerate and interested in his staff*

*is one who is considerate and cares about the well-being of those who work for him*

*cares a lot about other people and does his/her best to help others do the best they can & be as happy as they can*

*is fair, helpful, challenging.*

*is a coach, a leader, a person who brings out the best in others.*

*is fairminded [sic], does not have favorites and keeps professional and personal separate.*

*is fair and does not show favoritism in his or her relations with subordinates. Also is willing to listen ad understand his or her workers.*

*provides encouragement + support + challenges.*

*not just a good manager, but is a good leader too*

*is clear in purpose, strong in moral values, cares for others and has inestimable patience*

*one who encourages and enables others to achieve and is available when needed*

*is a source of inspiration and a good listener*

*is one who listens, understand, is interested, provides direction, helps me to develop and stretch myself - and is hard to find*

*is usually a good people manager and is well respected by all.*

*someone who makes you believe you can do it; who doesn't mind you asking for help when you need it; who believes that it's necessary to make mistakes in order to learn; and who gives constructive feedback.*

*is truthful and gives credit where it is appropriate, behaves fairly and is there to support you.*

*one that consults, involves and gives credit where it's due for responsibilities taken.*

*someone who encourages, listens supports and above all else gives feedback - both good and bad.*

*is a good leader who listens to his workers, provides for differing opinions and is open to change.*

*has high integrity, is trustworthy, listens and is supportive.*

*supports, encourages, lets you take risks, and learn from your mistakes.*

*cares about me as a person, recognizes my talent and uses it, and considers me as a valuable asset to the organization.*

*gives room - does not ask for opinion if the decision is already made - is fair*

*listens, trusts, challenges, supports and encourages.*

*is one who supports you and is consistent in his/her actions.*

*is open, honest and communicates directly with me.*

*is willing to learn and brings out the spirit in his/her people*

*challenges, supports, and confronts.*

*is a pleasure to work with, helps you grow, and is open to new ideas and activities.*

*is thoughtful, understanding, responsible and firm - leader*

*is a good communicator, cares about people and motivates with positive reinforcement*

*is understanding, helpful, and a teacher willing to let subordinates have a substantial involvement in how things are done in the department.*

*is sympathetic, intelligent, creative + can be trusted*

*is someone who listens, challenges, coaches and has a sense of humor.*

*gives good instructions and is fair.*

*is  consistant [sic], approachable and highly focused.*

*listens, encourages and leaves you alone*

*supports and back his or her employees, and is considerate of their needs, while enabling them to succeed.*

*Clear, with strong vision, has time, listens and shares thinking.*

*Is one who communicates well and looks out for your interests.*

*Listens, is patient, understanding, and progressive.*

*Is caring, knowledgeable, and never forgets that people work with them, not for them.*

*is supportive, provides general guidance, provides you with the tools you need, and recognizes your accomplishments.*

*Lets his employees do the work - Serves as a mentor - Stands up for his people*

*support you when you need it and challenges you to always improve*

*communicates and sets goals and mentors if at all possible*

*is approachable, respectful, listens and makes decisions, accountable.*

*is a leader, mentor, educator who will help the "group" or "team" succeed to a common goal*

*communicates expectations + is consistent*

*is a mentor & facilitator*

*listens, is clear in his intentions, and isn't afraid to lead*

*is one who listens, understand and develops.*

*is someone who will listen, guide and support me.*

*is a good listener, coach and mentor.*

*listens to employees, peers, customers; recognizes and rewards positive contributions; tracks and develops subordinates,; acts as a mentor and a leader*

*one who listens, builds rapport easily, gives feedback with sensitivity and supports your learning and development.*

*Challenges, believes in, encourages, guides, has fun with and learn from her employees.*

*is one with vision and objective short term strategies and goals.*

*treats people fairly, has integrity, is competent, lives by values, manages and leads, is emotionally mature, trustworthy.*

*is someone who listens, who motivates others to be their best, and who can inspire other to a common cause.*

*is open, outward looking, challenging and competent.*

*Is a leader and a teacher.*

*one who listens and guides. He can always be trusted*

*Is a good leader and a manager.*

*is a good leader and a role model*

*is a mentor and a coach*

*Is one that can be fair and approachable, does not pick favorites by whomever makes their job easier.*

*is one who inspires, respects others. Who challenges and who leads the way through example*

*encourages and motivates others, treats everyone with respect and then get out of their way so they can get the job done.*

*is someone who is collaborative, listens, is a leader, is consistent and has a healthy sense of humor*

*is a person who exhibits leadership, builds trust and who helps their people to grow and do a good job ever better.*

2. <u>*-- supports people to develop, learn, improve, experiment (4/5,1)</u>

**allows workers time to develop**

**provides opportunities for learning**

**is coaching people to become their best**

**does his best to keep staff happy and engaged**

**encourages learning and being self-directive**

**give people credit for improvements**

**rewards initiative and learning**

**allows learning through mistakes**

**sees failure as part of development**

**sees you trying and failing rather than not trying at all**

**allows others to show they can behave responsibly**

*supports you in your endeavors to grow + improve.*

*gives employees space in which to grow and shows belief in their ability to do so*

*gives me flexible boundaries in which I can learn, be creative, contribute, and grow professionally.*

*gets either behind or alongside me.*

*can be the difference in a very successful or only mediocre career*

*facilitates the development of her subordinates*

*supports their employees in being leaders.*

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*allows their employees to develop with their strong leadership.*

*helps me fulfill "our" dreams*

*is one who delegates authority and responsibility to subordinates, under controlled circumstances, and gives them the opportunity to fail.*

*is helps those around them achieve far more than they ever dreamt possible.*

*can make a significant difference in one's development.*

*gives employees the opportunity to succeed*

*is crucial to my success in terms of learning and in having sponsorship and support.*

*Carries water for his/her troops.*

*Someone who is a good developer of people*

*Helps a person grow and reach their potential.*

*creates an environment for being creative and inovative (sic)*

*is one who challenges his employees to think*

*someone who provides encouragement and support but basically lets you get on with it*

*trusts you and your decisions and is there to guide and support you if necessary.*

*is a supportive listener who enables the individual to work to the best of their ability while encouraging development + growth.*

*"coaches" and stand behind you. They work to develop you to your potential.*

*Should have vision, should encourage and support his/her employees to take risks, to grow.*

*lets me complete my work and helps when asked.*

*allows you a lot of leeway to accomplish your tasks.*

*is my luck. He could help me realize my personal goal. Without such a good boss,*

*however, I would also do my best to perform better at work. But if I am not able to*

*make it, I quit.*

*Facilitates the growth and development of the people she is responsible for, knowing that*

*one person learning helps another learn but it all depends.*

*is supportive and challenging while giving as much freedom to get on with the job as possible.*

*Gives me space to achieve my potential and support when I need it*

*provides overall direction and allows the individual exercise maximum judgment & innovations*

3. Balancing job requirements and employee needs (simply stated)

**makes life enjoyable, he should be kind and understanding and also have the ability to get more work done**

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*is as conscious of his staff's needs as those of the organization*

*understand his/her employees and still aims to make a profit in his business*

*can achieve good results while not forgetting the priority that should be given to the needs of people who work for him*

*has to be human and has to take care of other issues in his employees, not only production output.*

*should be loving, understanding, but firm, to help good work done.*

*Balances concerns for cost of production and quality of product, with employee well-being.*

*is a task master, but tolerant of other issues that may be occurring in and outside of work. A high level of devolved responsibility is extended.*

*values the experience for himself as well as for his employees.*

*is not only knowledgeable of subject matter but is adept at working with individuals and personal issues.*

*is well organized fair and has the best interests of the company in mind.*

*who can reconcile individual goals with group goals*

*recognizes the talents and human resources, and commits support to them in order to meet the needs and goals of the group.*

*is someone who drives charge forward but carries staff along with her/him. A good motivator and leader.*

*considers both the group's best interest as well as the individual's best interest*

*is concerned with what is good for me as an individual as well as what is good for the group, company*

*balances and nurtures both organizational and employee growth + development needs.*

*a good optimizer of business needs and people needs - simultaneously*

*knows what to do & how to do it at a high level + gives leadership & support to staff.*

*is one who is able to achieve his/her objectives, in a manner which leaves the subordinates feeling they were responsible for the results.*

*contributes to organizational goals and individual goals of his subordinates, he may also encourage the development of socially beneficial goals of both.*

*has the best interests of his/her employees in mind . I think this means that the personal/professional growth of employees is good both for the people involved and the product/organization*

*one who is clear about the organizations [requirements] as he/she sees them + supports my idiosyncratic contribution. One who makes demands I can meet in my way*

*Is supportive, values and recognises the strengths of individuals within an organisation and has a vision for the organizations and the individual.*

*encourages their employees to utilize their full potential to maximize productivity. A boss also needs to be a role model of integrity, honesty, fairness and openness.*

*keeps the larger picture in mind*

*is able to integrate and balance the demands of the product/client with the nurturing and valuing of staff.*

*acts as a filter between you and upper management. - gives you as much responsibility as you can handle.*

*has a good overall knowledge of the goals of the group and a sufficient understanding of each of the individual pieces to efficiently assign, prioritize, and focus the work to be done.*

*Is somebody with the qualities and the charisma to guide and lead a group of people successfully to the point of reaching the group goals.*

4. <u>Mentioning of at least 2 contrasting behaviors</u>

***can be friendly with his staff, yet obtain the best results***

***is a person who is understanding but is firm in getting the work done***

***steers things rather than directs them***

***influences by example rather than by pushing others***

*one who delegates constructively and does not rule by fear*

*nurtures commitment to learning and performance rather than demand obedience and obeisance.*

*should be goal-oriented instead of means-oriented. He or she should give subordinates more autonomy to their jobs.*

*is someone who listens well and encourages, but knows when to challenge.*

*is a facilitator, not a dictator.*

*is greatly loved and a little feared.*

*is reasonable, fair and understanding, yet firm and decisive*

*Is one that gives you both space and support when you need it.*

*Provides a structured framework but allows for flexibility.*

*Works with people not over them.*

*Is strict but not too strict, understanding of employees needs and treats all employees equally.*

*listens to the NO's as well as the YES's*

*knows when to demand, suggest, and listen, sets practical priorities. Knows team's goals, direction, status knows how to listen.*

*knows how to lead, not just supervise people below him (or her). provides meaningful guidance + then stays out of the way.*

*teaches you and learns from you*

*is vision oriented, demanding - but fair.*

*a coach and mentor who commands respect not through status but by being firm and fair but above allow through inspiration*

*simultaneously offers subordinates independence and guidance*

*is challenging of your behavior and supportive of your hopes*

*is a mentor of individual - guiding but not "doing."*

*is a coach and facilitator and does not beat people up for results or take credit for my work.*

*is not a boss but a coach who empowers his people to do their personal and organizational best by teaching them correct principles.*

5. <u>-- Listens, then acts.</u>

*is one who listens and lets the individual grow.*

*Listens and acts in the interests of his employees.*

*will listen and then make decisions*

*is one who listens and hears.*

*Listens and encourages.*

*actively listens, and understands*

*will listen as well as give direction*

*Listens and teaches.*

*listens and capitalizes on the strength of subordinates.*

*listens, assesses, then leads.*

*openly seeks input, then makes a decision and communicates and reinforces it*

*Listens and asks questions in order to provide appropriate direction and support.*

*is willing to listen to his/her employees' opinions + provides a means of deflecting unnecessary work.*

6. <u>-- is decisive, organized, has business skills</u>

**has to be able to make decisions**

**can choose wisely**

**can prioritize obligations and responsibilities**

**is not a slave to pressure**

**meets deadlines and plans well**

**knows how to plan projects and execute his role**

**makes timely decisions**

**takes all factors  into account**

**knows how to use a balanced score card**

*Understands how to fit the skills of an employee to the job.*

*is consistent in his application of policies to all his subordinates*

7. <u>-- has experience</u>

**is well educated and informed**

**should have some formal qualifications in management**

**is trained and informed in his field**

**knows what his position is like from experience**

**is not a novice with lots of textbook ideas and no experience**

*has been seasoned through hard times*

*is knowledgeable in his/her field and has good leadership qualities.*

*understands and has done the job you are doing*

8. -- tries his best, tries to improve himself (4/5,7 – tries to improve [4] vs. has no illusion about himself [4/5])

    *tries his best to execute his role well and effectively*

    *has a difficult job with many demands to fulfill and tries to fill them*

    *keeps up with the trends in his industry and works on himself too*

    *is trying to learn his craft and manage himself as well as others*

    *Gains respect from the workforce/employee knowing that there is one who is both good at his job and one who can be trusted and reliable.*

    *does himself out of a job*

    *is constantly open to new and improved ways of working but has consistent values and can inspire others.*

    *is capable of holding his frustration, tension + sometimes his rages - is clear about his expectations + is prepared to be a committed role model*

9. -- does not … (behaviors qualified) (3/4,2)

    *assume that things will always go smoothly*

    *systematically underestimate the time it takes to get things done well*

    *push his agenda beyond reason*

    *make snap judgments of people and situation*

    *generalize to the whole team when specific individuals are at fault*

    *claim sole credit for things he has not accomplished alone*

    *is one who does not need to exercise his power.*

      *would not expect others to do what he or she would not do.*

10. -- affects the atmosphere at work (3/4,12 - keeping staff happy/content [3/4] vs. motivating, bringing out the best in staff [4])

    *is vital for a happy and efficient team of worker*

    *is essential for a good working atmosphere*

    *makes for a good office climate*

    *is a great mood enhancer*

    *should provide an atmosphere of ease and a learning experience.*

    *creates a working environment that not only brings out the best in his/her employees but also cultivates an atmosphere that allows them to personal grow.*

11. Has differentiated relationship to individuals (3/4,13, 4/5,4 - treating people individually [3/4] vs. treating people as individuals [4] vs. understanding of individual differences/perspectives [4/5])

> ***works with each one of his staff and supports them when needed***
>
> ***can take interest in his/her staff, and always stands behind them***
>
> ***is one who tries to understand his staff as individuals***
>
> ***should know how to adjust to the level of his employees***
>
> ***understands how each contributor is different and adjusts***
>
> ***should treat his employees as people, not just machines***
>
> ***communicates with people and informs them each of their progress***
>
> ***is one who delegates and shows appreciation for work well done***
>
> ***gives constructive feedback and monitors progress***
>
> ***recognizes his staff at every level and communicates with them on a person to person level***
>
> *is someone who shows respect for others and is respected by them as a boss and as a person.*
>
> *treats his/her employees as he/she would wish to be treated if the roles were reversed.*
>
> *recognizes the value of all employees and tries to ensure they are fully utilized*
>
> *Provides direction when asked but otherwise has a "hands-off" policy of supervision due to his trust in his workers' abilities and professionalism.*
>
> *is someone who trusts you and has faith in your decisions, but helps you learn when things go wrong.*
>
> *encourages his employees to be successful and rewards them when they perform well.*
>
> *is an enabler. Allows work to be done efficiently between different people*
>
> *knows his/her people and their capabilities*
>
> *is a person who helps each person in the team to do their job well and realize their personal ambitions and potential.*
>
> *likely to see in me what I don't*
>
> *knows the skills of their employees and also allows those skills to be utilized and expanded.*
>
> *One who assesses the abilities and personalities of his subordinates and, within his own leadership style, manages and directs the individuals accordingly (for "his," read "his/her"!)*
>
> *understand how an individual fits into the goals of the organization.*
>
> *fully uses + develops the potential of his people, guides them + insures they know what is expected of them + treat them fairly*

12. -- is accessible (3/4,5)

> ***is a rare man and should be someone you could confide in and not be afraid of***

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*has an open door policy and welcomes input*

*is someone who have no fear of, someone you can discuss work issues with openly*

*is always open to discuss things with his staff and answer their concerns*

*is open to listen to his people, but also knows how to set boundaries*

*is one of the finest guides you can have. If he is willing to listen to you and give ideas and advice, that is the best kind to have around. [long run-on sentence]*

*is the person with whom you talk through your weaknesses as well as your strengths.*

*is generous with himself*

*has to be open to ideas and criticisms*

*(is) - always available; never in the way - someone who gives you space to reason for yourself.*

*Lets you know where he stands and is available to discuss issues with you.*

*is easy to approach with problems and offers solutions*

13. -- is interested in what you do (qualified) (3/4,10, 4/5,2 - makes you *feel* he/she is interested [3/4] vs. genuine interest in what you do, qualified [4] vs. mutuality/collaboration [4/5])

> *is one who makes you feel he is interested in everything you do and say (work wise)*
>
> *is a person who knows how to treat his staff, who takes an interest in what his staff feels about certain things.  He should be ready to help them in a crisis*
>
> *is important to the happy running of the Department if staff is to see he is fair to everyone*
>
> *is appreciative when you show responsibility and a good attitude*
>
> *is one who has a general interest in the development of his/her employees.*
>
> *knows his people and can relate to them*
>
> *finds pleasure and fulfillment in the accomplishments of others*
>
> *Must have a high sense of integrity. He must have as a first objective to help his staff making their works and achieve their objectives.*
>
> *is interested in people and can support, challenge and direct staff with openness and integrity.*
>
> *is a coach who helps the subordinate achieve their best, from realizing what that is to how to accomplish it*

14. -- is also a colleague.

> **shares the burden**
>
> *Is a working member of a team.*
>
> *treats employees as equals.*

*works as a team member not afraid to take a leadership role when necessary.*

*works with his or her subordinates, giving them respect and support and feeling no need to dominate them.*

15. -- motivates (3/4,12 - keeping staff happy/content [3/4] vs. motivating, bringing out the best in staff [4])

**enables you**

**is inspirational, inspires**

**is charismatic**

**empowers his staff**

**finds ways to make your feel uplifted**

**encourages risk taking and responsibility**

**leads while channeling energies**

**believes in your potential and shows it**

*can be one of the things that motivates a worker the most.*

*always encourages*

*one who enables*

*is enabling*

*is an enabler of my excellence*

*leads by example and always encourages his/her people to excel.*

*is a team player whose enthusiasm is contagious.*

*is one who motivates people to excel*

*knows how to allow his/her employees to feel personal satisfaction from their work.*

16. -- communicates with his staff (emphasis on quality) (3/4,16 - communication (unelaborated) [3/4] vs. elaboration on quality of communication [4])

**should be able to talk to his employees and not at them**

**should above all be a good communicator of his vision**

*is an effective communicator, establishes clear expectations, and can show some personal understanding*

*Gives clear expectations and provides routine feedback on how I'm meeting his expectations*

*knows what you are doing without getting in the way. "how to make recommendations without a club. Clearly states expectations and defines roles.*

*can give you good feedback as well as constructive criticism*

*is someone who communicates well and gives the right amount of supervision*

*tells me exactly what my responsibilities are, gives me the wherewithal, delegates, encourages, supports, lead the way ahead.*

*will periodically review your work and provide constructive criticism & recognizes the strengths.*

*is able to be understanding, tactful, and to react to the problem at hand. They should delegate both responsibility/ authority. But most of all be a good communicator.*

*provides a clear description of product wanted, timeframe product is desired, is fundamentally aware of approximate effort required to produce product and is willing to set priorities if the becomes a premium*

17. <u>-- is hard to be (beginning recognition of difficulty of role) (4/5,6)</u>

**can be trying and exhausting as there is no right way to be**
**is someone who knows himself**
**does not have illusions about his abilities**
**tries hard to fulfill a difficult role**
**never stops learning and adapting**
**requires self-knowledge and openness to feedback to improve**
**is something I strive hard to be but find hard to accomplish**
**is only human**
**does not come with a certificate**
*has a big juggling act*
*is a difficult thing to become*
*is a wise person*
*Is one you seldom notice but one you know is real*
*Has to be many things if he/she is to stay good. Importantly they must ?, create learning ? and remain courageous when the right thing to do is hard or out of the ordinary.*

18. <u>One or more positive differentiated trait (3/4,8)</u>

**is conscientious**
**is compassionate and fair**
**enthusiastic and knowledgeable**
**goal-oriented**
**sees the big picture**
*is thoughtful and helpful*
*is consistent, fair and goal focused*
*is flexible, fair, sympathetic & helpful.*
*approachable and even-handed*
*Is honest, trustworthy, organized, educated and fun.*
*Is visionary, capable and honest.*
*Is fair, approachable, pleasant, and a team player.*

19. <u>-- is not … ( attributes qualified) (3/4,4)</u>

**a tyrant when things don't go his way**

*peremptory even under stress*
*self-serving while pretending to not to be*
*just goal—oriented without regard for people's feelings*
*gratuitously abusive*
*bogged down by minutiae*
*is not necessarily a good friend.*
*is not intimidated or afraid of those smarter than he/she.*

20. -- savvy in business matters and people
   *is not only a good manager, but also has good people skills.*
   *has a good mix of people skills + technical knowledge*
   *deals capably with people and is technically proficient*

21. Awareness of past understanding
   *is not as rare as I used to think.  Usually he or she is thoughtful and most of all, courteous*
   *now that I am one myself, the role seems much more challenging than anticipated and my ideas of the role have changed since I became one*


# Stage 4/5 / Pluralist


At this stage, Pluralists begin taking multiple perspectives into account ("everything is relative"), and this relativism rules the single system logic that may have emerged from the scientific method in the last stage.  A more holistic, body/mind connection, being, feeling, here and now essence has been transformed from the causality, goals, action, and future-oriented drive from the Achiever stage.  Interpersonal relationships are seen as mutually rewarding, and there is an awareness and tolerance for individual differences.  There is discussion of how interpretation plays into meaning-making, as interpretation depends on the position of the observer.  Context has become more important than content, and the Pluralist sees her/himself as self-in-relationship, interacting with a larger system.  Categories are organized in this stage with the most frequent categories first, followed by "Relationships" and  "Growth/Development" themed categories, respectively.

1.  *-- fosters an environment conducive to help can grow (4,2)
   *leads others by creating the conditions where each individual person will express his own talents to the best of his ability*
   *creates the space for people to give their best and develop on their own accord.*
   *leads others by creating the conditions where each individual person will express his own talents to the best of his ability*

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*treats every situation according to its merits*

*helps you discover what your role is + how best to do it by providing the necessary structure to best make those discoveries*

*allows employees a lot of freedom to find the best way to get the job done, is considerate, compassionate, intelligent, supportive, understanding*

*provides his/her employees enough freedom to do their jobs as they see fit, giving guidance as requested or needed*

*empowers his/her staff, so that they achieve their desired goals in ways which suit them as individuals.*

*one who creates opportunities and lets others develop and complete them*

*provides vision, resources and support and gives employees room to perform*

*creates a vibrant environment, facilitating creativity, learning, + success.*

*is someone who provides those who work for them  with the space, the environment and the inspiration to fulfill their own talents and shine.*

*doesn't create an atmosphere of superiority, but helps the individuals in the organization to grow, even if it means they leave.*

*(is) one who fully supports you and stretches you to grow in way you never thought possible. But, you can and you do!*

*sees wide and far, she is open to people and helps them grow, leads with confidence and creates security*

*is one who encourages her staff, who sets clear goals, but steps back and gives her staff freedom to solve problems and arrive at solutions and then gives timely feedback*

*supports the employee in the context of the whole.*

*allows his work group the freedom to work independently while removing "barriers" when needed.*

*demands excellence, but provides for the development of the skills and attitudes necessary to achieve it.*

*knows how to help others achieve at their peak performance while accomplishing the identified goals and objectives.*

*is someone who assists, looks after and encourages their staff to achieve goals and accept responsibility to succeed and achieve.*

*acts as a resource and gives me the freedom to be creative and to run my business.*

*is, for me, one who is "hands-off" but available for support and experience/insight when you need it.*

*gets the best out of his/her staff for helping them to identify + fulfill their potential.*

*sets challenging expectations, encourages innovation & risk taking, and accepts failures as well as successes.*

*is very supportive, encourages one's professional and personal development, and helps you negotiate organizational politics*

*is one who lead by example and is willing to give of himself in order to nurture employee development.*

*allows an employee a sense of ownership and creativity in his tasks or projects, which gives a sense of pride in good workmanship + encourages initiative.*

*realizes that her best resource is her people and thus seeks to generate them and their talents and skills*

*is able to create the environment in which the tasks can be achieved + individuals' aspirations + capabilities harnessed.*

*knows how to provide his/her employees with the right balance of freedom and structure to challenge them without overly frustrating the individual*

*is sensitive to the needs and strengths of all his/her workers. H/S is fair + caring + tries to create an atmosphere which inspires all workers to produce and to grow in their jobs.*

*understands the milieu in which h/she operates, allowing subordinates the opportunity for development and a []in the tasks to be done.*

*removes obstructions that prevents you from do your job, makes sure individual's and management's priorities are aligned, and provides performance.*

*Takes away barriers to best performance*

*is respectful of your work, fosters growth in a positive environment*

*never thinks of himself or herself as a boss, cares about the employees, and makes a place*

*where they can do their best work, be motivated and grow.*

*is one who can blend the right level of direction with freedom to allow innovation*

*is one who can motivate people to achieve their/the company's aims and who is supportive at the same time, as well as retaining the "human touch" and a [?] of humans*

*someone who understand what makes people "tick" and helps create an environment in which everyone "ticks" to the very best of their ability.*

*knows his workers' capabilities and allows the work to be performed with minimal intervention (for workers that possess qualifications and experience).*

*encourages his/her workers to grow, grow up and fly… sometimes even fly away.*

*is someone who helps me grow, who challenges my thinking, and who shows me the potholes in organizational life, so I can avoid them.*

*oh God, I'm teaching a course on this. Is a developer of people who can: (1) articulate a tangible vision, (2) create a team where responsibility is actually shared, and (3) in daily or regular interaction empower others to grow. All this is at theory-in-use level, not espoused theory. What a pretty exacting definition of "good," but I mean it and have experienced it.*

2. *-- is genuinely interested in what others think and value (4,13, 5,2 - genuine interest in what you do, qualified [4] vs. mutuality/collaboration [4/5] vs. concern for autonomy [5])

> *is one who allows employees to express opinions but more importantly - - takes them seriously*
>
> *makes sure he gets the point of view of all stakeholders so he can make an informed decision that serves all*
>
> *always strives for mutuality and consensus to further a collaborative atmosphere*
>
> *feels that more heads are better than one and will ask for advice and input from his peers and subordinates.*
>
> *values my opinions and expertise and seeks it out when it is relevant to decision making.*
>
> *always has the concern of the individual as an input to his decision + managerial activities*
>
> *is interested, receptive + engaging.*
>
> *is one who gathers input from appropriate sources, including his/her own + bases decisions on that input - believe in sharing decision making.*
>
> *supports employees in their decision making, considers all viewpoints, and encourages employees and peers in finding alternatives that best suit the situation according to their own criteria*
>
> *is one who collects information and understands an issue from all points of view before he/she renders a decision.*
>
> *listens well, articulates a shared vision and jointly sets expectations.*
>
> *one who listens and involves people in both his/her thinking, planning and activities.*
>
> *is someone who is in touch with what is going on, is clear about needs and priorities, consults and communicates and takes his staff with him giving close leadership.*
>
> *is a mentor who appreciates what I do to help him/her succeed, but also helps me to succeed.*
>
> *is open to all ideas and takes action to impliment (sic) the good ones*
>
> *involves his or her subordinates in the decision-making process, voices appreciation for his/her staff, provides constructive feedback to his/her staff, and keeps everyone working towards a common goal.*
>
> *is someone who earns respect, involves others ideas in appropriate + knows their peoples needs, desires, beliefs + values.*
>
> *is one who shares their vision & ideas; who listens to mine and who helps me find ways to extend my powers.*
>
> *is open, believes in the value of the employees + is committed to their professional and personal growth as a measure of company success*
>
> *has "complicated understanding," thinks divergently and acts on those understandings in developing his/her workers and meeting goals of the organization.*

*is one who will fight your causes, support you, listen + endorse you, constantly providing encouragement*

*Is one who listens and has the courage to take action no matter what the situation is.*

*is challenging but who provides support, understands my needs and helps me to understand his or hers, believes is moving forward together, avoid a paternalistic approach; but for others may be something different.*

*listens, is receptive to employee, customer and community concerns, is willing to take risks + make policy, is supportive to employees, + is fallible.*

*encourages, supports and challenges subordinates, solicits feedback + takes it seriously, is sensitive to worker task related and interpersonal needs, admits mistakes, asks for, encourages participation & facilitates consensus building.*

3.  * Interpersonal relationships are valuable in their own right (5,1)

**is a unique pleasure to work with and to support in his aims**

**enjoys the presence and engagement of his employees and peers and makes sure that daily life reflects the importance of working together**

*shows love to those he/she supervises - genuine, unconditional love, a love that helps motivate them to develop to what they most want to become, and provides an environment for them to develop*

*a great help, but no more important than a good staff and socially responsible organization.*

*is someone who is fair, consistent, friendly (but not overly), + will stand up to management when necessary (not a "push-over" or "ladder climber.")*

*is (according to Chinese sages) in tune with the Tao, which suggests that Lao Tse never had to craft a mission statement.*

*is someone who understand and appreciates differences in people, nurtures their abilities and orchestrates them into an effective team.*

*is supportive, flexible, and willing to let subordinates have the authority that should accompany responsibility*

*Is someone who cares sufficiently about the hopes and dreams of an individual to coach them so that they give their best.*

*understands the needs + motivations of his/her employees, peers, and subordinates and acts in such a way to maximize congruency*

*knows his/her people on a daily basis, to apply their best talents to assignments, discuss their family topics, generate a comfortable casual relationship w/ confidence in being fair, level-headed, rational and flexible*

*is sometimes who inspires trust and loyalty, provides good leadership, reflects the achievements of his team, and helps team members to become successful and enjoy their work*

*Someone who can understand and relate with people, provide leadership and manage*

*performance. A good listener and coach. Someone who has personal leadership.*

*is one who understands that people are the most important asset they have & acts accordingly.*

*is a good listener, a good conceptualizer, ensures fairness and equity, and displays empathy*

*deserves to be appreciated and not be the objective of an employee discontent, i.e. transference/authority issues*

*recognizes and promotes the integrity and abilities of her coworkers.*

*can make work more pleasant and more meaningful and help his/her employees to grow and develop as individuals as well as workers, mine does*

*is hard to find and equally hard to keep. One also doesn't realize how beneficial a relationship is until after it is past. The change that can take place in a supportive atmosphere is a order of magnitude over that which can occur with a stifling boss.*

*(is) very hard to find! Perhaps find is the wrong word. Subordinates create good bosses - or at least take an active role in working with their supervisors to create a good relationship.*

*is someone who offers his trust and defines success as the only boundary as long as bridges are not burnt!*

4. <u>Growing awareness of individual differences with a capacity to empathize (4,11 - treating people as individuals [4] vs. understanding of individual differences/perspectives [4/5])</u>

*provides coaching and guidance appropriate to her/his followers' needs.*

*trust their people and monitors their performance to ensure that assignments are within the capabilities of the people. Coaches where skills need to be developed.*

*Enables the work force to contribute according to individual gifts and abilities, supports risk-taking in order to learn, and seeks collective (not personal credit) for community growth, "successful" outcomes*

*both supports and challenges, uses a variety of supervisory methods and cherishes diversity.*

*is one who fosters an environment of inclusion, trust, and valuing everyone's unique and different contribution. A person who sees the potential for growth, of the enterprise by fostering growth in the individual, each one in his or her uniqueness.*

*listens well, understand, the different needs and abilities of his direct reports and provides the support and guidance each needs to maximize his contribution to the extend he (the boss) can.*

5. Tolerance for human nature and mistakes

> *behaves in a reasonable manner not demanding more than his employees can give.*
>
> *tries to understand that people are people and bring their issues and personalities to work*
>
> *is one who will accept mistakes, welcomes experimentation,  and not always expect perfection*
>
> *is first of all a human being with all that that entails*
>
> *one with integrity, good judgment, calm in a crisis and who backs you up, but if you are wrong enables you to understand so, without putting you down.*
>
> *is one who allows people to learn by making mistakes and one who provides the necessary tools for their people to succeed.*
>
> *is a teacher who holds you to account but helps you learn from your mistakes and always supports you.*
>
> *allows you the freedom to fail while coaching you so that you won't.*
>
> *recognizes own employers limitations, works to correct them and allows the employee to work independently w/o interfering up to his limitations.*
>
> *is someone who not only tolerates different points of view but encourages subordinates to develop their own unique perspective.*

6. -- is a complex person (unique insight) (4,17)

> *is half devil and half angel*
>
> *may sometimes be hard to fathom especially if he has a wider perspective than those he tries to lead*
>
> *in one situation may not be so good in another. It depends on the people, the situation, the pressure and the personality of the boss himself*
>
> *can a good boss "boss" and be good at the same time?*
>
> *is rather like an anarchist, he should continually be challenging, destroying convention (the way we have always done it) and motivating me to seek new solutions.*
>
> *can a boss "boss" and be good?*
>
> *is able to relate to her/his employees and be an effective administrator. This does not mean being "all things to all people," but knowing how to pick and choose appropriate areas that need his/her energies*
>
> *has the mental capacity to performing his/her role, the moral character to develop trust, the love + support for people to help them grow and treat them with care, and who values the work required to be the boss.*
>
> *is a facilitator of people, conducting them as if they were an orchestra, enabling them to move forward, make decisions, and review.*
>
> *is competent enough to be able to choose to be incompetent.*
>
> *Competent enough to be able choose to be incompetent - they also listen multi-dimensionally to the system they are taking responsibility for.*

*can see horizontally, is a visionary and sensitive and courageous, and doesn't forget the people at the base.*

*is impossible to define in one sentence as interpretations of "good" and "boss" depend upon the individuals and situations concerned.*

7. <u>-- has no illusion about himself (4,8)</u>

**knows herself very well, warts and all and doesn't try to hide**

**tries to know himself and his foibles ever more deeply so as not to take himself too seriously**

**is aware of both his strengths and his limitations and works with them**

*has a good understanding of himself/herself as well as of his/her subordinates*

*is kind, firm, strong, and has a sense of humor so not to take her (or him)self too seriously*

*is dedicated but not over-attached / cynical about him/herself. Delights in the possibilities of the playful possibilities of any role, and seeks to understand what is needed of him or her. Most of all, the best version of his/hers.*

*realizes he/she is not bestowed with a higher calling, but understands he/she has a job to perform and than his subordinates are his customers.*

*owns himself, not the employees.*

*is developing her/his potentialities in the job or at home and has an appropriate way of managing distresses*

*able to tailor his/her style depending on the needs of the business, people, situation etc. but even makes mistakes - you have got to allow for human frailty.*

*Is a good listener, is settled his/her sense of self and free to empower others.*

8. <u>Multiple answers/interpretations in a single response (4, 1)</u>

*is one who gives space, but is there when needed. Who protects the boundaries of the department's work + let's you know if they can't. But who does not let you stay a protected child. Who challenges you, but will also say what he likes + respects. Someone who does not huddle + have covert favorites. One who expects a lot - achieves it themselves. One who can see through crap arguments - is always questioning.*

*Is a great coach, has vision and puts it across clearly, empathizes with their people but can deal out tough "love."*

*is a good communicator, is organized providing goods and initiative, is involved at the right time, at the, and provides opportunities for recognition*

*stands her ground, gives positive affirming feedback whenever possible, constantly challenges and supports employees to develop their capabilities and skills, and always has her eye on the long-term vision of the organization*

*lays out clear expectations, provides periodic feedback, understand the efforts and obstacles the employee experiences and maintains a focus on the organizational objectives.*

*is supportive, hones and forthright, provides challenges, gives critical feedback, is not afraid to provide constructive criticism, praises when praise is due, has a clear sense of his/her self, communicates goals and can laugh with associates as-well-as his/her self.*

*knows the technical aspects of the area he manages, is organized, genuinely cares about people, is committed to his company, and has unquestionable integrity*

*maintains perspective for self + others, sets clear goal + deadlines, facilitates use of strengths (individual + group), provides positive feedback + credit, explains + encourages growth, mentors well, continues to stay open to new ideas, techniques and feedback,*

*is able to see the "big picture" with regard to overall plant operation and cost, balancing the importance of each. Is open-minded to new ideas & suggestions, challenges subordinates to maintain a questioning attitude at all times. Does not "micromanage", and allows some mistakes to be made in order to allow for professional growth.*

*is a teacher, a leader, a person of good ethical standing, respectable, and can comfortably empower his/her employees. Is interested in promoting the growth of others and not feeling envious of other's successes.*

## Stage 5 / Strategist

An expanded perspective allows the Strategist to understand experience in the context of the history of one's lifetime, as well as one's constructed worldview. A Pluralist could see this complexity, but could not take charge, yet the Strategist recognizes the complex, long-term trends and systemic patterns, and is able to navigate them and take charge. Interpersonal relationships are seen as interdependent, and valuable principles such as acceptance, justice, tolerance, and dignity for all rule relativism. Strategists also realize the need for autonomy in others and are preoccupied with self-fulfillment and psychological causation. Because there were only two categories for this stage, they have been placed in order of their frequency.

1. <u>* Complex psychological causation, mutual influence (4/5,3)</u>
    **affects the morale of his staff and if they are happy this gratifies the boss and so the whole operation benefits**
    *is Someone who causes the right things to happen.*
    *is one with whom I can have an intimate, gamefree relationship and above all I can trust, whilst for others maybe needs to be approachable and fair*

*is someone who can remain open, develop good relationships based on trust +
respect and who will bring out the best in her/his subordinates, peers and
superiors.*

*isn't really a "boss" at all, but rather a coach, a mentor, a friend, a parent, a
sage - and all in a nice way.*

*listens to, solicits input from, and communicates information to his/her
employees as well as keeping empathy, human, and a feeling of worthiness
and teamwork in the workplace.*

*A good "boss"-- is what I once was and what I hope to be again. OR... is able
to nurture and direct his people in fair and effective ways, and is on to
learning from his employees.*

*is one who with an ethic of service to his team questioningly seeks ways to add
value to their work.*

*has integrity, principles & love; and helps direct reports achieve their fullest
on behalf of the enterprise.*

*is provocative and challenging, helps you to hold to what you believe in and
see the wider issues whilst giving you room to be the best you can.*

*has integrity, is straight with you, and both challenges you to do your best and
collaborates with you to get the best out of you*

*knows and treats employees and coworkers with a sense of balance between
job's needs, the bosses needs, the employees needs and all their place in the
firmament.*

*believes in what she does, believes it serves a purpose, and empowers the folks
who work for her.*

*is not too attached to his/her own agenda, but can deal with personal
relationships, strategical goals, firm decision-making and analysis in a
holistic and flexible way.*

*Leads by example and is the first to wade in. She is attentive in order to
recognize and call on other's individual strengths and help them find ways
to compensate for weaknesses, take personal responsibility.*

*takes the time to listen, teach by example, is not afraid to challenge the status
quo, and acts with a vision of quality first.*

*is a wonderful thing to have. It can be inspiring and enriching. It also helps
having work be an extension of the self rather than just a necessary evil.*

*can recognize the daily routine and also more broad changes in and out of the
office and work to motivate people within those changes; should be
adaptable and open to change but not so adaptable that the office's mission
is completely obscured.*

*(is) one who can nurture and unfold his staff for the benefit of themselves and
the organization that employs them*

*stand her ground, gives positive affirming feedback whenever possible,
constantly challenges and supports employees to develop their capabilities
and skills, and always has her eye on the long-term vision of the
organization.*

*is able to balance company and staff priorities, whilst finding a way through the chaos to create a climate in which work is rewarding and successful. (very rare!)*

*Does not pretend to be the boss, yet still relates to his or her team as fellow human beings*

*has a clear sense of self and a vision of a future state- both which are compatible with colleagues, co-workers and with the organization - and which are conveyed to others through example, not words.*

*Hard to generalize. I think one who ?? his staff and creates enthusiasm for common purpose (both individual and business growth) and drive to put together.*

*works for the good of his company by way of its component parts - the people that make up that company, and within the environment in which the company is set*

2.  *-- Concern for autonomy in others without relinquishing the role as leader (4/5,2)

    ***keeps lines of communication open, and provides directions for activities without impinging on the employees own abilities and desire to direct his own activities***

    ***has a clear vision and purpose for the company but offers it without enforcing it upon his people***

    ***knows what needs to be done, gets it done, and still is able to see where changes are needed and makes improvements-all with everyone's endorsement and contributions.***

    *is willing and has the skills to work others on a vision of how things could and should ideally be, to work with and support others in achieving these goals.*

    *respects his employees, has earned their trust, and demonstrates his confidence in them frequently allowing maximum opportunity for growth.*

    *is someone who is wise enough to know when to move in and help and when to let go + leave others to learn for themselves.*

    *knows how to listen to her/his employees and how to visualize progress and communicate it to her/his employees and integrate his visions with their needs.*

    *should be "tough" and "sensitive" a the same time - he should push his subordinates, be tough and aggressive to achieve the necessary goals within limits, yet at the same time he has to maintain an underlying sensitivity to be aware of the needs, desires and incentives of the employees.*

    *keeps lines of communication open, and provides direction for activities without impinging on the employees own abilities & desire to direct their own activities.*

    *empowers his/her subordinates to stretch themselves to do their best work and to have input and some control in their work and organization, while not relinquishing his/her own leadership position.*

*is someone who is able to accept the creativity and independence of other people and to motivate and support them to develop themselves to their highest potential.*

*provides guidance when necessary but permits his/her employees the opportunity to make own decisions and to maintain responsibility in their assigned work.*

*is a divine one - rare, but when you find one you only need a little at a time to get the full benefit of the riches within.*

*provides just enough structure and specificity to give a blueprint for success, provides enough latitude so when people accomplish things they know they did it themselves, and provides enough blessings + support so people can put their whole selves into their work without fear of reprisal.*

*is one that gives me operational headroom and mutual respect, recognizes my commitment and runs interference in my career pursuits. He/she also acts as a coach, mentor, medic, wailing wall and leader.*


## Stage 5/6 / Magician


The Strategist is still struggling with trying to come across as reasonable and mature, but one's sense of self is still built around a "separate self". The Magician begins to recognize this "separate self" as the central processing unit, and notices its crafty attempt at preservation by trying to come across as mature to others. At this stage, the "knower" and "known" merge as access to feelings, dreams, bodily states, and intuitions increase. The constructed nature of reality and the complex matrices of existence become apparent, but this also provides for anxiety and frustration at this stage. Magicians can appreciate others' need to make sense of life within their own capacity, and they have an insight into the complex dynamics of people's lives utilizing a long-term, whole-integrated focus. There is still a hope, for the Magician, that they will somehow be able to unlearn the automatic responses of the language habit and the Habits of mind and heart. The categories in this stage follow the same order as Cook-Greuter's categories for Magician, not necessarily in order of the most common categories first (1999a).

\* Category 5/6, 1: Complex matrix of content (panoramic view; not linear lists): Array of contrasting possibilities, reasons, responses given in an attempt to approximate and express the complexity of one's insights, thoughts, feelings and observations (sometimes abstract, distanced or hyper-rational).

**is one who is learning day by day and moment by moment, who encourages this kind of learning in others, who can also adapt to unique people and situations, and who fosters the inner and outer development and those she or he leads.**

**can measure vision, action and strategy against one another and include those beneath him in the formulation of all, sometimes as a follower. They can see the patterns unfolding over time, see now as a sacred gate to**

*possible futures while honoring seeing the system as an aspect of the largest system. Overcome the stagnation in success.*

*is one who exercises leadership by mobilizing others to solve difficult issues, being mindful of how best to position him/herself with the right balance of challenge and support to further the contribution and development of the people working for and with him/her*

*may utilize technology and total integrity, (usually) hires people more skilled than him/herself, surfs the economic/cultural waves, and trusts his/her intuition when wise to do so.*

*Genuinely respects and values the people who he/she "bosses" and supports their development, creativity and initiative in ways that are appropriate to each individual, within the context of the organization and larger purposes of existence.*

*has leadership qualities of vision and direction-setting coupled with skills in planning, doing and communicating; as well as a sense of responsibility for and the talent to support the development of diverse individuals and teams.*

*responds to the needs of his people and balances this with the business needs he/she has taken on; she/he engenders an atmosphere of trust and comradeship, and an understanding of what has to be achieved; he/she gets the right balance between hierarchy, collaboration and autonomy; she/he has an eye out for the future and the meaning of the work in a wider context, and assists his/her team/s to connect to these things also.*

*understands that the responsibilities of a work provider range from time structuring to a carer + nurturer of the souls; he is these and he holds the boundaries; he listens, and helps remove blockages to growth.*

*cares about his/her employees by listening to their ideas, concerns and assists in their development to grow a) within a role b) then within the organization c) their body, mind and soul.*

*is able to unleash the potential and abilities of staff by creating a situation in which they choose willingly to live of their best, having a clear understanding of goals, roles and their unique combination, within a supportive, challenging and ultimately liberating environment.*

* Category 5/6, 2: Exploration and evaluation of intrapsychic and interpersonal dynamics (Habits of heart): Wide range of personal thought, feelings, concerns and deep insights into one's own and others' psychological functioning and interdependence; aware of the ambiguities, simultaneous benefits and costs, and double binds in human relationships; aware of the stages and process of identity formation.

**Sees the brilliance, capability and potential in her employees, while confronting them with careful / growthful truths about their actual performance, all the while holding to the larger vision of the company**

**is made, not born, they say… so if we are to be of service, are we ourselves not the first "organization" that we must master?**

*is a gift to be enjoyed, savored and an opportunity to learn, although such a gift may also be a limitation to anyone who aspires to run their own business, be their own boss, or author their own life.*

*embodies many characteristics that positively influence his ability to manage his subordinates, or manage with his subordinates, but an exceptional boss "challenges" his subordinates to develop their talents and weaknesses, and openly appreciates their value to the organization individually and as a team.*

*recognizes and capitalizes on opportunities to coach and transform others, knows when to clown, when to threaten punitive action, when to be open, expresses both doubt and certainty and invites feedback and input on her own behavior goals.*

*listens; puts subordinates at ease, laughs + gives perspective (the "bigger picture") to help subordinates shape the details of his work.  He worries most about the quality, motivation + development of his staff rather than the details of what they are doing.*

*is someone who is generous about revealing aspects of themselves (including insecurities, emotions, formative life events) as part of really getting to know their teams very well. Combine this with a high achiever with an ability to reward + create an environment of enjoyment + possibilities + you have the sort of role model that I would seek to emulate + learn from. They...*

*is one who seeks his/her employees as capable individuals, who treats them with respect, who appreciates good work and rewards it, who understand that cooperation and prosperity are intertwined.*

*symbolizes energy and movement in positive directions, and inspires others to learn and grow by providing them with freedom, challenge and love.*

Category 5/6, 3: Exploration and evaluation of habits of mind: Evidence of observing own thinking process and thought habits such as automatic judging, circular reasoning, infinite regress, defensive mind games; aware of existential and logical paradoxes; comments on various levels of own awareness or felt lack thereof; intellectual understanding of the nature of polar opposites as necessitating each other.

*probably not the phrase I would use: 'A bosses B' sounds simplistic and foolish. A good leader is someone who has vision et is utterly present; who engenders respect yet is also vulnerable; who leads apparently effortlessly by their own commitment and open struggle.*

* Category 5/6, 4: Reference to constructed nature of reality: Specific reference to and questioning of underlying assumptions, multiple perceptions, frames of reference, paradigms and process of meaning making.  Explicit about multiple, multi-layered and changing meanings of words and definitions.  Aware of constructed nature of self and reality.

**is a judgment from a point of view (i.e. what is good?); at this moment I feel myself a "good boss" if I can be/act in the spirit of Lao Tsu, wherein a**

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*'good' leader has such finely honed sensitivity, and is so invisible that he seems to do nothing special, yet accomplishes goals in a way that "People say 'we did it!' "*

*Is  a term that takes on new "bells and whistles" during this period of heightened technological and economic dominance; however, the primary concern for addressing the complex interplay of purposefulness and relatedness have remained similar since the time of the Greeks, Romans, Indians and Chinese.*

*is in the eye of the beholder, where the eye may be more than one "eye" (the subordinate, the peer, the boss him/herself, the superior, etc.) It remains relative until it is fixed in time and space by one or more than one.*

*I don't like to judge or take too strong a position: It always depends where I am in my own evolution. Some say you need a "bad" boss to appreciate a "good" one - . If I were to say "ideally" (with my present state of consciousness) - a "good" boss would be like a good coach, friend, etc.: somebody who takes you where you are [continued on back of page] and puts you consciously or unconsciously on a learning curve, so that you become aware, accept it for yourself, have strategies of action and, finally, take action in the areas of development, tasks, achievement, leadership, etc. (here again, I said as short as I could - there are many things to say).*

*an odd phrase; it may contain a fundamental epistemological flaw*

*"A good boss" - is most often defined by someone who "doesn't have one" rarely found from that frame of reference, and probably somewhat invisible if she or he (the boss) is really good*

*"a good boss" is a relative judgment - it varies in time, situation and observer. Lao Tsu says that empties hearts and fills bellies, but he wants running a cardiac surgery unit.*

*always a subjective assessment*

*is rare as hen's teeth. (Whatever we mean by good?)*

*is a contradiction in terms*

## Stage 6 / Unitive

Unitive individuals experience a sense of belongingness to the creative ground, and unlike the earlier stage, consciousness does not feel like a ball and chain. At the Unitive stage, one lets go of the unattainable, and sees that understanding is the ultimate illusion.  Responses at this stage tend to feel more peaceful and accepting than the tormented responses from Magicians.  Completions to the stem could be very simple, or may be an all-encompassing kaleidoscope response that eloquently bridges many paradoxes and levels, perhaps into a creative metaphor.  Unitive individuals can cherish the human connection with individuals who are most different from them and feel at one with them, and it seems that elements of the fundamental dilemma of the human

condition may surface in Unitive responses.  The order of categories in this stage follows Cook-Greuter's category organization for the Unitive stage (1999a).

Category 6, 1: Wide range of thought on human relationships (self not as center) with unique positive affect and gratitude for people as they are; appreciation of their shadow sides and struggles as mirrors of all humanity.

Category 6, 2: Expression of high tolerance, acceptance of self and world "as is"; openness to life, change, process, rhythm, flux, self-in-transformation; letting go of judging need; signs of non-attachment and embracing of polar opposites.

* Category 6, 3: Non-trivial expression of universal connectedness, self as part of larger world, humankind, womanhood, history, manifestation of creative process.

> ***Is each and all of her employees and employers***
>
> *is someone who is honest with everyone in an ongoing routine way regarding praise as well as criticism, who sees & conveys the big picture of what's going on and how the parts fit together, who conveys a sense of meaning and purpose to the work, and, at the same time, sees people in the context of their whole lives rather than just their work roles. (Tall order!)*

* Category 6, 4: Fundamental thoughts and feelings about the human condition including but not limited to the wonder of being, creation and destruction, joy and suffering, life and death, sexuality; nature; global concerns, conscience, consciousness.

> ***is maybe whoever arises in the moment to create the conditions for the next step forward, who sees what needs to happen most deeply and offers the courage to manifest it.***
>
> ***Does not fear to lay bare his or her own soul while reaching for an awareness of others.***
>
> ***can be a 'boss' if he needs to, or a coach, leader, shaman, or disappear***
>
> ***is a boss God, that is, uses authority without presence of self but rather Self and the resulting Wisdom and Compassion and Flow enriches the field and otherwise becomes invisible as each person tends to translate experience in a healthier manner.***

* Category 6, 5: Unitive ability: Shifting focus effortlessly between near and far (geographically, historically, developmentally), the mundane and the sublime, the somber and the ridiculous, now and eternity, between different states of consciousness without attachment to any one view or position. Sometimes playful, light touch; illuminating metaphor: "Seeing a world in a grain of sand."

> *Is someone who knows how to balance authority and freedom, who is able to embody and/or give voice to the deeper mission of the organization, while seeing it in the context of society, and can do this in service of a deeper Reality.*

*is a clown, is a leader, a decider, a guide, an evoker, a motivator, a foil, a mistake-maker and visionary for her employees & company, sees what might be or experiments to find what might be.*

*makes rules, a good manager sets standards, a good executive creates systems, but a good leader simply "is."*

CHAPTER V
DISCUSSION


When Molloy first constructed a scoring manual for this stem in his dissertation,

he did not have any existing categories to assist in sorting the data (Molloy, 1978). It

seems as though he used other stems from the WUSCT, such as "A Good Mother—" and

"My Father—", as well as the theory behind ego development, to make some predictions

as to what categories might emerge. Throughout his manual, Molloy also described what

research literature on supervision and management might suggest as to what a good boss

might be (Molloy, 1978). Even more daunting is contemplating the task that Loevinger

and her colleagues took on when they made their first attempt at a scoring manual for

their new assessment tool designed to measure a novel theoretical concept (Loevinger,

1993a; Loevinger & Wessler, 1970). Chapter IV presents the scoring manual that was

constructed during this thesis for the sentence stem "A good boss—". Creating a scoring

manual from pre-existing manual attempts and templates offered a less complicated and

demanding task, but the project was not without its difficulties. In this discussion, the

process of creating a scoring manual, the bias involved in the scoring process, the

personal growth and development that occurred during the course of this project, and the

limitations and future directions of this thesis project will be explored.

*Process of Creating the Scoring Manual*

It was an essential step to become familiar with the concept of ego development before engaging in this task. Several sources were referenced to assist in this process including original manuals, manual revisions, and literature on later stage distinctions using the WUSCT (Cook-Greuter, 1999a, 1999b, 2008; Hy & Loevinger, 1996; Loevinger, 1985, 1993a, 1998a; Loevinger & Wessler, 1970; Molloy, 1978). This allowed for an opportunity to calibrate the responses to a certain stage (Cook-Greuter, 1990), and then utilize the Scoring Rules from the WUSCT scoring manual (Hy & Loevinger, 1996), to further assign the responses to categories within each stage. Examples of sample responses will be given during this section, because as Cook-Greuter noted, "Good scientific practice requires that one clearly mark the stage and category chosen and give the reason for one's choice" (S. Cook-Greuter, personal communication, June 2, 2008). It is beyond the scope of this thesis to give a reason for the placement of each response; therefore, only one or two responses will be shared to give evidence of a scoring method or trend observed.

The procedure for rating single stem responses begins with ground rules (Hy & Loevinger, 1996):

> Rate every response. Rate the response as a whole. Rate on the level of meanings, that is, what the person meant to say. Deep-level inferences about what the person meant are not appropriate; the response is taken at face value. Snap judgments should not be made, but lengthy rumination does not improve ratings. (p. 33)

With these ground rules as a foundation, the first step in sorting the responses was to use scoring Rule 1: Match the completion with one of the listed category titles. For example, at Stage 3/4, Expert, one of the category titles was, "-is respected, looked up to", and the response from the data set, "*earns the respect of his workforce*", was a match for this

category title.  Cross references were checked if needed as in the case of the response, "*Gives feedback*", which seemed to match category 16 in Stage 3/4, Expert. The cross-reference for this category was with Achiever (Stage 4, category 16), where one finds a more elaborated response focusing on communication, "*is an effective communicator, establishes clear expectations, and can show some personal understanding*".  Attempts to satisfy Rule 1 were made for each response in the data set, but if a match was not available or the response was a compound response, scoring Rules 2-5 were employed.

Scoring Rule 2 states: Where the combination of two or more elements in a compound response generates a more complex level of conception, rate the response one step higher than the highest element.  A response from Stage 4, Achiever, shows a compound response which generated a more complex level of conception: "*is one who listens, understand, is interested, provides direction, helps me to develop and stretch myself - and is hard to find*".  Within the single response, elements could be rated individually at earlier stages: "*is one who listens* (Stage 3)*, understands* (Stage 3)*, is interested* (Stage 3/4)*, provides direction* (Stage 3/4)*, helps me to develop and stretch myself* (Stage 3/4) *- and is hard to find* (Stage 3)*"*.  This compound response seemed to generate a more complex level of conception than what was found at Stage 3/4, its highest element, and therefore, it was rated one step higher than its highest element, at Stage 4.

If a compound response did not seem to generate a more complex concept, Rule 3 was used, when applicable: Where the combination of ideas in a compound response does not generate a higher level of conceptual complexity, rate in the less frequent category or rate in the higher category.  Another response from Stage 4, Achiever, provides a good

example for implementing this rule, "*is one who delegates authority and responsibility to subordinates, under controlled circumstances, and gives them the opportunity to fail*". The first element of the response "is one who delegates authority and responsibility to subordinates" could be scored at Stage 3/4, in category 9, "- delegates...". The second element fits Stage 4, category 2, "- supports people to develop, learn, improve, experiment"; in combination, these two elements did not seem to generate a more complex idea than would be found in Stage 4, so the response was rated in the higher category, within Stage 4, Achiever.

There were many responses that did not provide an exact match to a category title and could not be rated utilizing Rules 2 and 3. For these responses, Rule 4 was used: In the case of a meaningful response, where there is no appropriate category and Rules 2 and 3 do not apply, use the general theory to arrive at a rating. This occurred frequently at the later stages (4/5, Pluralist through 6, Unitive), where it was difficult to find matches to exemplar category titles, due to the uniqueness and complexity of the later-end responses. The guidance from research done by Cook-Greuter (Cook-Greuter, 1999a, 2000, 2004, 2005) on postconventional development and scoring methods was especially useful in applying theory to responses in Stages 5/6 and 6.

The postconventional "systems" stages included responses that indicated a switch to a more systems-centered perspective, compared to the individual perspectives from some of the earlier stages. For example, at Stage 4/5, Pluralist, responses may reflect the new ability to take many perspectives and an ability to tolerate human nature and mistakes. The following response was rated at Stage 4/5: *"is impossible to define in one sentence as interpretations of 'good' and 'boss' depend upon the individuals and situations*

*concerned."* This response seems to embody the Pluralist perspective that interpretation depends on the position of the observer. It was not an exact match for its category title, "- is a complex person (unique insight)", but based on general theory, it was possible to arrive at a rating. For Stage 5, an example of applying general theory within the Strategist frame of reference would include the following response:

> *" can recognize the daily routine and also more broad changes in and out of the office and work to motivate people within those changes; should be adaptable and open to change but not so adaptable that the office's mission is completely obscured."*

This was categorized under the title, "Complex psychological causation, mutual influence", and was placed at this stage based on the strategic recognition of systemic patterns change and how they affect people, as well as the interdependence of interpersonal relationships.

For the postconventional "unitary" stages, the responses reflected a sense of the recognition of the constructed nature of reality and a realization of a nondual universe. Once again, Cook-Greuter's research on the existence of two separate stages at this level (instead of one encompassing stage from Loevinger's work) was the reference for distinguishing responses at these levels (Cook-Greuter, 1990, 1999a). An example of using Rule 4 to arrive at a rating for Stage 5/6 would be the following response:

> *"Genuinely respects and values the people who he/she 'bosses' and supports their development, creativity and initiative in ways that are appropriate to each individual, within the context of the organization and larger purposes of existence."*

This assignment was based on Cook-Greuter's suggestion for rating a response in this category (5/6, 1: Complex matrix of content), "a matrix reflects a view from multiple perspectives, a panoramic view, or a perspective at multiple levels of depths" (Cook-Greuter, 1999a). This helps to distinguish a "matrix" from a "list" at earlier stages, as a

list mentions items coming from one perspective.  This example response seems to reflect a perspective at multiple levels of depths, from the boss to the people that are being bossed to each of them as an individual, all within the context of the organization, but even further, into the context of the larger purposes of existence.

A Stage 6, Unitive, response might be the following: *"does not fear to lay bare his or her own soul while reaching for an awareness of others"*.  The essence of this response seemed to reflect an awareness of being and witnessing, with identification towards all of humanity.  This response was placed within category 6, 4: Fundamental thoughts and feelings about the human condition. For this sentence completion, one might wonder whether or not it was just the mention of the word "soul" that influences a rater to assign it a later stage, and this notion of word choice having a bias in scoring will be addressed later in this chapter.

If ego development theoretical concepts could not be used to assist in rating the response, Rule 5 was considered as a last resort: Where the response is omitted or is too fragmentary to be meaningful, it is rated E4 (Stage 3, Diplomat) by default.  Two responses which were difficult to place and for which Rule 5 was utilized included: "*is probably a good father too*", and *"Once told me, 'Debby, not everything matters,' as if my conscientious attention to detail were a flaw, I disagree – everything matters! Everything!"*.  The second response generated some confusion, in that it seemed as if this response incorporated aspects of Stage 4/5, where everything is seen as relative, but on the other hand, it seemed as if the response was avoiding giving an answer to the stem. Therefore, it was placed at Stage 3, since it seems, from my point of view, slightly too fragmentary to rate.

While sorting responses, some new patterns and categories seemed to emerge within stage responses: Stage 4, category 5 ($n = 13$): - Listens, then acts; Stage 4, category 14 ($n = 6$): - is also a colleague; Stage 4, category 20 ($n = 4$): - savvy in business matters and people; Stage 4/5, category 4 ($n = 6$): Growing awareness of individual differences with a capacity to empathize; and Stage 4/5, category 8 ($n = 10$): Multiple answers / interpretations in a single response. The titles for these categories were chosen because they seemed most representative of the items included in the new category (Loevinger & Wessler, 1970). It is important to perform microvalidation on these new categories to determine if they will stand the rigor of an increased sample set. This will be discussed in more detail later. Some of these responses could be sorted into alternate categories within the stage, but as a new cluster of items seemed to form within a pre-existing category, it seemed relevant to break them off into a novel category. An important point to make here is that no categories were established without the presence of a cluster of items. The goal of establishing new categories is not to creatively devise category titles from hypotheses and then attempt to fit the data (stem responses) into the new categories (S. Cook-Greuter, personal communication, June 2, 2008). Creating a scoring manual is driven by the response data, and as similar content clusters emerge, the new stage categories will be created.

*Overall Trends*

The themes that were characteristic of responses for the stem "A good boss—", such as relationships, communication, behavior, and growth/development (refer to Chapter IV, scoring manual, for examples), were a useful tool in examining overall trends related to ego development. The two trends that materialized within the responses were a

movement from preconventional to postconventional functioning, as well as movement in the frame of reference from integration to differentiation. The trend of integration/differentiation manifests as two patterns throughout ego development. One pattern is that a person seems to experience differentiation during every other stage, as the person focuses on their differences from the previous stage. Stages of differentiation, which may also include experiencing some tension, are 2/3, 3/4, 4/5, and 5/6. As succinctly described in one of Cook-Greuter's publications, Stages 3, 4, 5, and 6 experience less tension and seem more balanced because the frame of reference involves identifying with others that are externally alike (Stage 3), like-minded (Stage 4), like-principled (Stage 5), and like-spirited (Stage 6) (Cook-Greuter, 2005). These trends will now be explored in the context of relationships, one of the overall themes for this sentence stem.

The characteristics of interpersonal relationships change throughout the course of one's ego development, and the salience of these relationships has a different meaning for each stage. In the preconventional stages, Impulsive (Stage 2) and Opportunist (Stage 2/3), where symbiotic interactions and impulsivity occur, relationships with others, including a boss, are seen as a source of supply. This source is of the more dependent nature at Stage 2, *"looks after me"*, than at Stage 2/3, where a boss could either be a threat or someone who fulfills a need (*"keeps out of my way"* and *"let's you have a good time"*, respectively). The pattern of integration to differentiation is also evident in these responses as the Stage 2 response indicates a symbiotic need, whereas the Stage 2/3 responses seem to represent the person differentiating from the symbiotic relationship to a "Can you give me what I want?" relationship (Cook-Greuter, 1990).

As a transition is made from preconventional to conventional stages, reasoning becomes more logical and becoming independent seems to be the target goal of these stages (Diplomat- Stage 3, Expert- Stage 3/4, and Achiever- Stage 4). Interpersonal relationships and acceptance are an important part of the Diplomat's frame of reference, where "A good boss--" may elicit the response, *"Sticks up for his people"*. Experts begin to differentiate by distancing themselves from the group, while also aligning with experts in the field (*"is someone from who you can learn"*). Interpersonal relationships are important if they are productive, effective, and encompass moral standards. One's frame of reference develops from concrete (Stage 3), to abstract (Stage 3/4), and finally formal operational functioning at Achiever (Stage 4). This is the target stage for most adults in the Western world (Cook-Greuter, 2005), and it embodies the scientific frame of mind, dedicated to linear causality. Interpersonal relationships at this stage thrive if they are supportive (not enmeshed), like-minded, and help the Achiever reach her or his goals (*"gives me flexible boundaries in which I can learn, be creative, contribute and grow professionally"*). Approximately 91% of the adult population scores at the previous preconventional and conventional stages of ego development (Cook-Greuter, 1990).

The shift to a postconventional frame of reference seems to also be a shift from logical reasoning to a more holistic reasoning. At the first postconventional stages, referred to as the "systems" stages (Stage 4/5, Pluralist and Stage 5, Strategist), people realize that the meaning of things depends on the observer's position and the ability to take multiple perspectives is one of the tools available for making sense of the world. Context becomes more important than content. For a Pluralist, differentiation occurs as one recognizes that one's interpretation of something is truly an individual, one of a kind

interpretation. A good boss might be aware of these multiple perspectives and how they play a role in relationships, as evidenced by the response:

*"is one who gives space, but is there when needed. Who protects the boundaries of the department's work + let's you know if they can't. But who does not let you stay a protected child. Who challenges you, but will also say what he likes + respects. Someone who does not huddle + have covert favorites. One who expects a lot - achieves it themselves. One who can see through crap arguments - is always questioning."*

The trend then comes into play as the Strategist integrates several conflicting perspectives into a like-principled framework in which systems are interdependent upon each other. For example, the response, *"knows how to listen to her/his employees and how to visualize progress and communicate it to her/his employees and integrate his visions with their needs"*, conveys the Strategist principle in which relationships and the systems they operate in are interdependent upon each other.

Finally, for the postconventional "unitary" stages (Stage 5/6- Magician and Stage 6- Unitive) one's separate sense of self, or "ego", becomes an object of awareness, and the idea that everything, including language and one's ego, is simply a human-made construct. Magicians may experience some tension with this awareness as they begin to differentiate from the previous stage with this new metasystematic view on reality (Cook-Greuter, 1990). One can sense the shift towards recognition of the constructed nature of reality, in the following response:

*"I don't like to judge or take too strong a position: It always depends where I am in my own evolution. Some say you need a "bad" boss to appreciate a "good" one - . If I were to say "ideally" (with my present state of consciousness) - a "good" boss would be like a good coach, friend, etc.: somebody who takes you where you are [continued on back of page] and puts you consciously or unconsciously on a learning curve, so that you become aware, accept it for yourself, have strategies of action and, finally, take action in the areas of development, tasks, achievement, leadership, etc. (here again, I said as short as I could - there are many things to say)."*

As integration once again occurs at the next stage, a Unitive individual becomes more simple and succinct as one's existence takes on a non-dual form, part of the creative ground. The essence of this new view of the human condition can be found in the following response to "A good boss—", *"does not fear to lay bare his or her own soul while reaching for an awareness of others"*. This sentence completion also seems to break through the ceiling of a conventional definition of what it means to be a proper boss. From a conventional viewpoint, it may not seem appropriate to lay bare one's soul and reach for an awareness of others in the position of a boss, yet the person who responded to the sentence stem in the above manner does not fear to go beyond conventional roles and reach out to the human condition and a universal connectedness with others.

One final point about the trends noticed while sorting responses is in regards to the integration/differentiation that occurs overall in the spectrum of ego development. While one vacillates between integration and differentiation from one stage to the next, one also evolves from integrated existence, symbiotically (a good boss "provides"), in the early preconventional stages, to a differentiated human in the conventional stages as one becomes independent and views reality in terms of linear causality (a good boss helps one achieve goals), to the postconventional stages where an individual once again becomes integrated and assimilated into a new sense of oneness and belongingness with what "is" (a good boss- what does "good" mean?; a good boss is a fellow traveler experiencing the phenomenon of the human condition) (Cook-Greuter, 2005).

*Statistics*

It was very useful to have all of the data in an Excel worksheet, especially for the statistics portion of this project. After the final sorting of all responses into categories, the number of responses within each category was tallied (see Appendix). The data set initially sorted for this project had an *n* of 478 responses, but for statistical purposes, the additional items (*n* = 358) found in Cook-Greuter's updated version of Molloy's manual were also counted (total *N* = 836) (Cook-Greuter, 2008). Duplicate responses were included for statistical purposes, but then omitted in the final version of the scoring manual. The number of responses in a category was then divided by the total number of responses for that stage and multiplied by 100. The resulting number was the percentage of total responses for the stage contained in that category. The categories with the highest frequency for each stage (all categories with 10% or more of the total responses) were listed at the beginning of the stage in the scoring manual. This will assist raters in being aware of the placement of the more common response categories in the manual. As more data is collected with regards to this stem, the categories at the top of the list may not retain their frequency status and may need to be shifted within the stage.

The next step in the statistical analysis was to determine the distribution of total responses for this stem among the different ego development stages. In order for a stem to serve a useful purpose in measuring ego development, it is important that it elicits responses from the range of stages. As shown in the following distribution graph (Figure 1), the range of responses to "A good boss—" spans from Opportunist to Unitive, with a peak at the Achiever Stage, which contains 43.8% of the total responses in this data set. The pattern of distribution is similar to the distribution reported by Cook-Greuter for a

mixed adult population from the United States, although this distribution is slightly

shifted to the left on the graph (Cook-Greuter, 2005).  It is important to notice that the

distribution of Cook-Greuter's data represents the total protocol rating (TPR) scores from

sentence completion tests, not just the results from one single stem.  This is evidence that

the sentence stem "A good boss—" has internal validity, for it seems to produce a similar

distribution of data as the assessment tool as a whole provides.  Further validity and

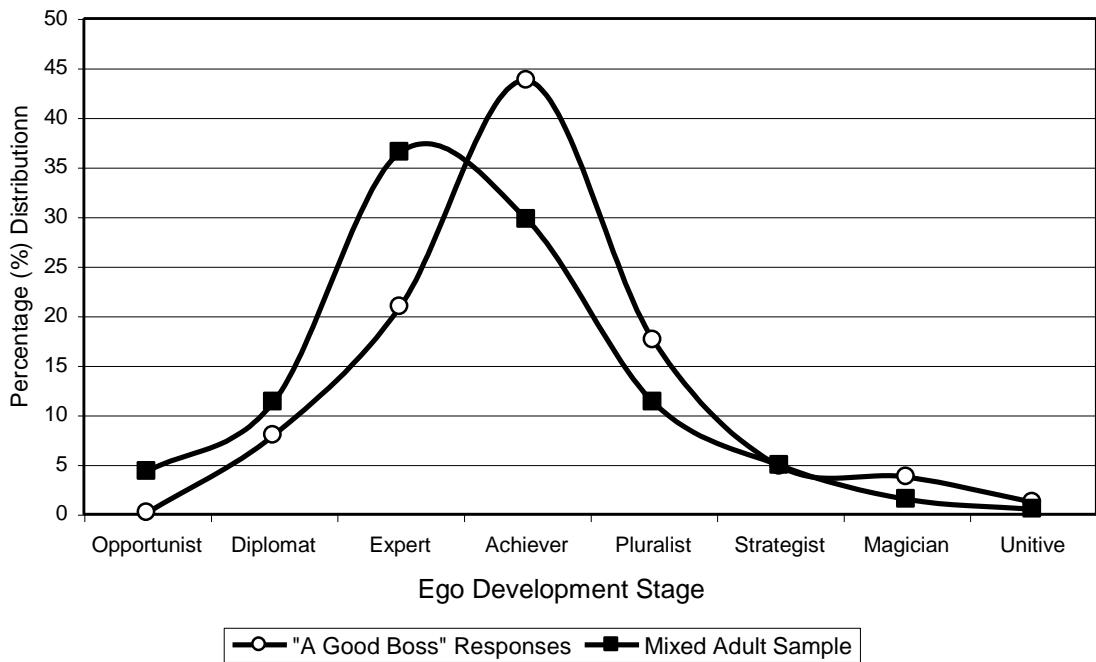reliability results are beyond the scope of this thesis project.



Figure 1: Comparison of distribution for responses for the sentence stem "A good boss--"

and distribution of TPR scores for a mixed adult population sample.

Table III

*Raw Data for Distribution Graph*

| Stage | "A Good Boss—" Responses[a] | Mixed Adult Sample TPR Scores[b] |
|---|---|---|
| Opportunist | 0.1 | 4.3 |
| Diplomat | 7.9 | 11.3 |
| Expert | 20.9 | 36.5 |
| Achiever | 43.8 | 29.7 |
| Pluralist | 17.6 | 11.3 |
| Strategist | 4.8 | 4.9 |
| Magician | 3.7 | 1.5 |
| Unitive | 1.2 | 0.5 |

[a]Raw data presented as percentage of total responses ($N = 836$). [b]Raw data represented as percentage of total TPR scores ($N = 4,510$).

*Bias in Scoring Responses*

The WUSCT and the SCTi-MAP are empirically validated measures, which use the response data to craft the scoring manual, but scoring bias can still have an effect on the validity and reliability of the scoring process (Loevinger & Wessler, 1970). In Hy & Loevinger's manual for the WUSCT (1996), sources of possible bias, to which raters might fall prey, during scoring is highlighted. Sources of bias emanating from the responses themselves, as well as sources that may be intrinsic to the rater will now be examined. One of the characteristics of responses that seemed to be more of a distraction, not necessarily a bias in scoring, was the presence of typing errors. The

responses in this project's data set were already transcribed/typed out by another individual, and some typing errors may have arisen from that transcription. These responses were then re-typed into an Excel worksheet, which may have introduced more typing errors. There did not seem to be an issue where the rating of a response was questioned because of a typing or spelling error. In some cases, as reported in the WUSCT manual, spelling errors originating in the written responses may influence a rater to score the response at an earlier stage (Hy & Loevinger, 1996).

Loevinger and Wessler (1970) contend that bias in word choice should be avoided because it is not the choice of words that is deterministic of ego development but evidence of the thought behind the words, "Nothing less than the whole response is a safe index of the subject's meaning, and we operate only within the level of discourse of meanings" (p. 20). As the responses were being sorted through, I initially experienced a negative reaction when the pronoun "he" was used in the completion. My perspective on gender role stereotypes created an assumption that anyone who was using "he" in response to a good boss was discriminating against women as capable of being good bosses, and therefore, someone using "he" instead of "she", might fit into an earlier ego development stage. This bias was not appropriate for the scoring process. Luckily, this observation was made early on in the scoring process, and that awareness helped to defray bias on my part in scoring responses containing this pronoun.

Hy and Loevinger (1996) also cautioned against questioning the truth of a response, and one of the ground rules for scoring is that deep level inferences about the person's true meaning behind a response are inappropriate. During the early stages of the scoring process, I spent a good deal of time focusing on an item response that was not an

exact match to a category title, and attempting to figure out what the person was really trying to say- what do they really mean by this answer?  For example, some of my process notes include questioning if the responders who gave the answers, "is a leader" and "is a teacher", were referring to the same meaning, or whether or not leader and teacher meant "responsible" to these responders, and should therefore be rated higher at Stage 3/4 under the category "- is responsible".  Not only did this kind of ruminating take up a good deal of time, it was unnecessary, for when scoring responses, one is not supposed to try and figure out what the meaning behind a response is.

Trying to understand the factual nature of a response also leads to the concern that perhaps a given sentence stem completion is just reflecting a "state" of the respondent, not necessarily an enduring trait of personality.  This is a valid apprehension, for as Cook-Greuter (2000) describes, the potential for one to gain entry into a non-ordinary, transpersonal realm is available at all times, although the state itself is transitory and fleeting in nature.  It is possible though, that a person has experienced a state that influences how they respond to a sentence stem.

For example, one may have experienced a peak moment which corresponds in her or his experience to one of the 36 sentence stems in such a manner that the provided response scores at one of the later stages, but another sentence stem, for example, "A good boss—", provokes a memory of an unpleasant experience of abuse by a previous boss which causes the person to respond in a way that resembles an Impulsive or Opportunist sentence completion.  These two responses would be capturing transitory states that the respondent has experienced.  The state can also be experienced in real-time for the respondent while they are completing the sentence completion test.  For example,

a person could have just come from work to a counseling session and is taking the sentence completion test, but just before leaving work, she or he had an argument with the boss, which completely changed the frame of reference of what a good boss would be, compared to the frame of reference that may have existed from the day before.

Loevinger and Wessler (1970) explain that one cannot know the factual status of any response, which indicates that it would be difficult to tease out whether or not a respondent's completion was reflecting a state or trait. Traits, unlike states, are stable positions or preferred stances from which one consistently processes experience (Cook-Greuter, 2000). The measurement of ego development was based on Sullivan, Grant, and Grant's notion that an individual will function at some core level, and in rating a total protocol, the intent is to estimate that core level of functioning, or center of gravity (Cook-Greuter, 2000; Loevinger & Wessler, 1970). While some of the sentence stem completions may capture transitory states, the use of several sentence stems, as well as a sophisticated scoring system, seems to buffer out possible outlier effects and offers a depiction of the individual's stable continuum of functioning.

Other indications of bias based on characteristics of the response include allowing the number of words used (length of responses) to be a predictor of ego development level, as well as the age of a respondent (Hy & Loevinger, 1996). It may seem, at first glance, that the number of words used and the stage that gets assigned are positively correlated, but the relationship may lie in the possibility that it sometimes takes, on average, more words to describe thoughts and relationships that are more complex (Loevinger & Wessler, 1970). This is an example of why proper use of the scoring manual is so important, because it provides rules for raters to follow in order to get around making that

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kind of assumption. The age of the respondent was removed from the sorted responses, so it did not seem to influence scoring of the completions.

Finally, in discussing sources of bias that arise from the intrinsic aspects of the response, it is notable that an "end of the rainbow" effect may occur in scoring responses at the later stages (Hy & Loevinger, 1996). In this case, one might incorrectly assume that sentence completions that have a quality of peace and contentment or self-satisfaction should be scored at a later stage, for sometimes development through a sequence of stages is seen as increasing in the capacity to solve problems. With ego development, the sequence seems more reflective of coping with increasingly deeper problems, and therefore responses at later stages may be fraught with questioning, feeling tormented, and experiencing tension at the awareness of even more significant, global, universal conflicts, which are not so easily solved (Loevinger & Wessler, 1970).

There did seem to be a source of bias resulting from the qualities within myself, for example, personal problems or interests that were salient to me as well as the placement of my own level of ego development. As described earlier, an example of a salient issue for myself that was an origin of bias was my perspective on gender role stereotypes. There was another source of bias that came from personal experience, and this involved the relationships I have had personally with bosses. During parts of the scoring process, I became aware that some comparisons were being made between the responses in the data set and my personal experiences with "good" and "bad" bosses. One's perspective on what defines "A good boss—" seems to be shaped by one's own concept of what a good boss may be, based on a unique life experience. It is a difficult task to not use those experiences as a frame of reference during the scoring process.

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Finally, it is important to decipher the extent to which my ego development level might have enhanced or stunted the scoring process. As I began categorizing some of the responses in the later stages of ego development, it became more difficult to distinguish whether a response was more appropriate for one stage or the next stage. It was interesting to get a glimpse into the frame of reference from which the scoring was taking place. The distinction between the conventional Stage 4, Achiever, and the postconventional Stage 4/5, Pluralist, was very evident to me. Distinguishing between the later stages was a more difficult task and entailed shifting responses back and forth between these stages numerous times. This may have been an indication that my ego development level nests in the range of Achiever or Pluralist. It would have been interesting to rate my level of ego development before this experience, identify ways to control for limitations or bias that might have been associated with my frame of reference, and also determine if my ego development stage changed throughout this process by measuring ego development at the conclusion of the project.

It is understandable when Hy and Loevinger (1996) pointed out that ego level may have an effect on the rating process, especially for later level protocols. They do contend, though, that through experience (perhaps through scoring as well as an understanding of ego development theory) and the use of the self-training program, the range of scoring effectiveness can be extended to later stages. This seemed to be the case with this project, for when snags were hit in distinguishing between later stages of ego development, I returned to resources that provided useful insight (Cook-Greuter, 1990, 1999a, 2005, 2008). Scoring sentence stem responses, and placing each response into a category, relies on the discretion of the rater, and different raters may score the same

response in a different category or even at a different stage.  With later stage responses,

even more room for interpretation exists, which is seen as a natural part of the scoring

process, for scoring responses involves, in some form, interpreting from one's own frame

of reference (S. Cook-Greuter, personal communication, June 2, 2008).

*Personal Growth*

This thesis project, as a whole, has promoted my personal growth and ego

development through humility and gentle self-inquiry.  It was necessary to experience a

few roadblocks in order to overcome them, and these barriers surfaced at different times

throughout the project, not just in working with the later-stage responses.  These included

the times when I had to let go of the idea of understanding every aspect of ego

development theory in order to make the correct choice as to where an item was to be

placed.  Working from an "Achiever" framework, trying to be perfect in sorting the

items, was a barrier to the overall process.

Once the humility of the task settled in, I was able to appreciate the glimpse into the

world of the responders, and understand that in the end, it is unrealistic to think that there

is one right score for every response (especially the later-stage responses).  Someone may

make a different "judgment" on the scoring of these items, working from her or his own

frame of reference.  The intricate scoring process that Loevinger and Wessler (1970)

constructed in the first scoring manual helps to correct for some of the possible

differences in scoring and has resulted in a high interrater reliability.  Once I was able to

withdraw my personal stake in correctly scoring all of the items, and trust had been

placed back into the hands of the scoring process, the project began to move forward

again.

A gentle self-inquiry was also intertwined throughout this project. An awareness was gained during this process that the position at which I was at in my own frame of reference, my perspective taking, and the context of my lifetime experiences had an effect on the construction of this scoring manual. There were certain assumptions that were made based on issues that were salient in my life, as well as the impact that past, current, and hopes for future relationships with "bosses" had on my interpretation of responses to "A good boss—". As Cook-Greuter described, meaning is a constructed concept; it is an interpretation that is brought to experience from the position of the observer (Cook-Greuter, 2005). My position as a witness to the responses people have shared to this stem is a unique perspective, and interpretation has been brought forth from my personal experience. It will be different for each individual who takes on a task such as this. While deep inferences about the meaning behind responses is not appropriate, and each rater will be coming from a different frame of reference, a judgment still needs to be made about giving each response item a score. It seems important for one to be aware of how one's own unique experience may play a role in influencing those assignments.

*Limitations and Future Directions*

In order to increase the reliability of the scoring process, and keep bias introduced from personal experience to a minimum, certain steps could be taken to strengthen the construction of a scoring manual, and this project specifically. Even though the final $N =$ 836 for the sentence stem "A good boss—", the more responses that can be collected and added to this data set, the stronger the scoring manual's reliability becomes. As discussed in the literature review, interrater reliability has been shown to be excellent (Manners & Durkin, 2001). One of the reasons for this is that the scoring manuals are empirically

derived from data that has been collected from the sentence stems. Having more responses to work from allows for the emerging patterns and themes to develop. Even with the current data set, new categories seemed to emerge as similar items began to cluster together with responses from earlier data sets. Therefore, the data set may be a limitation of this project in that a larger $N$ would help strengthen the resulting manual.

Another limitation to this project was my ability to rate the items. Hy and Loevinger's manual stresses the importance of the self-training process for new raters, and the training exercises are provided in the scoring manual (Hy & Loevinger, 1996). Going through the self-training exercises before starting the data sort section of this project could perhaps have saved a good deal of time. My knowledge of ego development theory was a useful foundation, and the experience of sorting through hundreds of responses seemed critical to building a capability for scoring. Yet, completing the self-training prior to the start of this project could have enhanced the process.

Determining the interrater reliability of this scoring manual is beyond the scope of this thesis project, but it would be an invaluable tool to enhance the effectiveness of this scoring manual. This microvalidation step could involve a new set of response items to the stem, as well as a few different raters. Each rater could use the scoring manual draft and then compare scores for the items in order to generate a measure of interrater reliability. It would also be useful for the group of raters to keep track of their reasons for assigning a certain score, as well as their certainty with their decision. If a new category that was established in this thesis is not holding up during the microvalidation process (too narrow, confusing, or more useful if subsumed by another category), this

could be evidence that the category might not be useful to raters and should be omitted or revised (S. Cook-Greuter, personal communication, June 2, 2008; Hy & Loevinger, 1996). If low certainty seems to be the reason for a discrepancy in rating, a new rating could be discussed among a group of raters. The scoring insights, categories, and cross-references that worked well for the group of raters could be retained in the scoring manual, and the insights, categories, and cross-references that were not confirmed by the new data could be altered or omitted from the scoring manual (S. Cook-Greuter, personal communication, June 2, 2008; Loevinger, 1993a).

*Conclusion*

The reliability of the empirically derived scoring manuals is one of the major strengths of the WUSCT, and Manners and Durkin summarized 20 years of research publications reporting consistently high interrater reliability (Manners & Durkin, 2001). It seems to be a necessary step to continue generating reliable scoring manuals for each of the sentence stems for the SCTi-MAP, including one of the new additions, "A good boss—". This project has enhanced the psychometric properties of the SCTi-MAP by utilizing the data to construct a scoring manual for this stem, which can be used by future raters. Previous attempts have been made at a scoring manual for "A good boss—", and this thesis helped to validate those existing categories as well as added five new possible categories within the manual. Studying the distribution of responses for this stem internally validated the scoring device and construct of measurement as well.

With regard to the study of ego development and the benefit to the field of counseling, sorting responses into the different stages and categorizing within each stage puts the original concept of ego development and the reliability of scoring manuals to the

test. The responses included in this scoring manual can now be utilized in future research to further define and understand manifestations of ego development in sentence stem completions, especially within the continuing study of the later stages of ego development. Even the relatively few responses that were added to the scoring manual for the later stages will add to the current paucity of postautonomous response data that exists for sentence stem completions. This experience also positively influenced my growth, personally and professionally, and increased my awareness of how one's stage of ego development can influence one's perspective on how others translate life from their centers of gravity.

This thesis project has hopefully enhanced the foundation for establishing a scoring manual for the sentence stem, "A good boss—", strengthened the psychometric properties of the SCTi-MAP, increased the data available for the study of ego development, and overall, promoted the use of ego development theory as a sound construct with a valid and reliable measurement tool.

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**APPENDIX**

# Appendix

## Statistics Chart

|  | Number of Responses | Percentage of Total Responses | Internal Logic Category[a] |
|---|---|---|---|
| **Stage 2/3** | | | |
| -- stays out of my way | 7 | 43.75 | B |
| -- likes me | 3 | 18.75 | R |
| -- doesn't snoop on us | 2 | 12.50 | B |
| Hostile tone | 2 | 12.50 | O |
| -- let's you have a good time | 1 | 6.25 | B |
| -- is easy to get around | 1 | 6.25 | O |
| **Total** | **16** | **100** | |
| **Stage 3** | | | |
| -- listens, cares, talks to his people (3/4, 12) | 20 | 30.30 | R |
| -- is hard to find | 17 | 25.76 | O |
| -- is understanding, kind, helpful, friendly | 9 | 13.64 | B |
| -- is mine, -- is what I want to be | 6 | 9.09 | R |
| -- gets on well with his staff (beginning social interaction) | 2 | 3.03 | R |
| -- is a teacher, leader | 4 | 6.06 | C |
| -- is important | 3 | 4.55 | O |
| -- is great! (2, 1) simple idealization | 3 | 4.55 | O |
| Unassigned: (assigned to Stage 3/4 due to Rule 5) | 2 | 3.03 | O |
| **Total** | **66** | **100** | |

[a]The abbreviations used in this column represent themes within the ego stage: (B) Behavior; (R) Relationships; (C) Communication; (G) Growth; and (O) Other.

|  | Number of Responses | Percentage of Total Responses | Internal Logic Category[a] |
|---|---|---|---|
| **Stage 3/4** | | | |
| -- is a blessing | 19 | 10.92 | O |
| Is defined by what he does not do (action-oriented) | 18 | 10.34 | B |
| -- is effective | 15 | 8.62 | B |
| is not... (single negative attribute) | 14 | 8.05 | B |
| -- is responsible, reliable | 12 | 6.90 | B |
| -- should be fair | 10 | 5.75 | B |
| -- is hard to describe | 8 | 4.60 | B |
| -- is appreciative, patient, (single positive conventional trait) | 7 | 4.02 | B |
| -- delegates | 6 | 3.45 | B |
| -- is one who appreciates his people | 13 | 7.47 | R |
| -- is respected, looked up to | 12 | 6.90 | R |
| Affects how work is experienced | 10 | 5.75 | R |
| -- knows his staff members well | 10 | 5.75 | R |
| -- makes life easier | 5 | 2.87 | R |
| -- makes a good, happy employee | 4 | 2.30 | R |
| -- communicates with his staff (unelaborated) | 11 | 6.32 | C |
| **Total** | **163** | **100** | |

|  | Number of Responses | Percentage of Total Responses | Internal Logic Category[a] |
|---|---|---|---|
| **Stage 4** | | | |
| Mentioning several positive qualities (list of 2 or more) | 77 | 21.15 | O |
| -- supports people to develop, learn, improve, experiment | 47 | 12.91 | G |
| Balancing job requirements and employee needs (simply stated) | 30 | 8.24 | B |
| Mentioning of at least 2 contrasting behaviors | 27 | 7.42 | B |
| -- Listens, then acts. | 13 | 3.57 | B |
| -- is decisive, organized, has business skills | 12 | 3.30 | B |
| -- has experience | 9 | 2.47 | B |
| -- tries his best, tries to improve himself | 9 | 2.47 | B |
| -- does not … (behaviors qualified) | 8 | 2.20 | B |
| -- affects the atmosphere at work | 7 | 1.92 | B |
| Has differentiated relationship to individuals | 24 | 6.59 | R |
| -- is accessible | 13 | 3.57 | R |
| -- is interested in what you do (qualified) | 11 | 3.02 | R |
| -- is also a colleague. | 6 | 1.65 | R |
| -- motivates | 18 | 4.95 | G |
| -- communicates with his staff (emphasis on quality) | 12 | 3.30 | C |
| -- is hard to be (beginning recognition of difficulty of role) | 15 | 4.12 | O |
| One or more positive differentiated trait | 12 | 3.30 | O |
| -- is not … ( attributes qualified) | 8 | 2.20 | O |
| -- savvy in business matters and people | 4 | 1.10 | O |
| Awareness of past understanding | 2 | 0.55 | O |
| **Total** | **364** | **100** | |

| | Number of Responses | Percentage of Total Responses | Internal Logic Category[a] |
|---|---|---|---|
| **Stage 4/5** | | | |
| -- fosters an environment conducive to help can grow | 46 | 31.51 | G |
| -- is genuinely interested in what others think and value | 26 | 17.81 | R |
| Interpersonal relationships are valuable in their own right | 22 | 15.07 | R |
| Growing awareness of individual differences with a capacity to empathize | 6 | 4.11 | R |
| Tolerance for human nature and mistakes | 10 | 6.85 | G |
| -- is a complex person (unique insight) | 14 | 9.59 | O |
| -- has no illusion about himself | 12 | 8.22 | O |
| Multiple answers/interpretations in a single response | 10 | 6.85 | O |
| **Total** | **146** | **100** | |
| **Stage 5** | | | |
| Complex psychological causation, mutual influence | 24 | 60.00 | |
| -- Concern for autonomy in others without relinquishing the role as leader | 16 | 40.00 | |
| **Total** | **40** | **100** | |
| **Stage 5/6** | | | |
| Category 5/6,1: Complex matrix | 10 | 32.26 | |
| Category 5/6,2: Habits of heart | 10 | 32.26 | |
| Category 5/6,3: Habits of mind | 1 | 3.23 | |
| Category 5/6,4: Recognition of constructed nature of reality | 10 | 32.26 | |
| **Total** | **31** | **100** | |
| **Stage 6** | | | |
| Category 6,3: Universal connectedness | 2 | 20.00 | |
| Category 6,4: Fundamental thoughts and feelings about the human condition | 5 | 50.00 | |
| Category 6,5: Unitive thought and unique encompassing metaphor | 3 | 30.00 | |
| **Total** | **10** | **100** | |