


2015

A Mixed Methods Perspective: How Integral Leaders Can Contribute to the Growth of Emerging Leaders

Susan M. Hayes

Antioch University - PhD Program in Leadership and Change

Follow this and additional works at: <http://aura.antioch.edu/etds>

 Part of the [Business Administration, Management, and Operations Commons](#), [Developmental Psychology Commons](#), [Industrial and Organizational Psychology Commons](#), [Leadership Studies Commons](#), [Management Sciences and Quantitative Methods Commons](#), [Nonprofit Administration and Management Commons](#), and the [Organizational Behavior and Theory Commons](#)

Recommended Citation

Hayes, Susan M., "A Mixed Methods Perspective: How Integral Leaders Can Contribute to the Growth of Emerging Leaders" (2015). *Dissertations & Theses*. 232.

<http://aura.antioch.edu/etds/232>

This Dissertation is brought to you for free and open access by the Student & Alumni Scholarship, including Dissertations & Theses at AURA - Antioch University Repository and Archive. It has been accepted for inclusion in Dissertations & Theses by an authorized administrator of AURA - Antioch University Repository and Archive. For more information, please contact dpenrose@antioch.edu, wmcgrath@antioch.edu.

A MIXED METHODS PERSPECTIVE:
HOW INTEGRAL LEADERS CAN CONTRIBUTE TO THE GROWTH OF
EMERGING LEADERS

SUSAN M. HAYES

A DISSERTATION

Submitted to the Ph.D. in Leadership and Change Program
of Antioch University
in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy

July, 2015

This is to certify that the Dissertation entitled:

A MIXED METHODS PERSPECTIVE: HOW INTEGRAL LEADERS CAN
CONTRIBUTE TO THE GROWTH OF EMERGING LEADERS

prepared by

Susan M. Hayes

is approved in partial fulfillment of the regulations for the degree of Doctor of Philosophy
in Leadership and Change.

Approved by:

Mitchell Kusy, Ph.D., Chair date

Carol Baron, Ph.D., Methodologist, Committee Member date

Ron Cacioppe, Ph.D., Committee Member date

Rica Viljoen, Ph.D., External Reader date

Copyright 2015 Susan M. Hayes

All rights reserved

Acknowledgements

I am an amalgamation of many people's wisdom. As a child, my grandfather modeled how to treat other people and to genuinely care for seniors. His son, my father, taught me to anticipate other people's needs and to be hospitable and help people feel comfortable around me. His daughter, my aunt, showed me how to take the time to make something beautiful and care about how you do things. My most favorite mentor, my uncle on my mother's side taught me to see the people around me with compassionate eyes and reach out to make a difference in their lives. He taught me to just "be there" with someone, to let them know how much I care. My dear, dear, friend, taught me to live my values in everything I did.

In my 30's I set the goal to get my Ph.D. without realizing then how many years it would take to accomplish the goal. I also did not realize how much support I would need to accomplish such a goal. Throughout my life, I am blessed with wonderful friends and family members who support and love me and gave me unconditional attention while I was getting my Ph.D.

I am who I am today because of the love and support from my husband, Pat. He took care of all of the details around me so I could concentrate on my Ph.D. He regularly served me food and hot tea so I could keep working. Being a night owl, I worked well after he went to bed, so I had time to think and write. So in reality, this Ph.D. is his, as well.

I am grateful Al Guskin took the time to create this Ph.D. program and decided to "do it differently" from all the other programs. He surrounded himself with brilliant people who wanted to create a Ph.D. program that blended the best practices as well as

enticed professors from all around the globe who wanted to impact higher education. He was my first advisor and his wisdom and advice to “stay in the moment” and not concentrate on what I would do after the program, created many opportunities that presented themselves throughout the program.

I am grateful that Laurien Alexandre became the Director of the program and helped to create reflective, scholarly practitioners. I am so grateful to be part of Cohort 11 because I met incredible men and women and became dear friends with several in the group. I feel blessed as a result of these friendships. One member in particular, Dr. Debbie Bartoo I call my Wizard because she always had the answer when I asked a technical question.

I am grateful for the support and guidance from Deb Baldwin, our private librarian because I feared I would not have made it without her. What an enriching experience it was to have all of the resources I needed available at any hour of the day or night. When I couldn't find something, there was always someone who could. Deb made this experience fun and doable. Jayne Alexander helped me make my work—picture perfect!

I am grateful Mitch Kusy agreed to be my second advisor and dissertation chair. His advice and guidance were beneficial and his friendship meaningful and timely. My methodologist, Carol Baron was creative and offered different perspectives. My integral expert, Ron Cacioppe from Perth Australia, was thought-provoking and practical. He was creative and encouraging, and he gave me the courage to play with the theories as he asked difficult questions and explored new grounds. Rica Viljoen from South Africa, was my external reader, and she introduced me to looking at my work with a broader

perspective and a deeper meaning. She recommended other dissertations that “fed my soul” when I read them.

I am grateful that whenever I had a challenge that I knew I couldn’t solve, a friend stepped in and gave me the support I needed. And of course, I thank Lily and Leah, our cats who made my office beautiful with their continued presence.

Abstract

Given that organizational complexity continues to increase, leaders are looking for credible information, and a process that helps them become a better leader. Emerging leaders are faced with trying to be the best leader they can be while leading teams of people who think and act differently from them. To assist emerging leaders with their leadership, this study explores the literature and looks to highly respected and admired leaders for how they became the leader they are today. The purpose of this study was fourfold: first, to identify and describe first and second tier integral theory leaders from a sample of leader respondents from a U.S. Midwestern city; second, to describe how first and second tier integral theory leaders define leadership; third, to determine what second tier integral leaders see as leading to their becoming the leader they are today; and fourth, to identify the integral leader's perspectives and advice that can be shared with emerging leaders. This study focused on the convergent space of three theories. The first theory is the field of adult development theory with transformational leadership, the constructive-developmental theories, and meaning making; the second is the field of integral theory with Wilber's all quadrants, all levels (AQAL) theory, and first and second tier consciousness; and the last is the hero's journey as described by Joseph Campbell, and the quest for truth. The (AQAL) framework was used in a mixed methods perspective to explore how people assessed as integral leaders defined leadership, developed into integral leaders, and how they can contribute to the growth of emerging leaders. This study was dual-phased: Phase 1 was a quantitative and qualitative survey completed by 624 leaders, and Phase 2 was a telephone interview with eight integral leaders. From the thematic analysis of all the data, four themes emerged: looking inward, looking outward,

being a good leader and paying it forward by mentoring others. Implications for emerging leaders, leadership and change, and future research are discussed. This ETD is available in open access in OhioLink ETD, <http://ohiolink.edu/Center> and AURA <http://aura.antioch.edu/>

Table of Contents	
Acknowledgements	i
Abstract	iv
Table of Contents.....	vi
List of Tables	xvi
List of Figures.....	xix
Chapter I: Introduction.....	1
Three Major Areas of Interest.....	1
Wilber’s Integral Theory.....	2
The Integral Four Quadrants.....	2
Integral Levels of Development.....	3
Integral Leaders	4
First and Second Tier Thinking	8
Campbell’s Hero’s Journey.....	11
Adult Development Theory	12
Purpose of the Study	13
Gaps in the Literature.....	14
Similar Studies and Literature	15
Development Levels of Leader Studies	15
Integral and Hero’s Journey Studies.....	16
Collins Level-5 Leader Studies.....	17
Hero’s Journey Studies	17
Heroine Journey Studies	18

AQAL Model and Leadership Studies.....	18
Spiral Dynamics Studies.....	19
Mentor Literature.....	20
Debate Between Integral Theory and Spiral Dynamics Integral.....	21
Research Questions.....	23
Scope and Limitations of the Study.....	24
Epistemology of the Study.....	25
Criteria to Be Used to Evaluate This Study.....	26
Terms and Definitions.....	27
Conclusions.....	29
Description of the Following Chapters.....	29
Chapter II: The Literature Review.....	31
Leadership in This Study.....	31
Adult Learning and Development.....	32
Domains of Learning.....	32
Learning.....	33
Reflection.....	35
Transformational Leaders.....	36
Constructive Developmental Theory.....	37
Meaning Making.....	40
Transitioning.....	41
Integral Theory.....	42
Quadrants.....	43

Levels.....	44
Lines.....	47
States.....	48
Types.....	49
First and Second Tiers	49
Consciousness and the Ego.....	49
Levels of Development.....	50
Ego Development Theory	52
Measuring Ego Development	54
Leadership Development Framework.....	56
Instrument Development.....	59
SCTi-MAP	62
The Hero’s Journey.....	62
Hero Journeys	64
Quests for Truth	68
Levels of Development Theories.....	69
Conclusions of Chapter II.....	70
Preview of Chapter III	72
Chapter III: The Methodology	73
The Research Questions and Methodological Fit.....	73
Mixed Methods Design.....	74
Content Analysis.....	77
Validity	78

Critical Incidents.....	78
Narratives.....	79
Reflective Interviews	79
Methodological Fit.....	79
Study Procedures	80
Phase 1—the Survey and Data Analysis.....	80
Survey Participants	80
The 25 Thinking Statement Development	81
The Survey Questions.....	82
Pilot Survey Experience.....	83
Survey Data Analysis.....	84
Phase 2—the Interviews and Data Analysis	84
Interview Respondent Selection	84
Interview Protocol.....	85
Interview Data Analysis	87
Ethics	87
Final Integrated Analysis	88
Chapter III: Conclusion	88
Chapter IV: The Results.....	90
Phase 1—The Survey.....	90
Data Cleaning	91
Phase 2—The Interview	91
Findings.....	92

Research Question 1	92
Interviewees	96
The Achieve, Collaborate, and Integral Leaders	97
Item-By-Item Analysis.....	98
First Tier Thinking.....	98
Between First and Second Tier Thinking	101
Second Tier Thinking	103
Highest Agreed Upon Statements.....	106
Research Question 2	109
The Upper Left (UL) or the “I” Quadrant Perspective	110
The Upper Right (UR) or the “It” Quadrant Perspective.....	111
The Lower Left (LL) or the “We” Quadrant Perspective	112
The Lower Right (LR) or the “Its” Quadrant Perspective	114
A Survey Monkey Wordle	117
Identifying Integral Leaders.....	118
Research Questions 3 and 4	120
Mentor Experiences	120
Major Life Events	121
Survey and Interview Mentor Experiences and Major Life Events.....	122
Theme 1—Focus Inward.....	125
Personal Characteristics	125
Personal Growth.....	126
Paying Attention to What Is Around Them	126

Take Care of Yourself, Form New Personal Meaning, Identify What You Value, and Take Time to Heal After a Loss.....	127
Be a Lifelong Reflective Learner.....	127
Develop New or Improve Existing Skills.....	128
Understand Family Changes and Insights.....	128
Get Out of Your Comfort Zone, Reach Out in New Ways, and Try Things.....	128
Understand Painful Work Experiences.....	128
Have More Work and Life Balance.....	129
Theme 2—Know the Characteristics of the Leader.....	129
Be of Service and Go the Extra Mile with Other.....	130
Collect, Evaluate Information, and Make Better Decisions.....	130
Show Strength, Confidence, and Courage and Stay Grounded.....	130
Work in a Structured, Organized Manner, Work Hard.....	131
Lead by Example.....	131
Become a Better and Passionate Leader by Overcoming Personal Frustrations.....	131
Be Open to Possibilities, Be Adaptable, and Use Influence With Others.....	132
Theme 3—Focus Outward.....	132
Take Care of Relationships.....	133
Build Strong Relationships.....	133
Create High Functioning Teams of Engaged Leaders and Staff.....	133
Care About and Believe in Your Staff and Others.....	134
Focus On the Organization.....	134
Improve Communication at All Levels.....	134

Create a High Functioning Business Based on Excellence	135
Focus Outside the Organization.....	135
Work For the Greater Good	135
Give Back to the Community	136
Theme 4—Mentor Engagement.....	136
Receive a Wide Range of Engagement.....	136
Seek and Receive Guidance and Wisdom From Many People you Respect and Admire	137
Inspire, Coach, Mentor, and Encourage Others	137
Research Questions 3 and 4 Summary.....	138
The Differences—Mentor Questions Only.....	139
The Differences—Major Life Events Questions Only	139
Similarities—all Four Questions.....	140
The AQAL Model Summary	142
The Upper Left (UL) or the “I” Quadrant Perspective	142
The Upper Right (UR) or the “It” Quadrant Perspective.....	143
The Lower Left (LL) or the “We” Quadrant Perspective	144
The Lower Right (LR) or the “Its” Quadrant Perspective	144
Research Question 5	145
Theme 1—Focus Inward.....	147
Personal Characteristics	147
Be an Honest, Ethical, and Respectful Person	148
Be a Good Person in Other Ways	148
Personal Growth.....	148

Align Your Life With Your Values and Manage Your Stressors.....	148
Be a Lifelong Reflective Learner.....	148
Improve Skills.....	149
Have More Work Life Balance.....	149
Theme 2—Know the Characteristics of the Leader.....	149
Be of Service and go the Extra Mile.....	149
Collect and Evaluate Information, and Make Better Decisions.....	150
Become a Better and Passionate Leader, and Overcome Your Personal Frustrations	150
Show Strength, Confidence, Courage, and Stay Grounded.....	151
Lead by Example	151
Be Open to Possibilities, be Adaptable, and Use Influence With Others.....	151
Theme 3—Focus Outward.....	152
Take Care of Relationships.....	153
Build Strong Relationships	153
Create High Functioning Teams of Engaged Leader And Staff.....	153
Care About and Believe In Your Staff and Others	154
Hold Yourself and Others Accountable	154
Be Clear In Your Expectations	155
Focus On The Organization	155
Improve Communication Skills At All Levels	155
Align Your Work To The Vision.....	155
Improve How You Present New Ideas.....	156

Work For The Greater Good.....	156
Theme 4—Mentor Encouragement.....	157
Seek and Receive Guidance and Wisdom From Many People You Respect and Admire	157
Inspire, Coach, Mentor, and Encourage Others	157
Summary of Research Question 5.....	158
The AQAL Model Summary of the Findings.....	161
The Upper Left (UL) or the “I” Quadrant Perspective	161
The Upper Right (UR) or the “It” Quadrant Perspective.....	162
The Lower Left (LL) or the “We” Quadrant Perspective.....	163
The Lower Right (LR) or the “Its” Quadrant Perspective	164
Summary of All Findings.....	165
Chapter V: The Discussion Preview	166
Chapter IV—Discussion, Conclusions and Recommendations.....	168
Key Findings.....	168
Why the Study was Conducted.....	169
How the Study was Done.....	170
The First Purpose	171
The Second Purpose.....	172
The Third Purpose.....	173
The Fourth Purpose.....	175
Study Participants	176
Interpretations and Conclusions of the Findings	177
Limitations of the Study.....	181

Practical Applications of the Findings	181
Implications for Leadership and Change	182
Tangible Improvements to Individuals	184
Tangible Improvements for Communities	185
Tangible Improvements for Organizations	185
Tangible Improvements for Institutions.....	186
Tangible Improvements for Cultures	186
Tangible Improvements for Societies	187
Recommendations for Action	187
Recommendations for Further Studies.....	189
Appendix	193
Appendix A: Survey	194
Appendix B: Consent to Participate in Research	201
Appendix C: Transcriptionist Confidentiality Agreement.....	203
Appendix D: Permissions	204
References.....	212

List of Tables

Table 1.1 Term Definitions and Descriptions.....	27
Table 2.1 Levels of Development Differences Between Masculine and Feminine.....	46
Table 2.2 AQAL Lines and Definitions.....	47
Table 2.3 Levels of Development.....	51
Table 2.4 Ego Development Theory Functions and Dimensions	54
Table 2.5 Nine Action Logics and Their Characteristics.....	57
Table 2.6 Pertinent Dissertations That Used Scales	60
Table 2.7 The Hero’s Journey 12 Levels Within the Three Major Phases.....	63
Table 2.8 Levels of Consciousness Across Theories.....	70
Table 3.1 Mixed Method Research.....	77
Table 3.2 Survey Statements by Levels of Thinking.....	82
Table 4.1 Percentage Distribution for Survey Completion Status.....	91
Table 4.2 Percentage Distribution for Respondent Demographics.....	94
Table 4.3 Percentage Distribution for Respondent Positions of Leadership	95
Table 4.4 Demographic Information of Phase Two Interviewees	97
Table 4.5 Percentage Distribution for Integral Theory Achieve Statements	99
Table 4.6 Percentage Distributions for Integral Theory Collaborate Statements	101
Table 4.7 Percentage Distributions for Integral Theory Integral Statements	104
Table 4.8 Percentage Distribution for the Ten Most Agreed With Statements	107
Table 4.9 Wilber’s Upper Left (UL) or the “I” Quadrant With Leadership Definitions for the Interior of the Leader.....	111
Table 4.10 Wilber’s Upper Right (UR) or the “It” Quadrant With Leadership Definitions for the Exterior of the Leader	112

Table 4.11 Wilber’s Lower Left (LL) or the “We” Quadrant With Leadership Definitions for the Inside Awareness of the Group	114
Table 4.12 Wilber’s Lower Right (UR) or “Its” Quadrant With Leadership Definitions for the Outside Awareness of the Group.....	116
Table 4.13 Identify Integral Respondents.....	119
Table 4.14 Survey and Interview Questions by Themes Categories and Codes	123
Table 4.15 Summary of Similarities and Differences in Mentor Experiences and Major Life Events Codes.....	138
Table 4.16 Research Question 3 and 4 Upper Left (UL) or the “I” Quadrant Codes	143
Table 4.17 Research Question 3 and 4 Upper Right (UR) or the “It” Quadrant Codes	143
Table 4.18 Research Question 3 and 4 Lower Left (LL) or the “We” Quadrant Codes.....	144
Table 4.19 Research Question 3 and 4 Lower Right (LR) or the “Its” Quadrant Codes.....	145
Table 4.20 Themes, Categories, and Codes.....	146
Table 4.21 Research Question 5 Upper Left (UL) or the “I” Quadrant Codes	162
Table 4.22 Research Question 5 Upper Right (UR) or the “It” Quadrant Codes	163
Table 4.23 Research Question 5 Lower Left (LL) or the “We” Quadrant Codes	164
Table 4.24 Research Question 5 Lower Right (LR) or the “Its” Quadrant Codes	164

List of Figures

Figure 1.1 Triangulation of Major Theories and Convergent Place of Study 1

Figure 1.2 The Integral Four Quadrants 4

Figure 1.3 Spiral Dynamics Integral (2012) 9

Figure 2.1 The Quadrant Models 44

Figure 2.2 A Psychograph of Levels of Consciousness..... 46

Figure 2.3 Making a Case of a Developmental Perspective 52

Figure 4.1 Wordle Using the Words in the Question about Leadership..... 118

Figure 4.2 Percentage of Integral Respondents With Mentor Experiences 121

Figure 4.3 Percentages of Integral Respondents With Major Life Events 121

Figure 4.4 Final Summary of How Integral Leaders Lead 166

Figure 5.1 Integral Leader Developmental Guide 191

Chapter I: Introduction

It is curious how some leaders are capable of handling extreme levels of complexity and challenges, bringing a visionary perspective into discussions. They create a holistic response for resolving challenges. They achieve higher levels of excellence, improve the environment, and make this world a better place. The world has seen many such leaders; yet there is an even greater need for them today with numerous global, environmental, and technological challenges. According to the literature, such leaders are called “integral leaders” (Cacioppe, 2009; Forman & Ross, 2013; Fuhs, 2008; Pauchant, 2005; Prewitt, 2004; Volckmann, 2012a). The concepts and definitions of an integral leader will be detailed later in this chapter.

Three Major Areas of Interest

This study focused on the triangulation of three major areas of interest as demonstrated in Figure 1.1. These areas are briefly introduced in this section with more specific explanations in Chapter II. The first major area is Wilber’s (2000a) integral theory; the second is Campbell’s (1990) hero’s journey; and the third major area is adult development theory.

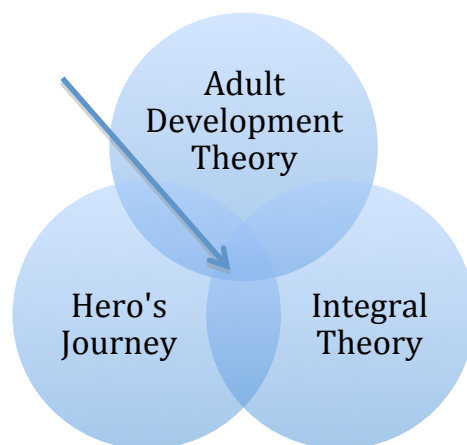


Figure 1.1. Triangulation of major theories and the convergent place of study.

Wilber's Integral Theory

After 30 years of work, Wilber (2000a) created the all-quadrant, all-levels (AQAL) comprehensive map or integral map (shown in Figure 1.2). Wilber wanted to create a model that was not reductionist, but instead synthesized, validated, and included other models. The AQAL model is dynamic in every aspect. A person can continue to develop personally and professionally and continue to use the model to understand where they are currently and where they are trying to go. Wilber's AQAL model allows for internal and external inquiry. The literature refers to both levels and stages, and this research has selected "levels" to mean both levels and stages. In this study, worldviews, levels of development, and thinking levels are used interchangeably to mean levels of development.

The Integral Four Quadrants

There are five elements of the AQAL model: quadrants, levels, lines, states, and types. The upper-left (UL) or the "I" quadrant focuses on the interior consciousness as it appears in individuals, encompassing psychoanalysis, phenomenology, introspective psychology, and meditative states of consciousness expressed in first person, "I" vocabulary. The upper-right (UR) or the "It" quadrant focuses on the exterior of individuals from the perspectives of behaviorism, empiricism, physics, biology, cognitive science, neurology, and brain physiology; this quadrant is expressed in the vocabulary of the third person "it." The lower-left (LL) or the "We" quadrant investigates the interior of the collective—all the shared values, perceptions, worldviews, and background cultural contexts that are expressed in "we" language. The lower-right (LR) or "Its" quadrant focuses on the exterior of the collective or the systems sciences, including systems

theory, the ecological web of life, chaos and complexity theories, techno-economic structures, environmental networks, and social systems and is expressed in “its” language. These four quadrants represent the first, second, and third person perspectives, or I/we, you, and he/she/it. The fourth quadrant is the collective form of “It” (Cacioppe, 2009).

Integral Levels of Development

Levels of development are included in Wilber’s model as one of the most significant contributions from psychologists. According to McIntosh (2007), the integral philosophy owes its greatest debt to Graves, a psychologist, who validated others’ levels of psychological development, and added to their work by demonstrating how the sequentially emerging developmental levels are organized within a larger dynamic system (McIntosh, 2007). Graves posited that the psychology of the mature human being is an unfolding, emergent, oscillating, and spiraling process that is marked by progressive subordination of older, lower-order behavior systems to newer, higher-order systems as an individual’s existential problems change. He called his model the “emergent, cyclical, double helix model of adult biopsychosocial development” (Graves, 1974, 1981). Continuing Graves’ work, Beck and Cowan (2006) and continuing independently, Beck (2000, 2012a, 2012b, 2012c) focused their attention on the subjective and cultural worldview and simplified the name of the model to spiral dynamics. Figure 1.2 describes the multifaceted AQAL model including the first and second tier of consciousness.

According to Cacioppe and Edwards (2005), spiral dynamics uses worldview analysis to evaluate why and how events occur in social situations for individuals and groups. Understanding a person’s worldview helps us to focus on why a person reacts to

a particular life condition, and when we understand this, we can communicate more effectively, which enables the person to meet their needs so that they can continue to evolve.

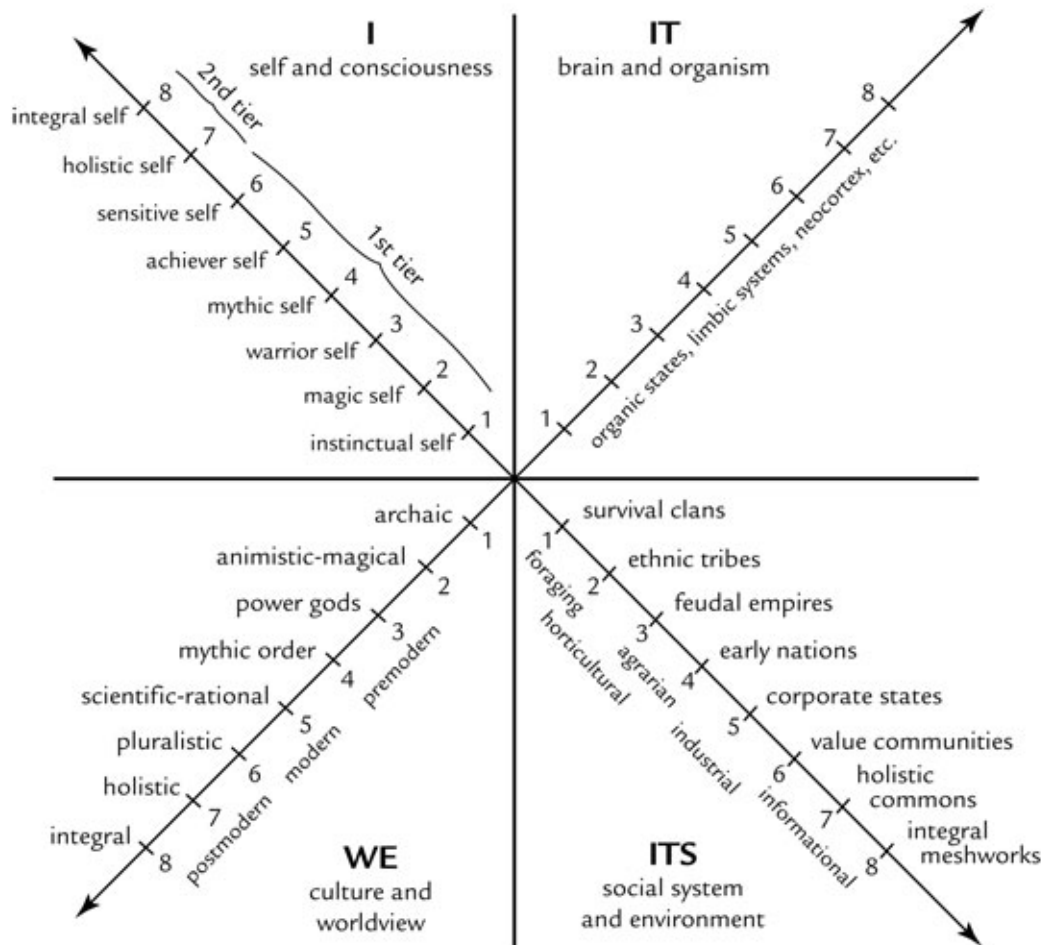


Figure 1.2. The integral four quadrants (p.180). From *The Integral Vision*, by Ken Wilber, ©2007 by Ken Wilber. Reprinted by arrangement with The Permissions Company, Inc., on behalf of Shambhala Publications Inc., Boston, MA. www.shambhala.com

Integral leaders. In 2005, Doyle interviewed Wilber, the founder of integral theory, and asked him to describe an integral leader at the second tier of development. In response, Wilber (2005) provided the following description:

An integral leader is someone who is at the yellow or turquoise second tier level of development. [...] An integral leader is someone who is integrally informed about his or her development, that is, their cognitive and self-lines are essentially similar. Both are second tier, and the person has a conscious map of what it means to be second tier in development. Although encompassing all other levels, their interpersonal, moral, needs, and ego development capacities are all at second tier. Essentially, they are “walking the talk”; their words, behaviors, needs, and understanding of self and others are congruent and operating at the yellow or turquoise level. Furthermore, an integral leader has a deep understanding of all levels that precede the yellow or turquoise, and has the ability to influence interactions by changing behavior and language to match the level of the person with whom the communication is taking place. (p. 1)

McElhenie, Thomas, Volckmann, and Poling (2011) draw upon their experience to argue that integral leaders are intentional about several things: They are more concerned about being followers of the higher self—surpassing their own ego-self to pursue purposes that exceed the ego. These leaders cultivate multi-perspective worldviews that they can expand and develop to increase the capacity of the people around them. They pursue the truth, are intentional about wisdom, enhance wisdom for themselves and the people around them, and gain genuine consciousness of themselves and those around them (pp. 6–7).

Integral leaders are in the pursuit of good—with integrity, they pursue congruence with the internal and external, pursue values that matter, and transcend their own ego needs. These leaders are also in pursuit of beauty and fulfillment, equating beauty with wholeness and completeness; fulfillment for them surpasses satisfaction and wealth and is found at a transpersonal level. They are in pursuit of effectiveness within what is possible or the field of potential, and from that, they manifest that which is workable and

sustainable for themselves, for others, and the world at large (McElhenie et al., 2011, pp. 6–7).

According to Richardson, Diperna, Bearer, Clark, and Strauss (2011), it is essential that leadership has a developmental edge. People are drawn to people who share their values, so it is important to have mentors and peers and mentor others. Richardson et al. (2011) discovered in their work that leadership comes from the outside-in. Leaders need to hold a space open for people to work into, and transfer power back to followers so that they can co-lead in communities and relationships. Richardson et al. (2011) forecast that in this way, we could raise a generation of leaders rather than followers (p. 5).

Kellerman said in an interview with Volckmann (2012b) that leadership is not what it was 5 or 10 or 20 years ago, and it will be different in the future. Leadership and followership evolve over time, in the same way that other human phenomena evolve over time (p. 9). At the International Leadership Global Conference, (2012) discussed her book and the end of leadership as we know it. She stated that Millennials don't want to be bossed around, followers are disenfranchised, and people do not want to follow someone they don't respect. We need to change our expectations of leadership, and leadership needs to be more holistic and not focused on the self. Heifetz, Grashow and Linsky (2009) offer systematic approaches for leaders who candidly assess their situation to create adaptive change to challenge the status quo, deploy themselves with agility, and mobilize others to step into the unknown.

Couto (2012) reviewed Kellerman's book (2012) in which she suggests four steps that the leadership industry must take at a minimum to become relevant to the learning

needed for leadership in the 21st century: leadership needs to subject itself to critical analysis, reflect the changes that have occurred, transcend the situational particularities that make it so myopic, and end its leader-centrism (Couto, p. 3).

Volckmann (2013) in an interview with Avolio stated that ultimately we are trying to develop leaders with higher levels of moral reasoning, and long-term needs may need to trump short-term interests for a leader to be successful. For a transformational leader to have a sufficient level of moral reasoning, the minimum requirement is to be willing to allocate the time, energy, and resources to developing others without necessarily obtaining any direct benefit to the leader (p. 2).

Volckmann in an interview with Cacioppe (2008) posited that leadership is about figuring out who people are and responding to that in order to help them accomplish the good acts in life that they want to. That is the success of the integral approach—it can work at any level, but still direct attention toward second tier leadership in the future for a leader and his/her organization (Volckmann, p. 18). Reams and Caspari (2013) claim that leadership is in itself an integral enterprise or activity, as it requires integrity and intuition, which arise from or contribute to a quality of “presence” that opens up spaces for ideas and changes to emerge.

Hamilton (2011) presented the need for integral leaders at the Integral City Collective, which was a virtual conference that convened 50 visionaries and hundreds of citizens from around the world to re-envision the future of the city based on the integral model. Hamilton (2011) suggested taking care of yourself, each other, and the environment.

First and second tier thinking. Wilber (2000a) stated that spiral dynamics considers human development as proceeding through eight general levels, which are also called memes. A meme is a basic stage of development that can be expressed in any activity referring to value systems or levels of psychological existence theory (Csikszentmihalyi, 1993). Wilbur (2000a) uses colors to name the levels; the first six levels are “subsistence levels” marked by “first tier thinking” such as engaging in activities to meet the person’s needs. Next, there is a revolutionary shift in consciousness: the emergence of “being levels” and “second tier thinking,” of which there are two major waves, beginning with beige, which is the level that encompasses our instinctive skills to survive. Purple is the wave at which people willingly follow their leaders to honor their ancestors and the spirits.

At the red level, a stronger force to keep their lust in check must dominate people. Blue is the level at which people are shown their duty and learn from being punished for failures. At the next stage of orange, people are motivated by the opportunity to achieve and acquire material rewards. The last stage in the first tier is green, in which sharing and participating lead to better results than competing.

The second tier begins with the yellow level, wherein people enjoy doing work that fits who they are naturally. In the final turquoise level, work must be meaningful in terms of the overall health of all life on earth. This study looked for leaders whose center of gravity was in the yellow level, which means that they had proceeded through each of the levels and had begun to derive meaning from learning and understanding versus simply doing and having. Figure 1.3 illustrates the eight levels of development of the spiral dynamics integral model, which begins in the center. Organizations and first tier

leaders, while helping improve productivity and other aspects of the workplace, don't reach the fundamental, deeper issue of transcending separation, and don't achieve a higher level of being where individuality is merged into a common good.

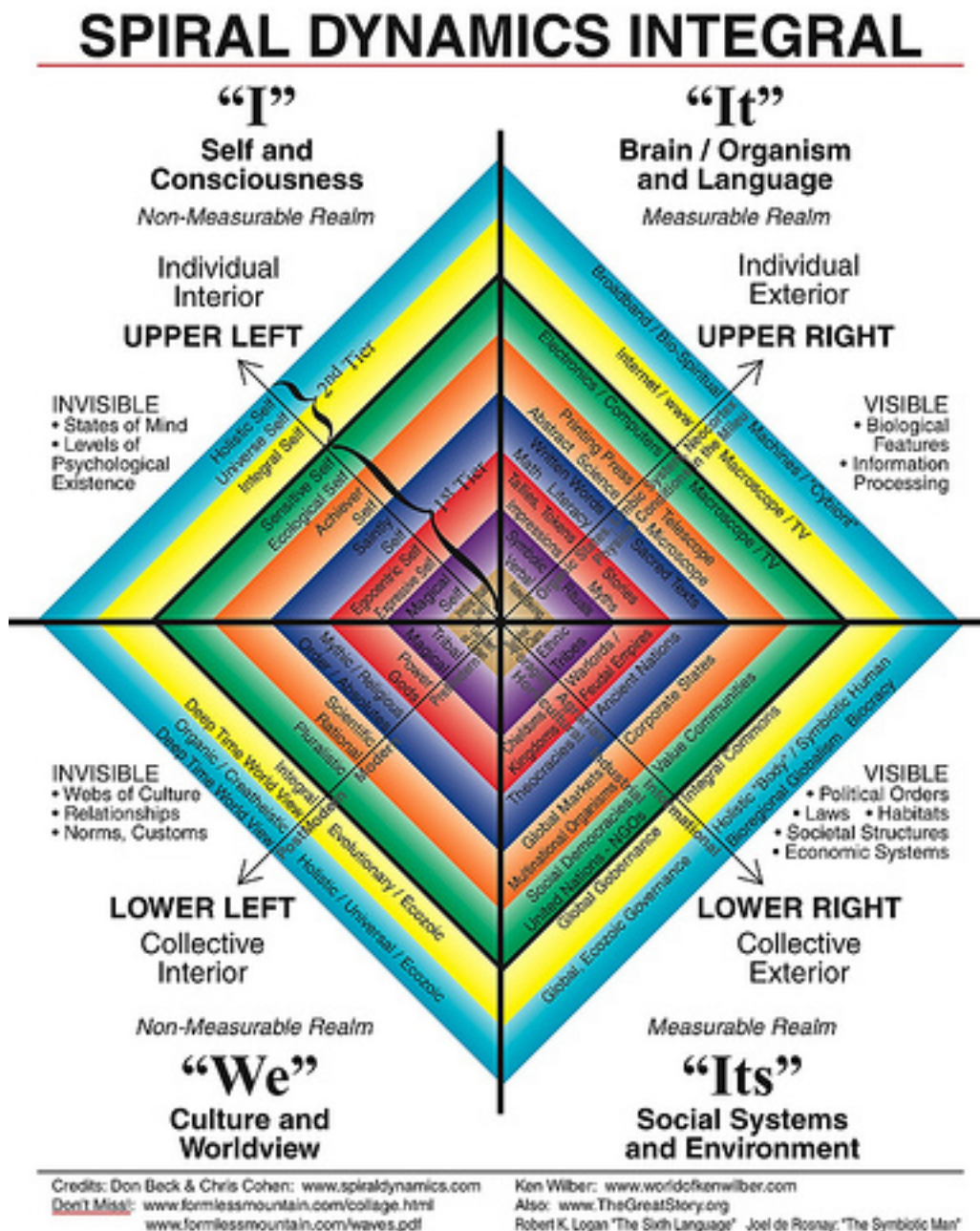


Figure 1.3. Spiral dynamics integral (Beck, 2012a, p. 10). From Spiral Dynamics Integral Level 1 Certification Course, adapted from Wilber. With permission from Don Beck drbeck@attglobal.net With permission from Ken Wilber by Colin Bigelow colin@kenwilber.com

Integral leadership attempts to form a container in which all other forms of leading and leadership theories might coexist, and it seeks to use multiple approaches and lenses to fashion the theoretical aims of leadership studies toward the achievement of the opportunities along the developmental path (McCaslin, 2013, p. 2). A second tier integral leader maintains a sense of balance and recognizes that our human developmental journey includes both internal and external inquiry. Human development in general can act as a progression of different ways of making sense of reality or different action logics. Our internal “action logic” is how we interpret our surroundings and react when our power or safety is challenged (Rooke & Torbert, 2005, p. 67). The action logics follow each other, alternating between those that emphasize, on balance, differentiation over integration, and those favoring integration over differentiation (Cook-Greuter, 2002). Torbert et al. (2004) categorize action logics as the impulsive, opportunist, diplomat, and expert. When a person transforms, they progress sequentially through these action logics and then proceed to the other action logics of the achiever, the individualist, the strategist, the alchemist, and the ironist. These action logics will be described in further detail in Chapter II.

According to Cardoso and Ferrer (2013), learning is essential to the exercise of second tier management. From an integral perspective, the learning process must generate a system to support second tier actions that recognize tensions, which, when solved, free the system to continue its evolution process. It is necessary to avoid a postmodern pathology that silences healthy conflict and rejects holarchy, both of which are crucial for the emergence of second tier systems (p. 130). Gauthier (2013) believes that co-leadership is intrinsically evolutionary and integral because it accelerates the

development of both people and organizations, which in a virtuous loop contributes to evolution.

Dawlabani (2013) posits that corporations must embrace the healthy level of green before they can make the great leap to the yellow level, at which point companies can objectively see the damage that first tier values have inflicted on this planet (p. 256). The person with the most knowledge leads and makes the decisions, and as the situation changes, leadership changes. Good leadership is based on the ability to handle complexity (p. 63). Yellow is an expressive value system with the motto of “express self, but not at the expense of others or the earth.” Yellow does more with less, and uses appropriate technologies to complete the job with less waste and fewer ecological problems (p. 64). Maalouf (2014) claims that this system considers the big picture and approaches problems from a systemic perspective. This seventh-level yellow system must take charge of a shattered world, heal the wounds from preceding levels, and unblock the streams that prevent humanity’s continuing emergence.

Campbell’s Hero’s Journey

Campbell, the greatest mythologist of our time, has conducted a lifelong exploration of our mythic traditions that have created the one great story of mankind (Cousineau, 1990). Campbell asserted that heroic journeys share a single pattern and that all cultures have in common this essential pattern in their various heroic myths. He outlined the basic conditions, levels, and results of the archetypal hero’s journey (Cousineau, 1990). According to S. Brown and Balnicke (2003), the answers are not external such as searching the web, reading the latest book, or asking for advice; they are inside us, deep within us, and available to us at any time. Campbell (1968) believes that

life entails a rigorous journey, beset with trials. Passing those trials, overcoming temptation, and finding one's own path requires living every moment fully, according to one's own personal myth. Once we connect to this internal power, an alignment occurs, and we begin working with soul and living our bliss, with a deep sense of being in our bliss. When this occurs, doors open to us that we didn't know were there, and the integrity of life and the world moves in to help us (Cousineau, 1990).

Campbell challenges people from all cultures and stations in life to undertake our personal quests for the betterment of humanity and ourselves (Rode, 2012, p. 2). Campbell (1990) posits that life is not a problem to be solved but a mystery to be lived. This adventure, which Campbell calls the hero's journey, consists of 12 levels within three larger phases that are listed in the next chapter. Leaders who have experienced this hero's journey have accomplished something significant and powerful in their lives. A transformation occurs and a person's leadership changes as a result of this experience and the process of meaning making. When a person experiences a transformation, the way they think changes to accommodate the new meaning making. The change is obvious to them and others and it is like the line from the *Wizard of Oz*: "we are not in Kansas anymore." The present study explored the major life events, quests, and mentor experiences in which the leader was transformed as a result of the inquiry.

Adult Development Theory

The underlying premise of adult development theory is that processes of mental development do not occur only during childhood but continue throughout adulthood. Adults, like children, move through a series of qualitatively distinct levels in the complexity with which experience is organized or understood. Movement from one level

to another occurs as a process of interaction between individuals and their environment that influences many dimensions of an individual's life including cognitive, affective, interpersonal, and intrapersonal experience (Kegan, 1982; Popp & Portnow, 2001).

Constructive-developmental theorists suggest that qualitative differences in the ways that individuals make sense of their experiences are not exclusively linked to demographic variables such as age, life stage, or gender, but relate to the complexity of individuals' meaning-making abilities (Helsing, Drago-Severson, & Kegan, 2004). A more elaborate discussion of these theories will be presented in the next chapter.

The next section provides some background about the purpose of this study and describes how the specific theories supported this research.

Purpose of the Study

This research is built on the current body of knowledge, provides new evidence, and reveals new areas of inquiry for adult development, learning, and meaning making. The purpose of this study is fourfold: first, to identify and describe first and second tier integral leaders from a sample of leader respondents from a U.S. Midwestern city; second, to describe how first and second tier integral leaders define leadership; third, to determine what second tier integral leaders see as factors that led to their becoming the leaders they are today; and fourth, to identify the integral leader's perspectives and advice that can be shared with emerging leaders after this study. This study identified second tier integral leaders, investigated their UL or "I" quadrant, and obtained a firsthand understanding of how they recognized that they had shifted from a lower level of development to a higher consciousness. The UL or "I" quadrant is the subjective space where a person houses their dreams, aspirations, feelings, and understandings. The most

common way to access this space in another person is to ask questions that prompt them to answer the questions and share their personal information. In addition, this study attempted to understand whether a major life event or a significant person precipitated this transformation, or whether the integral leaders methodically learned to be such leaders over time.

Gaps in the Literature

Understanding integral leadership necessitated a deep insight into how adults learn, develop, and make meaning in their lives. According to Bennour and Voneche (1977, 2009), Piaget's scientific and philosophical conception of socialization in childhood and adolescence reached the concluding stage at adolescence. Kegan (1982) discovered that a person has the capacity to continue learning throughout adult life, thereby opening up many avenues for learning and development. This study seeks to understand how adults use a constructive-developmental approach to understand the world around them. Constructive-developmental theory is a stage theory of adult development that focuses on the growth and elaboration of a person's way of understanding the self and the world (McCauley, Drath, Palus, O'Connor, & Baker 2006).

Wilber's (2000a) contribution to this area of knowledge includes a thorough synthesis of Eastern and Western cultures, religions, spiritual growth, social growth, and psychological growth. These form the basis for Wilber's AQAL theory. The upper left (UL) quadrant is important to this study because it is concerned with the interior consciousness of the leader. The upper right (UR) quadrant focuses on the exterior

behavior of the leader; accordingly, this study accessed data that indicated behaviors and reactions to questions.

The lower left (LL) quadrant investigates the interior of the collective, a leaders' worldview, and values stated in the interviews. The lower right (LR) quadrant focused on the exterior of the collective or the systems that the leader operates within. The integral framework allowed for a more comprehensive analysis because of the complexity of the theory and the amount of information collected to support the results of this study.

Similar Studies and Literature

In the literature, there were at least 19 studies that had similar research interests as the present study. Two used meaning-making scales to determine leaders' developmental levels; one used Wilber's integral theory and Campbell's hero's journey to provide the framework for the transformation that occurred; one explored the crucibles of Collins' Level-5 leaders; two used Campbell's crucible levels to discover a leader's authentic self; two studies focused on the heroine's journeys; nine used the AQAL model; and two studied second tier leadership within the spiral dynamics integral framework.

Developmental levels of leaders studies. Of the leadership studies to date, B. Brown (2011) compiled the largest sample of leaders with documented, advanced meaning-making capacity. B. Brown's work was important to the present study because he looked to leaders with higher action logics to understand how their leadership was important to sustainability. While the present study was not specifically examining sustainability, the study sought to understand how leaders knew that they had increased their consciousness, and the study's aim is to share that information with emerging leaders. B. Brown's (2011) sample included six strategists, five alchemists, and two

ironists. Of interest were the use of both an action logic framework—Cook-Greuter (1999, 2002, 2003, 2004); Rooke and Torbert (2005); and Torbert (1994)—and a constructive-developmental lens, which were used to provide important insights for sustainability and leadership development. There are two versions of the Washington University Sentence Completion Test (WUSCT) in current use: the Leadership Development Profile (LDP) and the Sentence Completion Test Integral-Maturity Assessment Profile (SCTi-MAP). B. Brown (2011) used the latter profile for his study.

Roberts' (2011) study of social entrepreneurs used a variation of the WUSCT (Loevinger & Wessler, 1970) to identify the study participants' level of development. Roberts' (2011) conducted interviews to encourage participants to share their most treasured transformational experiences and meaning making. She used the action logic framework and constructive–developmental theory to assess the complexity of the minds of nine social entrepreneurs and their perspective-shifting experiences that led to social entrepreneurial actions. Roberts' (2011) study revealed that the participants could be categorized as two individualists, one strategist, an early alchemist, one late achiever, and five achievers. The results suggested that early-life experiences with a global perspective contribute to a commitment to social change. The three themes that emerged (an awakening, a community connection, and a global perspective) highlighted empathy as a catalyst for taking responsibility for a greater good. The studies of B. Brown (2011) and Roberts were based on integral leaders and both used a validated scale to determine levels of development.

Integral and hero's journey study. The need for more integral leaders in the business environment is evident in contemporary literature, conferences, and books.

Bozesan (2009) used Wilber's AQAL map of consciousness and the newly designed qualitative method of heuristic structuralism (Moustakas, 1990) to interview eight female and eight male top business executives. The transformational paths were demonstrated by using the framework of Campbell's (1968) hero's journey. Bozesan's heuristic structuralism exploration research found that the main lesson learned from consciousness leaders was that we are all looking into a bright and exciting future if we are willing to grow and reinvent ourselves every single day.

Collins' level-5 leader study. McClelland and Burnam (2003) and Collins (2001) stated that many leaders may never achieve the highest level of leadership and become the Level-5 leaders. Reitzel (2004) discovered how eleven leaders had crucible experiences that affected their values, making them more connected to others, more joyful, and more effective in their leadership by accepting or surrendering that they were not in control of what was happening.

Hero's journey studies. As adults, we are always looking for ways to understand what is happening in our lives and what meaning can be derived from our experiences. In 2012, Rode used the structure of Campbell's hero's journey to try to understand the process of discovering one's authentic self. Rode learned that the particulars of any one quest are unique to that person, which explains why no one can take the journey for you. The present study therefore anticipated that each story would be different and the outcomes would be applicable to that participant only.

In his theoretical research project, Davis (2007) proposed that the leader-making process was analogous to the mythical hero's journey, and the outcome was that the heroic journey experience was the key to progressing from managing to leading. Davis

(2007) and Rode (2012) both demonstrated how using the structure of the hero's journey through a crucible experience could illuminate the value of the destination. In addition, the journey is not one that all people undertake; the journey has a profound outcome and needs to be celebrated.

Heroine journey studies. There has been concern that integral theory and the hero's journey have been predominantly male focused. The literature includes the heroine's journey in two studies. In 2012, Isom examined the literary works of female protagonists' spiritual journeys with the goal of determining whether any of the participants began a transformational journey and did not complete it. Only two of the three women completed the transformation and returned from their journey; one woman gave up along the way and did not complete her transformation. This study referenced theorists such as Noble (1994), who wrote about women reclaiming the heroism of their lives by addressing women's discovery of their second, or hidden, authentic self.

King (2004) unpacked the patriarchal system as representing the fundamental myth of American organizations, and explored the history and effects of heroism implicit in patriarchal mythology as an important element to successful organizational change. King discovered that individuals who completed the difficult initiation became transformed elders who brought wisdom, experience, insight, vision, and compassion to assist those who were experiencing their own initiations, a process that helped to create organizations capable of operating in new ways. This study gathered data to help emerging leaders become better leaders with this new information.

AQAL model and leadership studies. Edwards (2004) studied the spirituality in organizations through integral theory perspectives, which produced various definitions

and perspectives of spirituality in personal, leadership, and collective contexts. Golin (2008) conducted a life-practice inquiry using an integral research approach to personal development and well-being. Hamilton (2006) used the integral metamap to create a common language for urban change and in 2008 used the intelligences of the human hive to create an integral city using the integral model. Hochachka (2008) applied the integral approach in Asia, Africa, and Latin America to address complex issues in international development. O'Fallon (2010) created a program design that featured embodied and applied experiences highlighting the quadrants, levels, lines, states, and types of the AQAL model.

Simmons (2007) used an integral approach and second tier practices as a lens to view spiritual communities as living systems. Van Marrewijk and Becker (2004) conducted a 10-year study to match theory and practice in transforming Humanitas Rotterdam into a facility providing care, housing, and well-being programs to elderly people. Varey (2012) used the AQAL theory in 26 case-study integral applications. The present study focused on identifying integral leaders who knew which factors led to their becoming the leaders they are today.

Spiral dynamics integral studies. Horn (2006) used the spiral dynamics integral framework to explore how transcendent individuals experience meaning in work and to gain a deeper understanding of transcendence and second tier leadership. Seven universal themes emerged: a metasystemic approach to life; openness to significant life events that dissolve fear; a pioneering and nonlinear approach to life; a diverse constellation of skills; appreciation for and development of a wide breadth of knowledge across multiple disciplines, often combined with a wide constellation of skills to pioneer and create new

skills and knowledge; creative expression as reflective practice; and a deep connection to spirit.

Laubscher (2013) used an autoethnographic methodology and Gravesian spiral dynamics to develop the theory of human niches, which is a positive, nonjudgmental, nonhierarchical approach toward thinking systems and a theoretical progression from value systems to thinking systems. Laubscher contextualizes purple, and to a lesser extent red, on the African continent, and a rich description of purple dynamics may lead to greater insight into these thinking systems. The Laubscher study was not looking for second tier leaders as this study is.

Mentor literature. Kouzes and Posner (1995) argue that leaders must demonstrate the behavior they expect of other leaders. In essence, they must model through teaching and showing what leading looks like. In 2003, George shared several mentor experiences and discovered that mentoring was a two-way street. By mentoring a younger person, he was able to see firsthand what was important to them, which affected his own leadership and the way he mentored others. Forman and Ross (2013) suggested that integrally informed pioneers demonstrate leadership by bringing in the best of what is already working, while not ignoring the partialness and limitations of any given approach.

Mackey and Sisodia (2014) recognize the value of a good coach or mentor who can be transformational, and they have incorporated that aspect in their leadership training. The word mentor means trusted friend, according to Bennis and R. Thomas (2002), who agree with George that mentoring is a reciprocal relationship that benefits both parties. Gray and Gray (1992) found that formalized mentoring develops leaders and

enables them to develop their colleagues and institutions to handle uncertainties. Daloz (1999) offered the most compelling support for mentorship and used the metaphor of a journey to express the value of being a teaching mentor so that the protégée can become a competent traveler.

Debate Between Integral Theory and Spiral Dynamics Integral

Horn (2006) stated that adult development theorists, including (Graves, 1974, 1981), Beck and Cowan (2006), Cook-Greuter (1999, 2000), and others), have noted that adults reach different levels of development (Horn, 2006, p. 3). In addition, the first two authors, along with Beck (2000, 2012a, 2012b, 2012c), Maslow (1968), and Wilber (1999) predicted that individuals would develop into deeper and more complex beings. According to Horn, Graves' (1974, 1981) original research and the follow-up work of Beck and Cowan (2006) showed that only individuals operating at this second tier will be able to fully understand and integrate the needs of all of the previous levels into a fully functioning society that successfully addresses the growth and needs of individuals at all levels while effectively attending to global needs and the future.

Spiral dynamics integral (SDi) is an adult development theory, initially theorized and developed by Graves. SDi is a systemic theory that can be applied to individual, organizational, or cultural development. Each values-based level of development presents its own unique set of challenges and problems. In seeking the effective solutions, individuals will “awaken” opportunities to reach the next level of development (Horn, 2006, pp. 67–68). According to Laubscher (2013), spiral dynamics are chronological and not hierarchical like the integral theory.

According to Horn (2006), (1974, 1981) and (Beck, 2000, 2012a, 2012b, 2012c; Beck & Cowan, 2006; Cook-Greuter, 1999, 2000; and others) noted that it is not possible to teach levels of development. New levels of complex thinking can only emerge when life conditions present challenges that can only be successfully resolved with new thinking and when an environment that supports new thinking exists (p. 8). An individual may move into new developmental stages through overcoming existential challenges, creative insight, or discovery of newer, more effective solutions, and through temporary peak experiences when on the cusp of an earlier stage. Movement appears to be determined by an openness and readiness to explore more effective solutions, and by cultural or environmental challenges that awaken new cues (Beck & Cowan, 2006).

Bozesan (2009, p. 21) describes Wilber's (1997) overview of 12 major concepts of consciousness drawn from the cognitive sciences, neuropsychology, developmental and social psychology, nonordinary states of consciousness, and quantum consciousness. Wilber (2000a) developed an integral map of consciousness, the AQAL model, to attempt to honor the "strengths of each of these approaches" (p. 2). Wilber's map is arguably the most comprehensive map of consciousness evolution that is available today, and it is increasingly applied to business, politics, science, education, medicine, and spirituality (Wilber, 2000a).

AQAL's spectrum model of social development and transformation is one element that provides it with powerful explanatory capabilities for change topics (Edwards, 2008). Stage-based approaches to transformation can be usefully compared and ultimately located within the AQAL scaffold. AQAL has been used to develop detailed accounts of stage-based development in areas such as leadership consciousness

(Young, 2002), organizational sustainability (Brown, 2005), organizational culture, and organizational systems (Cacioppe & Edwards, 2005, pp. 66–67).

Both theories include first, second, and third tier development, and each uses the same levels of development with the same colors of demarcation, in which the second tier begins with yellow after green. Both stress the importance of responding to a stimulus from a life condition. Both are dependent on the person (leader) being open to possibilities to create the opportunity for transformation. The AQAL model is hierarchical based on a Holon's model. Graves' theory is an emergent, cyclical, double-helix model that is an unfolding and emergent, oscillating, spiraling process marked by progressive subordination of older, low-order behaviors systems to newer, and higher order systems as a person's existential problems change (Beck, 2012b).

There are several scales that can categorize people at the second tier of consciousness: the SCTi-MAP with over 9,000 profiles in the database and the WUSCT. Torbert (1987) created the Leadership Development Framework (LDF), which assigns one of nine action logics. Beck uses online People SCAN and Culture SCAN assessments that indicate a person's readiness for change with over 4,000 profiles in the system.

In summary, Graves (1974, 1981), Beck and Cowan (2006), Beck (2000, 2012a, 2012b), Horn (2006), and Laubscher (2013) all agree that the SDi levels of development cannot be taught; that people have a right to be who they are, and human nature is not finite. It is for these reasons that the AQAL model has been selected for the present study.

Research Questions

The overarching research question is: What can integral leaders contribute to the growth of emerging leaders?

The complementary and additional research questions are:

1. What are the demographics of the respondents in this study?
2. How do first tier (achieve and collaborate) and second tier (integral) leaders describe leadership?
3. How do second tier (integral) leaders describe the ways that their experience with mentors and major life events influenced their leadership?
4. What did second tier (integral) leaders learn about being leaders and leadership from their mentoring experiences and major life events?
5. Based on what second tier (integral) leaders learned, what advice do they have for emerging leaders?

This study specifically sought integral leaders' personal perspectives on their own leadership journeys and what they discovered about themselves, as they became the leaders they are today. This study did not examine leadership traits, types, styles, or titles, and studied leadership and leaders, not managers or supervisors. This study sought people who had a transformational development that moved them to a higher level of maturity and development in terms of their values and worldview.

Scope and Limitations of the Study

Leaders can be found in every community, and although they may not be defined as integral leaders, they can be found in all walks of life and every industry. It is not necessary in this study to survey only well-defined integral leaders to explore their development, nor is there a need to interview leaders at the top of the largest companies in the world. Preliminary exploration showed that there were qualified leaders available in a U.S. Midwestern city, to survey and interview for this study.

The sample of leaders was selected in a manner that was purposeful yet convenient to determine if there were any leaders who had a significant person, mentor, or critical event that changed their leadership such that they became integral leaders.

Epistemology of the Study

Of the four philosophical worldviews, postpositive, social construction, advocacy/participative, or pragmatic, this study identifies with the pragmatic worldview. Patton (1990) states that pragmatism as a worldview arises out of actions, situations, and consequences rather than antecedent conditions. This researcher's ontology emphasizes what works and the solutions to problems, and the researcher was open to discovering the best method to conduct this study. The pragmatic worldview is explained in more detail in Chapter III. This knowledge was collected to be understood and articulated, and will be shared with emerging leaders after the study is concluded.

The present study calls for a mixed methods design (Creswell & Clark, 2007). There were two phases: the first phase involved collection of qualitative and quantitative data. The qualitative data was embedded in the quantitative data. The second phase involved collection of qualitative data in the form of telephone interviews with the respondents who were selected to be interviewed. Once this data was collected, all of the data was synthesized for meaning, themes, and recommendations. Phase 1 was a QUAN (qual) → design that consisted of qualitative and quantitative questions (Creswell & Clark, 2007). Phase 2 was—QUAL—that consisted of the participant's reflective telephone interview (Gelo, Braakmann & Benetka, 2008). The interviews were designed to further explore major life events and mentor experiences that the participants experienced. Critical incidents or major life events as established by Machungwa and

Schmitt (1983) and Flanagan (1954) constitute self-contained descriptive units of analysis, often presented in order of importance rather than in sequence of occurrence. The present study interpreted critical incidents to mean major life events or significant people that the interviewees recalled as resulting in a change that affected their leadership. Critical incidents technique was chosen so that the data could be used to make recommendations to inform other leaders. Thematic analysis was used to systematically classify and interpret the data (Boyatzis, 1998).

Criteria to Be Used to Evaluate This Study

According to Tashakkori and Teddlie (2003), validity in a mixed-methods context can allow researchers to draw meaningful and accurate conclusions from all of the data in the study. This reinforced the idea of “inference quality,” which is the accuracy with which researchers draw inductive and deductive conclusions from a study. Inductive reasoning moves from specific observations to broader generalizations and theories, whereas deductive reasoning works from general information to the more specific (Crossman, 2013). Internal validity refers to the degree of certainty with which such statements can be made about the existence of a causal relationship between variables (Heppner, Kivlighan, & Wampold, 1999). This study started with specific observations and measures to detect patterns that led to some tentative hypotheses to explore, and concluded by developing some general conclusions and recommendations. Table 1.1 defines terms that are used in this study to assist the reader in understanding how the concepts are being used and discussed.

Terms and Definitions

Table 1.1

<i>Term Definitions and Descriptions</i>	
Terms	Definitions
1 First tier consciousness	The first six levels are “subsistence levels” marked by “first tier thinking”. 1. Beige: Archaic-Instinctual, 2. Purple: Magical-Animistic, 3. Red: Power Gods, 4. Blue: Conformist Rule, 5. Orange: Scientific.
2 Second tier consciousness	Characterizing someone as second tier means that their center of gravity, their level of ego development, is in the second tier, not only that their cognitive line of development is in the second tier. This means that when all the lines of development are considered (e.g., cognitive, emotional, social, spiritual, and physical), the majority of the lines are in the second tier. The person may have characteristics that are further down on the developmental ladder. 7. Yellow: Integrative, 8. Turquoise: Holistic. (Carr, 2013, p. 2).
3 Meme	A meme is a basic stage of development that can be expressed in any activity; refers to value systems or levels of psychological existence theory (Csikszentmihalyi, 1993).
4 Integral Leadership	Integral leaders are integrally informed about their development, that is, their cognitive and self-lines are essentially similar (Wilber, 2005, p. 1). Integral leadership attempts to form a container in which all other forms of leading and leadership theories might coexist. Integral leadership seeks to use multiple approaches and multiple lenses, and to fashion the theoretical aims of leadership studies toward the achievement of the opportunities made possible along the developmental path (McCaslin, 2013, p.2)
5 Action Logic	Our internal “action logic” is how we interpret our surroundings and react when our power or safety is challenged (Rooke & Torbert, 2005, p. 67). Self-transformation toward fully and regularly enacting the values of integrity, mutuality, and sustainability is a long, lifetime path that most of us follow as we grow toward adulthood, but that very few continue intentionally traveling once we become adults. Each major step along this path can be described as developing a new action-logic: an overall strategy that so thoroughly informs our experience that we cannot see it (Torbert et al., 2004).

Terms	Definitions
6 Hero's Journey	The hero's journey is a pattern of narrative identified by Campbell that appears in drama, storytelling, myth, religious ritual, and psychological development. It describes the typical adventure of the archetypal hero, the person who achieves great deeds on behalf of the group, tribe, or civilization. Heroes return to the ordinary world, but the adventure would be meaningless unless they brought back the elixir, treasure, or some lesson from the special world. Sometimes it is just knowledge or experience, but unless they return with some boon to mankind, they are doomed to repeat the adventure until they do (Campbell, 1949/1968, p. 11). http://www.thewritersjourney.com/hero's_journey.htm
7 Holon	A holon is a whole part is a part of other wholes (Wilber, 2000a, p. 40) The holon was originally described by Koestler (1967) as the basic units of organization in biological and social systems. These whole parts, these systems were embedded in systems and they were organized in natural hierarchies or holarchies, which are hierarchies of holons.
8 Worldview	A worldview encompasses structures that can be seen in both the subjective consciousness of individuals and in the intersubjective culture of human societies (McIntosh, 2007, p. 27).
9 Center of Gravity	The center of gravity is the probability space in which you will most often find a particular holon, and it is a useful concept to that degree (McIntosh, 2007, p. 250).
10 Integral Theory	"An integral vision" or a genuine Theory of Everything attempts to include matter, body, mind, soul, and spirit as they appear in the self, culture, and nature. This is a vision that attempts to be comprehensive, balanced, and inclusive; therefore, it embraces science, art, and morals and equally includes disciplines from physics to spirituality, biology to aesthetics, sociology to contemplative prayer; the vision is part of integral politics, integral medicine, integral business, and integral spirituality. (Wilber 2000b, p. xii) in (Reams, 2006, p. 119).
11 Skillful Means	Teaching people according to their ability to understand. (B. Thomas, 2012, p. 3).

	Terms	Definitions
12	Critical Incident	Flanagan (1954) defines a critical incident as any observable human activity that is “sufficiently complete in itself to permit inferences and prediction to be made about the person performing the act.” (p.327)
13	Emerging Leader	An emerging leader is a person or a leader at any age that desires to improve or learn new leadership skills.

Conclusions

This chapter provided an overview of the study and established the foundation of the literature review by introducing integral theory, the hero’s journey, and adult development theory; this study explores the convergence of these three theories. Four purposes, one main research question, and five complimentary research questions guide this study.

Description of the Following Chapters

Chapter II: The Literature Review is a review of the literature pertinent to this study. This review is a contemporary argument designed to convince the reader that earlier work was either inadequate or incomplete as a source of knowledge for addressing the research questions.

The reviewed literature supports the study with theories, methodologies, and survey results. This scholarly review includes an appraisal of previous work completed before this study to frame it in contemporary times. This chapter focuses on the literature and conclusions directly pertinent to the subjects and problems addressed in this study.

Chapter III: The Methodology describes in detail how this study was conducted. It supplies the rationale for the selection of methods and includes pertinent literature on the methods.

Chapter IV: The Results is a comprehensive review of all the data analysis, which includes the findings based on the codes, categories and themes, and thematic analysis generated from the data.

Chapter V: The Discussion, Conclusions, and Recommendations is the final discussion of all the interpretations of the findings, conclusions of the research questions, recommendations, and suggestions for further study.

Chapter II: The Literature Review

Understanding integral leadership necessitates a deep insight into how adults learn, develop, lead, and make meaning in their lives. Kegan (1982) discovered that people have the capacity to continue learning throughout adulthood, thereby opening up many avenues for learning and development. This chapter examines the literature that supports adult development and meaning making. Once that basis has been established, the study can examine how integral theory began to play an important part in understanding how integral leaders emerge and function; for instance, at higher levels of consciousness, the ego begins to dissolve. This chapter introduces the work of Loevinger, Torbert, and Cook-Greuter to help differentiate leaders according to their development levels. This chapter highlights the work of Campbell and outlines how the hero's journey creates an expectation and structure that leaders can use to experience crucibles and major life events in their lives. An examination of how leaders learn and make meaning from their experiences, which makes them better leaders, and how that information can be passed to emerging leaders, is addressed in this chapter. Last, there is a summary of how these theories help to illuminate this study and support the research questions and methodology.

Leadership in the Study

Prior to a discussion of how leaders develop, there needs to be an understanding of what leadership is and why it is so important to this study. Leadership is a field of study that is both academic and popular, with differences in models and theory and varying advice for development and practice (Volckmann, 2012a, p. 22). Leadership is a process whereby an individual influences a group of individuals to achieve a common

goal (Northouse, 2010, p. 3). There are hundreds of definitions of leadership, so this study asked the respondents for their definition of leadership and the data was codified to reveal the most popular and least popular definitions of leadership.

Adult Learning and Development

The last chapter introduced the structure of three major areas of interest, and this chapter discusses the literature that supports each area. The first area is adult learning and development, which incorporates the domains of learning, reflection, transformational leaders, constructive-developmental theory, and meaning making.

Leaders today work in a fast-paced environment and need to stay focused throughout the day to be able to handle the increased complexity of the workplace. They do not stop to think about how they are developing and learning; they take it for granted that they are capable of doing so. According to Bennour and Voneche (1977, 2009), Piaget's scientific and philosophical conception of socialization in childhood and adolescence reaches its endpoint at adolescence. Other researchers focused their attention on adults and showed that adults have the capacity to develop and learn throughout their entire lives.

Domains of learning. Habermas (1984) argued that adults continue to develop and learn, and there are two major domains of learning with different purposes, logics of inquiry, criteria of rationality, and modes of validating beliefs. The first domain is instrumental learning—learning to control and manipulate the environment or other people, as in task-oriented problem solving to improve performance. The second domain is communicative learning—learning what others mean when they communicate with you, which includes feelings, intentions, values, and moral issues (Habermas, 1984, p. 8).

Communicative learning often involves a critical assessment of assumptions supporting the justification of norms. This ability is critical for successful leaders because of the amount of data they are exposed to on a daily basis. If leaders neglect a critical assessment, they could make the wrong decision, set themselves back, and easily take the organization in the wrong direction. Hart (1990) claimed that the challenging premises involved in instrumental learning, problem solving, and inquiry follow a hypothetical-deductive logic (test a hypothesis and then analyze its consequences). In communicative learning, inquiry assumes a metaphorical-abductive logic (make an analogy and then let each step in understanding dictate the next one). Learning may involve a transformation in a frame of reference in either domain (Hart, 1990, p. 9). More than just a skill, learning as a way of being is a whole posture toward experience, a way of framing or interpreting all experience as a learning opportunity or learning process (Vaill, 1996).

Learning. Learning is the essence of everyday life (Jarvis, 1992) and of conscious experience; it is the process of transforming experience into knowledge, skills, attitudes, values, and beliefs (p. 11). Learning involves making meaning of our experiences, and the continual process of making sense of the everyday experiences at the intersection of a conscious human life with time, space, society, and relationships. Life experiences, whether planned or unplanned, provide opportunities to learn. However, one way that learning occurs is when the experience is attended to and engaged in some way (Merriam & Clark, 2006). Integral leaders have learned the value of intentionally leaning into the situation; thus they can experience stimuli and data other leaders may miss.

Mezirow et al. (2000) posited that a frame of reference is a “meaning perspective,” the structure of assumptions and expectations through which we filter sense

impressions. Mezirow et al. also observed that a frame of reference is composed of two dimensions: a habit of mind and resulting perspectives. A habit of mind is a set of assumptions—broad, generalized, orienting predispositions that act as a filter for interpreting the meaning of experience such as our social norms, conscience, learning styles, worldviews, personality traits, and standards. We change our point of view by trying on another’s viewpoint (Mezirow et al., 2000). Merriam and Clark (2006) concluded that learning is a fundamental human behavior that occurs throughout life. Learning connected to development is likely to be embedded in the life experiences of adults and intricately related to the context of adult life.

Leaders may not always have time during their busy day to ask the question, what has meaning for me? They are too busy collecting information and making decisions to contemplate and understand how their experiences make meaning in their lives. It is valuable for leaders to demonstrate leadership to their staff. When they ask questions such as “Why is this important?” leaders teach others to discern what is happening around them and help people make the connections to meaning and learning. It is impossible to think about the process of personal development without putting reflection at the center because reflection and experience are fundamentally intertwined.

In their research, Stein, Dawson, Van Rossum, Hill, and Rothaizer (2013) discovered four aspects of leadership development that could have far-reaching effects on how leaders develop. On a large scale leadership training program, different aspects of the training were measured to understand what segments of the training had the most impact. In their study they discovered that there were four areas that exceeded expectations. The supervisors who took more LectaTests experienced more lectical

growth; supervisors with greater lectical growth received higher 360 scores from direct reports; the direct reports of supervisors who received higher 360 scores experienced more lectical growth; direct reports who experienced more lectical growth received higher 360 scores from peers; and managers who participated more fully in the learning opportunity not only learned new ideas and developed greater capacity for complex thought, but also learned actionable decision-making skills that were being applied in the workplace. This research is important to this study because it looks at leadership development from a leader-motivated stand. The leaders in this research who intentionally participated in more training had higher scores, and so did their direct reports.

Reflection. In 2002, Rodgers wrote a review of Dewey, an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform. Dewey is one of the primary figures associated with pragmatism and is considered one of the founders of functional psychology. In the specific context of this study, reflection is a systematic, rigorous, and disciplined meaning-making process rooted in scientific inquiry that moves a learner from one experience into the next. Although reflection occurs in a community with others, it requires attitudes that value the personal and intellectual growth of oneself and others (Rodgers, 2002, p. 845).

In this chapter, reflection and its importance to the study continue to illuminate the way, acting like a thread woven into the fabric of this research. Great leaders focus their attention on the vision and are forward thinking. They value and nurture relationships and readily see connections between what they are doing and why it is important. These leaders ask deep and meaningful questions that define and validate what

is important for staff members, and they teach staff how to stay focused until a meaningful conclusion is reached. In their way and through their behavior and modeling, leaders create space for reflection, and it becomes an automatic part of what they do and who they are. So, how do these transformations occur?

Transformational leaders. Transformational theory according to Mezirow (1994) is intended to be a comprehensive, idealized, and universal model consisting of the generic structures, elements, and processes of adult learning. Cultures and situations determine which of these structures, elements, and processes will be acted upon and whose voice will be heard. The theory's assumptions are constructivist, an orientation that claims that the way learners interpret and reinterpret their experiences is central to making meaning and hence learning (Mezirow, 1994, p. 222). For transformation to occur, Mezirow et al. (2000) believe that leaders must undergo a disorienting dilemma such as the loss of a job or a spouse; Mezirow et al. did not know what exactly had transformed, but knew that a transformation had occurred. Kegan (1994) viewed transformation differently, believing that the only way we can transform our epistemologies and liberate ourselves from the structures we are embedded in is through "making what was subject into object so that we can 'have it' rather than 'be had' by it—this is the most powerful way to conceptualize the growth of the mind" (p. 34). Every profound innovation is based on an inward-bound journey to a deeper place where knowing comes to the surface. This inward-bound journey lies at the heart of creativity, whether in the arts, in business, or in science. Many scientists and inventors, like artists and entrepreneurs, live in a paradoxical state of great confidence and profound humility,

knowing that their choices and actions matter and feeling guided by forces beyond their making (Senge, Scharmer, Jaworski, & Flowers, 2004).

Transformational leadership communicates a vision that inspires and motivates people to achieve something extraordinary (Cacioppe, 1997). Transformational leaders have a vision and an ability to inspire followers to incorporate higher values. Bass (1985) showed that transformational leaders succeed in raising colleagues, subordinates, followers, clients, or constituencies to a greater awareness about significant issues. This heightening of awareness requires leaders with the vision, self-confidence, and inner strength to advocate successfully for what they consider right or good, not for what is popular or acceptable according to established wisdom of the time.

Burns (1978) discovered that the result of transformational leadership is a relationship of mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. While Burns (1978) and Bass (1985) identified leaders by the effect their actions had on others, their work lacked an explanation of the internal processes that generate the actions of transformational leadership. Using the AQAL model, the present study foregrounds internal process information, so that we can have a better understanding of how the transformation occurred from the perspective of the upper left quadrant, the first person point of view.

Constructive developmental theory. Constructive developmental theory is a stream of work within a broad literature on lifespan development or developmental psychology. It is a stage theory that focuses on the growth and elaboration of meaning and meaning-making processes. That is, constructive-developmental theory concerns the development of our understanding of the world and ourselves (B. Brown, 2011, p. 10).

The neo-Piagetian framework's attention to the activity and experience of constituting meaning (rather than only the levels or meaning constituents), suggests that cognitive-developmentalism makes an original contribution to the study of emotions (Kegan, Noam, & Rogers, 1982; Berger, Hasegawa, Hammerman, & Kegan, 2007). To further understand constructive-developmentalism, Campbell (2009) concluded that the key principle of Piaget's genetic epistemology is constructivism. Individuals create the reality of their world and their meaning through the interpretation of experiences (B. Brown, 2011, p. 10). Knowledge is not composed of special pieces of knowledge that are preformed in each individual at birth. Knowledge does not consist of epistemic pieces impressed on the knower by the environment, whether physical or social. Instead, the knower has to construct knowledge. Genetic epistemology is a developmental theory of knowledge that is concerned with what knowledge consists of and how knowledge develops. Knowledge is pragmatic and action oriented (Campbell, 2009).

Campbell's (2009) research emphasizes that adults are in control and use a constructive developmental process to learn and develop. As children develop, Piaget states that they need normal amounts of power so that they can become more developmentally proficient and realize that they are separate from their world. Campbell's (2009) constructive developmental research discusses how the developing adult uses a natural and normal amount of power through the process of development. As adults develop, it is important that they are in control of their journey, but an unhealthy overreaction to this need for control could be harmful to others around them.

In rejecting old-fashioned empiricism, Piaget (1954) maintained that knowledge could not, in general, be a copy of what we know; rather, cognitive structures catalyze

development. Constructive personality theories posit that people vary in the ways in which they construct or organize experiences about themselves and their social and interpersonal environments (Kuhnert & Lewis, 1987). According to this view, events and situations do not exist, psychologically, until they are experienced and privately composed (Kegan, 1982). This critical personality variable gives rise to the range of an individual's experiences and the growth of interpersonal and intrapersonal understanding.

Humans construct a subjective understanding of the world that shapes their experiences as opposed to their directly experiencing an objective or "real" world (Kuhnert & Lewis, 1987, p. 650). Constructive developmental theory extends the constructivist view by highlighting sequential regularities or patterns in the ways that people construct meaning during their lives and by showing how individuals progress from simple to more complex modes of understanding (Kegan, 1982). An individual evolves through periods of both change and stability. Developmental theory also addresses how those constructs and interpretations change and become increasingly complex over time (B. Brown 2011, p. 11).

Throughout this developmental process, which extends into adulthood, there is an expansion of people's abilities to reflect on and understand their personal and interpersonal worlds. As Dewey (1933) noted, there is a need to reflect, and Kegan (1980) described the value of reflection for meaning making. Enhanced ability to reflect is facilitated by increasing differentiation of oneself from others and by simultaneously integrating the former undifferentiated view into a more complex and encompassing view (Kuhnert & Lewis, 1987).

Like Kegan, Wilber suggests that in order to grow, the self must accept the death or negation of the lower self in order to move on to the next level (L. Thomas, 1994). Levels of development follow an invariant sequence that encompasses all previous levels. As people develop, their understanding of an experience becomes more complex (Harris & Kuhnert, 2008). Kegan's theory is concerned with one kind of development, the development of a greater capacity for complexity (Berger, 2005).

Meaning making. In 1980, Kegan concluded that Piaget's research suggested a series of qualitatively different constructions of the physical world that children progress through as they develop. Piaget believed that transformation refers to two kinds of processes: one assimilative and the other accommodative. The accommodative process has the power to create a new form because the old form does not work anymore. In this study, I looked for the leaders who created a new accommodation for the learning they had accomplished in their transformation. Kegan and Lahey (2009) concluded that transformative learning is realized when the form is at risk of change because that is when capacity is created. The developmental processes that Piaget identified are the very context of our lifelong construction of our emotional, personal, and social worlds (Kegan & Lahey, 2009). Kegan (1980) posited that meanings are not about something we have as much as something we are. Researchers learn about a person's meaning making by observing the way the system works and how particular events were composed (p. 374).

Kegan (1977, 1979, 1980) delineated a holistic personality-based process of meaning-making systems that organize human thought, feeling, and action. Kegan confirmed the deep roots of the constructive-developmental perspective and a long theoretical and empirical tradition. As leaders, we take for granted that when we want to

learn something, a mechanism is there that allows us to do so. We simply learn without thinking about how we actually learn and construct meaning in our lives. These theorists and many others have observed the processes, so that we can understand and explain what is happening.

McCauley et al., (2006) argued that to have a greater effect on the leadership field, constructive developmental theory needs to generate more robust research, connect more clearly to current leadership research, and explore the contribution of theory beyond individual orders of development. The present research was intended to add to the scholarship of adult learning and development.

Transitioning. Bridges and Mitchell (2000) claim that transition takes longer because it requires people to undergo three separate processes, and all of them are upsetting. First, leaders must bid goodbye to what they know, leaving where they are, letting go of what feels like their entire world of experience, their sense of identity, and even reality itself; Second, leaders need to shift into the neutral zone, an in-between state that is so full of uncertainty and confusion that simply coping with it requires most of people's energy. People cannot take the new actions that the unfamiliar situation requires until they come to terms with what is being asked. Third, moving forward requires people to begin behaving in a new way, and that can be disconcerting because it puts their sense of competence and value at risk. Change is difficult for most people, and leaders need help to lead in times of change. Not everyone embraces change, and leaders (like others) need time to accept the necessary change. It could be the transitions, not necessarily the changes themselves, that are holding people back and thereby threatening to make their

changes unworkable. Yet, breakthroughs happen in the neutral zone (Bridges & Mitchell, 2000, pp. 31–32).

Now that we have looked at how adults learn and transform, let us shift our attention to how Wilber's integral theory and how integral leaders influenced this study.

Integral Theory

The most important feature of integral theory is the holon. In 1967, Koestler developed the holon construct to address three central problems that he saw in the social sciences in the postwar era. First, Koestler sought a model that could unite and integrate the reductionist and mechanistic worldview of the scientific and behavioral psychological theories with the holistic and humanistic worldview of the Freudian, Rogerian, and Gestalt theories. Second, Koestler recognized the importance and relevance of evolutionary conceptualizations to both realms. Third, he wanted to develop a model of human social systems that could analyze the micro-level of individuality and the macro-level of connectivity. According to Edwards (2012), Koestler, who originated the idea of holons, wanted to propose a basic model of explanation that was relevant across the great span of human activity and involvement.

According to Koestler (1967), first, complex systems will evolve from simple systems much more readily if there are stable intermediate forms that are hierarchically organized. Second, and more importantly, the resulting complex systems will always be hierarchical and hierarchy is the natural and ubiquitous outcome of the development of structural forms. After establishing the universal importance of hierarchy to the development of complex systems, Koestler proposed that these hierarchies could be analyzed in terms of the stable intermediate nodes or forms through which their structure

was defined. Koestler conferred the new label of holon on these intermediate forms (Edwards, 2012, p. 3).

In adopting the holon construct, the AQAL model becomes more than simply a new way of connecting existing fields of knowledge in a developmental overview. It is also a new way to view developmental phenomena as dynamic, holonic events that are nested within a holarchy of evolving and involving structural patterns. Wilber has not only opened up the possibility of a truly open-ended theory of everything, but also a systematic approach toward any process or event (Edwards, 2012).

The integral approach allows researchers to view people's interior lives and the outside world in more comprehensive and effective ways. Although the concept is called the integral map, it is only a map and not the territory. There are five elements to the integral map: quadrants, levels, lines, states, and types (Cacioppe, 2000, 2009; Cacioppe & Edwards, 2004, 2005; Cacioppe & Stace, 2009; Wilber, 2007).

The aspects of integral theory including quadrants, levels, lines, states, types, and tiers will be briefly described in the next six sections.

Quadrants. Chapter I stated that integral theory used the four-quadrant model in depicting the AQAL comprehensive map (Figure 1.2). As Figure 2.1 shows, the figure on the left demonstrates the four quadrants and the pronouns (I, we, it, and its) for each quadrant. The figure on the right demonstrates Wilber's designations for the quadrants after merging the right-hand quadrants into one. In the UL or "I" quadrant, the interior of the individual is a person's thoughts, feelings, and sensations, and so on as described in the first person. The UR or "It" quadrant is what any event appears to be from the outside. The LL or "We" quadrant is called the cultural dimension or the inside

awareness of the group, its worldview, its shared values, shared feelings, and so forth.

The LR or “Its” quadrant is the social dimension or the exterior forms and behaviors of the group, which are studied in third person sciences such as systems theory. The quadrants are the inside and the outside of the individual and the collective.

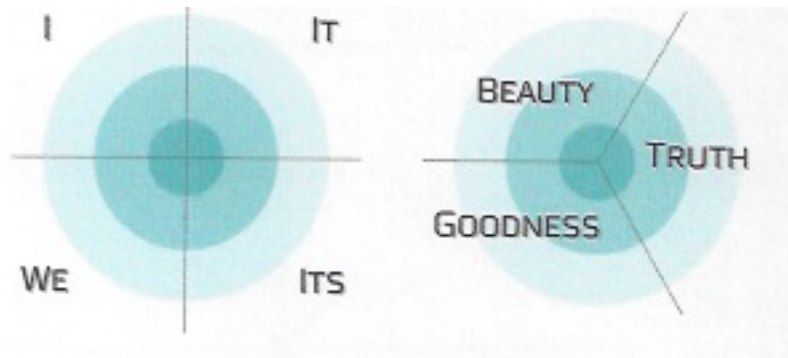


Figure 2.1. The quadrant models. From *The Integral Vision*, by Ken Wilber, ©2007 by Ken Wilber. Reprinted by arrangement with The Permissions Company, Inc., on behalf of Shambhala Publications Inc. Boston, MA. www.shambhala.com

The AQAL model also incorporates the first, second, and third person perspectives, which Wilber named beautiful, good, and true. In the singular, the UL quadrant is described as I me or mine and in the plural as we, us, and ours. The LL is described as you and yours. The UR and LR are described as He, him, she, her, they, them, it, and its (Wilber, 2000a, pp. 66–68). This conception of quadrants is important in this study and while the study can delineate information that is specific to each quadrant, the focus of this study is on the upper-left and upper-right quadrants (Wilber, 2007, pp. 66–67).

Levels. The levels are applied to every line to indicate the altitude of the line in terms of personal growth. There would be a separate line for each intelligence and the altitude would indicate how much development the person had for that line. Levels represent the actual milestones of growth and development along the evolutionary path of

our own unfolding of our higher, deeper, wider potentials (Wilber, 2007), and leaders may advance differently in each area of development. Levels of consciousness are also referred to as levels of development, the idea being that each stage represents a level of organization or a level of complexity. To emphasize the fluid and flowing nature of levels, they are often referred to as waves. This study is interested in levels or waves of consciousness and levels of development.

Gardner (2006) introduced the concept of multiple intelligences when he concluded that the Stanford-Binet Intelligence Test did not predict successful performance on a consistent subset of spectrum activities. Spectrum activities are a set of a variety of assessments over a time period (p. 90). Interpersonal intelligence is the ability to understand other people: what motivates them, how they work, and how to work cooperatively with them. The multiple intelligences include cognitive, interpersonal, moral, emotional, and aesthetic intelligence. They are also called developmental lines, because they show growth and development. Figure 2.2 shows the different intelligences on the vertical axis: the first stage is egocentric, the second stage is ethnocentric, and the third stage is worldcentric; the multiple intelligences are displayed on the horizontal axis including cognitive, interpersonal, psychosexual, emotional, and moral. This figure illustrates that a person can be at various levels of development at the same time.

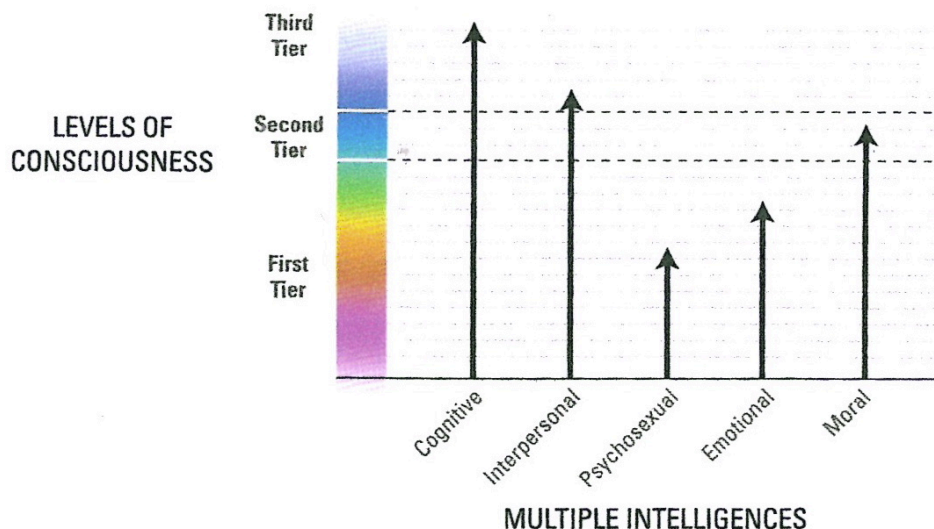


Figure 2.2. A psychograph of various levels of consciousness. From *The Integral Vision*, by Ken Wilber, ©2007, p.183, by Ken Wilber. Reprinted by arrangement with the Permissions Company, Inc., on behalf of Shambhala Publications Inc., Boston, MA. www.shambhala.com

Gilligan (1993) posits that women progress through levels of development using a different type of logic—they develop “in a different voice.” Table 2.1 defines the differences between masculine and feminine logic and voices.

Table 2.1

Levels of Development Differences between Masculine and Feminine

Masculine Logic or Voice	Feminine Logic or Voice
Based on terms such as autonomy, justice, and rights	Based on terms such as relationship, care, and responsibility
Tend toward agency	Tend toward communion
Follow Rules	Follow connections
Look	Touch
Tend toward individualism	Tend toward relationships

Note. Table created from Wilber (2007, pp. 47–48). With permission from Colin Bigelow colin@kenwilber.com

Gender differences were considered for this study, but the gender paradox disappears at the second tier level. Gilligan (1993) found that there are four levels of moral intelligence: egocentric, ethnocentric, worldcentric, and integral. The levels are hierarchical, and at higher levels there is a higher capacity for care and compassion. Women and men develop differently through each stage, but the differences between them disappear at the integral level, and there is a paradoxical union of autonomy and relationship, rights and responsibilities, agency and communion, wisdom and compassion, justice and mercy, and masculine and feminine (Wilber, 2007).

Lines. Some of the most important developmental lines include those listed in Table 2. 2. Every line exhibits the same developmental progression from pre-conventional to conventional to post-conventional and beyond (McIntosh, 2007). A person can be “integrally informed,” which means that they are personally aware of their unbalances and they can use the information to create a personal plan to continue to develop and grow (Wilber, 2007).

Table 2.2

AQAL Lines and Definitions

Lines of Development	Definitions
Cognitive Line	Awareness of what is
Moral Line	Awareness of what should be
Emotional or Affective Line	The full spectrum of emotions
Interpersonal Line	How I socially relate to others
Needs Line	Such as Maslow’s needs hierarchy
Self-Identity Line	“Who am I” (e.g., Loevinger’s ego development)
Aesthetic Line	Self-expression, beauty, art, and felt meaning
Psychosexual Line	In its broadest sense means the entire spectrum of Eros (gross to subtle to causal)
Spiritual Line	Where “spirit” is viewed not only as Ground (which means the same, one is not better than the other), and not only as the highest stage, but as its own line of unfolding

Lines of Development	Definitions
Values Line	What a person considers most important, a line studied by Graves and made popular by spiral dynamics

Note. Table created from Wilber (2007, pp. 75–77). With permission from Colin Bigelow colin@kenwilber.com

As an example, when examining moral development, we find that an infant at birth has not been socialized into the culture’s ethics and conventions, which are called pre-conventional and egocentric in that the infant’s awareness is largely self-absorbed. As the child begins to learn its culture’s rules and norms, it grows into a conventional stage of morals. This stage is also called ethnocentric, in that it centers on the child’s particular group, tribe, clan, or nation, and it tends to exclude those who are not in the group. At the next major stage of moral development, the post-conventional stage, the individual’s identity expands once again, this time to include a care and concern for all peoples, regardless of race, color, sex, or creed, which is why this stage is called worldcentric (Gilligan, 1993). This study intentionally sought the worldcentric leaders to develop an understanding of how they moved into that level of development from their own perspective. This information is important for emerging leaders in their own journeys toward the worldcentric stage.

States. States of consciousness are temporary, whereas levels of consciousness are permanent. There are three states of consciousness: waking, dreaming, and deep sleep. When combining Eastern and Western wisdom traditions, there could be multiple names for deep sleep. Many of the “aha” moments of brilliantly creative insights we momentarily experience have occurred in higher states of consciousness, so it is important to touch base with these subjective realities (Wilber, 2007). We are capable of having peak experiences of higher states, but not of higher levels. Levels are built upon

their predecessors in very concrete ways, so a particular level cannot be skipped (Wilber, 2007). The literature confirms that the more a person plunges into authentic higher states of consciousness (such as meditative states), the faster they grow and progress through the levels of development (Wilber, 2007).

Types. Types refer to items that can be present at virtually any stage or state. An example familiar in the business world is the Myers-Briggs test, whose main types include feeling, thinking, sensing, and intuiting (Wilber, 2007). This study is not using types.

First and second tiers. According to Wilber (2007), Graves was one of the first researchers to discover the important differences between the first and second tiers of development. All of the levels in the first tier entail a firm belief that one's values are the only true and correct values. Starting with the leap to the second tier—or the beginning of the integral levels—it is understood that all of the other values and levels are correct in their own ways and appropriate for their own levels. The second tier makes room for all of the other values, and begins to pull them together and integrate them into larger tapestries of care and inclusivity. There is a developmental leap from fragmentation and alienation to wholeness and integration, from nihilism and irony to deep meaning and value. While a person in the second tier can perceive and understand each of the levels of development, a person at the first tier can only perceive and understand up to their current level and not beyond.

Consciousness and the Ego

The growth of consciousness unfolds through a series of cross-cultural levels or waves (McIntosh, 2007). Graves demonstrated how these sequentially emerging levels

are organized within a larger dynamic system and relate to each other in a dialectical spiral development—a living system of evolution (McIntosh, 2007). Each stage of consciousness is a natural epistemology; an organic way of making meaning that encompasses a distinct view of the world, arising from a specific set of problematic life conditions and the corresponding solutions (McIntosh, 2007). These value systems serve to organize a person's consciousness because they engender loyalty and provide identity—they nourish consciousness and contribute to the sense of self (McIntosh, 2007, p. 35). These levels do not describe “types of people, they describe types of consciousness within people” (McIntosh, 2007, p. 35). Our consciousness is formed not only by our body and our brain, but also by the culture in which we live (McIntosh, 2007).

Levels of Development

A fulcrum occurs each time the self encounters a new level of consciousness. The self must first identify with that new level (embed at that level, be in fusion with that level). The self eventually disidentifies with (or transcends) that level to move to a higher wave, and ideally, the self integrates the previous wave with the higher wave (Wilber, 2000c). Only specific long-term practices, self-reflection, action inquiry, dialogue, and being in the company of others further along on the developmental path have been shown to be effective (Cook-Greuter, 2004). In the context of human development, a distinction can be made between lateral and vertical development. Both are important and yet they occur at different rates of change. Table 2.3 differentiates the values of and differences between each level of development. In general, transformations of human consciousness

or changes in our view of reality are more powerful than any amount of horizontal growth and learning (Cook-Greuter, 2004).

Table 2.3

Levels of Development

Lateral or Horizontal Growth	Vertical Growth
This growth happens through many channels, such as schooling, training, self-directed and lifelong learning, and through exposure to life	This is much rarer because it refers to how we learn to see the world through new eyes, how we change our interpretations of experience, and how we transform our views of reality. It describes increases in what we are aware of or what we can influence and integrate.

Note. Reprinted with permission by Cook-Greuter (2004, p. 276). Susanne@Cook-Greuter.com

According to Cook-Greuter (1999, 2004), developmental theories provide a framework for understanding how people tend to interpret events, and how likely they are to act in situations. Although people use many perspectives throughout the day, they tend to prefer to respond spontaneously with the most complex meaning-making system, perspective, or mental model that they have mastered. This preferred perspective is called a person's "center of gravity" or their "central tendency" in meaning making (2004, p. 277).

According to Wilber, Engler, and D. Brown (1986), development in its deepest meaning involves transformations of consciousness. Because the acquisition of knowledge is part of horizontal growth, learning about developmental theories is not sufficient to help people to transform. The metaphor of climbing a mountain can illustrate what it means to gain an increasingly higher vantage point. At each turn of the path up the mountain, a person can see more of the territory that they have already traversed: they

can see further into and across the valley. Figure 2.3 depicts the difference between lateral or horizontal growth and vertical transformation.

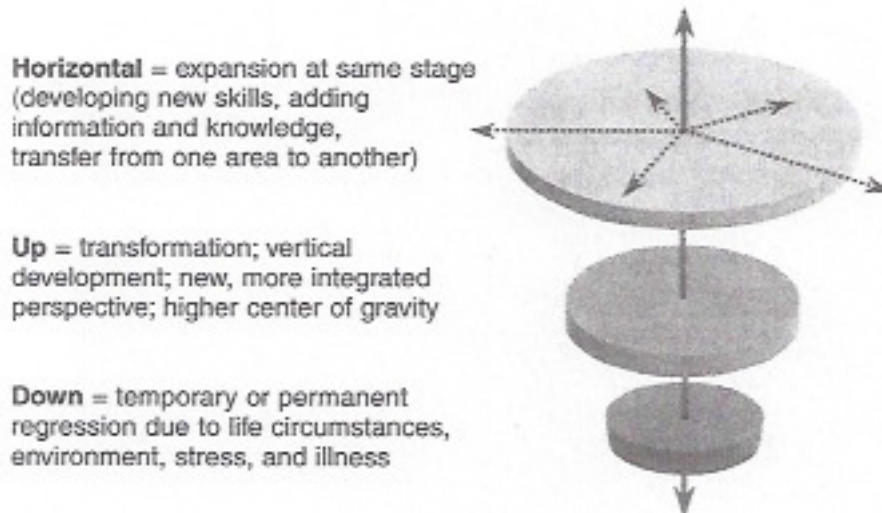


Figure 2.3. From “Making the case of a developmental perspective,” by S. R. Cook-Greuter, 2004, *Industrial and Commercial Training*, 36, p. 277. Copyright 2004, by S. R. Cook-Greuter. With permission by Emerald Group Publishing Limited.

The closer a person is to the summit, the easier it becomes to see behind the shadow side and uncover formerly hidden aspects of the territory. Finally, at the top, one can see beyond the particular mountain to other ranges and further horizons. The more a person can see, the wiser, more timely, more systematic, and informed their decisions are likely to be because more of the relevant information, connections, and dynamic relationships become visible (Cook-Greuter, 2004). A critical incident that changed a person’s leadership in a profound way, resulting in a transformational experience, is the essence of vertical growth, which the present study addresses.

Ego Developmental Theory

Ego developmental theory is best understood as one of several models that portray the different levels of development in the UL quadrant in Wilber’s AQAL (Cook-Greuter, 1985). The theory describes the most common levels found in current

Western society and covers pre-conventional, conventional, post-conventional, and early post-conventional ways of making meaning in Wilber's comprehensive model of consciousness.

These levels derive from Kohlberg's (1982) work regarding levels of moral development. This theory holds that moral reasoning, the basis for ethical behavior, has six identifiable developmental levels, which can be reduced to three for discussion purposes, each more adequate at responding to moral dilemmas than its predecessor. The three categories are pre-conventional, conventional, and post-conventional. The pre-conventional level of moral reasoning is especially common in children, although adults can exhibit this level of reasoning. This study does not include leaders within this stage. The conventional level of moral reasoning is typical of adolescents and adults.

People who reason conventionally judge the morality of actions by comparing them to society's views and expectations. Most active members of society remain at this stage, where an outside force still predominantly dictates morality. The post-conventional level, also known as the principled level, is marked by a growing realization that individuals are separate entities from society, and that the individual's own perspective may take precedence over society's view; individuals may disobey rules that are inconsistent with their own principles.

Metaphorically speaking, ego development theory provides us with a new account of how individuals navigate the straits of human existence by using a navigational lore, common sense, increasingly complex maps, algorithms, and intuition (Cook-Greuter, 1985). Table 2.4 describes the functions and dimensions of ego development theory.

Table 2.4

Ego Development Theory Functions and Dimensions

Function	Dimensions and essential questions
Doing	<i>Behavioral dimension</i>
*coping	How do people interact?
*needs & ends	What are the needs they act upon, and what ends do they try to achieve?
*purpose	How do they cope and master their lives? What function do others play in an individual's life?
Being	<i>Affective dimension</i>
*awareness	How do they feel about things?
*experience	How do they deal with affect?
*affect	What is the range of awareness and range of their selective perception? How are events experienced and processed? What are the preferred defenses?
Thinking	<i>Cognitive dimension</i>
*conceptions	How does a person think?
*knowledge	How do individuals structure experience, explain things and make sense
*interpretation	of their experience? What is the logic behind their perspectives on the self and the world?

Note. Reprinted with permission by Dr. Susanne Cook-Greuter (2005, p. 3).
Susanne@Cook-Greuter.com

Measuring Ego Development

According to Loevinger (1966), ego development is conceptually distinct from intellectual development, from psychosexual development, and from adjustment, whatever the relations among these variables may be. The attempt to measure ego development must be based on a hierarchical model (Loevinger, 1966, p. 204). The theory of ego development is one of the most comprehensive constructs in the field of developmental psychology, incorporating moral, cognitive, and interpersonal styles with conscious preoccupations, and has been applied in a wide variety of research contexts (Cohn, 1991; Hauser, 1976; Loevinger, 1979; Westenberg & Block, 1993).

In 1970, Loevinger published the WUSCT, which was developed to assess women's moral development, interpersonal relationships, and conceptual complexity

(Loevinger & Wessler, 1970; Loevinger, Wessler, & Redmore, 1970). Later, it was adapted for males, and Loevinger's work expanded into the general area of ego development and moral understanding (Loevinger & Wessler, 1970). According to Manners and Durkin (2001), Loevinger established nine levels of ego development; pre-social & symbiotic, impulsive, self-protective, conformist, self-aware, conscientious, individualistic, autonomous, and integrated.

Kelly (2013a) stated that Warren Buffett became a successful leader through his own intentional acts of learning and development, and his work to develop his character influenced his success as a leader (p. 1). Viewed through a developmental lens, Buffett has experienced at least seven transformations in his meaning-making that can be mapped to developmental theory (Kelly, 2013b). The content and context of Buffett's life are unique to him, but the generalized patterns of development are not. Kelly (2013b) posited that it was only when Buffett had this immediate experience of development that he was open to seeing how development occurs in others and reflecting on how development may occur in his own life. Perhaps highlighting Buffett's development and the impact it had on his success as a leader will also help to generate a new understanding in the leadership field of the paradox of leadership development, meaning that one cannot pursue the benefits of leadership; rather, the benefits of leadership ensue from one's own development.

Divecha and B. Brown (2013) found that study participants discussed sustainability in ways that correlate to action logics perspectives. People discussing sustainability frame it with distinctly different worldviews. As action logics become more

complex (later stage) we see step-by-step shifts in sustainability perspectives, as people make sense of sustainability in distinctively varied ways.

Mackey and Sisodia (2014) remind us that the great jurist Holmes Jr. said, “I would not give a fig for the simplicity on this side of complexity, but I would give my life for the simplicity on the other side of complexity” (p. 270). Organizational complexity continues to increase and leaders who have worked through their frustrations have a sense of accomplishment and peace about the journey, the experience. Holmes Jr. articulates that sense, beautifully.

Leadership Development Framework (LDF)

Cook-Greuter (2004) described the LDF, which she named the SCTi-MAP, as a full-range model of mental growth in adulthood that describes the levels of development from egocentric opportunism to wise, timely, and worldcentric action. Torbert (1987) first developed the contours of the LDF based on a creative synthesis of existing theory and his own original research and adaptation. He also collaborated with Cook-Greuter, who revised and expanded the WUSCT as a measurement tool to better assess professional subjects in organizational settings. Cook-Greuter dedicated over 20 years of research to expanding and refining the WUSCT to better assess individuals with complex, later-stage worldviews. With over 9,000 profiles in the database, the SCTi-MAP is currently the most rigorously validated, reliable, and advanced assessment tool in developmental psychology.

The LDF framework focuses on how professionals tend to reason and behave in response to their experience. The framework describes nine ways of meaning making in

adults as levels called “action logics” (Torbert, 1987, p. 278). Table 2.5 lists the levels and the characteristics for the nine action logics.

Table 2.5

Nine Action Logics and Their Characteristics

Levels	Developmental Action Logics	Managerial Style Characteristics
1	<i>Impulsive</i>	
2	<i>Opportunist</i>	Short time horizon; focus on concrete things; often good in physical emergencies; deceptive; manipulative; views rules as loss of freedom; views luck as central; rejects critical feedback; externalizes blame; distrustful; stereotypes; fragile self-control; hostile humor; flouts unilateral power, sexuality; treats “what can I get away with” as legitimate; punishment = “eye for an eye;” positive ethic = even trade; timely action = “I win”
3	<i>Diplomat</i>	Committed to routines; observes protocol; avoids inner and outer conflict; conforms; works to group standards; seeks membership, status; often speaks in favorite phrases, clichés, prefabricated jokes; face-saving is essential; has loyalty to immediate group; feels shame if violates norm; sin = hurting others; punishment = disapproval; positive ethic = nice, cooperative; timely action = “I’m on time”
4	<i>Expert</i>	Interested in problem-solving; seeks causes; critical of self/others based on own craft logic; wants to stand out, be unique, perfectionist; chooses efficiency over effectiveness; dogmatic; accepts feedback only from objective acknowledged craft masters; values decisions based on technical merit; humor = practical jokes; sees contingencies, exceptions; positive ethic = sense of obligation to internally consistent moral order; timely action = fast, efficient
5	<i>Achiever</i>	Long-term goals; future is vivid, inspiring, welcomes behavioral feedback; timely action = juggling time demands to attain effective results; feels like an initiator, not a pawn; seeks generalizable reasons for action; seeks mutuality, not hierarchy in relationships; appreciates complexity, systems; feels guilty if does not meet own standards; blind to own shadow, to the subjectivity behind objectivity; positive ethic = practical day-to-day improvements based on self-chosen

Levels	<i>Developmental Action Logics</i>	Managerial Style Characteristics
6	<i>Individualist</i>	Takes a relativistic perspective; focuses more on both present and historical context; often aware of conflicting emotions; experiences time as a fluid, changeable medium, with piercing, unique moments; interested in own and others' unique self-expression; seeks independent, creative work; attracted by difference and change more than by similarity and stability; less inclined to judge or evaluate; influences by listening and finding patterns more than by advocacy; may become something of a maverick; starts to notice shadow (and own negative impact); possible decision paralysis
7	<i>Strategist</i>	Recognizes importance of principle, contract, theory, and judgment—not just rules, customs, and exceptions—for making and maintaining good decisions; high value on timely action inquiry, mutuality, and autonomy; attentive to unique market niches, particular historical moments; interweaves short-term goal-orientedness; aware of paradox that what one sees depends on one's own action-logic; creative at conflict resolution; enjoys playing a variety of roles; witty, existential humor; aware of and tempted by the dark side of power
8	<i>Alchemist</i>	Continually exercises own attention, seeking single-, double-, and triple-loop feedback on an interplay of intuition, thought, action, and effects on the outside world; anchors in inclusive present, appreciating light and dark, replication of external patterns and emergence of the previously implicit; stands in the tension of opposites and seeks to blend them; intentionally participates in the work of historical/spiritual transformation; co-creator of mythical events that reframe situations; near-death experience, disintegration of ego-identity; treats time and events as symbolic, analogical, metaphorical (not merely linear, digital, literal)
9	<i>Ironist</i>	Cross-paradigmatic and transrational operations as only the creation of a new way of knowing can hierarchically supersede and integrate all previous knowledge and epistemologies

Note. Reprinted with permission of the publisher. From *Action Inquiry: The Secret of Timely and Transforming Leadership*, ©2004 by Bill Torbert and Associates, Berrett-Koehler Publishers, Inc., San Francisco, CA. All rights reserved. www.bkconnection.com

Action inquiry is a method of learning that involves the subject as well as the object; the self as well as the system of organization is investigated. As a method, it increases the rate of learning and effectiveness. Action inquiry encourages individuals to continually question their purposes, strategies, and behavior, while adjusting these based on feedback about their impact in the world. At the personal level, action inquiry demands high levels of curiosity, awareness, and willingness to experiment and learn from experience and feedback (Cook-Greuter, 2000).

To summarize, people who are capable of autonomous and construct-aware perspectives have much to contribute to this world in terms of helping, soothing, and healing. Because of their broader orientation and greater depth of experience, they can envision new possibilities and connections, frame and implement more integrative policy, and change the existing structures in positive and life-affirming ways (Cook-Greuter, 2010). The next section examines the literature to understand the criteria that researchers used to identify leaders for studies similar to this one.

Instrument Development

The literature search identified 95 dissertations that included subject material on the hero's journey, second tier thinking and being, integral theory, and integral leaders. Of those dissertations, 11 used scales to identify their samples. Table 2.6 lists the researchers and the scales used in their studies.

Table 2.6

<i>Pertinent Dissertations That Used Scales</i>		
	<i>Authors</i>	<i>Scales</i>
1.	B. Brown (2011)	The Washington University Sentence Completion Test, WUSCT; Loevinger and Wessler, 1970, p. 32: two versions; the Leadership Development Profile (LDP), the Sentence Completion Test Integral—Maturity Assessment Profile (SCTi-MAP), p. 33.
2.	K. Roberts (2011)	Torbert et al.'s (2004) Leadership Development Profile (LDP) and adaptation of Cook-Greuter's (1999) expansion of Loevinger's (1976) Sentence Completion Test (SCT), p. 56.
3.	M. Bozesan (2009)	Pre-interviewing profiling from public data. Various techniques such as Neuro-Linguistic Programming (NLP).
4.	I. Vurdelja (2011)	The Manual of Dialectical Thought Forms (Laske, 2009), referred to as the manual & the professional interview (p. 129).
5.	T. Thakadipuram (2009)	Leadership wholeness model.
6.	D. Lepelley (2002)	Hay/McBer tool set to test adaptability. Discovered that leaders' leadership styles are not adaptable.
7.	M. Reed (2008)	Transformative learning experience: catalysts and environment, consciousness enhancement, and opportunities for formalized learning.
8.	C. R. Zappala (2008)	Pre-screening survey, the Egocentric-Grasping Orientation Inventory (EGO), Satisfaction with Life Scale (SWLS), Positive Affectivity and Negative Affectivity Scale (PANAS), Subjective Happiness Scale (SHS), Psychological Well-Being (PWB), Quality of Life Inventory (QOLI), Mindfulness Attention Awareness Scale (MAAS), Adult Self-Transcendence Inventory (ASTI), Hypersensitive Narcissism Scale (HSNS), Beck's Depression Inventory (BDI), Beck Anxiety Inventory (BAI), and additional self-transcendence questions.
9.	R. Wood (2010)	Intuitive inquiry with a set of 9 attributes.
10	T. Wahlstrom (1997)	Case study & field experiment with the Heroic Myth Index (HMI) (Pearson 1991), also Myers-Briggs Type Indicator (MBTI) (Briggs-Myers & McCaulley, 1985). Case study of the Coca Cola Company.

	Authors	Scales
11	R. Freeborough (2012)	Multifactor Leadership Questionnaire (MLQ 5X-Short), which measures transformational leadership Bass and Avolio (1990) and Utrecht Work Engagement Scale (UWES), which measures engagement from (Scheufeli, Bakker, & Salanova, 2006) and Organizational Commitment Questionnaire (OCQ), developed by Meyer, Allen, and Smith (1993), which measures organizational commitment.

The WUSCT, LDP, and adaptation of Cook-Greuter's (1999) expansion of Loevinger's (1976) Sentence Completion Test (SCT), measured ego development, which identified action logics at the first and second tiers of development. Bozesan (2009) used Neuro-Linguistic Programming (NLP) to build rapport with a conversation partner by mirroring and matching their breathing patterns, gestures, tone of voice, and other means of communication including audio, visual, and kinesthetic. Vurdelja (2011) used the manual of dialectical thought forms created by Laske (2009) to study the complexity of mental processing of change sponsors. Other models used were the leadership wholeness model that Thakadipuram (2009) utilized to construct a model of wholeness to portray the intra-dynamics of leaders' ongoing quest for wholeness. Lepelley (2002) used the Hay/McBer tool to test adaptability in leaders.

In 2008, Reed used a narrative interview process to investigate formal and informal learning environments to explore transformational learning experiences. Zappala (2007) used a combination of quantitative and qualitative measures to study the relationship between psychological and subjective well-being measures and ego transcendence. Intuitive inquiry is a hermeneutical research process requiring at least five iterative cycles of interpretation (Wood, 2010).

Wahlstrom (1997) used the Heroic Myth Index (HMI) and Myers-Briggs' Type Indicator (MBTI) to analyze the individual manifestations of archetypes in the lives of a group of successful and established leaders. To understand transformational leadership, Freeborough (2012) used the Multifactor Leadership Questionnaire (MLQ 5X-Short), which measures transformational leadership (Bass & Avolio, 1990) and the Utrecht Work Engagement Scale (UWES), which measures engagement (Scheufeli, Bakker, & Salanova, 2006) and the Organizational Commitment Questionnaire (OCQ), developed by (Meyer, Allen, & Smith, 1993), which measures organizational commitment.

SCTi-MAP

Loevinger (1976) created the theory of ego development and personality development that led to the development of the WUSCT in 1979. In 1987, Fisher, Merron, and Torbert began using the WUSCT within the field of management and leadership studies. Cook-Greuter (1999, 2004) used this instrument and modified it into the LDP and the SCTi-MAP. There are over 9,000 SCTi-MAP profiles in the database and it is currently the most rigorously validated, reliable, and advanced assessment tool in developmental psychology. After careful consideration and review of the literature and the scales other researchers used, the researcher for the present study decided to not use an instrument because this study focuses on broad levels of consciousness. The next section provides further detail about the hero's journey.

The Hero's Journey

The process of discovering your authentic self remains the same for all of us, but the particulars of any one quest are unique to that person and explain why no one may take the journey for you (Rode, 2012). Campbell (1949, 1968) studied the ancient myths,

religions, and folk tales from all cultures throughout the world and discovered that their similarities were far greater than their differences. Table 2.7 describes a hero's journey.

Table 2.7

Hero's Journey—12 Levels Within the Three Major Phases

Phases	Levels	Description	
1	Departure	<i>The ordinary world</i>	The hero, uneasy, uncomfortable, or unaware, is introduced sympathetically so that we can identify with the situation or dilemma. The hero is shown against a background of environment, heredity, and personal history. Some kind of polarity in the hero's life is stressfully pulling in different directions.
2		<i>The call to adventure</i>	Something shakes up the situation, either from external pressures or from something rising from deep within, so the hero must face the beginnings of change.
3		<i>Refusal of the call</i>	The hero feels the fear of the unknown and tries to turn away from the adventure, however briefly. Alternately, another character may express the uncertainty and danger ahead.
4		<i>Meeting with the mentor</i>	The hero encounters a seasoned traveler of the world who provides training, equipment, or advice that will help on the journey, or the hero reaches within to a source of courage and wisdom.
5	Initiation	<i>Crossing the threshold</i>	At the end of the first phase, the hero commits to leaving the Ordinary World and entering the new region or condition with unfamiliar rules and values.
6		<i>Tests, allies, and enemies</i>	The hero is tested and sorts out allegiances in the Special World.
7		<i>Approach</i>	The hero and newfound allies prepare for the major challenge of the Special World.
8		<i>The ordeal</i>	Near the middle of the second phase, the hero enters a central space in the Special World and confronts death or faces his or her greatest fear. Out of the moment of death comes a new life.

Phases	Levels	Description
9	<i>The Reward</i>	The hero takes possession of the treasure won by facing death. There may be celebration, but there is also danger of losing the treasure again.
10	Return	<i>The reward</i>
		At the beginning of the last phase, the hero is driven to complete the adventure, leaving the Special World to be sure the treasure is brought home. Often a chase scene signals the urgency and danger of the mission.
11	<i>The Resurrection</i>	At the climax, the hero is severely tested once more on the threshold of home. He or she is purified by the last sacrifice, another moment of death and rebirth, but at a higher and more complete level. By the hero's action, the polarities that were in conflict at the beginning are finally resolved.
12	<i>Return with the elixir</i>	The hero returns home or continues the journey, bearing some element of the treasure that has the power to transform the world as the hero has been transformed.

Note. Excerpt reprinted from *The Writer's Journey* 3rd edition published by Michael Wiese Productions. ©2007 Christopher Vogler. www.mwp.com

The hero's journey consists of 12 levels within three larger phases. In the first phase, the departure, there are the four levels: the ordinary world, the call to adventure, the refusal of the call, and meeting with the mentor. In the second phase, the initiation, there are five levels: the crossing of the threshold, tests, allies and enemies, the approach, the ordeal, and the reward. The last phase is the return and it has two levels: the road back and the resurrection.

Hero Journeys

Campbell challenges all of us, men and women alike, from all cultures and stations in life, to undertake our personal quest for the betterment of society (Rode, 2012). The paradox of modern life is that while we are living in novel ways, and therefore re-creating our world on a daily basis, our actions often feel rootless and empty.

To transcend this state, we need to feel rooted simultaneously in history and eternity (Pearson, 1991). Heroism is not only about finding a new truth; it is about having the courage to act on that vision. That is, in a very practical way, why heroes need to have the courage and care associated with strong ego development and the vision and clarity of mind and spirit that come from having taken their souls' journeys and gained the treasure of their true selves (Pearson, 1991, p. 3). The Heroic Myth Index (HMI) was designed by Pearson to help people understand themselves and others by identifying the different archetypes active in their lives (Pearson, 1991). The archetypes used in Pearson's model are different from Campbell's and they include: innocent, orphan, warrior, caregiver, seeker, destroyer, lover, creator, ruler, magician, sage, and fool. This index helps a person identify if the most prevalent need in their lives is of the ego, self, or soul. Following the advice, the book enables the reader to customize his or her own learning. This study used the hero's journey for structure, but did not use the Heroic Myth Index since it does not have the usage and validity of other scales.

Campbell (2004) acknowledged that all of the great mythologies and much of the mythic storytelling in the world are from the male point of view. Hence, when he wanted to analyze female heroes, he looked to fairy tales, because women told them to children, which provided a different perspective. Campbell (2004) believed that women were too busy to sit around thinking about great myths (p.145). The feminine journey's developing levels are also viewed in three phases: the "call," the "slaying of dragons," and the final destination of self-discovery or personal transformation (Noble, 1994). The difference between Campbell and Noble's hero's journey is that when Noble writes about women

who reclaim the heroism in their lives, she addresses the women's discovery of a second or hidden authentic self (Isom, 2012).

King (2004) explored the history and effects of heroism implicit in patriarchal mythology. The legend of the Holy Grail rose out of early European sacred traditions, bringing together Celtic, Germanic, and Indo-European mythological influences. The Grail myth is at once deeply personal and the carrier of widely applicable cultural insights. Whether we are male or female, all of the figures in the Grail legend are within us (Bolen, 1994). At inner levels, this myth represents and reveals our deepest collective wounds and longings—the urge to achieve healing and wholeness—both in our communities and within ourselves. It also carries a strong message about being awake, aware, and intrepid enough to ask the critical questions that will reveal the path to healing (Bolen, 1994, p. 110). Individually, many men and women bought into the prevailing patriarchal myth. They believed that in order to succeed in today's world and become kings and queens, they needed to “sacrifice their feminine/anima side”—the softer, vulnerable, emotional aspects of themselves. When being productive and taking care of business is what matters, work occupies one's mind and time. The daily grind takes its gradual toll, and once spontaneity and emotionality are stifled, the child and maiden archetypes in us are gone, consigned to the underworld. If we lose or do not develop soulful connections with people or lose touch with soul-renewing places and activities, we will gradually find that we will inhabit our own wasteland. If we do not tend to the needs of our souls to be refreshed, and if we do not approach life with an open heart, the wetlands and rainforests of our psyches will turn into arid deserts (Bolen, 1994, p. 191).

Raffia (1992) reminds us that our exterior work must be balanced by our interior work; otherwise, our fuller authentic self cannot be satisfied. Wheatley (2006) viewed the workplace differently, believing that if power is the capacity generated by our relationships, we should ponder the realization that love is the most potent source of power. Wisdom is a woman, a crone, a goddess, and a feminine archetype. Wisdom is usually the attribute of a goddess who is often not seen or personified, or a woman in whom wisdom has become a conscious part of her psyche (Bolen, 1994).

Schachter-Shalomi and Miller (1995) believe that an important mission of all of us is to build the future to foster a renewed relationship with our devastated planet Earth. This is an area where integral leaders are needed to step up to the plate to help solve environmental and global issues before they become irreversible, and they need to model the way for emerging leaders.

Unlike Campbell's "Hero with a Thousand Faces," the hero in Bly and Woodman's "The Maiden King" (1998) is a hero that does not rescue, but is rescued. In the end, the Maiden King, both masculine and feminine, finds a place of intersection where they can discard their false projections of each other. This is similar to when a person develops to the second tier, where both male and female polarities become neutralized and the differences fade away.

Flinders (2000) stated that there are core values of belonging that have guided people for our first two and a half million years of existence. These values are an intimate connection with the land to which one belongs, an empathic relationship to animals, self-restraint, custodial conservatism, deliberateness, balance, expressiveness, generosity, egalitarianism, mutuality, affinity for alternative modes of knowing, playfulness,

inclusiveness, nonviolent conflict resolution, and openness to Spirit (pp. xv–xvi). After the pre-agriculture era, these values became women’s values, while men became competitive in the marketplace. Flinders (2000) stated that our ancestors either could not integrate the two halves of who we are (the culture of belonging and the culture of enterprise); either because they did not know how or understandably avoided the task.

Quests for Truth

Thakadipuram (2009) used the leadership wholeness model, which portrays the intra-dynamics of leaders’ ongoing quest for wholeness penetrating through their existential, learning, spiritual, and moral dimensions of being. This model encompasses five ethical dimensions of wholeness that permeate the personal, organizational, social, global, and environmental spheres of life.

In 2007, Saft conducted a qualitative study to explore experiences that were both transpersonal and empowering. The findings showed that the participants were all positively affected by their experiences on multiple levels. This included gaining a sense of absolute knowing of the existence of the transpersonal; knowing a sense of connection between others, nature, the universe, and/or God; and an overwhelming sense of personal growth.

Fraser (2007) conducted a case study on ethical and integral leadership using Wilber’s AQAL model. The methodology used a biographical case study of Bill George, CEO of Medtronic between 1989 and 2001. The results indicated that integral people lead in a way that includes a purpose beyond profit, ego becoming secondary, a focus on others, and impeccable ethics. The study also suggested that development is driven by reflection on life crucibles, growth in ethical reasoning, and increased individuation

combined with a focus on others. Bill George's picture of integral leadership offers an inspiring and practical answer to the question, "How should we lead?"

El'Amin (2008) conducted an integral analysis of the life and leadership of the Prophet Muhammad, focusing on his crucibles. An integral model that included an institutional analysis, interpretive biography, and historical inquiry was employed to examine the leadership of the Prophet Muhammad, using a case study method.

Wahlstrom (1997) investigated the different initiations included in the hero's journey and the importance of learning how to be a responsible, effective, charismatic, and powerful leader from these initiations. The study also illustrates the archetypes (a term used by Jung (1959) to describe the original patterns that guide our behavior) involved in the hero's journey and what is required to complete the journey. The focus of the present study is a hero's journey in the career of a leader, and how the journey can bring light (individuation) into the darkness of the organizational wasteland.

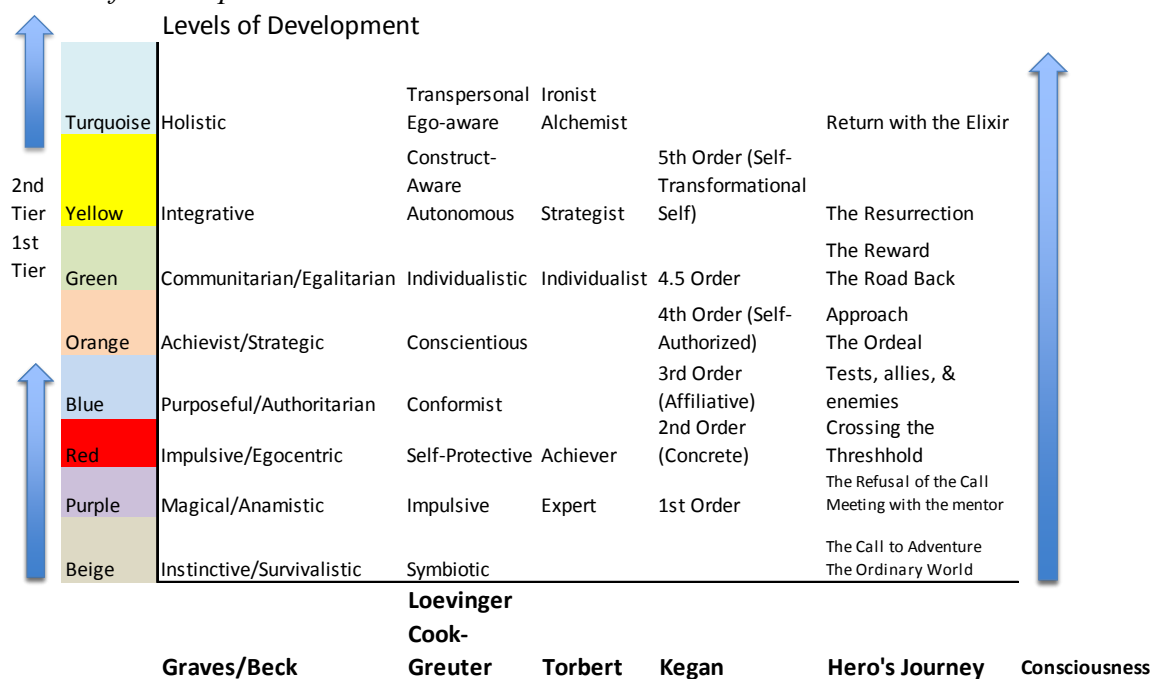
Levels of Development Theories

Graves (1974, 1981) created the emergent, cyclical, double helix model of adult biopsychosocial development, which was expanded by Beck and Cowan (2006) and further expanded by Beck (2000, 2012a, 2012b, 2012c). Loevinger and Wessler (1970) created the levels of ego development, and later, Cook-Greuter (2004) used Loevinger's ego development to create the SCTi-MAP that was later expanded upon by Torbert (2004) and his creation of the action logics, which were more pertinent to the business community. Kegan (1994) furthered the work of ego development by conceptualizing levels of consciousness. Table 2.8 depicts the theories of Graves, Beck, Cowan, Loevinger, Cook-Greuter, Torbert, Kegan, and Campbell's Level' Consciousness.

Campbell (1968) studied the ancient myths and created the hero’s journey, which delineated an adventure that concluded with a transformation of the hero. The lowest part of the graph demonstrates the lowest level of consciousness and the top of the graph indicates the highest level of consciousness.

Table 2.8

Levels of Development Across Theories



Note. Adapted by S. Hayes from the original by Ken Wilber (2015) with permission from Colin Bigelow colin@kenwilber.com

Conclusions of Chapter II

As the literature was reviewed to support this study, three major areas that are important to this research emerged. The first area is an understanding of how adults learn and develop through out their lives and why some adults seem to learn more than others. We know that the developmental work that Piaget describes as beginning with children continues into adulthood and throughout our lives, and like children, adults move through developmental levels that set them apart from others. Theorists have argued that there is

more than one type of intelligence, and having different intelligences plays a significant part in how successful leaders can be in their careers.

Every person has their own perspective and we develop those perspectives by constructing meaning through our experiences. Kegan differentiates between what we are subject to and what we can objectify, and he elaborates that this is how adults make meaning throughout our lives and increase our ability to handle complexity.

Reflection is critical through out our lives, and the more reflection that people practice, the more people learn about themselves, which translates into a better outcome. Transformation sounds like something that is easy to do, but having the desire to transform does not mean that a transformation will occur. Not every leader is a transformational leader, which may indicate why the marketplace is not optimal for everyone.

The second area of interest is Wilber's AQAL theory and all the parts that comprise the integral vision. This addition to the literature opens up new territories for scholars by including the internal component or the first person information. Looking at Piaget's contributions, we can make the assumption that we are looking for an accommodation in our learning, which means that we need more space to hold our new thoughts and that simply tweaking the existing space will not work anymore.

Wilber's integral theory is complex and seems very deep, broad, and unending at times. The theory is based on holons, which are whole and at the same time, parts of other wholes, hence their unending quality. When integral theory is divided into components, it is apparent how flexible and malleable the theory is and how it supports the work being done. Linear knowledge quickly changes to an expansion that includes

and envelops the work. There are so many possibilities for reporting the results of the data using this theory, and once a decision is made, the result is clear and articulate. Wilber describes the quadrants as beautiful, good, and true because he recognizes that he has captured something of life that is not only appreciated by the artist and the photographer, but by the scholar and the practitioner as well. Using first, second, and third person perspectives offers latitude in storytelling.

The third and last area of interest is the hero's journey created by Campbell. Learning how the phases of a person's crucibles are the same and that the levels may be unique supported the inclusion of this method to collect transformational experiences from leaders; that is, drawing upon Campbell's structure made sense in the context of this study.

Preview of Chapter III

Chapter III: The Methodology describes the positions in the philosophy and theory of science that are applicable to this research. The chosen method for this research is explained and why this methodology provided the best way to explore my area of interest. The chapter describes the instruments that were explored and provides the rationale for those instruments. There is a description of how the sample of formal leaders was created. This research included both a written survey and a telephone interview. The information collected is personal and private, so it was critical to provide an ethical process to protect all of the information, such that the individual participant was not singled out nor the confidentiality violated.

Chapter III: The Methodology

This chapter focuses on the method of the study and addresses four areas of importance. The first area is the purpose of the study, the research questions, and the methodological fit. The second area is Phase 1, the survey and data analysis. The third area is Phase 2, the interviews and data analysis, and the last area of importance is the final integrated analysis.

The Research Questions and the Methodological Fit

This study is a mixed methods design because two (instead of one) methods were necessary to fully understand the phenomenon of integral leadership. The overall methodology for this study is QUAN (qual) → QUAL. Later in this section there is a description of what a mixed methods design is and how quantitative and qualitative information is critical to the success of this study.

Leaders are so busy trying to stay on the leading edge that they often do not realize that the wisdom they learned from their own major life events or mentor experiences are important lessons to help them understand themselves and others, and that this knowledge can be used to help emerging leaders become better leaders. This chapter describes the methodology of the four purposes outlined and the research questions in Chapter I.

There were two phases in the study. Phase 1 was an online survey with both open and closed ended questions that was sent to all of the leaders in the sample database. Phase 2 was a telephone interview with the survey respondents who indicated an interest in being interviewed. The interview covered the open-ended responses that the participant made in the survey. The interview questions were designed to dig deeper to understand

how the experiences affected the leader and their leadership. For this study to be successful, both quantitative and qualitative methods were necessary to provide the depth and breadth necessary to explore this phenomenon.

Mixed methods design. McMillan and Wergin (2010) state that research must be systematic, rigorous, and empirical; as researchers, we must be transparent enough to allow for the verification of findings from others and skeptical enough to reduce and control bias, and we must rely on data that is tangible and accessible to the senses (p. 1).

Blaikie (2010) groups research questions into three main types, “what,” “why,” and “how” questions, to maintain simplicity and to achieve a correspondence with the three main categories of research purposes: description, explanation/understanding, and change. “What” questions require a descriptive answer: they are directed toward discovering and describing the characteristics of and patterns in a particular social phenomenon. “How” questions are concerned with producing change and with practical outcomes and intervention. This study used both “what” and “how” questions.

Quantitative methods are generally concerned with counting and measuring aspects of social life, while qualitative methods are more concerned with producing discursive descriptions and exploring social actors’ meanings and interpretations (Blaikie, 2010). Upon examination, both methods were critical to this research and later in the chapter I address how each process in the study was used. Gay (1996) identified four types of quantitative research according to how the data were collected: correlational, cause-comparative, experimental, and descriptive. While correlational research determines whether a relationship exists, cause-comparative research establishes a cause-effect relationship. Experimental research manipulates the relationship to identify the

effect on the dependent variable. Descriptive research is used to describe characteristics of a population or phenomenon being studied. Of the four types, this study used descriptive data to determine the way things are.

Qualitative research, which is non-numerical and socially and psychologically constructed, aims to provide rich or thick accounts of the phenomenon under investigation (Geertz, 1973). Bryman (1988) stated that we are trying to understand the behavior and culture of humans and their groups from the perspective of those being studied (p. 46). This study looked for the rich or thick accounts as leaders reflected on their own leadership and how it changed as a result of their major life events and mentor experiences. Since neither method would tell the whole story, both methodologies were included.

Mixed methods research is formally defined as the class of research in which the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts, or language into a single study (Johnson & Onwuegbuzie, 2004). According to DeCuir-Gunby (2008), a phenomenon is best understood if it is viewed from various perspectives. This study sought to identify and describe first and second tier integral leaders from a sample of leader respondents from a U.S. Midwestern city. Therefore, this study required more than one process to uncover the data that was important to sufficiently address the research questions. In combining methods, it was imperative that the selected methods enhance each other and balance strengths and weaknesses. Complicated problems require research approaches that are equipped to handle complexity. Chen (1997) stated that mixed methods could compensate for

methodological weaknesses, triangulate the evaluative evidence, and expand the scope of the study, among other benefits.

Rossmann and Wilson (1985) identified the following three reasons for combining quantitative and qualitative research: (a) to enable confirmation or corroboration of each other through triangulation; (b) to enable or to develop analysis to provide richer data; and (c) to initiate new modes of thinking by attending to paradoxes that emerge from the two data sources. This research study required a complex method because it is complex and unique, as the literature review confirmed. Thus, it was imperative to optimize the data (Sechrist & Sidani, 1995). After the participants' broad levels of consciousness were defined based on integral theory, a small set of leaders participated in the telephone interview to better understand what they had learned about their own leadership journey and what they could offer emerging leaders. Creswell and Clark (2007) posit that there are four worldviews or philosophical assumptions: postpositivism, constructivism, advocacy and participatory, and pragmatism. Pragmatism is the worldview for mixed methods and the philosophical assumption underlying this study.

Other scholarly practitioners in the fields of integral theory, leadership transformation, and the hero's journey also used mixed methods in their research. Of the 95 dissertations reviewed, six were mixed methods studies; the name of the researchers, the title of their work, the methodologies, and the designs are listed in Table 3.1.

Table 3.1

Mixed Methods Designs

1) <i>What Community Leaders Say about the Leadership Process: A Mixed Methods Study of Identity, Resilience, and Self-efficacy</i>			
(2007)	Whitney, R.	Methodology: Mixed Methods	Design: Sequential exploratory manner
2) <i>Well-Being: The Correlation Between Self-transcendence and Psychological and Subjective Well-being</i>			
(2008)	Zappala, C.	Methodology: Quantitative and Qualitative	Design: Correlational analysis of the relationship between ego grasping and well-being
3) <i>Making the Value of Development Visible: A Sequential Mixed Methodology Study of the Integral Impact of Post-Classroom Leader and Leadership Development</i>			
(2009)	Santana, L.	Methodology: Sequential mixed methods design, content analysis, and thematic coding	Design: Three parts: thematic analysis, confirmation that all ideas were represented by the codes, frequency counts to understand the patterns of the themes
4) <i>Conscious Leadership for Sustainability: How Leaders with a Late Stage Action Logic Design and Engage in Sustainability Initiatives</i>			
(2011)	Brown, B.	Methodology: Quantitative and Qualitative	Design: Lincoln and Guba's naturalistic inquiry, 1985
5) <i>The Meaning Making That Leads to Social Entrepreneurial Action</i>			
(2011)	Roberts, K.	Methodology: Quantitative and Qualitative with a snowball sample	Design: In depth reflective interviews
6) <i>Researching Critical Incidents of Transformation</i>			
(2013)	Scheele, P.	Methodology: Mixed Methods	Design: Two survey applications of symposium participants

Of these studies, the one that comes closest to this study is the Roberts (2011) study because her sample identified first and second tier leaders and she completed in-depth interviews with her respondents.

Content analysis. Content analysis reifies the taken-for-granted understandings that people bring to words, terms, or experiences. Content analysis obscures the interpretive processes that transform talk into text by establishing a set of categories and then counting the number of instances that fall into each category. The crucial

requirements are that each category is sufficiently precise to enable different coders to arrive at the same results when reviewing the same body of material (Denzin & Lincoln, 2000).

Validity. According to Tashakkori and Teddlie (2003), validity in a mixed methods context can draw meaningful and accurate conclusions from all of the data in the study, which is called integration, a term that satisfies both quantitative and qualitative researchers. There are nine legitimation types: sample integration, inside-outside, weakness minimization, sequential, conversion, paradigmatic mixing, commensurability, multiple validities, and political. This reinforces the idea of “inference quality,” the accuracy with which researchers draw inductive and deductive conclusions from a study. Inductive reasoning moves from specific observations to broader generalizations and theories, whereas deductive reasoning works from the general to the specific (Crossman, 2013).

The purpose of the sequential mixed methods analysis of the data is to use the information from the analysis of the first dataset to inform the collection of data for the second dataset (Creswell & Clark, 2007). Using Creswell’s typology, quantitative and qualitative data from the same study can be analyzed separately and then combined.

Critical incidents. Critical incidents, or major life events, as established by Machungwa and Schmitt (1983) and Flanagan (1954), constitute self-contained descriptive units of analysis, often presented in order of importance rather than in the sequence of occurrence. The nature of naturalistic inquiry and open-ended interviews shows how a critical incident can be a purposeful sample in the story itself that offers the flavor of qualitative data (Patton, 2002).

Narratives. Roulston (2010) posited that open-ended questions provide broad parameters within which interviewees can formulate answers in their own words concerning topics specified by the interviewer. Questions beginning with “tell me about” invite interviewees to tell a story. Other ways to clarify topics and elicit further descriptions include “you mentioned that you had” questions. Narrative is both a mode of reasoning and a mode of representation (Kvale, 1996).

Reflective interviews. Roulston (2010) posited that the researcher’s theoretical assumptions, whether explicit or not, inform the design of interview studies and questions and the data analysis and representation. Researchers need to consider various theorizations of the interview as they design their studies to grasp the implications of their theoretical assumptions for the generation, interpretation, and representation of the data. The interviewing plan is continuously upgraded and modified until the interviews begin.

Methodological Fit

This study was systematic, rigorous, and empirical. Both quantitative and qualitative designs were reviewed, and the mixed methods design was selected so that the phenomenon could be understood from various perspectives. The pragmatic worldview fits best with the purpose of this study. The focus is on the consequences of the research and the questions asked, rather than the methods, with multiple methods of data collection that inform the problems under study. The research is pluralistic and oriented toward “what works” and practice (Creswell & Clark, 2007). The literature review identified six dissertations in the field of interest for integral theory, the hero’s journey, and transformational leadership that used a mixed methods design. These studies

provided a resource for this study. The present study looked for major life events and mentor experiences that leaders had had in their careers and reflected on, realizing that their leadership changed for the better. Codes, categories, and themes were identified, and a list of findings was created based on the data.

Study Procedures

This section concentrates on the study procedures, including detailed descriptions of Phase 1, the survey, and Phase 2, the interview.

Phase 1—the survey and data analysis. This study assumes that the fastest way to identify first tier (achieve and collaborate) and second tier (integral) leaders was with a survey. People took the survey and reflected on major life events and mentor experiences.

The Phase 1 survey included both closed-ended or quantitative questions and open-ended or qualitative questions. In the language of mixed methods, Phase 1 was a QUAN (qual) study (Creswell & Clark, 2007, p.70). This is an embedded design with the qualitative open-ended questions in the quantitative survey questions. Surveys are used to collect information from or about people to describe, compare, or explain their knowledge, feelings, values, and behavior (Fink, 2006).

Survey participants. The sample used in this study was developed in three stages. In the first stage, the researcher listed the names and email addresses of leaders in a Midwestern city and surrounding communities, resulting in 250 names and email addresses. In the second stage, the researcher invited 40 leaders in the community to provide names and addresses of diverse, respected leaders who were considered by others to be good leaders to be included in the study. The third stage was a review of the sample for duplication. The final sample included 1,475 names and email addresses of leaders

from the surrounding community. The survey was created in SurveyMonkey® and sent to the sample of 1,475.

Development of the 25 thinking statements. In the survey, there were 25 integral thinking statements that participants were asked to rate their level of agreement with: 1-*strongly disagree*, 2-*disagree*, 3-*somewhat disagree*, 4-*somewhat agree*, 5-*agree*, and 6-*strongly agree*. The statements were initially co-created with integral experts and thought leaders who piloted the questions to see whether they represented a broad interpretation of first tier (achieve and collaborate) and second tier (integral) leaders. Integral experts were integrally trained practitioners (coaches and teachers) who have worked with integral theory in their professional practices for many years. These practitioners use other surveys and scales in their practices and they piloted these 25 statements for readability, clarity, and differentiation between first (achieve and collaborate) and second tier thinking levels. They were administered a pre-survey that asked if the statements could distinguish between the characteristics of first and second tier thinking levels. Wilber (2007) and Cacioppe (2009) provided criteria for the first and second tier thinking levels.

The pre-survey included over 25 statements with a choice of four responses: first tier organizing and achieving, first tier collaborating, second tier visioning/integrating and integral, and don't know/not sure. Respondents also had the option of providing open-ended feedback, which many did. Statements that received responses that did not differentiate between the first and second tier were eliminated, resulting in elimination of five statements: (a) it is important to me to be in harmony with others; (b) Much of the world's problems could be solved if people worked for the common good; (c) When

things are changing, I try to make it something better; (d) I am a strong, independent thinker; and (e) When my life is over, I would like people to say that I. ... (no more than 15 words). There were 3 don't know/not sure responses for "I support what I think is right," and 2 for "I am a perfectionist." The Dissertation committee members and seven integral practitioners took the pre-survey to provide feedback to the researcher about the clarity of the questions. The purpose of the thinking statements was to differentiate between the first and second tier levels. As a result of the information revealed in the pre-survey, the 25 thinking statements for the survey were developed and included 11 achieve, 6 collaborate, and 8 integral statements. The literature was reviewed for the use of terms and statements that other researchers had identified for integral leaders. An example is the phrase "I make better decisions when I get rid of the ego stuff" (B. Brown, 2011, p. 143).

The survey questions. The questions for this study's survey fell into seven categories: leadership definitions, leadership roles, integral thinking statements, mentor experiences, major life events recommendations to emerging leaders, and demographic information. Table 3.2 displays the final survey statements and lists them according to first tier (achieve and collaborate) and second tier (integral) leaders.

Table 3.2

Survey Statements by Level of Thinking

First Tier: Achieve and Organize

I need to work hard to get things done.

Controls and regulations have to be enforced for things to work right.

Getting results is more important than reaching consensus.

I avoid conflict.

The world is made up of separate interests that have to be managed and controlled.

I think there is only one right way to do things.

Survey Statements by Level of Thinking

I am a perfectionist.
 My need to be in control is very strong.
 I support what I think is right.
 Competition is necessary in order to bring the best out in people and organizations.
 It is important for me to achieve my work and professional goals to feel I have succeeded in life.

First Tier: Collaborate

I consider other people's point of view.
 I must find solutions that are suitable for everyone for things to work right.
 Better solutions are found when all perspectives are considered.
 I accept and work well with people who are different from me.
 I like to collaborate with others.
 I value relationships with other people more than getting tasks done.

Second Tier: Vision/Integrate and Integral

I work for a higher purpose that is good for people now, and in the future.
 I create an environment where people feel empowered to find solutions.
 I often put aside my own self-interest for things I feel are for a larger good.
 I have experienced moments when I have realized there is something larger than my ordinary self.
 My major purpose in life is to help make the world a better place and people the best they can be.
 I have a long term, worthwhile vision that will make the world a better place.
 I am willing to put aside my personal interests for a worthwhile vision.
 I believe that goodness, truth, and beauty are inherent to people.

The other survey questions were open-ended questions that asked how the respondent defined leadership, what major life events and mentoring experiences they had that helped them grow as a leader, how these experiences influenced their leadership, and based on what they have learned, what advice they would give to emerging leaders.

Pilot survey experience. To prepare for conducting the survey, a sample survey in SurveyMonkey® was created and sent to four laypeople for readability and clarity. The pilot survey consisted of eight questions, including matrix questions with suggested items to measure integral theory levels. Wording and editing changes were made based on feedback from laypeople. After the laypeople conducted their review, members of the

dissertation committee, other selected community leaders, students, and staff members of a company that specializes in integral leadership reviewed several iterations before the survey was ready for release.

Survey data analysis. The quantitative data analysis for the survey included frequency and percentage distributions, mean scores, and standard deviations. The qualitative aspect of the survey included thematic analysis, in which codes were allowed to emerge, the codes were combined into categories, and themes were identified from the categories. Additional information on the analysis used for the open-ended narrative questions is described in the section on interview analysis.

Phase 2—The interviews and data analysis. Leaders who were identified as integral leaders were interviewed on the telephone to inquire further about their mentor experiences and major life events that transformed their leadership. This interview helped access UL quadrant information such as thoughts, feelings, and experiences that the interviewee described in first person. The methodology of Phase 2 was qualitative (QUAL). This phase consisted of a telephone interview with survey respondents who volunteered to be interviewed.

Interview respondent selection. In this study, people were invited to complete a survey with both closed and open-ended questions and were offered the possibility of being interviewed if they provided their contact information. From that data, respondents were identified in terms of the categories of achieve, collaborate, and integral. Out of the integral leaders, those who chose not to be interviewed were eliminated. The remaining integral leaders were available for an interview. The demographic information was analyzed and a balanced list of potential interviewees was developed in phases. The list

of interviewees was used to schedule the interviews. The number of respondents selected for an interview was based on a theoretical saturation being obtained. There were three criteria for selecting an interviewee: the first was that the participant needed to score equal to or greater than 5.5 on the survey items designed to represent the integral level; the second was that the respondent had to describe a mentor experience and a major life event that changed their leadership; and third, the respondent had to agree to an interview and provide their contact information. This process generated a list of 56 integral leaders who were placed in the selection pool for an interview. The final eight interviewees were selected to represent a mix of demographics.

Interview protocol. The purpose of the interviews was to explore the survey responses in more depth. The telephone interviews allowed the interviewee to tell stories and the interviewer to clarify information received from the survey. The same questions regarding leadership definition, mentor experiences, major life events, leadership changes, and recommendations for emerging leaders were discussed during the interview. Interviews lasted from 30 to 75 minutes and were scheduled at a time convenient to the interviewee.

The preliminary interview protocol was piloted with two leaders. Both pilot interviewees responded well to the questions. One person chose not to answer the question about what kind of legacy he wanted to leave. Age could have contributed to his response because he was in his thirties. As analysis of the survey data continued, the interview questions were further modified until the interviews began.

The interview protocol began with the statements regarding a mentor experience and major life events acknowledged in the survey, and continued with a deeper and

broader inquiry into the experiences that affected the respondent's leadership. This was a series of semi-structured questions for the interview. The purpose of the survey was to examine the factors that leaders see as responsible for their development as leaders, and the interview was meant to be a discussion of the information from the survey that would explore the effects of particular events or people on the interviewees. The interviewees were thanked for agreeing to be interviewed and told that the interview was a follow-up to the survey that they completed about a major life event they had experienced. The interviewer then said, "I would like to talk further about that event, so can you tell me more about what happened in that event?"

The questions included in the interview were:

1. How do you think this event affected you as a leader?
2. As a result of this event, how was your leadership changed?
3. Based on your experience, what advice would you give emerging leaders?
4. In the survey you indicated you had a mentor who had a significant influence in your life. Can you tell me more about that person and how your leadership was affected?
5. What meaning does this have for you in your life?
6. How has this changed your leadership?
7. As a result of what you learned from having this person who had a significant influence on your leadership, what advice would you give an emerging leader?
8. Is there anything else you would like to add?

The interview ended with the statement, "Thank you for taking the time to be interviewed for this important study on leadership. I hope this conversation was meaningful for you

and that it gave you an opportunity to reflect back on your own life and important experiences and memories that have shaped the kind of person and leader you are today.”

Interview data analysis. The subject was asked to describe their lived world during the interview. Each interview was tape-recorded and a professional transcriptionist transcribed the taped interview. Transcribed interviews were sent back to the researcher for analysis. To assure consistency and increase inter-rater reliability, there were two coders. All of the narrative data for the interviews were reviewed and summarized using an emergent coding process that looked for the codes, categories, and finally themes. As new information was analyzed, new codes were added. The codes were assessed for commonality and categories were created that explained the meaning of the grouped codes. The categories were arranged according to similarities that were grouped together, and an appropriate theme was identified.

Ethics

Northouse (2010) states that ethics, in terms of leadership, is about what leaders do and who they are. Gardner, Avolio, Luthans, May, and Walumba (2005) stress the importance of being an authentic leader while conducting research. The participants in this study were told that their contribution to this study would be handled with the utmost dignity and respect and that Antioch University was a credible institution that was known for being value based, moral, and ethical.

Confidentiality at all levels was critical to the success of this study. It was important that the leaders interviewed were afforded a sense of anonymity and confidentiality throughout the process. Each interviewee was given a new alias and each completed a confidentiality agreement to participate in this study. Each of the interviews

was taped using an app called TapeACall. This app provided an MP3 recording that was sent to a reputable transcription company. The transcriptionists signed a confidentiality agreement and only the interviewees' aliases were shared with them. The typed transcript was sent to the interviewee for their review.

In this study, the researcher asked personal questions in the survey and the interviews. This information was private and personal, and the information was treated as confidential and shared only with the transcriptionist and the coders. The data was secured in the researcher's computer and protected from unauthorized use.

Final Integrated Analysis

In the last phase of this study, analyses from the Phase 1 survey and the Phase 2 interviews were integrated. The demographic quantitative information was combined and organized to describe the survey and interview respondents. The 25 thinking statements were analyzed according to the three categories of achieve, collaborate, and integral. The similar areas of the three levels of thinking were analyzed and additional integral criteria were developed to identify the integral leaders for the research questions and the interviews. The narrative information from responses to the survey and interview questions were combined. These combined narrative data were thematically reviewed and a summary model was created.

Chapter III: Conclusion

This chapter described the approach for addressing the research questions described in Chapter I. The study design, data collection, and analysis processes aligned the purposes as stated in Chapter I. Given the nature of the questions, the researcher used a mixed-methods design to gather and analyze the data to address the research questions.

A broad survey of leaders in a midwestern city was followed by interviews that brought depth to and triangulated the survey data. Descriptive and thematic analyses were used.

Chapter IV: Results

The purpose of the study and the research questions were stated in Chapter I. This mixed methods study was conducted in two phases: the first phase was an online survey using SurveyMonkey® and the second phase was a telephone interview. This chapter begins with a description of Phase 1.

Phase 1—The Survey

This section describes how the sample was created and the survey administered, followed by how many respondents participated in the study and how the data were prepared for analysis.

The sample used in this study was developed in three stages, as stated in Chapter III. The survey was sent to the sample of 1,475, of which 693 began the survey and 642 (92.6%) completed it. There were 36 (5.2%) duplicates; in each case, the version that was less complete was deleted from the final dataset. A new variable, Dropped at Question, was created to identify at which point the remaining 657 respondents exited the survey.

The first survey question asked the respondents if they saw themselves as leaders, to which 468 (72.9%) answered *yes—definitely*, while 174 (27.10%) said *yes—sometimes*, and 7 (1%) said *no*. The seven respondents who didn't see themselves as leaders were omitted from the study. In the next section of the survey, the respondents were asked how strongly they agreed or disagreed with a series of 25 items designed to assign the leaders first and second tier designations in the categories of achieve, coordinate, and integral. To contribute to the research question analyses, it was necessary for respondents to respond to each of the 25 first and second tier integral thinking items. Eight respondents did not provide responses to these items. These 8 surveys were

eliminated from the final dataset. Of the original 693 surveys, 642 (92.6%) remained in the study. Table 4.1 provides a summary of where the respondents exited the survey.

Table 4.1

Percentage Distribution for Survey Completion Status

Dropped at Question	Frequency	Percentage
Duplicate Surveys	36	5.2%
Question 1 - Not a Leader	7	1.0%
Questions 4, 5, and 6 Integral Theory Items	8	1.2%
Did not Drop - Completed Surveys	642	92.6%

N = 693

Data Cleaning

All of the data were downloaded to SPSS to examine the completeness and consistency of the data. The import process from SurveyMonkey® did not always correctly categorize the variable type (numeric or string) or measure (nominal or scale) that each of the variables represents. The appropriate characteristics were defined for each variable and changes were made within SPSS.

The survey also captured narrative data about leadership definitions, mentor experiences, major life events, and advice for emerging leaders. These data were downloaded to Excel for thematic analysis. The data were coded and categorized and themes were created that described the data.

Phase 2—The Interview

In this phase, the survey data were used to identify candidates for the telephone interview. Of the 642 survey respondents, no respondents had an average score of 5.5 or higher on the achieve items; 27 had an average score of 5.5 or higher on the collaborate items; and 71 respondents had an average score of 5.5 or higher on the items designed to identify respondents at the integral stage. Of these, 71 were assumed to be integral

thinking respondents, of which 30 indicated on the survey that they did not want to be interviewed, leaving 41 potential interviewees for second tier integral thinking. A matrix was created to display the demographic information for these 41 respondents from the survey to help make a balanced decision about who to interview. Eight of the 41 were selected for the interview, representing a mix of demographic characteristics. Table 4.11 explains how the presumed integral respondents were identified.

Findings

The next section covers the description of the respondents and interviewees and the findings pertinent to the overarching and supporting research questions.

Research Question 1

There were two areas of analysis related to Research Question 1: What are the characteristics of the respondents in this study? Included in this question are both demographics and statements related to first tier (achieve and collaborate) and second tier (integral) thinking. The demographics included gender, age, relationship, education, leadership experience, current leadership entity, and current leadership fields. Descriptive statistics were run for these demographics. The results showed that more than half (57.3%) of the respondents were male and 42.7% were female; more than two-thirds (69.3%) of the respondents were over 50 years old, 35.3% between 50 and 59, and 34% over the age of 60. The last third were under 50 years old, with 21.7% between the ages of 40 and 49 and 9% under the age of 40 (See Table 4.2).

Over four-fifths (83.3%) of the respondents were married; a small 10.7% were single and 6% were divorced. Almost all of the respondents were college graduates: 70.6% had at least some graduate school experience; 15.7% completed postgraduate

school; 43.5% completed graduate school, and 11.4% had some graduate school experience. An additional 25.6% graduated from college and the few (3.8%) others had a high school education. Consistent with their age distribution, almost two-thirds of the respondents had over 20 years of leadership experience, with 33.5% between 21–30 years, 20.2% between 31–40 years, and 11% over 40 years. The remaining one-third had 11–20 (20.2%) years, 6–10 (8.9%) years, and less than 5 (3.3%) years of leadership experience. The typical respondent was a married man over the age of 50 with a graduate degree and over 20 years of leadership experience (See Table 4.2).

With respect to the type of entity in which respondents worked, over one-third (35.3%) came from the nonprofit arena, a quarter (24.7%) came from a corporate entity (large corporation), 18.8% from privately (owned) industry, 12.5% from government, 6.7% from public agencies, and 2% from some other type of entity. (See Table 4.2).

Over two-thirds (71.7%) of the leaders worked in one of four areas: professional services (30.3%), health care (16.1%), education (15.3%), and finance (10.0%). The other third worked in technology (6.8%), construction (5.1%), legal (3.8%), military (2.8%), media (2.5%), insurance (2.1%), art (1.7%), energy (1.2%), and other (1.8%) fields. The typical respondent worked in the nonprofit area, providing professional services.

Table 4.2 exhibits the respondents' demographics and the total number of respondents for each question.

Table 4.2

Percentage Distribution for Respondents' Demographics

Variables/Codes	Percentage
Respondent Gender (N = 600)	
Male	57.3%
Female	42.7%
Respondent Age (N = 600)	
Under 40	9.0%
40–49	21.7%
50–59	35.3%
Over 60	34.0%
Relationship (N = 591)	
Married	83.3%
Single, never married	4.2%
Single, cohabitating	2.0%
Separated	0.5%
Domestic partnership	2.0%
Divorced	6.0%
Widowed	2.0%
Education (N = 598)	
Graduated from high school	3.8%
Graduated from college	25.6%
Some graduate school	11.4%
Completed graduate school	43.5%
Post-graduate school	15.7%
Leadership experience (N = 598)	
Less than 5 years	3.3%
6-10 years	8.9%
11-20 years	23.6%
21-30 years	33.0%
31-40 years	20.2%
Over 40 years	11.0%
Current Leadership Entity (N = 600)	
Private	18.8%
Corporate	24.7%
Government	12.5%
Public	6.7%
Nonprofit	35.3%
Other	2.0%

Variables/Codes	Percentage
Current Leadership Field (N = 603)	
Professional Services	30.3%
Healthcare	16.1%
Education	15.3%
Finance	10.0%
Technology	6.8%
Construction	5.1%
Legal	3.8%
Military	2.8%
Media	2.5%
Insurance	2.1%
Art	1.7%
Energy	1.2%
Other	1.8%

Of the respondents, 297, or almost half (46.3%), were in executive roles, while 175 (27.2%) were business owners, 108 (16.8%) were managers and supervisors, and 62 (9.7%) were not in a paid position. The respondents also volunteered for nonprofits in the community. For the volunteer experiences, 325 (50.6%) were volunteer leaders, 230 (35.8%) were volunteers, and 87 (13.6%) were informal leaders or persons of influence. The typical respondent was an executive who was also a volunteer leader in the community. Table 4.3 lists respondents' paid and volunteer positions of leadership.

Table 4.3

Percentage Distribution for Respondents' Positions of Leadership

Variables/Codes (N = 642)	Responses	Percentage
Paid Positions		
Executive Level	297	46.3%
Own business	175	27.2%
Manager/Supervisor Level	108	16.8%
Not in a paid position	62	9.7%
Volunteer Positions		
Volunteer Leader	325	50.6%
Volunteer	230	35.8%
Other Person of Influence	87	13.6%

Interviewees. The next area of analysis was the demographic information of the respondents that were interviewed. These data are part of the survey demographic information but presented here to describe the interviewees. Eight leaders were interviewed, four men and four women. Three leaders were between 50 and 59, four were over 60, and one was under 50. Seven of the eight leaders were married, and one was single.

Four worked in the nonprofit arena, two worked in private industry, one worked for the government, and one was in the public sector. Three of the leaders worked in professional services, two worked in education, and one each worked in health care, finance, or technology.

Half had 30 or less years of leadership experience and half had over 30 years. Five had graduated from graduate school, two had postgraduate education, and one had graduated from college. The typical interviewee was a married man or woman over 60 with a graduate degree and 21-40 years of leadership experience who worked in the nonprofit arena providing professional services. Table 4.4 provides demographic information of the interviewees.

Table 4.4

Demographic Information of Phase Two Interviewees

Phase 2 Interviewees	Categories	Frequencies
Gender:	Males	4
	Females	4
Age:	40- 49	1
	50- 59	3
	60+	4
Relationship:	Married	7
	Single	1
Entity:	Private	2
	Gov.	1
	Public	1
	Nonprofit	4
Field:	Prof Services	3
	Education	2
	Health Care	1
	Finance	1
	Technology	1
Years of Leadership Experience:	11- 20	1
	21- 30	3
	31- 40	3
	40+	1
Education:	College	1
	Grad School	5
	Postgrad	2
Owned business:		3

The achieve, collaborate, and integral leaders. The second way to describe the respondents in this study was their status on the integral theory categories. On the survey there were 25 integral thinking statements that survey participants responded to by

selecting one of six options: *1-Strongly Disagree, 2-Disagree, 3-Somewhat Disagree, 4-Somewhat Agree, 5-Agree, 6-Strongly Agree.*

Mean scores and percentage distributions were run for each of the 25 items. The survey included items designed to represent first tier (achieve and collaborate) and second tier (integral) thinking levels. There were eleven achieve statements with mean scores ranging from 1.60 to 5.34. There were six collaborate statements with mean scores ranging from 2.98 to 5.51. There were eight integral statements with mean scores ranging from 4.34 to 5.54. Additional information to support the integral theory categories will be presented later in this chapter.

Item-by-item analysis. Distributions and mean scores for achieve, collaborate, and integral thinker items are shown and discussed below.

First tier thinking. Wilber (2007) and Cacioppe (2009) defined first and second tier thinking and provided definitions for both levels. First tier thinking entails a firm belief that one's values are the only true and correct values. A person at the first tier level may only perceive and understand up to their current developmental level and may not understand the second tier perspective (Wilber, 2007, p. 47). In first tier thinking, the individual's ego interests are primary (e.g., achieving, winning, making profits). The achieve level is the last first tier level before moving into the collaborate level. Achieve category people define themselves by what they have or are trying to achieve. They are driven by their goals. Table 4.5 shows the mean, standard deviation, and percentage distribution for integral theory achieve statements.

Table 4.5

Percentage Distribution for Integral Theory Achieving Statements

Statement	<i>M</i>	<i>SD</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I need to work hard to get things done.	4.90	0.97	0.5%	3.0%	3.1%	20.9%	44.7%	27.9%
Controls and regulations have to be enforced for things to work right.	4.11	0.96	0.5%	6.2%	15.3%	42.4%	30.8%	4.8%
Getting results is more important than reaching consensus.	3.99	1.06	1.6%	7.6%	19.8%	37.9%	27.9%	5.3%
I avoid conflict.	3.08	1.23	8.6%	30.7%	17.9%	31.3%	9.8%	1.7%
The world is made up of separate interests that have to be managed and controlled.	3.08	1.23	3.7%	15.0%	18.0%	30.24%	27.9%	4.8%
I think there is only one right way to do things.	1.60	0.76	53.0%	37.2%	7.6%	1.7%	0.5%	0.0%
I am a perfectionist.	3.68	1.30	4.2%	20.9%	12.8%	32.9%	23.8%	5.5%
My need to be in control is very strong.	3.42	1.19	5.3%	19.9%	23.1%	33.0%	16.7%	2.0%
I support what I think is right.	5.34	0.62	0.2%	0.0%	0.0%	6.1%	52.6%	41.1%

Statement	<i>M</i>	<i>SD</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
Competition is necessary in order to bring the best out in people and organizations.	4.18	0.61	1.9%	7.0%	15.6%	34.0%	29.8%	11.8%
It is important for me to achieve my work and professional goals to feel I have succeeded in life. (N = 642)	4.41	1.14	2.0%	5.5%	9.0%	31.5%	36.9%	15.1%

Most respondents agreed on some level with the two statements about supporting what is right and working hard to get things done. The highest average level of agreement was for the “I support what I think is right” item, with $M = 5.34$ and 99.8% of the respondents agreeing at some level. The second highest level of agreement was for the “I need to work hard to get things done” item, with $M = 4.90$ and 93.5% of the respondents agreeing at some level with the statement.

Over 70% of the respondents also agreed at some level about the importance of achieving work and professional goals, the need to enforce controls and regulations, the positive value of competition, and that getting results is more important than consensus. Two-thirds of the respondents agreed on some level with the statements related to needing to manage and control separate interests and being a perfectionist.

Between 40% and 50% of the respondents agreed on some level that their need for control was very strong and that they avoid conflict. More than half (51.7%) of the

respondents somewhat agreed at some level with the “My need to be in control is very strong” statement, with $M = 3.42$. Over two-fifths of the respondents (42.8%) agreed at some level with the “I avoid conflict” statement, with $M = 3.08$. Lastly, almost all of the respondents (97.8%) disagreed with the “I think there is only one right way to do things” statement, with $M = 1.60$.

Between first and second tier thinking. Collaborate is the level at which a person seeks to consider and take into account all other perspectives. At this stage, the person listens to, has empathy for, and genuinely considers the experience and interests of the people or group that are affected by their actions. Table 4.6 displays the mean, standard deviation, and percentage distribution for integral theory collaborate statements.

Table 4.6

Percentage Distribution for Integral Theory Collaborate Statements

Statements	M	SD	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I consider other people's point of view.	5.51	0.57	0.1%	0.0%	0.0%	2.2%	43.5%	54.2%
I must find solutions that are suitable for everyone for things to work right.	2.98	1.20	8.1%	32.2%	26.6%	21.3%	9.7%	2.0%
Better solutions are found when all perspectives are considered.	5.12	0.80	0.0%	0.5%	1.7%	18.2%	44.4%	35.2%

Statements	<i>M</i>	<i>SD</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I accept and work well with people who are different from me.	5.06	.70	0.0%	0.3%	1.2%	16.5%	56.2%	25.7%
I like to collaborate with others.	5.32	0.67	0.0%	0.0%	0.6%	9.8%	46.4%	43.1%
I value relationships with other people more than getting tasks done. (<i>N</i> = 642)	3.70	1.13	1.1%	14.0%	28.7%	32.6%	17.8%	5.9%

Most respondents agreed at some level with the four statements about considering other people's point of view, accepting and working well with people who are different, finding better solutions when all perspectives were considered, and liking to collaborate with others. Almost all (99.4%) of the respondents agreed on some level with the "I consider other people's point of view" item, with 2.2% somewhat agreeing, 43.5% agreeing, and 54.2% strongly agreeing, for an average score of $M = 5.51$. The next highest average level of agreement was for "I accept and work well with people who are different from me," with $M = 5.06$, and 98.4% of the respondents agreeing on some level: 16.5% somewhat agreed, 56.2% agreed, and 25.7% strongly agreed. A high 98% of the respondents agreed at some level with "Better solutions are found when all perspectives are considered,": 18.2% somewhat agreed, 44.4% agreed, and 35.2% strongly agreed, resulting in $M = 5.12$. For the "I like to collaborate with others" statement, 99.3%

($M = 5.32$) of the respondents agreed on some level: 9.8% somewhat agreed, 46.4% agreed, and 43.1% strongly agreed.

Fewer respondents agreed with the statement about valuing relationships more than getting tasks done, and even fewer agreed with finding solutions that are suitable for everyone. About half (56.3%) agreed at some level with the statement, “I value relationships with other people more than getting tasks done,” with $M = 3.70$. About one-third (32.6%) somewhat agreed, 17.8% agreed, and 5.9% strongly agreed with this statement.

A much lower one third agreed on some level with the “I must find solutions that are suitable for everyone for things to work right” item, with $M = 2.98$. Almost 70% disagreed with the statement and 21.3% somewhat agreed, 9.7% agreed, and the remaining 2.0% strongly agreed.

Based on these data, almost all of the respondents believe that they support and consider other people’s point of view, like to collaborate with others, accept and work well with people who are different from them, and find better solutions when all perspectives are considered.

Second tier thinking. A person in the second tier can perceive and understand each of the levels of development. This thinking level integrates other levels into a common purpose of care and inclusivity. There is a developmental leap from separate interests to wholeness, integration, deep meaning, and value.

At the visioning/integrating stage, the individual ego is transcended, and a person has an experience of other people and the world as interconnected and interdependent. The integral stage occurs when a person integrates their body, mind, feelings, and action

into their relationship with the world. Table 4.7 shows the mean, standard deviation, and percentage distribution for integral theory integral statements.

Table 4.7

Percentage Distribution for Integral Theory Integral Statements

Statements	<i>M</i>	<i>SD</i>	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I work for a higher purpose that is good for people now, and in the future	5.48	0.71	0.5%	0.0%	0.3%	7.3%	33.6%	58.3%
I create an environment where people feel empowered to find solutions.	5.38	0.72	0.6%	0.2%	0.2%	6.9%	44.4%	47.8%
I often put aside my own self-interest for things I feel are for a larger good.	5.11	0.79	0.5%	0.2%	1.9%	15.4 %	49.8%	32.2%
I have experienced moments when I have realized there is something larger than my ordinary self.	5.54	0.71	0.0%	1.1%	0.5%	4.7%	30.7%	63.1%
My major purpose in life is to help make the world a better place and people the best they can be.	4.56	1.09	0.3%	4.8%	9.3%	30.8%	33.5%	21.2%

Statements	M	SD	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I have a long term, worthwhile vision that will make the world a better place.	4.59	1.02	0.3%	3.7%	7.9%	31.3%	37.7%	19.0%
I am willing to put aside my personal interests for a worthwhile vision.	5.05	0.71	0.0%	0.6%	1.1%	16.2%	57.2%	24.9%
I believe that goodness, truth and beauty are inherent to people. (N = 642).	4.34	1.12	1.7%	5.3%	11.8%	33.0%	34.6%	13.6%

Most respondents agreed at some level with the four statements about working for a higher purpose, creating an environment where people feel empowered, putting aside personal interests for a worthwhile vision, and putting aside self-interest for a larger good.

The highest average level of agreement was with “I work for a higher purpose that is good for people now, and in the future,” for which $M = 5.48$ and 99.2% of the respondents agreed on some level. More than half (58.3%) strongly agreed, 33.6% agreed, and 7.3% somewhat agreed with this statement. The next highest average level of agreement was for “I create an environment where people feel empowered to find solutions” item, with $M = 5.38$ and 99.1% of the respondents agreeing on some level. Almost half (47.8%) strongly agreed, 44.4% agreed, and 6.9% somewhat agreed with this item. For the item, “I often put aside my own self-interest for things I feel are for a larger

good,” 97.4% ($M = 5.11$) of the respondents agreed on some level, with 15.4% somewhat agreeing, 49.8% agreeing, and 32.2% strongly agreeing.

Almost all (90%) of the respondents agreed at some level with the two statements about realizing there is something larger than one’s self and having a long-term, worthwhile vision. For the item “I have experienced moments when I have realized there is something larger than my ordinary self,” 98.5% ($M = 5.54$) of the respondents agreed on some level, with 4.7% somewhat agreeing, 30.7% agreeing, and 63.1% strongly agreeing. Almost 90% of the respondents agreed on some level with the item “I have a long term, worthwhile vision that will make the world a better place,” with $M = 4.59$ and 31.3% somewhat agreeing, 37.7% agreeing, and 19% strongly agreeing.

Over 80% also agreed at some level with the statements about a major purpose in life and goodness, truth, and beauty being inherent in people. The next highest average level of agreement (85.5%) was for the item “My major purpose in life is to help make the world a better place and people the best they can be,” with $M = 4.56$ and 30.8% somewhat agreeing, 33.5% agreeing, and 21.2% strongly agreeing. Lastly, for “I believe that goodness, truth, and beauty are inherent to people,” $M = 4.34$ and 81.2% agreed on some level: 33% somewhat agreed, 34.6% agreed, and 13.6% strongly agreed.

Highest agreed upon statements. Another way to understand the respondents is to look at the statements with the highest levels of agreement across all 25 statements. Of the achieve, collaborate, and integral statements with the highest levels of agreement, there was one achieve, four collaborate, and five integral statements in the top ten highest level of agreement. Table 4.8 shows the mean, standard deviation, and the percentage distribution for the 10 most agreed with statements, in descending order of mean scores.

Table 4.8

Percentage Distribution for the Ten Most Agreed With Statements

Statements	M	SD	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I- I have experienced moments when I have realized there is something larger than my ordinary self.	5.54	0.71	0.0%	1.1%	0.5%	4.7%	30.7%	63.1%
C- I consider other people's point of view.	5.51	0.57	0.1%	0.0%	0.0%	2.2%	43.5%	54.2%
I- I create an environment where people feel empowered to find solutions.	5.38	0.72	0.6%	0.2%	0.2%	6.9%	44.4%	47.8%
A- I support what I think is right.	5.34	0.62	0.2%	0.0%	0.0%	6.1%	52.6%	41.1%
I- I work for a higher purpose that is good for people now, and in the future.	5.48	0.71	0.5%	0.0%	0.3%	7.3%	33.6%	58.3%
C- I like to collaborate with others.	5.32	0.67	0.0%	0.0%	0.6%	9.8%	46.4%	43.1%
C- Better solutions are found when all perspectives are considered.	5.12	0.80	0.0%	0.5%	1.7%	18.2%	44.4%	35.2%

Statements	M	SD	Strongly Disagree	Disagree	Somewhat Disagree	Somewhat Agree	Agree	Strongly Agree
I- I often put aside my own self-interest for things I feel are for a larger good.	5.11	0.79	0.5%	0.2%	1.9%	15.4 %	49.8%	32.2%
C- I accept and work well with people who are different from me.	5.06	.70	0.0%	0.3%	1.2%	16.5%	56.2%	25.7%
I- I am willing to put aside my personal interests for a worthwhile vision. (N = 642).	5.05	0.71	0.0%	0.6%	1.1%	16.2%	57.2%	24.9%
A Achieve C Collaborate I Integral								

Of the top ten statements with the highest level of agreement, one statement, “I support what I think is right” is an achieve statement with agreement of over 99%: 6.1% somewhat agreed, 52.6% agreed, and 41.1% strongly agreed, for an average score of $M = 5.34$. There were four collaborate statements: “I consider other people’s point of view,” with almost 100% agreement, and 2.2% somewhat agreeing, 43.5% agreeing, and 54.2% strongly agreeing for an average score of $M = 5.51$; “I like to collaborate with others,” with over 99% agreement and 9.8% somewhat agreeing, 46.4% agreeing, and 43.1% strongly agreeing for an average score of $M = 5.32$; “Better solutions are found when all perspectives are considered,” with over 97% agreement and 18.2% somewhat agreeing, 44.4% agreeing, and 35.2% strongly agreeing, resulting in $M = 5.12$; and

“I accept and work well with people who are different from me,” with ($M = 5.06$) and 98.4% of the respondents agreeing at some level, 16.5% somewhat agreeing, 56.2% agreeing, and 25.7% strongly agreeing.

The remaining five statements with the highest mean scores were from the integral perspective. Over 98% ($M = 5.54$) of the respondents agreed at some level with the statement “I have experienced moments when I have realized there is something larger than my ordinary self,” with 4.7% somewhat agreeing, 30.7% agreeing, and 63.1% strongly agreeing. There was over 99% agreement for both “I work for a higher purpose that is good for people now, and in the future” and “I create an environment where people feel empowered to find solutions.” The remaining two integral statements: “I often put aside my own self-interest for things I feel are for a larger good” ($M = 5.11$) and “I am willing to put aside my personal interests for a worthwhile vision” ($M = 5.05$) had over 97% agreement, with most agreeing (49.8% and 57.2% respectively) or strongly agreeing (32.2% and 24.9% respectively).

The item analysis demonstrates the tendency of the leaders in this sample to lean toward the collaborate and integral stages while still holding on to some achieve ideas.

Research Question 2

The second research question was: How do the first tier (achieve and collaborate) and second tier (integral) leaders describe leadership? There was an open-ended question asking the survey and interviewee respondents how they defined leadership. The narrative responses were coded into four major themes. The themes that emerged have a good fit with the AQAL model. This model represents four different perspectives, the

internal and external of the individual and the internal and external of the collective. The first theme is the UL or the “I” quadrant.

The UL or the “I” quadrant perspective. The UL or the “I” quadrant is the interior of the leader, which includes individual feelings, thoughts, and values and is where leaders describe themselves in the first person perspective. For example, “I am humble in my approach.” The best way to access information in the UL or “I” quadrant is to ask the leader for the information. Examples of what the leaders wrote in the definitions are: “being reliable, fair,” having “integrity, authenticity, and courage,” and having “the ability to adapt.” Being a leader means “inspiring” and “serving and doing it with respect and humility.” It is “being compassionate and loving, and being a servant.” It is having a “professional value of ethics.”

When formulating a developmental plan, each leader chooses which areas they desire to develop. For example, leaders who see themselves as being compassionate and kind may identify confidence and courage as needed areas of growth. Leaders can work on multiple levels of development at a time and this development is personal and may be hidden from those around the leader. Table 4.9 shows the definitions that support the UL or “I” quadrant.

Table 4.9

Wilber's UL or "I" Quadrant With Leadership Definitions for the Interior of the Leader

Leadership Definitions from the "I" Perspective			
Reliable	Humble	Trustworthy	Inspiring
Fair	Compassionate	Confident	Empowering
Authentic	Loving	Visionary	Caring
Courageous	Ethical	Honest	Respectful
Adaptable	Competent		

Internal values are personal and leaders may elect to share them with others, or keep them to themselves. Having challenges and major events puts pressure on those values, and leaders may realize how important they are in the difficult times more than they do in the easy times.

Learning may take a long time, it can happen at any moment, and it may be invisible to the leader. A leader could look back after a period of time and realize how far they have come in their development and recognize how much work still needs to be done. The next quadrant moves to the perspective of what others see the leader do.

The UR or the "It" quadrant perspective. The UR or "It" quadrant is how others see the leader and the attributes they aspire to through their actions, behaviors, physical characteristics, and conditions. People describe the leader in the third person, such as "they are organized." Leaders may see themselves as having and demonstrating the highest level of skills, but it is the people around the leader who watch to see if the leader's behavior demonstrates the skills that the leader thinks they have. In their leadership definitions, respondents tried to define what the best leader looks like.

Examples from the definitions suggest that leaders should "Hav [e] the confidence to get from point A to point B," and "model the behaviors others should follow." They are "the type of person others want to follow." They are "a role model of the values of the

organization” and they are “leading by example.” Table 4.10 shows the definitions that support the UR or “It” quadrant.

Table 4.10

Wilber’s UR or “It” Quadrant With Leadership Definitions for the Exterior of the Leader

Leadership Definitions – From the “It” Perspective		
Is confident	Leads by example	Stays positive
Models the behavior	A role model	Sets direction
Is a person others will follow	Change agent	Demonstrates ethics

Leaders put themselves out there every day in multiple ways and others observe them being the leader. Many people judge them and leaders need to have input from every sector to gather balanced information about how they lead. One of the most difficult challenges of being the leader is knowing how others perceive oneself, and good leaders use mechanisms to collect that kind of information in order to gauge their own leadership. Great leaders encourage people to tell them when they think they have made a mistake, so that they can modify their behavior. This information, coupled with the UL quadrant information, gives a leader a lifetime of information about their leadership. The next quadrant moves to the inside awareness of the group.

The LL or “We” quadrant perspective. The LL or “We” quadrant is the cultural dimensions or the inside awareness of the group, its worldview, its shared values, and shared feelings. This perspective focuses on leaders and their team, and how leaders create, organize, and influence the team.

Examples of this perspective are “motivating others to pursue common goals,” to “accomplish the plan,” and being “someone who demonstrates the ‘culture’ of the organization.” Other leaders wrote “setting the pace for the group,” “accomplish[ing]

goals as a group,” and “having a proactive impact on its future, strategic plan, and organizational direction.” Leaders functioning in the “We” quadrant “lead people in a positive direction,” and keep in mind that “in order to lead, you must be able to listen.” Leaders must be “someone people trust, find credible and have knowledge so they are willing to take direction from and follow.”

Leaders need to “recruit, develop, and grow talent to drive a team toward strategic goals.” A leader needs to do “the right thing for the long-term and be able to convince people of that vision.” One respondent wrote, “caring and serving people you manage and helping them to grow to their full potential.” Another response was “abiding by a code of serving through contributing your best effort in each situation without being ego driven.” Another respondent stated, “inspiring and energizing others in order to join together to solve problems.” Leaders understand “the vision of the organization.” One leader wrote, “the primary attribute of a leader is influence” and being a leader means “taking care of your staff, your mission, and yourself,” while being “responsible to produce positive change for stakeholders affected by the areas under (their) influence.” Leadership means having “competence” and “influence.”

Leaders can work with others by “empowering and educating.” A leader is “someone whom people trust,” and someone who “inspires confidence.” A leader can be “visionary,” someone who “speaks the truth,” and gives you “honest answers.” Table 4.11 shows the definitions that support the LL or “We” quadrant.

Table 4.11

Wilber's LL or "We" Quadrant With Leadership Definitions for the Inside Awareness of the Group

Leadership Definitions in the "We Perspective		
Motivates	Good Listener	Articulates the Vision
Demonstrates the Culture	Someone people trust	Efficient
Sets the Pace	Effective	Accountable
Accomplishes group goals	Recruits and grows talent	Influences people
Personally Invested	Lives the Vision	Positive Influence

The perspective of this LL or "We" quadrant changes from the personal to the group and focuses on the internal aspects of the group. How does the leader behave with the group—does the group feel empowered or disempowered? Are there power plays or are talented people exceeding the goals of the group and the organization? Is the culture of the group healthy or unhealthy?

Leaders spend many hours a day being in a group with others to accomplish goals for the company and the community. The work is never done and there is more to do. The group's progress is directly related to how the leader leads. If the leader is in tune with the projects and knows what is working and not working, they can ask questions that are pertinent to the group's success. If a leader is disengaged and doesn't realize that the staff members need their expertise, the projects may go off course and the leader will not realize it. How leaders lead in a group may be very different from how the leader relates to individual group members. This quadrant represents the area that the leader spends the most time on and has the most to learn. The next quadrant is the exterior of the group.

The LR or "Its" quadrant perspective. The LR or "Its" quadrant is the social dimension (or the exterior behaviors of the group, which are studied by third person sciences as systems theory). Examples of this perspective from the organizational

viewpoint are “hold yourself responsible for the entire business or organization, and all of the people working in it,” and lead “via strategic questioning to create and implement solutions to accomplish the vision.” Leaders work to “achieve a common goal for the good of any group, company, nation,” and to have “success in achieving the broader organizational or societal goals.” Leadership means “contributing to a greater cause through combined efforts with others,” and also “advance[ing] the mission of the organization.” Leadership in this perspective means “thinking strategically about the future of the division, understanding the role they play in the larger organization, and implementing industry best practices.” The group’s charge is one of “improving a community, company, or congregation through actions of individuals, groups of people, and/or systems.” Leaders “offer a big picture perspective.”

Examples from the community perspective include intentionally “making progress towards community goals” and not being “afraid to take stands on events in their community.” One leader wrote that leadership is “making decisions with the future of the community in mind, even if they are difficult.” The leader needs to “be the outward face of the organization, earning the confidence of customers and employees” and being able to “shape policy and [make] resource decisions to make progress towards community goals.” Good leaders “truly make a difference in the lives of our members and community.” Leaders are “working hard in roles in community and business,” and they have “a chance to orchestrate change and give back to the community.”

From the greater good perspective, one leader wrote, “It gives me great purpose in the world,” and another stated that leaders “contribute to a greater cause through combining efforts with others,” and “help[ing] others better the world.” Others wrote “by

being God’s ambassador in everything I do in my approach with others,” and “contributing to mankind, society, communities, and individuals to advance issues of social justice, quality, health, and well being.” Leaders are “creating and managing culture,” and “a true leader is capable of seeing what others cannot see, and acting on that vision in ways that reflect a deep and broad knowledge base.” Leaders desire to “make a meaningful and needed difference in the world.” Table 4.12 shows the definitions that support the LR or “Its” quadrant.

Table 4.12

Wilber’s LR or “Its” Quadrant With Leadership Definitions for the Outside Awareness of the Group

Leadership Definitions in the “Its” Perspective

The Organization:

- Strategic questioning to create and implement solutions to accomplish the vision
- Success in achieving the broader organizational goals
- Advance the mission of the organization
- Understand the role we play in the company; implementing industry best practices
- Improving a community through actions of individuals, groups, and systems
- Offer a big picture perspective

The Community

- A leader cannot be afraid to take stands on events in the community
- Able to shape policy and resource decisions to make progress toward community goals
- Truly make a difference in the lives of our members and community
- A chance to orchestrate change and give back to the community

The Greater Good

- Contributing to a greater cause through combined efforts with others
 - Helping others better the world
 - By being God’s ambassador in everything I do in my approach with others
 - Contributing to mankind, to advance social justice, quality, health, and well-being
 - Making a meaningful and needed difference in the world
-

This perspective is the external of the group, company, or organization and encompasses the effectiveness of the leader and the people who work in the organization.

The majority of challenges for the organization are external; thus, this perspective asks

questions like “am I a good neighbor, or community member, and am I making the world a better place?” When our community identifies a challenge and needs cooperation and support, do we join forces to remedy the challenge or do we sit back and watch others find solutions? Do funding reductions cause us to stop providing services or do we look for additional funding sources?

The value of using the AQAL model is that it helps differentiate the different perspectives so that a person can view the world through the first, second, and third person perspectives, or “I,” “you” and “he/she/it.” The fourth “its” quadrant is the collective form (Cacioppe, 2009). When one thing changes in one quadrant, things change in the other three; that is, this model uses a holistic and integrated perspective. A person could use the model as a map and identify what developmental work needs to be done in each quadrant, which demonstrates how interconnected we are and how our personal success is dependent on many people around us. Using the AQAL method is an interdisciplinary approach and a multilevel analysis. Looking at the leadership definitions within this model can aid leaders in recognizing that there are many layers and perspectives of leadership and can make it easier to understand diverse and complex definitions because of the different quadrant perspectives.

A SurveyMonkey Wordle

SurveyMonkey® created a Wordle based on the frequency of words used in response to the question about leadership definition. Figure 4.1 shows the words used in the definition of leadership, with the larger words indicating a higher frequency of use.



Figure 4.1. Wordle using the words in the question about leadership.

Identifying integral leaders. Research Questions 3, 4, and 5 required identification of the integral leaders. Table 4.13 displays the criteria used to identify integral leaders to be interviewed, after review of the data, and keeping in mind the expected percentage of integral thinkers in the overall population, additional criteria were applied to further ensure that the focus was on the integral thinkers before completing analyses for Research Questions 3, 4, and 5. The interviewees all met these additional criteria.

Table 4.13

Identify Integral Respondents

Criteria	Respondents
Total Survey Respondents	642
Integral Scores >5.5	131
Integral Scorers with Pattern Moving From Achieve to Collaborate to Integral Integral > 5.5 Collaborate < 5.0 Achieve < 4.5	71
Integral Criteria with Low Scores (Indicating Disagreement for 3 Key Achieve Questions) 1. Controls and regulations have to be in place 2. I avoid conflict 3. Only one right way to do things	56
Did not want to be interviewed	30
Available for interview	26
Interviewed	8

Since most respondents agreed on some level with several of the integral statements, the identification of integral leaders for these analyses focused on the same criteria used to identify the interviewees—those with integral mean scores of 5.5 or higher (131 respondents), who showed a progression toward integral thinking, with achieve item average scores lower than 4.5, collaborate item average scores lower than 5.0, and integral item average scores equal to or greater than 5.5 (71 respondents). The other criteria for these respondents was to not have agreed with any of the three achieve statements that seemed to negate the possibility of being an integral leader (controls and

regulations have to be in place for things to work right, I avoid conflict, and I think there is only one right way to do things). This resulted in a total of 56 integral respondents. Of these, 30 indicated in the survey that they did not want to be interviewed and 8 of the remaining 26 integral thinker respondents were interviewed. These 56 respondents, identified through this process as integral thinkers, represented 8.7% of all respondents. This is a somewhat higher percentage than is thought to exist in the larger population. However, this was a sample of highly educated, experienced leaders, leading to the conclusion that a somewhat higher than average number of integral leaders could be reasonably expected.

Research Questions 3 and 4

Since Research Questions 3 and 4 yielded similar results, they are discussed together. The third research question asked second tier (integral) leaders to describe how their experiences with mentors and critical life events influenced their leadership. The fourth research question asked what integral leaders learned about being a leader and leadership as a result of their mentor experiences and major life events. The fifth research question asked based on what second tier (integral) leaders learned, what advice do they have for emerging leaders? Data addressing these questions were collected from two survey questions and two interview questions. Similar questions were asked in both the survey and interviews.

Mentor experiences. Of the 56 integral survey respondents, 41 (73%), said *yes—definitely*, 12 (22%) said *yes—in a way*, and 3 (5%) said *no—not really* in response to the question about whether they had experience with a mentor. Figure 4.2 shows the frequency breakdown of the responses.

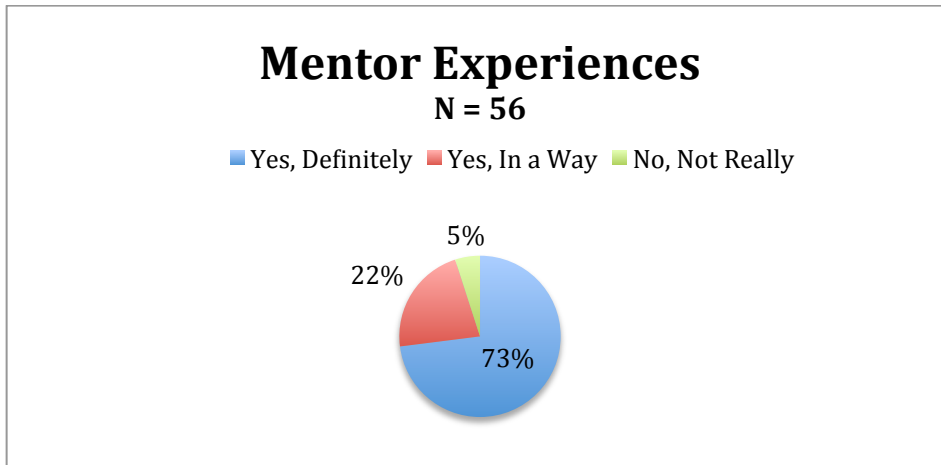


Figure 4.2. Percentages of integral respondents with mentors.

Major life events. There were 56 integral thinker respondents, but 4 did not respond to the question about major life events. Of the 52 integral survey respondents answering this question, 11 (21%) indicated that they did not have a major life experience that influenced their leadership. Somewhat more than half, 28 (54%) indicated that they definitely had a major life experience, and 13 (25%) indicated that “in a way” they had a major life experience that influenced their leadership. Figure 4.3 shows the percentage distribution for major life experiences influencing leadership.

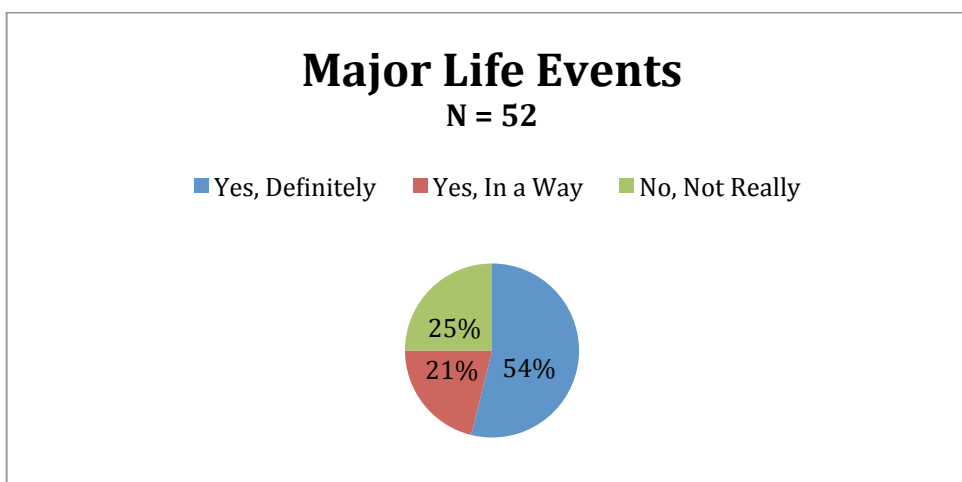


Figure 4.3. Percentage of integral respondents with major life events.

Survey and interview mentor experiences and major life events. Respondents were asked to describe how their mentor or major life event influenced their leadership, then they were asked what they learned from these mentor experiences and major life events. Through several iterations of narrative analysis, themes were identified. Table 4.14 shows the codes, categories, and themes identified for the survey and interview questions related to mentor experiences and their major life events. The first column shows how leaders' mentor experiences influenced their leadership and the second column shows what they learned from their mentor experiences. The third column describes how major life events influenced their leadership, and the fourth column shows what they learned from their major life events.

Table 4.14

Survey and Interview Questions by Themes, Categories, and Codes

Themes, Categories, & Codes	Combined Survey and Interview Questions			
	Mentor Experiences		Major Life Experiences	
	How mentor influenced leadership	How leadership changed as a result of mentor relationship	How major life event influenced leadership	How leadership changed as a result of experience
1--Focus Inward				
Personal Characteristics				
• Be an honest, ethical, and respectful person	X	X	X	
• Be a good person in other ways	X	X	X	
Personal Growth				
• Pay attention to what is around you	X	X	X	X
• Take care of yourself, form new personal meaning, identify what you value, and take time to heal after a loss	X		X	X
• Be a lifelong reflective learner	X	X	X	X
• Develop new or improve existing skills			X	X
• Understand family changes and insights		X	X	X
• Get out of your comfort zone, reach out in new ways, and try things	X	X	X	
• Understand painful work experiences			X	X

Themes, Categories, & Codes	How mentor influenced leadership	How leadership changed as a result of mentor experience	How major life event changed leadership	How leadership changed as a result of experience
<ul style="list-style-type: none"> • Have more work/life balance 		X	X	X
2--Know the Characteristics of a Leader				
<ul style="list-style-type: none"> • Be of service and go the extra mile with others 	X	X	X	X
<ul style="list-style-type: none"> • Collect and evaluate information and make better decisions 	X	X	X	X
<ul style="list-style-type: none"> • Show strength, confidence, courage, and stay grounded 	X	X	X	
<ul style="list-style-type: none"> • Work in a structured, organized manner and work hard 	X	X		
<ul style="list-style-type: none"> • Lead by example 	X	X	X	X
<ul style="list-style-type: none"> • Become a better and passionate leader by overcoming your personal frustrations 	X	X	X	X
<ul style="list-style-type: none"> • Be open to possibilities, be adaptable and use influence with others 	X	X	X	X
3--Focus Outward				
Take care of relationships				
Build strong relationships	X	X	X	X
<ul style="list-style-type: none"> • Create high functioning teams of engaged leaders and staff 	X	X	X	X
<ul style="list-style-type: none"> • Care about and believe in your staff and others 	X	X	X	X

Themes, Categories, & Codes	How mentor influenced leadership	How leadership changed as a result of mentor experience	How major life event changed leadership	How leadership changed as a result of experience
Focus on Organization				
• Improve communication at all levels	X	X		X
• Create a high functioning business based on excellence	X	X	X	X
Focus Outside the Organization				
Work for the greater good		X	X	
• Give back to the community		X	X	
4--Mentor Encouragement				
• Received a wide range of encouragement	X	X		
• Sought and received guidance and wisdom from many people you respect and admire	X	X		X
• Learned to inspire, coach, mentor, and encourage others	X	X		X

Theme 1—Focus Inward

This theme focuses on the internal aspects of a person and includes two categories: personal characteristics and personal growth. Both survey respondents and interviewees addressed the focus inward theme.

Personal characteristics. Personal characteristics are the values people use to define themselves and to make decisions. Study participants generally described those characteristics as being ethical and a good person in other ways. Leaders with both

mentor and major life experiences wrote about how important it was for leaders to be good people. Respondents wrote about “telling the truth no matter how difficult it was to hear.” Others wrote about “being ethical, having integrity, being legal and moral and living their values.” Many leaders spoke about how their mentor taught them to develop and live their core values. One leader summed this up as “if you try and live your values every day, then it becomes what you do.”

When asked what they learned, many survey respondents wrote about “how important it was to be a role model and emulate the values of kindness, excellence, competency, and a caring work ethic.” Survey respondents wrote about “being made aware of treating people fairly, with respect and dignity, and always doing what was right, and not to tolerate anything illegal.”

Personal growth. Personal growth is how a person changes and grows as a person. The context is provided by what people pay attention to, including how they care for themselves, make meaning, identify what values are important to them, and how they give themselves time to heal after a loss. Such growth also includes how leaders reflected on and learned from mentors and experiences, and improved existing skills or created new ones. Leaders also found ways to move out of their comfort zones, understand the impact of family dynamics, work through painful work experiences, and create balance in their lives. Mentors “encouraged leaders to learn and grow and take on challenges.”

Paying attention to what is around them. Paying attention to what was around them was critical to personal growth for the study participants. Several interviewees mentioned the importance of leaders being engaged in what was happening at work, such

that they would be sufficiently well-informed to ask questions and show interest. Others wrote about “being inspired to reach high, stretch, and be successful.”

From observing others, one respondent understood that “learning how to keep their ego in check” was critical to great leadership. Many also said that they realized “the value of humility,” and became more empathetic and compassionate toward others. People wrote and spoke about learning to take care of themselves and to take the necessary time to heal after painful experiences. Survey respondents wrote about “becoming ill and realizing life was not about achievement” and finding “their own voice, an inner authority, and who they were.”

Take care of yourself, form new personal meaning, identify what you value, and take time to heal after a loss. Forming new personal meaning is part of the change process. One survey respondent wrote about a major life event that helped them “seriously examine where they were in life and where they wanted to be.” An interviewee told a story about “how losing their job helped them to realize it was the best thing that happened to them.” One survey respondent asked themselves the question “is this all there is to life?” In exploring this question, the respondent wrote, “It helped them develop into a more rounded person [and to be] able to offer their expanded self to the workplace.”

Be a lifelong reflective learner. Survey respondents and interviewees who had both mentor and major life events wrote and spoke about the value of being a lifelong reflective learner, and the value of introspectively striving to learn from every encounter.” Many respondents expressed that they “became more visionary, more serious about the quality of their life and where they wanted to be as a person and as a leader.”

Develop new or improve existing skills. One person said they “became less controlling, and less self-centered, as a byproduct of mentor experiences.” Others learned that “consensus building became more important to them,” and one survey respondent recognized that this shift in philosophy caused them to “ask more open-ended questions to allow others to come to their own discovery.”

Understand family changes and insights. Family changes were described as major life events, particularly when they involved losing mothers, fathers, brothers, or several family members. For example, as the result of several family deaths, one survey respondent mentioned that they had “to take more responsibility for the care of their siblings while they took time to heal and find peace.”

Get out of your comfort zone, reach out in new ways, and try things. Mentors challenged people to get out of their comfort zones to try new things, hoping to create confident leaders who moved forward into the unknown. Mentors told people “how they could have done better, and suggested opportunities they might never have done on their own,” and “that doors were open to them.”

A survey respondent recognized that their mentor “broadened their perspective on many issues and was consistently encouraging.” One person “applied for a job they would not have thought about but did so once they received feedback from their mentor.” Another survey respondent discussed being able to work with diverse groups of people across the country and being able to start their own career with a “head start.”

Understand painful work experiences. People who had major life events talked about painful work experiences. Many respondents spoke about having bad bosses,

experiencing poor leadership, losing jobs, and working with people who didn't hold others accountable.

One survey respondent shared a story of “losing their job and how badly the boss conducted the conversation, which was an event from which they had not quite healed over time, and remnants continued.” This person admitted that after time “this experience led them to reassess their priorities in life, which resulted in knowing more clearly that people, community, and making a difference in the world was key.”

Have more work and life balance. Having balance in life and work was important to people with both mentor and major life experiences. One interviewee described “the frustration of working for a workaholic while they were starting their family and striving for a work/life balance.” When asked what they learned from these events, one interviewee realized after a health issue that “they were seriously out of balance and strove to find balance as a priority.”

Theme 2—Know the Characteristics of the Leader

Knowing the characteristics of the leader is about what kind of person they are in their role as a leader. Are they only concerned with their own success, or do they see themselves in the role of providing service and being there to support others? How do they work, are they organized, and do they lead by example? Do they take steps to become a better and passionate leader by overcoming their personal frustrations and are they open to possibilities and adaptable with change? Do they choose to influence people or try to control them?

There were nine codes for this theme of knowing the characteristics of the leader. The nine codes are to be of service and go the extra mile with others; collect and evaluate

information, and make better decisions; become a better and passionate leader by overcoming personal frustrations; show strength, confidence, and courage, and stay grounded; work in a structured, organized manner and work hard; lead by example; be open to possibilities; be adaptable; and use influence with others.

Be of service and go the extra mile with others. Leaders with both mentor and major life events told stories of being of service and going the extra mile with employees. One interviewee mentioned “the philosophy of servant leadership and being taught by their mentors and emulating that style into their leadership.” Another leader spoke about “being in a position to go the extra mile for an employee by making a contact that aided their life” while maintaining anonymity. When asked what they learned, many wrote, “they became committed to the servant leadership philosophy because the values contributed to the greater good.”

Collect and evaluate information, and make better decisions. Leaders learned from both mentor experiences and major life events how to balance collecting the necessary information to make an informed decision with what was the best timing for an action, considering the circumstances. One leader wrote, “They gained more insight into the decision making process by watching it take place as they worked together.”

One interviewee recognized that there was “shared responsibility for success and failure and the big failures were theirs, and they took [on] that responsibility, while the big successes were the team’s and they needed to be celebrated.”

Show strength, confidence, and courage and stay grounded. Leaders need to have courage and confidence and show strength while they are keeping the people around

them grounded in their work. Another respondent said, “They became confident to lead and to apply for jobs that required them to be a leader.”

Work in a structured, organized manner and work hard. Leaders have their own ways of working and in one case a survey respondent said “their mentor showed them the benefits of incorporating more structure, which didn’t come naturally to that leader.” A survey respondent wrote about “stepping in to assist in remov[ing] obstacles” for team members. A survey respondent wrote, “This experience helped them to realize talent, hard work, and dedication is a valuable asset that they can focus on whatever goal or dream they want to achieve.” Mentors asked leaders “to pay attention to the details.”

Lead by example. Leaders with both mentor and major life events wrote and spoke about leading by example. One leader spoke about how “their mentor’s values permeated their style” and how they learned “to be an example as their mentors were examples for them.”

Become a better and passionate leader by overcoming your personal frustrations. Leaders with both mentor and major life experiences wrote about becoming a better leader through practice. A consistent story was how leaders worked through their personal frustrations to gain new skills, become a better leader, and be more comfortable working with other people as evidenced by statements like, “He showed me that leading was as much about building consensus as it was about dictating and demanding results.”

One leader realized, “The world would be a different place if half of our leaders were women.” Another respondent stated, “repetition is the mother of skill, ” and others mentioned, “having engaging mentors who were worth emulating.” Everyone has personal frustrations, but story after story described how leaders rose above those

frustrations to broaden their perspectives on their way to becoming a better and more passionate leader.

Some leaders wrote stories about “how they became less controlling and more trusting of the people they worked with.” Some realized that “change is a process and people need to be supported through it.” Some wrote about “breaking up major projects into smaller parts so many people could participate in the accomplishment of the goals.”

Be open to possibilities, be adaptable, and use influence with others. Leaders wrote about both mentor experiences and major life events that demonstrate the need for openness and adaptability and being open to possibilities that present themselves. One leader realized that “through their mentor’s example, they learned how to influence others to be leaders.” Study participants wrote, “They were more assertive and confident about their capabilities, willing to take on bigger challenges, and not [be] afraid to try new ideas and solutions.”

Leaders are “looking for people who give them feedback, so they can improve their skills and become a better leader in the process.” Another leader commented, “An open mind can change the world.” They recognized that through this process, “they were able to take on larger goals and bigger challenges and lead in different situations.”

Theme 3—Focus Outward

The third theme is focused on the leader as they appear to other people, the organization, and people outside of the organization. The first category “take care of relationships” consists of three codes: build strong relationships, create high functioning teams of engaged leaders and staff, and care about and believe in your staff and others. The second category “focus on organization” consists of two codes: improve

communication at all levels and create a high functioning business based on excellence. The third category, “focus outside the organization,” consists of two categories: working for the greater good and giving back to the community.

Take care of relationships. This category encompasses how leaders think about other people in relationships with them, how leaders work with the team, and how leaders care about people. This category includes three codes: build strong relationships, create high functioning teams of engaged leaders and staff, and care about and believe in your staff members and others.

Build strong relationships. Leaders recognized that “The only way they would be an effective leader was to work through and with people.” Study participants learned through mentor relationships and major life events “the importance of strong relationships and collaborations.” Relationships at all levels, “the board of directors, senior leadership, peers and subordinates were all-important.” When asked what they learned about relationships, one leader stated, “Their relationships were more authentic in all aspects of their leadership practice.” Yet another claimed that their mentor “would climb a mountain for them.”

Create high functioning teams of engaged leaders and staff. This category describes the leader in a team with a group of people. The goal is to be high functioning by sharing information, cooperatively creating goals, communicating effectively, holding each other accountable, and celebrating successes together. Leaders with both mentors and major life events wrote and spoke about their quest for high functioning teams. Many realized that they “were better leaders because they invited the team to join them and together they worked hard to make a difference.”

When asked what they learned, one study participant wrote, “I have become more of a facilitator and champion of successful teams.” One leader realized that “they needed to build the next generation of leaders, and the only way to do that was to constantly challenge them to participate in the hard stuff of organizational change (problem solving and decision making).” Some wrote about “abandoning goals that didn’t work nor move the organization in the right direction,” while others wrote about “empowering staff to be involved and contribute to the outcome.”

Care about and believe in your staff and others. This category describes how leaders care about the people they work with. As a healthcare leader stated, “I became more sensitive to those in my care, earnestly getting to know them, asking for their advice, giving them as much freedom as I possibly could in order to allow them a higher level of engagement.” When asked what they learned, one leader stated, “They were more focused on building people up and honoring them and raising their self-esteem.” Survey respondents valued “people first, know[ing] and car[ing] about their lives and mak[ing] a personal connection with each employee.”

Focus on the organization. This category includes how the leader focuses on running the company or organization and is supported by two codes: improve communication at all levels, and create a high functioning business based on excellence. A high functioning business focuses on its mission and vision, and employs the right people to accomplish goals cooperatively.

Improve communication at all levels. One leader believed that their mentor “helped them learn to be a good listener and gain perspective of various points of view.” An interviewee said that they were “learning to really listen to people and be interested in

what they had to say.” Another respondent emphasized the importance of “reflecting on communications before it was sent out, especially if it was a difficult subject.” When asked what they learned about communications, one leader “practiced listening to others,” while another spoke about “learning the value of face-to-face meetings.” As another survey respondent wrote, “They learned to ask open-ended questions in order to allow the others to come to their own discovery.”

Create a high functioning business based on excellence. When discussing creating high functioning organizations, one leader stated that “their father was their primary influencer and he was a people oriented leader and his role as leader was to be the steward of the organization.” Another survey respondent wrote, “They hold those on their team to high standards but do all that they can to ensure they have the resources, training and encouragement to stretch themselves and reach the goals they set.” When asked what they learned, one leader said, “Their whole outlook on running a company totally changed, and they started to work in the company instead of on it.”

Focus outside the organization. This category focuses on the leader looking beyond the organization or company and looking at the greater good, or what is better for the whole versus the one, and the larger context of the community that they are a part of.

Work for the greater good. The context for this category is working for a higher purpose than the actual business. Leaders described “looking beyond themselves and picking fights they could win or make a difference for the greater good of all,” and “living life to the fullest, being with their family and friends, and contributing to make the world a better place.” Another leader spoke about how “their view of the world is to improve the human condition for others,” and “appreciate diversity.”

When asked what they learned, one leader mentioned “being true to yourself when you believe your actions are for the greater good—even if they may not be the popular thing to do.”

Give back to the community. One leader was asked by their mentor “what specifically were they doing to better the community,” which precipitated a positive response. One survey respondent wrote, “They placed a greater focus on serving others and helping them reach their goals.” These experiences encouraged leaders to “reassess their own priorities in life” and “identify ways to give back to the community.”

When asked what they learned, one leader said, “They increased the amount of time dedicated to collaborative opportunities and partnerships outside the organization, which dramatically improved their results.” Another said, “that the work they do gives back to the community and it is more meaningful.”

Theme 4—Mentor Encouragement

This theme captures the encouragement that leaders received from a person or their mentor; the first category describes the broad range of encouragement. The second category is about seeking and receiving guidance from people who a leader respects and admires. The last category is how the person or leader changed roles and mentored other people.

Receive a wide range of encouragement. Leaders may or may not have had mentors, but if they did not have one, they watched other people who they respected and admired to see how they did things. The study participants who had mentors described how mentors “pointed out strengths,” “gave the person confidence and courage to excel,” and “saw potential in them and developed them.” Other mentors “guided people but

allowed them to make their own decisions,” “provided a safe environment where the person could be themselves,” and “broadened their perspectives on many issues.”

When asked what people and leaders learned from mentors, the study participants identified “role modeled patience, kindness, excellence, competency, caring, and a work ethic,” “gave feedback on performance that was helpful and supportive,” and “told leaders when they could have done better.” One leader remarked that “their mentor over 40 years ago was so inspirational, they still use the core values they created together.” They “helped leaders discover their own shortfalls, or potential shortfalls,” “identify personal leadership strengths,” and in one case, “act like an internal board of directors.”

Seek and receive guidance and wisdom from many people you respect and admire. People and leaders can find mentors everywhere: they could be family members, teachers, friends, bosses, military leaders, organizational consultants, and peers; people have choices and options. One respondent had multiple mentors throughout their life. One leader said, “A family member taught me about business, then others mentored me in college, the military, [someone else taught me] about politics, about starting my own company, and [they] even [provided] a spiritual mentor. One leader readily shared that “they had mentored 10 presidents.” One leader learned to be “strong from their father,” and “compassionate from their mother.”

Inspire, coach, mentor, and encourage others. Leaders recognized the value of mentorship and many offered it to their leaders to help develop them: “They have tried to be a mentor to others younger than themselves because they saw the value of such a relationship for both parties.” One mentor suggested that leaders “recognized they were developing the next generation of leaders.”

When asked what they learned, one leader said “Having people care for you allows you to care about others,” and “It forced me to give opportunities to young people the way they were given to me.”

Research Questions 3 and 4 Summary

While there were many similarities between the mentor experiences and major life events, there were also a few unique areas relevant to one or the other. Table 4.15 shows the similarities and differences in the mentor experiences and major life events.

Table 4.15

Summary of Similarities and Differences in Mentor Experiences and Major Life Events Codes

Types and Codes

Differences

Mentor only

- Work in a structured, organized manner, work hard
- Received a wide range of encouragement

Major Life Events only

- Painful work experiences
- Family changes and insights

Similarities for all four questions

- Pay attention to what is around you
 - Be a lifelong, reflective learner
 - More work and life balance
 - Be of service, go the extra mile
 - Collect and evaluate information, make better decisions
 - Lead by example
 - Become a better and passionate leader by overcoming personal frustrations
 - Be open to possibilities, be adaptable and use influence with others
 - Build strong relationships
 - Create high functioning teams of engaged leaders and staff
 - Care about and believe in your staff and others
 - Create a high functioning business based on excellence
-

The differences—mentor questions only. When survey respondents and interviewees wrote and spoke about how their mentors structured and organized their work, they specifically connected the learning to mentor experiences and not major life events. Leaders used their vantage point with the mentor to connect the dots in new and more organized ways through hard work. Once leaders realized the value of the structure and organization, they were able to individualize the information and benefit from it.

Leaders who had mentor experiences were pushed out of their comfort zones and given projects that helped them develop new skills, and they watched how great and poor leaders made decisions and treated other people. Many leaders made the connection between core values and leadership and the value of influencing people instead of trying to control them.

The differences—major life events questions only. Survey respondents and interviewees wrote and spoke about painful work experiences from their major life events, not from mentor experiences. Mentors challenged leaders to step out of their comfort zones and try new things, but the painful experiences came from specific events in the leader's life.

Family changes, losses, and dynamics affected leaders who were going through major life events. These losses were permanent; grieving was a major part of the healing process. In each situation, the leader was not incapacitated by the event; rather, they discovered positive and successful ways to overcome the experience, learn from it, and move into a different space where they cared more about the people around them and knew they were more compassionate.

Similarities—all four questions. The study participants responded to all four questions regarding mentor experiences and major life events for all of these codes. Leaders were encouraged to pay attention to what was around them, and they were engaged in their work; other people depended on that engagement to discover their own engagement and inspiration. Leaders were vocal about realizing the value of being a lifelong reflective learner and doing internal reflective work. Having more life and work balance was part of many mentor and major life event stories. Leaders watched other leaders to see how they balanced or didn't balance their own lives.

Being of service and recognizing a perspective shift from self to others was an integral part of the stories that the participants told. One leader learned the value of going the extra mile for someone because they were in a position to do so. Collecting input to make a decision was either kept at the leader's level or delegated to the appropriate staff person who was empowered to make it.

Many leaders recognized the good values, great leadership behaviors, and excellent work habits their mentors had, and they made the conscious decision to incorporate those into their own leadership. One leader was so impressed with what they learned about values and beliefs that the leader shared it with their children. Leaders realized that they need to be good at everything on many levels, and they have to work through their own frustrations to become better leaders. Some realized that working with other people was challenging for them and they learned the value of working with people. One leader realized how different the world would be if half of the leaders were women.

Being open to possibilities, being adaptable, and using influence with others was an integral part of the change process, which is a very personal journey that the leader

directs. How open and positive the leader is and the ability to roll with the punches is a private decision. When leaders made a decision and became vulnerable in front of others, they realized how much they grew. Some started out fighting the change and the process, while others watched from the sidelines. Changing the leadership approach to influencing people instead of trying to control them was new for some, exciting for others. Great leaders do not reach that point until they know how to work with other people by using influence.

Study participants had learned that the only way they could be an effective leader was through strong relationships with people. These relationships allowed them to be more authentic in all aspects of their leadership practice with all levels of people. Survey respondents and interviewees spoke and wrote about working in high functioning teams because they recognized that such teamwork leads to success in the business. One leader attempted to build the next generation of leaders by asking them to jump into the difficult situations in the business.

Many leaders wrote and spoke about genuinely caring for other people. Some knew right away that caring for people was of primary importance for them. One leader spoke about finding ways to honor people and raise their self-esteem.

Leaders recognized how important it was to create a high functioning business based on excellence, which is what their work was all about. Many leaders changed their focus from short to long term; from working in the company to “working on the company and focusing on the customer.”

The AQAL Model Summary

This section provides a summary of Research Questions 3 and 4 using the AQAL model. Each quadrant of information is presented individually.

The UL or “I” quadrant perspective. When asked what they had learned, leaders wrote and talked about learning to better understand themselves, identify their personal values, learn how to live their values in their work, and find ways to be a better person. The study participants told stories of being challenged by their mentors, who asked them to step out of their comfort zones and try new things. There was a developmental period when they learned to be open to possibilities and become comfortable with the unknown, becoming cognizant of the need to pay attention to their surroundings. They learned to work through their personal frustrations, and give themselves time to heal after experiencing losses in their personal lives and careers. They began to understand that this process was a never-ending one that changed over time and required their personal engagement and participation. While these leaders had similar experiences, they described journeys that were unique to them and had a far-reaching effect on their personal and professional lives. Many of these journeys were difficult, but all of the respondents and interviewees talked about overcoming their challenges and learning from them. No one said that they failed or turned back. The stories of success were uplifting, energizing, and hopeful. Table 4.16 is the summary for Research Questions 3 and 4, assessed with the codes using the UL or “I” quadrant, the interior of the leader, in the first person perspective.

Table 4.16

Research Questions 3 and 4: The UL or “I” Quadrant Codes

The UL or “I” Quadrant Codes

Be an honest, ethical, and respectful person
 Be a good person in other ways
 Pay attention to what is around you
 Take care of yourself, form new personal meaning, identify what you value
 Be a lifelong, reflective learner
 Understand family changes and insights
 Get out of your comfort zone, reach out in new ways, and try things
 Understand painful work experiences
 Have more work/life balance
 Become a better and passionate leader by overcoming your personal frustrations

The UR or “It” quadrant perspective. Leaders learned the importance of collecting information from a variety of sources and becoming knowledgeable about their businesses. They learned the value of working in an organized manner and watched others integrate their organizational style so that they could stay in the present and make data-based decisions. They found a process of collecting the facts that helped them bring in the information they needed for their decision making. Table 4.17 is the summary for Research Questions 3 and 4 using the UR or “It” quadrant, the exterior of the leader, in the third person perspective.

Table 4.17

Research Questions 3 and 4: The UR or “It” Quadrant Codes

UR or the “It” Quadrant Codes

Collect, evaluate information and make better decisions
 Show strength, confidence, courage, and stay grounded
 Work in a structured, organized manner, and work hard

The LL or “We” quadrant perspective. Leaders recognized the importance of developing and maintaining strong and long-term relationships with others and genuinely caring about the people around them, such as customers, employees, teams, and stakeholders. They learned to bring that level of caring into how they treat their teams, so that they could create high functioning teams of people who desired to be engaged in the work, teams that brought their best selves to work every day, and challenged each other and held each other accountable. Being one’s best self means being engaged, ready for the day, positive about the work, willing to find solutions together, and supportive of others. This is a fluid process and they learned to be adaptable and take more risks, and they realized that the best way to accomplish this was by using influence with people and asking for their support. Mentoring others became important as leaders recognized their own growth and the team achieved their successes. Table 4.18 is the summary for Research Questions 3 and 4, the codes using the LL or “We” quadrant, the inside awareness of the group, in the second person perspective.

Table 4.18

Research Questions 3 and 4: The LL or “We” Quadrant Codes

The LL or “We” Quadrant Codes

Be of service and go the extra mile with others

Lead by example

Build strong relationships

Create high functioning teams of engaged leaders and staff

Care about and believe in your staff and others

Use influence with others

Seek and receive guidance and wisdom from many people you respect and admire

Learn to inspire, coach, mentor, and encourage others

The LR or “Its” quadrant perspective. Leaders realized that they were part of something that was greater than themselves, and as a result they needed to take a big

picture, strategic look at the work they were doing with people, in companies and organizations, in the community, and beyond. This new perspective was more inclusive, connected, and integral for the future. The everyday goals and objectives, or the “nuts and bolts” of the company, evolved into a larger role in the community. Some leaders saw this as transformational. They changed and became more open minded and open to possibilities. Some leaders saw themselves as an integral part of the community with vantage points that could actually make a difference. Others felt that their work affected the greater good. Table 4.19 is the summary for Research Questions 3 and 4 codes using the LR or “Its” quadrant and the external behaviors of the group, in the third person, systems theory perspective.

Table 4.19

Research Question 3 and 4: The LR or (Its) Quadrant Codes

The LR or “Its” Quadrant Codes

Improve communication at all levels
 Create a high functioning business based on excellence
 Work for the greater good
 Give back to the community

Research Question 5

The fifth research question asked integral leaders what advice they would give to emerging leaders based on what they learned from their mentor experiences and major life events. Table 4.14 shows the themes, categories, and codes identified by the survey respondents and interviewees about their advice for emerging leaders. The four themes, focus inward, know the characteristics of a leader, focus outward, and mentor encouragement are the same as the themes that emerged from what the respondents learned from their own mentors. Of the seven categories, all six are the same The specific

codes within these categories and themes varied somewhat from the codes emerging from the questions about what these leaders did when they learned. Four new codes emerged including hold yourself and others accountable, be clear in your expectations, align your work to your vision, and improve how you present new information. Table 4.20 shows the themes, categories, and codes. Those marked with an asterisk are those that were not the same as the codes developed for what leaders learned from their own mentors.

Table 4.20

Themes, Categories, and Codes

Survey and Interview Questions

As a result of what you learned about your own leadership from this person, mentor experience, or major life event, what advice would you give emerging leaders?

Theme 1: Focus Inward

Personal Characteristics

- Be an honest, ethical, and respectful person
- Be a good person in other ways

Personal Growth

- Align your life with your values and manage your stressors
- Be a reflective, lifelong learner
- Improve skills
- Have more work/life balance

Theme 2—Know the Characteristics of a Leader

- Be of service and go the extra mile with others
- Collect and evaluate information, and make better decisions
- Become a better and passionate leader and overcome your personal frustrations
- Show strength, confidence, and courage, and stay grounded
- Improve leadership attributes, know yourself, live your values, be humble and lead by example
- Be open to possibilities, be adaptable and use influence with others

Survey and Interview Questions

Theme 3—Focus Outward

Take Care of Relationships

- Build strong relationships
- Create high functioning teams of engaged leaders and staff

Take Care of Relationships Continued

- Care about and believe in your staff and others
- *Hold yourself and others accountable**
- *Be clear in your expectations**

Focus on Organizations

- Improve communication at all levels
- *Align your work to the vision**
- *Improve how you present new ideas**

Focus Outside the Organization

- *Work for the greater good**

Theme 4—Mentor Encouragement

- Seek and receive guidance and wisdom from many people you respect and admire
- Inspire, coach, mentor, and encourage others

* *Designates a new code*

Theme 1—Focus Inward

This theme focuses on the internal aspects of a person and includes two categories: personal characteristics and personal growth.

Personal characteristics. Personal characteristics are the values people use to describe themselves. Values such as being honest, ethical, and respectful, and being a good person are included.

Be an honest, ethical, and respectful person. When asked what advice respondents had for emerging leaders, survey respondents wrote: “to be ethical,” and to “always maintain integrity in what you do,” and “to set a moral tone and never tolerate anything illegal or immoral regardless of a perceived benefit to the organization.”

Be a good person in other ways. Others recommended being a good person in other ways: “be yourself,” “[do] not be afraid to share your thoughts,” “gain clarity about your beliefs and values,” and “stay humble (maybe even especially) when you are successful.” One person suggested, “show[ing] your vulnerability to your subordinates,” and to “explore, listen, and learn to give.”

Personal growth. Personal growth is how a person changes and grows as a person. The context for these recommendations came from the alignment of a person’s values and how they manage stressors; being a reflective, lifelong learner; improving skills; and having more work and life balance.

Align your life with your values and manage your stressors. When asked what advice they had, one survey respondent wrote, “dig deep to truly understand yourself first, and don’t be afraid of the cracks (you find).” Others wrote, “always have the courage to do what you think is right,” “treat [people] fairly,” “be kind to yourself,” and “learn from your mistakes.”

Be a lifelong, reflective learner. Comments on this subject were: “always accept opportunities to learn new things,” “learn about individual styles so you can work with anybody,” “be willing to experiment and to let go of experiments that [do] not work, and keep trying.” Other survey respondents suggested that leaders should “be willing to take risky assessments both formally and informally so you can identify areas you need to

work on,” “be a student for life,” and “learn from mistakes.” Others suggested, “know your own strengths and weaknesses so that you can use the information most effectively” and “read everything possible on leadership and management.”

Improve skills. To keep up with an ever changing, more complex world, people need to continue to improve their skills. Study participants suggested that leaders should “remain open to new ideas that [are] not your own,” “know yourself clearly, so you can identify what skills you need to improve,” and that leaders should not be afraid of asking for help because you “cannot do everything by yourself.”

Have more work life balance. Balance in work and life is important to people as these survey recommendations show: “Always take time for yourself and your loved ones, they need to know how important they are to you and you need to give yourself the freedom to enjoy them guilt free,” and “Try to find a way to remember what is really important in life.”

Theme 2—Know the Characteristics of the Leader

What kind of a leader are they? Are they service oriented or is everything they do all about them? How do they make decisions, is the process collaborative or do they make decisions without input from others? Are they courageous and exude confidence or are they afraid? Do they know themselves as leaders and live their values, or is there a disconnect between what they say and do? Are they open to possibilities and are they adaptable or are they afraid of change?

Be of service and go the extra mile. Many leaders recommended that emerging leaders look into “servant leadership” for their own organizational and personal

philosophy. Others spoke about “empowering people because everyone is your customer and it gives you an opportunity to bring out the best in everyone.”

Collect and evaluate information, and make better decisions. Many leaders recommended, “leaders take the time they need to make [the right] decisions and not rush decisions that [they] are not ready to make. Others suggested “basing decisions on good quality data,” and “lead[ing] in a collegial fashion with decisions that are based upon facts, the truth, and fairness.” Interviewees suggested that leaders “gather information,” “weigh opportunities,” and that “timing is a critical asset.” The leader has the final decision-making power, but many leaders mentioned inviting others for input before decisions were made.

Become a better, passionate leader, and overcome your personal frustrations. Survey respondents recommended, “be[ing] present in the current moment,” “realiz[ing] that life is a journey and enjoy[ing] it along the way. “Ask more open-ended questions so you learn more about what is going on, and give others an invitation to share their knowledge and ideas.” Other respondents wrote, “Be open to other ideas especially when they are not yours,” “always remain humble and celebrate others successes,” “know yourself,” and “don’t be afraid to show passion.” Another wrote, “Work at leadership like you would work at anything else—and practice.” Others wrote, “seek feedback and provide feedback,” and “be patient with yourself, and others and ask for guidance whenever you need it.” Leaders believed that, “people want to follow individuals who believe anything is possible,” and “leadership is about believing in yourself and being assertive and compassionate and serving others.”

Show strength, confidence, courage, and stay grounded. Interviewees advised leaders to “know their purpose,” and “work as a leader who has the vision of what the world will be like if they are successful.” Others advised, “have confidence and courage to do the right things for all the right reasons,” and “wait until the nighttime to worry so you can be confident in front of staff during the day.” Survey respondents wrote, “don’t be afraid to show energy, and a bit of humor as you lead,” and “have confidence in yourself.”

Lead by example. Survey respondents advised, “be authentic,” and “consider what other leaders or your mentors tell you and watch their actions, are they in harmony?”

Other respondents recommended “live your own life and not what is expected of you from others or what other’s opinions are.” Another wrote to “be sincere because people know when you are not,” “it is about what you stand for,” and “lead by example.”

How powerful is it when a leader sets out on a self-discovery journey and they come back “bringing their expanded best self to the team and the challenge?” One interviewee said, “let others feel the love,” and another advised leaders to “gain clarity about your beliefs and values, and share them.” Other survey respondents recommended, “Ask how you could have approached things differently to do some self-reflection on how effectively your words and actions empowered or disempowered others.” Respondents advised leaders to “maintain a sense of humor,” and “not to take yourself and others too seriously.”

Be open to possibilities, be adaptable, and use influence with others. Survey respondents said that being a leader means, “growing the people that work for you,” and

that “it is less about the leader, and more about how well you lead people.” People want to follow “leaders who believe in what they are doing.” Study participants stated that leaders should “be open to new ideas,” “try things that are different from your perspective,” “be open to challenges that a friend or coworker might share about you,” and leaders should not “box yourself in—when opportunity knocks, be willing to take the risk.”

Other survey respondents wrote, “life changes, you can learn to accept changes,” “strive to be the leader who brings out the best in others,” and “be open to new ideas.” One leader advised, “A leader simply operates at their best when they understand their ability to influence is more fruitful than their ability to control.” A survey respondent wrote, “Get out of your comfort zone and push yourself.”

Interviewees said, “do not be afraid to take a different path,” “the acceptance of change is an important part of leadership,” and “the only thing a leader controls is that they are going to be different, so be willing to adapt, and be observant of other cultures.” “Survey respondents wrote, “become expert in organizational change and management principles,” and “change is not one big act, but a hundred smaller ones that happen through thoughtful leadership.” Other respondents recommended, “be genuine in your ability to adapt, it is more important to keep your team comfortable than yourself,” “the best path to success is influence,” and “good things will happen.”

Theme 3—Focus Outward

This third theme is focused on the leader looking outward to the people around them and the organization they work in. This theme consists of three categories called take care of relationships, focus on organizations, and focus outside the organization. The

first category is supported by five codes: build strong relationships, create high functioning teams of engaged leaders and staff, and care about and believe in your staff and others. There are two new codes; hold yourself and others accountable, and be clear in your expectations. The second category is supported by four codes: improve communication at all levels; and two new codes, align your work to the vision, and improve how you present new ideas; and last, work for the greater good.

Take care of relationships. This category considers how leaders think about other people in relationships with them, how leaders work with the team, and how leaders care about people, and it includes five codes: build strong relationships, create high functioning teams of engaged leaders and staff, and care about and believe in your staff and others, hold others and yourself accountable, and be clear about your expectations.

Build strong relationships. Survey respondents wrote that they needed strong relationships with people to be successful, “senior management, the team, and the next generation of leaders.” Leaders advised, “care deeply about the people you lead,” “don’t be afraid to surround yourself with individuals who have strengths that are different from you,” “no one leads alone—you must have strong relationships and include others whenever possible,” and “continue to cultivate positive relationships with stakeholders, including employees.” Interviewees said, “people are our greatest asset,” “people are the heart of the solution,” “once you understand the people around you, you can work with them more effectively,” and “show caring for others, and elevate their self-esteem.”

Create high functioning teams of engaged leaders and staff. Survey respondents advised leaders “to hire people with positive attitudes to further the company’s vision and mission, and invite them to engage in goals setting and accomplishment that made them

feel valued and empowered.” While others advised leaders “to surround themselves with smart, energetic people who knew how to get things done so together they could celebrate successes.” Many leaders wrote, “Hire people with passion for your organization’s mission.”

Leaders advised “that leadership is not taking credit for accomplishments, but giving credit to people who got you to the goal,” “take the word ‘no’ out of your vocabulary for a while and give people the chance to explain their ideas and be heard before you tell them something will not work,” “seek to develop a team,” “seek feedback and provide feedback,” and “share results, goals and empower people.” An interviewee suggested that leaders “Ask what people need to meet their goals.”

Care about and believe in your staff and others. Respondents stated “the most important quality of a leader is caring about others, “once you understand the people around you, you can work with them more effectively.” Another recommends, “do not underestimate the value of a kind word,” and “if you are working in an organization you are passionate about, make sure everyone gets credit for their accomplishments.

Many leaders recommended caring for others as demonstrated by these suggestions: “elevate someone’s self-esteem,” “people are the heart of the solution,” and “people are our greatest assets.”

Hold yourself and others accountable. Survey respondents recommended, “realize that you can share responsibility and accountability,” “holding people accountable will be easier if you care about the people you lead,” and “develop intersecting strategies that support your goals.” Other pieces of advice were to “hold yourself accountable for things others may not know about,” “take responsibility, if you

find a systemic error, do not blame others, once you find an issue, you own it until it is resolved,” and “hold people accountable, and you must be open to letting your colleagues hold you accountable as well.”

Be clear in your expectations. One interviewee advised, “keep track of your expectations of people,” and another said, “create behavioral expectations.” Survey respondents wrote, “take the time, deliberate time, to assess and accept within and among the stakeholders the purpose of the organization and be true,” “let associates know what the expectations are and the goals,” and “be clear in your expectations of others.” Other respondents advised, “follow up and provide feedback so staff are comfortable with what you expect,” and “know what you stand for and set boundaries.”

Focus on the organization. In this category, the leader focuses on the context of the organization. This category consists of three codes: Improve communication at all levels; and two new codes, align your work with the vision, and improve how you present new ideas.

Improve communication skills at all levels. Many survey respondents believed that “leaders listen first, and talk only if it is necessary,” “listen carefully to what is being said and not said, shared and not shared.” Others wrote, “be consistent in your communications about your goals,” and “give people a chance to explain their ideas,” and, “share your ideas,” and, “listen, listen, listen” and “communicate clearly and often,” and “there are no shortcuts here, listen.” Interviewees noted, “Actions speak louder than words.”

Align your work to the vision. A survey respondent advised leaders to “create a compelling vision that is bigger than any individual and that the larger group of people

can be excited and proud to share, celebrate and work hard to achieve.” Another wrote, “Leaders would be better served by ensuring that they have sufficient time to hire the right people and spend meaningful time with them, and communicate with them about the importance of vision and mission.” Several survey respondents wrote about stakeholder needs as evidenced by these comments: “focus on stakeholders’ needs and goals,” “continue to cultivate positive relationships with stakeholders,” “leaders who own their own company have many bosses,” and “build your strengths to serve your stakeholders.” Stakeholders are interpreted as being inside the organization.

Improve how you present new ideas. A survey respondent wrote, “understand that if you present your ideas that confuse people, they will not support them,” and “learn the art of presenting.” One leader shared their advice based on their experience: “senior leaders did not support my ideas the first time I presented, and I was asked to rework my ideas and present again,” and “this support is critical to rolling out ideas to the whole company and the marketplace,” so I learned to, “listen, weigh in, and not get discouraged.”

Work for the greater good. One interviewee suggested that a leader should become “a servant transformational leader”; while another said that their “definition of success was when they made a difference in the lives of their leaders.” Leaders can make a difference in others’ lives, and when they step out and lend a helping hand, oftentimes anonymously; they have a great impact on someone’s life. One survey respondent asked the question, “In five years will what you are doing make a difference?” One respondent wrote, “You are a spiritual being having a physical experience, not the reverse, so try and experience, not just figure out, what that means to you and bring it into all aspects of your

life, you are the consciousness that is watching you do and reflect on issues, not the doer and the thinker alone.”

Theme 4—Mentor Encouragement

This theme captures the encouragement and guidance received from another person or a mentor. The first code is about seeking and receiving guidance from many people who a person respects and admires, and the second is how the leader changed roles and became the mentor for other people.

Seek and receive guidance and wisdom from many people who you respect and admire. Many survey respondents recommended finding a mentor, as these comments show: “seek out the counsel of all kinds of people and experiences,” and “show appreciation to your mentor and look for ways to add value to the relationship.” Others wrote, “do not be afraid to ask for help, or something you cannot do,” and “you do not have to have all the answers.” Survey respondents advised, “seek mentors, make sure they are people you admire and respect and who are respected within the organization,” and “ask questions to help you understand your mentor’s mindset so you can learn from a different perspective.” Interviewees advised, “Don’t be afraid to ask for help,” and “learn about different styles and learn how to work with people who are different from you.”

Inspire, coach, mentor, and encourage others. As the result of their own mentor experiences, survey respondents suggested that leaders “provide mentorships,” and “be a mentor, when someone needs your help—give it freely,” “you can do something important with your life by motivating others,” “provide mentorship to others,” and “one day you will wake up and know you are making a difference in your life and the people around you.”

Summary of Research Question 5

Four themes described the data for the fifth research question: Based on what integral leaders learned from their mentor experiences and major life events, what advice they would give to emerging leaders? The four themes are: focus inward, know the characteristics of a leader, focus outward, and mentor encouragement. The focus inward theme explored the person's value systems and their personal alignment to those values, how they continued to learn and improve their personal and professional skills, and their work and life balance. Survey respondents who had mentor experiences and major life events readily gave recommendations and advice and wanted to share what they have learned from others. Interviewees echoed and validated the advice provided by survey respondents.

Both survey respondents and interviewees were vocal about having strong value systems and being a good person. Leaders advised other leaders to know themselves well and to find ways to know and stay in alignment with their personal value systems. Many survey respondents and interviewees suggested being a lifelong, reflective learner. Since the workplace is so complex and dynamic, improving skills is never ending. Leaders advised others to find ways to continually know themselves and identify the skills that they needed to learn. It is not necessary for leaders to know everything themselves; leaders need to feel comfortable asking for help and gleaning input from many sources other than themselves. While some respondents did not have the perfect work and life balance, they recognized how important it was to strive for.

The second theme was knowing the characteristics of the leader, which focused on what it took to be a great leader. Six categories were created to review important

aspects of the theme and leaders wrote and talked about the value of breaking the concept into smaller, more manageable parts. Respondents and interviewees understood that they provided service to their customers, while some mentioned the servant leadership philosophy by name. Many recommended looking at how leaders collect information and make decisions. Advice centered on broadening the scope of input and balancing the amount of information and time needed to make a timely decision.

Becoming a better leader does not happen overnight; it takes time and resources and it is not a linear process. Leaders understood the value of overcoming their personal frustrations to become a better leader. Recommendations were made about being strong, confident, and courageous as a leader. “Change is not one big act, but a hundred smaller ones that happen through thoughtful leadership.”

Leaders do their best work when they lead by example. Everyone around the leader notices when they are being authentic and consistently doing what they say they will do. Those leaders who live their values and lead by example help staff members connect the dots and validate what is critically important for them. Leaders realized that people watch to see both good and bad behaviors so that they can decide for themselves what behavior they want to imitate. Growth happens as leaders move out of their comfort zones and try new things. Study participants advised that leaders need to be open to possibilities and stay adaptable. They also recognized how critical it was to use influence with people and not try to control them. Leaders spoke from experience that they learned more about whom they were after they explored new territory and came back from the journey with renewed confidence and knowledge about themselves. There was an optimistic sense that good things will happen.

The third theme was focus outward, which looks beyond the leader to the people around them and the organization they work in. The categories that support this theme are taking care of relationships and focusing on the organization. Leaders made the connection of how critical it was to develop strong relationships with the people around them and success would not occur unless they built their work on relationships. They also recognized that leaders needed to surround themselves with smart, energetic people who were as passionate about the work as they were, and they did their work in a high functioning team, so everyone shared in the responsibility, information, and goals, and they held each other accountable.

Many leaders discussed caring about and believing in their staff members and others and how “people were the heart of the solution” and “the greatest assets.” Once leaders cared, it was easier to hold themselves and others accountable. Leaders were articulate about how important it was to be clear in their expectations and to “create behavioral expectations.”

The second category of focusing on organizations includes improving communication at all levels, aligning your work to the vision, and improving how you present new ideas and work for the greater good. Interviewees and survey respondents shared many examples of how important communication skills are to the leader’s success. Improving listening skills was at the top of the list and one interviewee said, “Actions speak louder than words.” For leaders to be successful in organizations, they need to align their work to the vision. Respondents were vocal about this alignment and the timely response when misalignment occurs. Every leader makes presentations of new ideas in their work. One interviewee described how difficult that experience can be, and

suggested that leaders need to lay the groundwork before they present, collect more pertinent information, and be prepared to rework ideas based on input from people who know the market. One survey respondent asked the question, “In five years will what you are doing make a difference?”

The last theme was mentor encouragement, with two categories: the first is seeking guidance from people you respect and admire, and the second is how the leader needs to inspire, coach, mentor, and encourage others. Many leaders recommended finding and using mentors to help leaders move out of their comfort zones, try new things, and gain new perspectives. Leaders with mentors were articulate about how helpful and supportive those relationships were in their lives and careers. Leaders watched others leaders, identified behaviors they chose to imitate or stay away from, and the sense of personal growth and accomplishment they experienced from having a mentor.

The study participants highly recommended that leaders coach and mentor others. They understood that leaders need encouragement and support, and will gain confidence and courage from that support.

The AQAL Model Summary of the Findings

In this next section, the findings are summarized using the AQAL model and presented by each quadrant.

The UL or “I” quadrant perspective. When asked what advice respondents had for emerging leaders, they responded: be the best value-based person you can be, one who takes the high road in life. Be an authentic leader who is real with people, be honest about who you are, and live your values. Be able to dig deeply into yourself to know

what you want and be open to continuously learning, growing, and developing skills, and be engaged in a complex world. To grow, we must work through our frustrations and roll up our sleeves and do difficult work. Leave your comfort zone and look at the world with fresh eyes. Be a leader who is comfortable with leading from their edge and lean into the unknown, ready to take the next opportunity that presents itself. Life is not a paradox as much as it is about finding the right range of energy to flow with complexity. Since no one is expected to know it all, asking for help is second nature; after all, life is not a destination, it is a journey to be enjoyed along the way. Make leadership look easy to people and it becomes a way of life. Table 4.21 is the summary for the Research Question 5 codes using the UL or “I” quadrant, which is the interior of the leader, in the first person perspective.

Table 4.21

Research Question 5: UL or “I” Quadrant Codes

UL or “I” Quadrant Codes

Be an honest, ethical, and respectful person

Be a good person in other ways

Align your life with your values and manage your stressors

Be a lifelong, reflective learner

Improve skills

Have more work/life balance

Become a better and passionate leader by overcoming your personal frustrations

The UR or “It” quadrant perspective. Leaders advise being comfortable in your own skin as a leader and building on that confidence. People know for themselves when leaders are truly comfortable with their leadership, and when they fake it. Study participants advised collecting information from various sources and different perspectives, and then taking the right amount of time to make the right data-driven

decisions. Have the courage to do what you think is right, for all the right reasons. Have an open mind and be open to possibilities that present themselves. Ask people for feedback so that you know if people perceive you the way you think they do. Make people feel comfortable with you so that they can be up front and personable with you. Table 4.22 is the summary for the Research Question 5 codes using the UR or “It” exterior of the leader, in the third person perspective.

Table 4.22

Research Question 5: UR or “It” Quadrant Codes

UR or “It” Quadrant Codes

Collect and evaluate information and make better decisions
 Show strength, confidence, courage, and stay grounded
 Be open to possibilities, be adaptable, and use influence with others

The LL or “We” Quadrant Perspective. The most important quality of a leader is how they care about the people they lead. Study participants advised leaders to be of service and when given an opportunity, go the extra mile for people because you can. Use influence with people by creating an environment where they can feel empowered to engage. As the leader, you set this stage. Give other leaders an opportunity to try out their skills and explore what they are good at doing. Create high functioning teams based on authenticity, values, shared responsibility and engagement. Study participants were particularly insistent on being very clear in your expectations, holding people accountable, and that the presentation of new ideas is a process. Seek mentors when you need them for their expertise, and share your expertise with others by being a mentor for them. Show people how critical it is to work through and with people, especially people

with different styles and opinions. Table 4.23 is the summary for the Research Question 5 codes using the LL or “We” inside awareness of the group.

Table 4.23

Research Question 5: LL or “We” Quadrant Codes

LL or “We” Quadrant Codes

Be of service and go the extra mile with others

Lead by example

Build strong relationships

Create high functioning teams of engaged leaders and staff

Care about and believe in your staff and others

**Hold yourself and others accountable*

**Be clear in your expectations*

**Improve how you present new ideas*

Sought and received guidance and wisdom from many people you respect and admire

Learned to inspire, coach, mentor, and encourage others

**New code*

The LR or “Its” quadrant perspective. Listen, listen, and listen: communication skills are fundamental and listening is more important than talking. Actions speak louder than words. Alignment with our values and the vision of the organization is critical for success. Where we work is also part of the community we live in and when we ask what kind of a citizen we are, we begin to realize the interconnectedness that exists. When our perspective changes from doing a task to making the world a better place, we align with a vision that is greater than ourselves. Table 4.24 is the summary for Research Question 5 codes using the LR or “Its” external forms of behaviors of the group, in the third person perspective.

Table 4.24

Research Question 5: LR or “Its” Quadrant Codes

LR or “Its” Quadrant Codes

-Improve communication at all levels -Align your work to the vision* *New Code**

Summary of All Findings

Integral leaders looked inward to self-awareness and development. They had an internal inquiry system that gave them the process to search internally for the personal value system that was critical to them, discern the answers they were looking for, and identify areas that needed more development and growth. This inward journey was private and personal and required the intentionality and engagement of the leader to manifest the process.

The second theme is to look outward to relationships, the organization, and the greater good. The true sign of an integral leader was their ability to focus outward and work with other people. The genuine caring and authenticity of study participants created teams of people that transformed the vision of the organization. People wanted to follow these leaders and they felt a sense of purpose in their work.

The third theme is to know the characteristics of a leader. Integral leaders knew the characteristics of a good leader, but they also recognized that their credibility with others was determined by how well they “walked their talk” and aligned their personal values with their behaviors.

The last major theme is to pay it forward by mentoring others. Those integral leaders who had mentor experiences were encouraged to move away from comfort zones to areas of the unknown, and they recognized their growth and broadened perspectives were the result of the work they did with their mentors. This was such a powerful experience for some that they decided to mentor others.

Integral leaders intentionally seek expertise and insights from other credible and respected people. This enlightenment propels them beyond their perceived edges and

broadens their perspectives in ways they never would have known. Figure 4.4 is the summary of how integral leaders lead.



Figure 4.4. Final summary of how integral leaders lead.

This study used the AQAL framework to explore how people assessed as being integral leaders defined leadership and developed into integral leaders, and how they can contribute to the growth of emerging leaders. The study does not analyze their competencies, which could be a major faction in determining their “true” integral leader status.

Chapter V: The Discussion Preview

The next chapter presents a discussion of the key findings from this study, followed by sections that explain the study’s hows and whys, sections on each of the study’s four purposes, and a discussion section describing the study participants. The following section summarizes the interpretations and conclusions of the findings, along

with their practical applications and implications for leadership and change, followed by tangible evidence on individuals, communities, organizations, institutions, cultures, and societies. Recommendations for action and future studies are presented in a final table of key findings for individuals and organizations.

Chapter V: Discussion, Conclusions, and Recommendations

This chapter starts with a summary of the key findings. The information gleaned from exploring the research questions is supported by the literature on the three major theories as stated in Chapter I. This study specifically explored the convergent space between the integral and adult development theories and the hero's journey. The discussion and interpretation of findings was drawn from the data collected and connected to the guiding principles. Implications are drawn from the four purposes of the study. The limitations and contributions of the study are covered. In the final section, recommendations are offered for emerging leaders.

Key Findings

This study used the three theories of adult development, integral theory, and the hero's journey as lenses through which to interpret the data. The findings were summarized using the AQAL model. This section summarizes the study's major findings, which are based on an analysis of survey and interview data obtained from people who were deemed to be integral leaders. Integral leaders used four processes, and their advice to emerging leaders related to these processes.

The first process was their consistent ability to look inside themselves when they need to discern that is to "find their voice, an inner authority, and know who they are." This allows them to evaluate how they wish to proceed with personal development that aligns with their personal value systems.

The second process was that integral leaders, lived their values, looked outward to build strong relationships with the right leaders in high-functioning teams and organizations, and further outward to the greater good. One survey respondent said,

“Their relationships were more authentic in all aspects of their leadership practice.” This external manifestation is what others are searching for when nurturing their need for purpose in their work.

The third process that integral leaders used was knowing the characteristics of a leader while demonstrating their ability to “walk their talk.” Their credibility as leaders increased when they consistently aligned their personal values with what they said they would do and how they said they would do it. One interviewee said, “they became less controlling and more trusting of the people they worked with.” Others are searching for such leaders to show them how to lead.

The fourth process integral leaders used was paying it forward by mentoring others. Mentors pushed integral leaders out of their comfort zones so that they could advance into unknown areas. Mentors “saw the potential in them and developed [this potential],” which resulted in personal and professional growth, and a broadening of their perspectives. The mentoring experience was so powerful that many decided to mentor others. See Figure 4.4 for the summary of how integral leaders lead.

Why the study was conducted. Leaders are challenged to hit the job running, lead in times of constant stress and confusion, and adapt to a quickening pace of change. They are dealing with overstimulation, unending deadlines, and conflicting expectations. Some leaders approach leadership with integration, inclusivity, and wholeness. This study looked to those leaders who use a different thought process for practical and meaningful information, and a potential valuable pathway that leaders could adapt and incorporate in their own leadership. A review of the literature provided several definitions of an integral leader. There was some literature about integral theory, second

tier development, the hero's journey, and adult learning and development. The AQAL framework was a good fit to explore how people assessed as being integral leaders defined leadership and developed into integral leaders, and how they can contribute to the growth of emerging leaders. The findings are good support for the AQAL model.

How the study was done. The study was a mixed methods study completed in two phases QUAN (qual) → QUAL (Creswell & Clark, 2007). Phase 1 was a survey sent to 642 leaders with both open and closed questions. Phase 2 was a telephone interview with eight leaders using semi-structured questions that expanded on the information collected from the survey. A mixed methods design was chosen because the phenomenon was complex, so the research method needed to be complex. The data from both phases were combined and integrated for the final analysis. The survey collected demographic and narrative data and rating scores on 25 thinking statements. Both phases used thematic analysis to identify codes, categories, and themes that emerged from the narrative data.

Three theories provided a foundation for the discussion of this research question: adult learning and development, integral theory, and the hero's journey. These theories were selected because of their developmental capacity, big picture perspective, and integral characteristics. Coupling the theories with a curiosity about the phenomenon at the intersection of the three theories created a unique opportunity to peer into the leader's personal and professional learning experiences and extract specific advice that may be shared with emerging leaders. To understand this question and guide this research study, five complimentary and additional research questions were created. In the previous chapter, the data from the research study were analyzed and in this chapter there will be

discussions and recommendations based on the findings. The next section presents the findings and discussions for each of the four purposes of the study.

The First Purpose

The first purpose of the study was to identify and describe first and second tier integral leaders from a sample of leader respondents living or working in a U.S. Midwestern city. This study examined leaders whose center of gravity is in the yellow level of the integral theory, which coincided with Wilber's second tier levels of development (Wilber, 2007). Wilber described an integral leader in an interview (Doyle, 2005) as someone who is integrally informed about his or her development and has a conscious map of what it means to be at the second tier in development.

While some researchers have used assessments to measure the full range of mental growth in adulthood, this study used a more general and practical method to identify integral leaders. In place of the formal assessments, 25 integral thinking statements were created for the survey, which represented both first and second tier thinking levels. The statements were co-created with integral experts and lay thought leaders who piloted the questions for the ability to represent a broad interpretation of first tier (achieve and collaborate) and second tier (integral) leaders.

Of the 25 integral thinking statements, the ten most agreed upon statements by the survey respondents included five integral, four collaborate, and one achieve statement. This indicates that the leaders in this sample had a tendency to lean toward the collaborate and integral levels while holding on to some achieve ideas. See Table 4.8 (p. 108) for the Percentage Distribution for the Ten Most Agreed with Statements. The achieve statements reflect first tier thinking and encompass activities that meet the

person's needs (Cacioppe, 2009; Wilber, 2007). The collaborate statements reflect where the person seeks to consider and take into account all other perspectives. The integral statements reflect where the person has experienced a developmental leap from separate interests to wholeness, integration, deep meaning, and value (Cacioppe, 2009; Wilber, 2007). As humans, we have a tendency to see ourselves in a more positive light than what others see, so these data may be more positive than the leaders' actual behavior in the workplace, which was beyond the scope of this study (Cacioppe, 2009).

The statements were designed to sort respondents into first tier (achieve, collaborate) and second tier (integral) groups. The statements did not completely achieve this goal, but the findings did show that the respondents tended toward the collaborative and integral levels. Fifty-six respondents were identified as integral thinkers based on their high level of agreement with the integral statements and disagreement with items that were designed to identify achieve thinking.

The Second Purpose

The second purpose was to describe how first and second tier integral leaders defined leadership. Leaders were asked on both the survey and in the interviews what leadership meant to them. These definitions were not categorized according to thinking levels. According to the theory on first and second tier leadership, leaders who were at the first tier developmental level defined leadership from a person-centered perspective (Cacioppe, 2009; Wilber, 2007). Leaders cared about trying to achieve their work and professional goals, which they felt would indicate that they had succeeded in life, and they wanted to enforce controls and regulations for everything to work right. From a theoretical perspective, collaborate leaders defined leadership as collaborating with others

as they considered their viewpoints and worked with people who had different perspectives. Leaders were looking for solutions that were suitable for all parties.

Again, from this study's theoretical perspective of integral leadership, integral leaders defined leadership as a "we-centered" place that creates positive change and is participative and empowering. This affects people's lives in meaningful and uplifting ways. Making the right decisions that may not be the popular decisions was more important, as was caring and serving people and helping them grow to their full potential (Cacioppe, 2009; Wilber, 2007;).

The Third Purpose

The third purpose was to determine what second tier integral leaders see as leading to their becoming the leaders they are today. Integral thinkers were identified through responses to the survey statements designed to reflect integral thinking. Fifty-six of the respondents were identified in this manner as integral thinkers. Integral survey respondents and interviewees were asked to describe how their experiences with mentors and critical life events influenced their leadership and what they learned from those experiences and events. Of the 56 integral survey respondents, 95% had mentor experiences and 75% reported experiencing major life events.

Leader survey participants described mentor experiences that helped them to make new and unique connections that they wouldn't have otherwise made. Only specific long-term practices, self-reflection, action inquiry, and dialogue, and living in the company of others further along the developmental path have been shown to be effective (Cook-Greuter, 2004). For major life events, leader study participants reminisced about painful work experiences and family changes, and told stories about learning lessons

from their experiences and healing after they had been wounded. In terms of the hero's journey, this can be conceptualized as the hero being severely tested once more on the threshold of their home. Then they are purified by their last sacrifice, witness another moment of death and rebirth, but this time at a higher and more complete level. By the hero's action, the polarities that were in conflict at the beginning are finally resolved (Campbell, 1968). Kegan (1994) stated the most powerful way to conceptualize the growth of the mind. The subject has changed into an object so that a person can "have it," rather than "be had by it." Leaders reflected on their challenges and recognized what they had learned from their mistakes, which affected their personal and professional lives and moved them past the pain, where they found a new place of meaning and inspiration.

From the leader's perspective, the study participants said that they learned many things, and recognized that their engagement in that learning was critical. Finding one's own path requires living every moment fully, according to one's own personal myth (Campbell, 1968). The leaders also recognized that they had to take responsibility for their continuous learning, while they stayed adaptable as their mentors were pushing them out of their comfort zone. Leaders looked for ways to emulate positive behaviors that they observed other leaders doing while they consciously avoided counterproductive behaviors. They made the connection that they had to consistently lead by example because they knew others were observing them.

As study participant leaders improved their own leadership skills, they made the connection that their successes were dependent on being more inclusive with staff and others, i.e., leading through people. Their leadership behaviors had a ripple effect on the people around them, and the more they created a balanced team, the more effective they

became at leading. Some realized the value of a high functioning team and the commitment it took to be authentic, honest, and supportive while holding people accountable. Leaders witnessed how influencing people was more effective than trying to control them, and being able to work with and continuously learn from many people who had different styles than themselves was critical to their success. They also learned to be comfortable with hearing feedback that was painful to hear, but they needed to find ways to collect more input from different sources before they made decisions. Self-awareness was critical to their success (Kouzes & Posner, 1995). The study participants discussed being open to possibilities because the answers they look for may be right in front of them, and while they stated how important it was to have a balanced work and life, not many of the respondents specified that they had achieved that balance.

Many study participant leaders recognized the value of what they had learned from mentors, so they decided to pass on the learning and to mentor their staff members. A few respondents had incorporated the servant leadership philosophy into their business and others spoke about the value of observing others, choosing to emulate positive behaviors and to consciously avoid counterproductive behaviors. Many learned to change their focus from short-term to long-term strategies, which allowed them to focus on the needs of the company, the community, and the greater good.

The Fourth Purpose

The last purpose was to identify integral leaders' perspectives and to gather advice that could be shared with emerging leaders outside of this study. Integral leaders were asked, "Based on what they learned from their mentor experiences and major life events, what advice would they give to emerging leaders?" Respondents advised that

leaders should be the best values-based people they could be. They also recommended that leaders be comfortable with leading from the edge, have the ability to turn inward and work through their frustrations, and be open to continuous lifelong learning. Leaders should be comfortable with change and ask for help along the way, because life is a journey to be enjoyed (Campbell, 2009). Other respondents recommended being a confident leader who demonstrates confidence and courage.

Other advice was to have an open mind and be open to possibilities, “Be open to new ideas,” “Do not be afraid to take a different path,” “Get out of your comfort zone and push yourself.” Campbell (1968) once we connect to our internal power, an alignment occurs, and we start working with soul, live our bliss, and have a deep sense of being in our bliss. Leaders needed to genuinely care about people. They needed to create high functioning teams based on authenticity and accountability. They also needed to get out of their comfort zones and try new things, seek expertise, and be clear on their own expectations. Building strong relationships and using influence is stronger than trying to control people. When leaders listened well, communicated effectively, and aligned their work with a vision, doors open that they didn’t know were there, and the integrity of life and the world moved in to help them (Cousineau, 1990).

Study participants. Identifying integral leaders was paramount to this study. Leaders in the community exhibit qualities that indicate they may have some integral tendencies such as caring about the people they work with or describing the internal work they require of themselves. Other tendencies include having a big picture vision and caring about giving back to the community, being a spiritual person and being compassionate about people who have less. Leaders who have confidence in their ability

to lead can model the way for emerging leaders who haven't mastered that confidence yet.

Interpretations and Conclusions of the Findings

This section summarizes the interpretations of the major findings and conclusions from the study. The first process is how able leaders are to easily and consistently look internally when they need to discern or evaluate how they desire to proceed with their personal developmental strategy, which is aligned with their personal value system. This inward journey is private, personal, intentional, and requires the engagement of the leader to manifest the process.

Leaders need to experience their lives to be able to create meaning (Jarvis, 1992). The leaders in this study wrote about how important their personal values were to their leadership, and the importance of pursuing values that matter and transcending their own ego needs (McElhenie, Thomas, Volckmann, & Poling, 2011). Leaders were in tune with their internal inquiries, such as "be yourself." Others "Gained clarity about their beliefs and values." Identification and incorporation of their values were foundational to their leadership (Rooke & Torbert, 2005).

This alignment of the internal discernment with external leadership was conscious, significant, crucial to their success, and helped them accomplish the good work in life that they wanted to do (Cacioppe, 2008). This discernment was intimate, personal, and process oriented, which was incorporated into the fabric of their developmental practices (McCaslin, 2013). Leaders learned to model their values (Kouzes & Posner, 2002).

While it was true that leaders observed how other leaders lead, having an opportunity to leave their comfort zone to try new things had a significant impact on how the leader perceived themselves and their growth, which was likened to the hero who becomes aware of being uncomfortable about something, launching them into their hero's journey (Saft, 2007). Leaders paid attention to what was around them, which demonstrated that they were engaged and intentional (McElhenie, Thomas, Volckmann, & Poling, 2011). Leaders learned to keep their egos in check (Wilber, 2005). There was new personal meaning, which was part of the change for the leader, who transformed as they progressed sequentially through the action logics (Cook-Greuter, 2002). The leader respondents recognized that they were developing skills they didn't know they had, such as "finding their own voice," "managing a large project," or "applying for a new job that required them to be a leader," which helped them to generate a support system for second tier management (Cardoso & Ferrer, 2013). This helped them to "develop into a more rounded person [and be] able to offer their expanded self to the workplace."

The second process is that integral leaders look outward to strong relationships. They know leaders are needed in high-functioning teams and organizations. Interviewees said, "care deeply about the people you lead," "people are our greatest asset," and look further outward to the greater good. This external manifestation is what others are searching for so that they can nurture their need for purposeful work.

Leaders look outward toward strong relationships with people, work in high functioning teams, and are focused on factors both inside and outside of the organization, demonstrating how critical it is to be an authentic leader (George, 2003). Leaders understood the importance of influencing people (Kellerman, 2012). "Empowering staff

to be involved and contribute to the outcome” helped people do what they want to do, which points the way to second tier thinking (Cacioppe, 2008). Leaders recognized the value of working through their frustrations, as in the hero’s journey. One study respondent translated their second tier journey by stating that their “outlook on running a company totally changed.” “They started to work in the company,” “it wasn’t just a job anymore, and they saw how their leadership fit into the bigger picture. This perspective change resulted in a greater sense of purpose and passion. They saw with fresh eyes, which according to Cook-Greuter (2004), may demonstrate that vertical growth had taken place.

The third process that integral leaders use is to know the characteristics of a leader while demonstrating their ability to “walk their talk.” Their credibility as a leader increases as they create consistency in aligning their personal values with what they say they will do, and how they do what they say they will. Others are searching for those leaders to show them how to be that leader. Knowing the characteristics of the leader included the philosophy of servant leadership (Greenleaf, 1977). When an interviewee said they were “going the extra mile because they could,” this was an indication that the leader was using second tier thinking by being compassionate and caring for others and opening a space for others to work in (Richardson et al., 2011). Leaders learned how important it was to “Share responsibility for success.” Leadership growth took intentionality (McElhenie, Thomas, Volckmann, & Poling, 2011). They took the time to be better leaders through practice and evolution (Volckmann, 2012a). A respondent’s envisioning “how the world would be if half the leaders were women,” speaks to the transformation from first to second tier thinking (Maalouf, 2014).

The hero's journey represented how leaders broadened their perspectives on their way to being a more passionate leader, divided challenges into smaller, more manageable parts, and were open to possibilities that presented themselves (Campbell, 1990). Leaders discussed working through their struggles to be a better leader, which epitomized second tier development (Wilber, 2000a).

The fourth process that integral study respondent leaders used was paying it forward by mentoring others. Integral leaders pushed out of their comfort zones during mentor experiences. They moved into areas of the unknown. One respondent wrote, "being inspired to reach high, stretch, and be successful," which resulted in personal and professional growth, and a broadening of perspective. The experience is so powerful that many decided to mentor others. One respondent shared that "their mentor over 40 years ago was so inspirational, they still use the core values they created together."

Mentors provided a safe environment for leaders in this study to be themselves and to broaden their perspectives. The hero's journey requires that when a person is called to an adventure, they at first refuse. When their mentor appears, they then realize that they are no longer alone on the journey (Campbell, 1990). Leaders are asked to undertake a personal quest for the betterment of society (Rode, 2012). Noble (1994), in the heroine's journey, found that women on such journeys discovered their second or hidden authentic selves. Bly and Woodman (1998) found a place of intersection where men and women could discard their false projections of each other. While some leaders had many mentors, each experience was precious and valuable and some of the insights that they shared stayed with the respondent for decades. Study participants recognized the importance of their mentor experiences. Many who mentored leaders made comments

such as “when someone needs your help—give it freely,” and “you can do something important with your life by motivating others.” Creating a holding environment (Heifetz & Linsky, 2002) where people feel safe to explore new skills and opportunities was part of these leaders’ repertoires. This expertise allowed them to lead from the edge, which is important because from the edge, more relevant information, connections, and dynamic relationships become visible (Cook-Greuter, 2004).

Limitations of the Study

The 25 integral thinking statements were designed to sort the sample respondents according to first and second tier thinking levels. While responses to the statements did not fully achieve this goal, the response pattern did point to the developmental nature of integral theory and the tendency of study leaders to lean toward the collaborative and integral levels. The eight “integral” statements did not in themselves clearly identify integral thinkers; so additional criteria were applied to identify the 56 “integral” thinkers in this study group. This study did not include the usage of the SCTi-MAP assessment to measure ego development, so the respondents who were identified as integral leaders were not statistically categorized by their ego development. Leaders who operate at the green level of first tier thinking may project that they are second tier thinkers because a few of their developmental lines are moving into the second tier levels of development, but they may not actually be second tier thinkers.

Practical Applications of the Findings

Like leadership, integral leadership has many definitions, interpretations, and expectations. This study attempted to explore integral leadership to obtain a better understanding of it and to add more evidence to the field. Additional research is needed

to continue to explore, define, and understand integral leadership. Integral leaders are courageous and work through their personal challenges to discover who they really are. They hold their values close and they base their leadership and behavior on those values. Leadership development plans should include value identification and internal inquiries as part of the planning process.

The AQAL model is a map to help leaders look at their development from broad perspectives, which includes internal and external, and individual and collective viewpoints. This comprehensive and multidisciplinary model can be instrumental in helping leaders create their personal development plans and plans for their leadership.

Integral leaders recognize how important it is to work and understand people who have different perspectives. One respondent expressed, “once you understand the people around you, you can work more effectively with them,” including people who have different levels of consciousness, different worldviews, and developmental levels. Training to understand those differences is critical for successful integral leaders and should be included in leadership training. Respondents said that people want to follow “leaders who know what they are doing.” Kellerman (2012) reminds us that leadership will continue to evolve and be different in the future.

Implications for Leadership and Change

All leaders undergo a period of time in their lives when they feel unprepared to be a leader and work with people who challenge their skills. By addressing these challenges, leaders whose intention it is to be a better leader can learn the skills necessary to be better leaders and in turn they will develop more confidence in their leadership. Leaders need to understand that every leader started somewhere, and while it is time consuming to learn

new skills, it is the only way they are going to grow. Leaders need to experience leadership before they have the understanding of how they want to lead. Journeying inside to understand who they are, as people and leaders, and finding support from others, are important to their development. Being given the opportunity to learn from one's mistakes is priceless. Learning from our mistakes helps us to develop confidence, show other people how to rebound, and empowers us to find success. One interviewee recommended we become "a servant transformational leader." Campbell challenges all of us to undertake our personal quest for the betterment of humanity and ourselves (Rode, 2012).

Change permeates everything in our lives and the more comfortable a leader is with change, the more valuable they are to the people around them. Integral leaders are adaptable and use their skills to help support others around them to adapt to the changes they are asking others to make. One interviewee asked, "in five years, what will you be doing to make a difference in someone's life?" When leaders are not adaptable, their followers have a more difficult time adapting themselves to changes because they also have to manage their boss.

It is counterintuitive for many to seek input and feedback from other people to gather their knowledge and expertise before making a decision. One interviewee shared, "if you present your ideas and it confuses people, they will not support you." Leaders who take the time to gather that information have a broader level of information, discover hidden limitations to their potential decision, and create a more sustainable outcome. The world will continue to become more complex, and it is the leaders' personal responsibility to be in a position to continually and more effectively handle greater

complexity. One respondent wrote, “you are a spiritual being having a physical experience, not the reverse;” “try and experience, not just figure out, what that means to you and bring it into all aspects of your life;” “you are the consciousness that is watching you do and reflect on issues, not the doer and thinker alone.” They can accomplish this by working through their frustrations and challenges and changing what they were “subject to” to being the object that they desire (Kegan, 1980). This is one mechanism that will increase their ability to handle complexity.

Leaders today are successful in part because leaders who came before used their valuable time and effort to help them become better leaders. For most study participants, this process took many years and it is time to co-create the future by helping our leaders become the best leaders they can be. It is well worth the effort because solving the world’s problems today is an increasingly complex task.

Tangible Improvements to Individuals

In a one-on-one setting, integral leaders enjoyed the benefit of learning from their mentor experiences. Integral leaders thought, “no one leads alone” and believed in developing long-term relationships with people, which benefitted all team members. Engaged leaders actively sought to be better leaders and were open to lifelong learning. One respondent said, “Dig deep to understand truly yourself first, and don’t be afraid of the cracks [you find].” Leaders benefit from mentors who provide a safe environment for them while they are pushed out of their comfort zone to try new things. Integral leaders know that tasks are not more important than people, and their genuine and authentic caring helps everyone be more successful.

Integral leaders developed a confidence within themselves that kept them grounded in difficult times. The leaders who experienced major life events discussed those experiences with a realization that they had accomplished something important in their lives and they were changed as a result of the experience. Like Noble (1994), they reclaimed the heroism in their lives, and as a result they became more authentic.

Tangible Improvements for Communities

Communities are only as successful as their citizens, and when their citizens are engaged, integral leaders who are in alignment with their values, behaviors, and vision, participate in the success of the whole community. When integral leaders recognized the importance of having a successful business and finding tangible ways to give back to the community they live in, everyone benefitted. One respondent summed it up by saying, “one day you will wake up and know you are making a difference in your life and the people around you.”

Tangible Improvements for Organizations

As visions, strategies, and goals change, organizations need to be effective and efficient at all levels. When leaders are in alignment with their values, they send a strong message to the staff that the organization is a value-based company. One respondent summed it up by saying, “hire people with a positive attitude to further the company’s vision and mission” and “invite them to engage in goal-setting and accomplishment that makes them feel valued and empowered.” When leaders align their words and actions and behaviors, they have optimum credibility and demonstrate the culture of the organization. When leaders align their values and behaviors with the vision of the organization, everyone is focused on the business, staff members feel empowered to take on more

risks, and costly waste and redundancy are minimized. Organizations want to be running on all cylinders and have great leaders at the helm to engage the staff members and reward the stakeholders. Integral leaders who care about people and understand the value of alignment can help organizations prosper.

Tangible Improvements for Institutions

Not all of our problems are within the walls of our organizations; they may permeate our institutions and intra-institutions. Challenges like homelessness, poverty, and mental health have not been solved because of the complexity of the issues and fragmented resources and leadership. Integral leaders are needed at all levels to help communities solve more complex issues. One respondent suggested that leaders “take the word ‘no’ out of your vocabulary for a while.”

Tangible Improvements for Cultures

Successful organizations know from experience that the culture of the organization is dependent on great leaders who nurture the culture; articulate the vision; demonstrate the values, business practices, and strategies; and take good care of its customers, which is exemplified by this statement from a respondent, “Know what you stand for and set boundaries.” Companies that take care of their employees know that the staff members take care of their customers, and good customer service is the lifeblood of an organization. When people feel empowered, they would climb a mountain for their boss, they are more productive, more creative, and they feel that they contribute value to the culture of the organization.

Our challenges are global, and if we want to affect the real source of the larger issues, leaders have to think globally and find solutions that cross borders, cultures, and

worldviews. One respondent stated, “Focus on stakeholder’s needs and goals and continue to cultivate positive relationships with stakeholders.”

Tangible Improvements for Societies

We listen to the news and we read stories in our newspapers and journals asking for better leadership from leaders who know what they are doing, listen to their customer base, and find solutions that work and meet citizens’ needs. Leadership is needed at all levels, from executives to supervisors, and leaders who want to take on challenges and make a difference in people’s lives are necessary. One respondent defined their success as “When they made a difference in the lives of their leaders.” Good leaders should be rewarded and poor leaders should not receive the same rewards, but our performance practices are not always aligned with the positive outcomes that make organizations sustainable in the future. Looking to integral leaders could be a solution. As an example, Mackey and Sisodia (2014) created the concept of conscious capitalism (better known as authentic capitalism), which is an entire movement to encourage companies and organizations to achieve the triple bottom line: creating profit, taking care of your people, and making the world a better place while caring for the environment. People are looking for meaning in their work and they are hungry for challenges to discover new skills, opportunities to try new things, and people that believe in them as people and as leaders.

More research in the area of integral leadership is necessary to explore and understand these potential opportunities.

Recommendations for Action

Both current and future leaders have an opportunity to evaluate this study to determine if these findings have value to them. A significant number of very successful

leaders (642) took their precious time to participate in this study and provide excellent advice for emerging leaders. Leadership development is a personal and conscious decision. When leaders are excited about learning new skills and participating in projects they didn't know they had an aptitude for, they recognize their own growth and it motivates them. Leaders who don't feel excitement may be asleep in their jobs. When leaders are asleep, they do not bring their best selves to the job every day, which could be a lost opportunity for a company.

Leaders need to do a personal assessment to determine whether they are in alignment with their personal value system and are living those values as they lead and make decisions. They need to assess if they have enough feedback to inform them when they walk their talk, and when there is a disconnect. Staff members observe leaders and they know when they are credible and when they are not. Leaders also need to assess if the company is in alignment with its vision and if the team's outcomes are based on the right strategies. Lastly, leaders need to evaluate whether they really care about the people they work with, their team. Business analytics can measure when strategies don't work and when things seem to be falling apart. Is the leader's first reaction to beat up the people who work for them, or ask what they can do to remove barriers for them? This assessment can be very telling for a leader, and it may take several assessments before the leader realizes that they are trending in the right direction.

Integral leadership theory is dynamic and futuristic—organizations and leaders can learn more about it and decide for themselves if it is important for their company or themselves to incorporate. Organizations that do not offer leadership development training for their leaders may want to have discussions about beginning such training.

Organizations that do have leadership development training can modify what they offer to include integral leadership theory. Leaders who do not have a personal development plan can begin one at any time; we are never too old to learn. Similarly, leaders who already have a personal development plan can incorporate integral leadership theory into their current plans.

Recommendations for Further Studies

This study chose not to use a levels of development assessment to determine the integral leader's level of ego development. Some studies have used these assessments and they were able to determine clinically whether the study participants were operating at the second tier integral level. It could be interesting to look at this study population using the same 25 integral thinking statements and an ego development assessment to determine whether the people who were identified as integral in this study had second tier ego development.

To better understand the needs of emerging leaders, another method could have been to send out a survey or to conduct a focus group to ask emerging leaders what they need to learn from integral leaders. The information collected could be used to create a survey, which could then be sent out to respondents. Once the data is collected and analyzed, the same focus group could be invited back to review the data; their perspectives could be used to determine what is useful for emerging leaders.

The 25 integral thinking statements used in this study may be a valuable tool for others to use and develop. In their simplest form, they could create a unified language with which to start conversations. Teams could select a statement and each person could rate their level of agreement. There could be a discussion about the similarities and

differences between each other's perspectives. This type of discussion could help others get to know each other, which may break down barriers.

Integral leadership continues to evolve and be redefined, so research needs to continue to explore what we know about integral leadership and look for opportunities to teach it to leaders who are looking for ways to be integral leaders.

Based on this study's insights on integral leaders, integral leaders are defined as humble people who do not take credit away from anyone else, who are intentional and engaged in what they do, who consistently develop strong relationships, and who genuinely caring about the people around them. They are visionary and big-picture thinkers who build high-functioning teams and organizations. They are optimistic, confident, and pragmatic; they walk their talk; they use influence; and they incorporate fresh perspectives into their conversations. They broaden perspectives in multiple ways and readily pass on their wisdom.

The leaders in this study responded to all of the questions they were asked and gave their best answers. It could be helpful if another study like this one also had data from a 360 behavioral assessment to determine whether their direct reports perceived the leader as highly as they said they were in this study.

This study consisted of 32% of leaders who were under 40 years of age. It could be interesting if another study replicated this study for leaders under 40 to determine if there was a difference in the data and the findings.

It was important to the participants in this study that their confidentiality was protected. Thus, the collected data was protected, secured, and kept intact. For

confidentiality, participants' names were not included in the final report. The researcher used "they" in the narrative to disguise male and female responses.

As the researcher for this study, I was diligent in trying to understand the respondents' perspectives. I listened to what they were communicating and looked for the meaning behind what they were trying to communicate. One powerful statement was when a leader said that, "they were more interested in how comfortable their team was with them and their leadership, than they were with their own comfort with their team."

The AQAL model is dynamic and versatile. It can be accessed from any quadrant, and like the systems theory, when you make a change in one quadrant; it impacts the other three quadrants. Leaders can adapt this model to their developmental plans, using the entire model or any portion of it. The developmental guide for integral leaders is presented in .

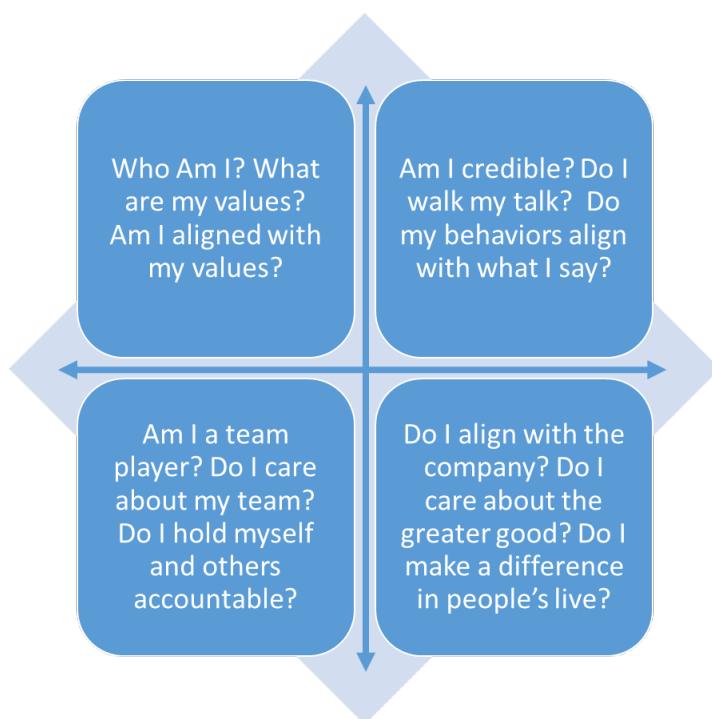


Figure 5.1. Integral leader developmental guide.

Organizational complexity will continue to increase and there will always be a need for strong leadership. Looking to integral leaders is a place of discovery. This is a relatively new area, and integral leadership needs to be understood and defined. Many integral leaders had mentors who saw something in them and believed in them and helped them develop and grow. There are many emerging leaders who need someone to see the potential in them and believe in them.

APPENDIX

Appendix A: Survey

My Personal Invitation

Dear Leader,

Hello, my name is Susan Hayes. I am a Ph.D. student in the Antioch University Leadership and Change program. In my dissertation, I am looking at what leaders see as leading to his/her becoming the leader he/she is today. I am looking for people who have been involved in leadership and change, and your name was given to me as someone I should contact because of your contribution to our community. Participating in this survey will give you an opportunity to reflect on your experiences as a leader and add your voice to an analysis of leadership and change taking place in our community.

This survey should take about 15-20 minutes to complete. Your participation is voluntary and you may opt out of the survey at any time by exiting the survey. The information you give me will be kept confidential and nothing you will say will be tied back directly to you.

I appreciate your willingness to share your thoughts and expertise for this important study on leadership and change.

Thank you in advance for choosing to participate in this study.

Susan M. Hayes
Ph.D. Candidate
Antioch Ph.D. Program in Leadership and Change

Q1. Do you see yourself as a leader?

- Yes, definitely
- Yes, Sometimes
- No

Q2. Reflecting on your perception and experiences as a leader, which of the following best describes the position(s) from which you practice leadership? Please check all that apply.

- a. I own my own business.
- b. I am at the executive level.
- c. I am at a manager level.
- d. I am at a supervisory level.
- e. I am an informal leader (e.g. have influence that is not based on a position in the organization).
- f. I am a volunteer leader in the community.
- g. I am a volunteer in the community.

- h. I am a formal leader in my place of worship.
 - i. I am a formal leader in a school.
 - j. I am a person of influence in my religious place of worship.
 - k. I am a person of influence in a school.
 - i. Other.
- Other (Please specify) A comment/essay box is provided.

Q3. What does being a leader mean to you? A comment/essay box is provided.

Leadership (new page)

As we look back at our leadership experiences, we realize that we bring personal thoughts and viewpoints into everything we do. As leaders, we need to continuously develop ourselves to be able to perform the functions and roles we play in our lives.

Q4. Thinking about your own leadership, please take a moment to answer how strongly you disagree or agree with each of the following statements.

- a. I work for a higher purpose that is good for people now, and in the future.
- b. I need to work hard to get things done.
- c. Controls and regulations have to be enforced for things to work right.
- d. I create an environment where people feel empowered to find solutions.
- e. Getting results is more important than reaching consensus.
- f. I often put aside my own self-interest for things I feel are for a larger good.

- 1-Strongly Disagree
- 2-Disagree
- 3-Somewhat Disagree
- 4-Somewhat Agree
- 5-Agree
- 6-Strongly Agree

Q5. Thinking about your own leadership, please take a moment to answer how strongly you disagree or agree with each of the following statements. (new page)

- g. I consider other people's point of view.
- h. I have experienced moments when I have realized there is something larger than my ordinary self.
- i. I avoid conflict.
- j. The world is made up of separate interests that have to be managed and controlled.
- k. I think there is only one right way to do things.
- l. I must find solutions that are suitable for everyone for things to work right.

- 1-Strongly Disagree

- 2-Disagree
- 3-Somewhat Disagree
- 4-Somewhat Agree
- 5-Agree
- 6-Strongly Agree

Q6. Thinking about your own leadership, please take a moment to answer how strongly you disagree or agree with each of the following statements. (new page)

- m. I am a perfectionist.
- n. My major purpose in life is to help make the world a better place.
- o. Better solutions are found when all perspectives are considered.
- p. My need to be in control is very strong.
- q. I accept and work well with people who are different from me.
- r. I like to collaborate with others.

- 1-Strongly Disagree
- 2-Disagree
- 3-Somewhat Disagree
- 4-Somewhat Agree
- 5-Agree
- 6-Strongly Agree

Q7. Thinking about your own leadership, please take a moment to answer how strongly you disagree or agree with each of the following statements. (new page)

- s. I support what I think is right.
- t. I have a long term, worthwhile vision that will make the world a better place.
- u. Competition is necessary in order to bring the best out in people and organizations.
- v. I value relationships with other people more than getting tasks done.
- w. I am willing to put aside my personal interests for a worthwhile vision.
- x. It is important for me to achieve my work and professional goals to feel I have succeeded in life.
- y. I believe that goodness, truth and beauty are inherent to people.

- 1-Strongly Disagree
- 2-Disagree
- 3-Somewhat Disagree
- 4-Somewhat Agree
- 5-Agree
- 6-Strongly Agree

Major Life Influences (new page)

As we reflect about our career, we may have had a mentor or significant person who has impacted our perspectives on leadership and life.

Q8. Have you had a person or mentor who had a significant influence on you and your leadership?

Yes, definitely

Yes, in a way

No, not really

Person or Mentor Influencing Your Leadership

As we reflect about our lives, some people may have had a person or mentor who significantly influenced them and their leadership. (new page)

Q9. Please describe how this person or mentor has influenced you and your leadership. A comment/essay box is provided.

Q10. Please describe how your leadership changed as a result of this person or mentor relationship? A comment/essay box is provided.

Q11. As a result of what you learned about your own leadership from this person or mentor, what advice would you give emerging leaders? A comment/essay box is provided.

Major Life Experiences (new page)

As we reflect about our lives, some people may have had a major life experience, event, or turning point that altered their perspectives on leadership and life.

Q12. Have you had a major life experience that altered your perspective on leadership?

Yes, definitely

Yes, in a way

No, not really

Major Life Experiences (new page)

Q13. Please describe this major life event, significant experience, or turning point that influenced you and your leadership? A comment/essay box is provided.

Q14. Please describe how your leadership changed as a result of this experience? A comment/essay box is provided.

Q15. As a result of what you learned from this experience that changed your leadership, what advice would you give to emerging leaders? A comment/essay box is provided.

Demographics (new page)**Q16. Gender**

Female
Male

Q17. Which category below includes your age?

Under 40
40-49
50-59
60+

Q18. Which of the following best describes your current relationship status?

Married
Widowed
Divorced
Separated
In a domestic partnership or civil union
Single, but cohabitation with a significant other
Single, never married

Q19. In what type of entity do you primarily practice leadership? (new page)

Corporate
Government
Non-Profit
Private
Public
Other
Other (please specify) A comment/essay box is provided.

Q20. In which of the following fields do you primarily practice leadership?

Arts
Construction
Education
Energy
Finance
Healthcare
Insurance
Legal
Media
Professional Services

Technology

Military

Other

Other (please specify) A comment/essay box is provided.

Q21. How many years of leadership experience do you have? (new page)

Less than 5 years

6-10 years

11-20 years

21-30 years

31-40 years

over 40 years

Q22. What is the highest level of education you have completed?

Graduated from high school

Graduated from college

Some graduate school

Completed graduate school

Post graduate school

Optional Next Steps (new page)

This research is important to understand leadership and I appreciate your support, time, and voice in the analysis.

I will be conducting phone interviews with leaders who would like to further explore how they became the leaders they are today. I am looking for insights to share with emerging leaders. If you would like to talk further about your leadership experiences, I would be happy to include you if you give me your contact information.

Q23. Would you like to be considered for a telephone interview to further the responses you shared in the interview?

Yes

No

Maybe, I have some questions before I decide

Q24. If you answered yes or maybe, please provide your name, e-mail address and telephone number so I can contact you.

Name A comment/essay box is provided.

E- mail address A comment/essay box is provided.

Telephone number A comment/essay box is provided.

Thank You (new page)

Thank you for participating in this leadership survey.

If you reach this page because you checked that you did not consider yourself a leader, thank you for looking at the survey.

Appendix B: Consent Form

PhD Program in Leadership and Change Antioch University

CONSENT TO PARTICIPATE IN RESEARCH

Study Name: Integral Leaders

Name of Study Subject: _____

Dissertation Research

Student/principal investigator: Susan M. Hayes
PhD Program
Leadership and Change

_____ You are invited to take part in this dissertation study interview. This form tells you why this research study is being done, what will happen in the research study, possible risks and benefits to you, your choices, and other important information. If there is anything that you do not understand, please ask questions. Then you can decide if you want to join this study or not.

A1. INTRODUCTION – WHY ARE WE ASKING YOU ABOUT THIS STUDY?

You are being invited to participate in this dissertation study interview because you have personally and professionally experienced a major change in your career and the student / principle investigator is trying to learn how you became the leader you are today as a result of that experience.

The student/principal investigator conducting the interview(s) is Susan M. Hayes. She will conduct the interview on the telephone at a time that is convenient for you. She will ask you a series of questions related to the major life event you shared during the survey portion of this study. You are free to refuse to answer any question at any time. You are also free to stop the interview at any time and re-schedule or discontinue.

A2. DO I HAVE TO BE IN THIS STUDY?

You can decide whether to take part in this study or not. You are free to say yes or no. Even if you join this study, you do not have to stay in it. You may stop at any time.

A3. WHY IS THIS RESEARCH STUDY BEING DONE?

As part of the Antioch University PhD program in Leadership and Change the students are expected to complete a research-based dissertation. The student's

dissertation consists of two parts: the first part of this study is the written survey in which you participated in Survey Monkey, and the second part is a telephone interview with the student to continue the discussion you started in the open ended questions of the written survey.

B1. WHAT WILL HAPPEN IF I TAKE PART IN THE STUDY?

The student/principal investigator will ask you a series of questions related to the information about a life event or mentor that changed your leadership in the written survey.

B2. HOW LONG WILL I BE IN THE STUDY?

The student will interview a limited number of interviewees in this study. Once the student has all the information she needs for her dissertation, you will be released from the study.

B3. CAN I STOP BEING IN THE STUDY?

You are free to stop this study at any point in time.

C1. WHAT RISKS OR PROBLEMS CAN I EXPECT FROM THE STUDY?

The interview questions may evoke feelings or emotions you experienced during this period of time you experienced a life event or mentor. We can stop the interview at any time you feel uncomfortable and re-schedule.

C2. ARE THERE ANY BENEFITS TO TAKING PART IN THE STUDY?

Your participation will assist the student in her learning achievement.

C3. WILL MY INFORMATION BE KEPT CONFIDENTIAL?

Yes the information you share in both the survey and interview will be kept confidential and nothing you say will be connected with your name. In the written dissertation, you will be given a pseudo-name to protect your identity. I will gain your approval prior to using any quotes in the dissertation.

D1. ARE THERE ANY COSTS TO BEING IN THE STUDY?

There aren't any costs to you for being in this study

D2. WILL I BE PAID FOR PARTICIPATING IN THE STUDY?

You will not be paid for participating in this study

D3. . WILL I BE GIVEN NEW INFORMATION ABOUT THE STUDY?

The interview will be electronically recorded and professionally transcribed. The transcriptionist will sign a confidentiality agreement and protect all information from you. I will ask you if you would like to read the transcription of the interview, once transcribed.

D4. WHO CAN ANSWER MY QUESTIONS ABOUT THE STUDY?

The student/principal investigator can answer any questions you may have.

APPENDIX C: Transcriber Confidentiality Agreement

As the transcriber of the recordings submitted to me by the researcher Susan M. Hayes, I agree to securely store and to maintain absolute confidentiality with regard to the information from and about the participants. This includes all written materials, and audio recordings, and any other related material that I come in contact with during this research project. Furthermore, I agree to help aid the researcher, Susan M. Hayes, in protecting the identity of participants to ensure anonymity.

Transcriber's Name

Transcriber's Signature

Date

Researcher's Name

Researcher's Signature

Date

Appendix D. Permissions

Permission for Figures 1.2, 2.1, 2.2

The Permissions Company, Inc.
P. O. Box 604
Mount Pocono, PA 18344
570.839.7477 (vox) 570.839.7448 (fax)
e-mail: PermDude@eclipse.net

October 11, 2013

Susan Hayes

Dear Ms. Hayes:

Thank you for your request of October 1st, for permission to use three figures from Ken Wilber, *The Integral Vision* (Boston: Shambhala, 2007) in your work doctoral dissertation for Antioch University.

This letter will grant you permission to use the material as requested in your dissertation and in all copies to meet university requirements, including University Microfilms edition. You must credit our work as the source of the material, and you must re-apply if your dissertation is later published.

You should use a standard credit for the figures to indicate that they are from our work. Our suggested credit line is below.

Thank you for your interest in Shambhala Publications.

Sincerely,

Frederick T. Courtright, President
The Permissions Company, Inc.
Rights Agency for Shambhala Publications

Credits: From *The Integral Vision*, by Ken Wilber, ©2007 by Ken Wilber. Reprinted by arrangement with The Permissions Company, Inc., on behalf of Shambhala Publications Inc., Boston, MA. www.shambhala.com.

Permission for Figures 1.3, Tables 2.1, 2.2, 2.8

Hi Susan,

Ken's policy is that as long as images/diagrams are attributed to him correctly, people are permitted to freely use them in publications. Ken has given me the authority to convey this information on his behalf, so he doesn't have to address every inquiry of this nature personally.

Regards,

Colin Bigelow
Executive Assistant to Ken Wilber
July 7, 2015

Permission for Figure 1.3

Sure, Susan. Cowan was not involved in this and rejected the idea. I added the colorful holons to early versions by Wilber.
So, if you give me credit and include how to contact me I will be honored for you to use it.

Let me know when you complete your dissertation. Best Wishes

Don

At 03:10 PM 10/1/2013, you wrote:

October 1, 2013

Dr. Don Beck

Permission for Figure 2.3

Hi Susan,

Thank you for your email.

Please allow me to introduce myself, my name is Chris Tutill and I am the Rights Assistant here at Emerald.

With regards to your request, providing that the figure is fully referenced and give credit to the original publication, Emerald is happy for you to include it in your dissertation.

Please note that should you wish to republish the figures elsewhere (i.e. in a journal), you will need to clear permission once more.

I wish you the best of luck with your dissertation.

Kind Regards,

Chris Tutill

Rights Assistant | Emerald Group Publishing Limited Fax: +44 (0)1274
785200 CTutill@emeraldinsight.com| www.emeraldinsight.com

Permission for Table 2.5

**Berrett-Koehler Publishers**

235 Montgomery street, suite 650
 san Francisco, CA 94104-2916
 tel 415.288.0260
 fax 415.362.2512
 www.bkconnection.com

kate piersanti

copyright editor
 2868 flannery road
 san pablo CA 94806
 tel 510.697.6333
 fax 510.724.2081

renaissancegal@headlandpro.com

1 Oct 2013

Susan M Hayes

Dear Susan,

You have permission to use the information you requested from **Action Inquiry by Torbert** for your project.

Please identify the source of material as follows:

Reprinted with permission of the publisher. From (title of book),
 copyright© (year) by (author), Berrett-Koehler Publishers, Inc.,
 San Francisco, CA. All rights reserved. www.bkconnection.com

Thank you for selecting one of our books and best to you with your work.

Go well,

kate piersanti
 copyright editor
 berrett-koehler publishers Inc.
 2868 flannery road
 san pablo ca 94806
www.bkconnection.com

"the greatness of a nation and its moral progress can be judged by the way its animals are treated." mahatma Gandhi

"until one has loved an animal, a part of one's soul remains unawakened." Anatole france,
 french author, nobel laureate

Permission for Table 2.7

Susan

Ok please print

Excerpt reprinted from The Writer's Journey 3rd edition published by
Michael Wiese Productions
2007 copyright Christopher Vogler
www.mwp.com

After publication please send one copy to me

Ken Lee
6049 37th Ave NE
seattle wa 98115

Cheers
Ken

Permission for Tables 2.3 & 2.4

Hi Susan:

*You have my permission to use and cite these articles
and figures.*

Dr. Susanne Cook-Greuter

34 Campbell Rd.

Wayland, MA 01778

H: 508-358-2797

<image001.jpg>

Good luck

Be light

Susann

References

- Bass, B. M. (1985). *Leadership and performance beyond expectations*. New York, NY: Free-Press.
- Bass, B. M., & Avolio, B. J. (1990). *Transformational leadership development: Manual for the Multifactor Leadership Questionnaire*. Palo Alto, CA: Consulting Psychologist Press.
- Beck, D. E. (2000). *Stages of social development: The cultural dynamics that spark violence, spread prosperity, and shape globalism*. Retrieved from http://www.humanemergence.org/essays/stages_of_social_development.htm
- Beck, D. E. (2012a, November). *Spiral dynamics integral*. Paper presented at Spiral Dynamics Integral Level 1 Certification Course. Santa Barbara, CA. Unpublished conference paper, 2011.
- Beck, D. E. (2012b, November). *Natural designs: Second tier leadership , organizational elegance and integral management*. Paper presented at Spiral Dynamics Integral Level 2-Certification Course. Santa Barbara, CA. Unpublished conference paper, 2012.
- Beck, D. E. (2012c, September). *The momentous leap: Spiral dynamics in action*. Paper presented at Nexus: Global Youth Summit On Innovative Philanthropy And Social Entrepreneurship. New York, NY. Unpublished conference paper, 2012.
- Beck, D. E., & Cowan, C. C. (2006). *Spiral dynamics: Mastering values, leadership, and change*. Malden, MA: Blackwell.
- Bennis, W. G., & Thomas, R. J. (2002). *Geeks & geezers: How era, values, and defining moments shape leaders*. Boston, MA: Harvard Business School Press.
- Bennour, M., & Voneche, J. (1977, 2009). *The historical context of Piaget's ideas*. New York, NY: Basic Books.
- Berger, J. G. (2005). Living postmodernism: The complex balance of worldview and developmental capacity. *Revision*, 27(4), 20–27.
- Berger, J. G., Hasegawa, B. A., Hammerman, J. K., & Kegan, R. (2007). *How consciousness develops adequate complexity to deal with a complex world: The subject-object theory of Robert Kegan*. Retrieved at <http://terrypatten.typepad.com/iran/files/KeganEnglish.pdf>
- Blaikie, N. (2010). *Designing social research: The logic of anticipation*. Malden, MA: Polity Press.

- Bly, R., & Woodman, M. (1998). *The maiden king: The reunion of masculine and feminine*. New York, NY: Henry Holt and Company.
- Bolen, J. S. (1994). *A woman's midlife quest for the sacred feminine*. New York: HarperCollins.
- Boyatzis, R. E. (1998). *Thematic analysis: Coding as a process for transforming qualitative information*. Thousand Oaks, CA: Sage.
- Bozesan, M. (2009). *The making of a consciousness leader in business: An integral approach* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (305093282)
- Bridges, W., & Mitchell, S. (2000). Leading transition: A new model for change. *Leader to Leader*, 2000(16), 30–36.
- Brown, B. C. (2005). Theory and practice of integral sustainable development: Part 2- values, developmental levels, and natural design. *AQAL Journal of Integral Theory and Practice*, 1(2), 2–70.
- Brown, B. C. (2011). *Conscious leadership for sustainability: How leaders with late-stage action logic design and engage in sustainability initiatives* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (928071843)
- Brown, S. L. (Producer), & Balnicke, J. (Director). (2003). *Joseph Campbell: The hero's journey* [Video/DVD.]. Silver Springs, MD: Acorn Media U.S.
- Bryman, A. (1988). *Quantity and quality in social research*. London, United Kingdom: Routledge.
- Burns, J. M. (1978). *Leadership*. New York, NY: Harper & Row.
- Cacioppe, R. (1997). Leadership moment by moment. *Leadership & Organization Development Journal*, 18(7), 335–345. doi:10.1108/01437739710190648
- Cacioppe, R. (2000). Creating spirit at work: Re-visioning organization development and leadership—Part II. *Leadership & Organization Development Journal*, 21(2), 110–19. doi:10.1108/01437730610666037
- Cacioppe, R. (2009). *Integral potential: An introduction to integral theory and practice*. Churchlands, WA: The Bodhi Tree.
- Cacioppe, R., & Edwards, M. (2004). Seeking the holy grail of organisational development: A synthesis of integral theory, spiral dynamics, corporate

- transformation and action inquiry. *Leadership & Organization Development Journal*, 26(2), 86–105. doi:10.1108/01437730510582536
- Cacioppe, R., & Edwards, M. G. (2005). Adjusting blurred visions: A typology of integral approaches to organisations. *Journal of Organizational Change Management*, 18(3), 230–246. doi:10.1108/09534810510599399
- Cacioppe, R., & Stace, R. (2009). Integral team effectiveness: Validity analysis of a theory-based tea measure. *Team Performance Management*, 15(5/6), 220–234. doi:10.1108/13527590910983503
- Campbell, J. (1968). *The hero with a thousand faces*. New York, NY: Princeton University Press. (Original work published in 1949 ed.)
- Campbell, J. (1990). *The hero's journey: Joseph Campbell on his life and work*. Novato, CA: New World Library. Campbell, J. (2004). *Pathways to bliss: Mythology and personal transformation*. Novato, CA: New World Library.
- Campbell, R. L. (2009). Constructive processes abstraction, generalization, and dialectics. In I. Muller., L. Smith., & J. I. M. Carpendale (Eds), *The Cambridge companion to Piaget* (pp.150–170). New York, NY: Cambridge University Press.
- Cardoso, M., & Ferrer, R. (2013). The integral management meta-model: A management model for second tier organizations. *Journal of Integral Theory and Practice*, 8(1&2), 119–134.
- Carr, W. (2013). What is second tier: Powers and perspectives available to leaders at second tier. *Integral Leadership Review*, 13(4), 1–18.
- Chen, H. T. (1997). Applying mixed methods under the framework of theory driven evaluations. In J. C. Greene & V. J. Caracelli (Eds.), *Advances in mixed-method evaluation: The challenges and benefits of integrating diverse paradigms* (pp. 61–72). San Francisco, CA: Jossey-Bass.
- Cohn, L. D. (1991). Sex differences in the course of personality development. *Psychological Bulletin*, 109(2), 252–266. doi:10.1037/00332909.109.2.252
- Collins, J. (2001). Level 5 leadership. *Harvard Business Review*, 79(1) 67–76.
- Cook-Greuter, S. (1985). *Ego development: Nine levels of increasing embrace*. Unpublished manuscript.
- Cook-Greuter, S. R. (1999). *Post autonomous ego development: A study of its nature and measurement* (Doctoral dissertation). Available from UMI Dissertation Services. (933122)

- Cook-Greuter, S. (2000). *Action inquiry & dialogue*. Retrieved from www.cook-greuter.com/Action%20Inquiry%20and%20dialogue%20definitions.pdf
- Cook-Greuter, S. R. (2002). *A detailed description of the development of nine action logics in the leadership development framework: Adapted from ego development theory*. Retrieved from <http://www.Cook-Greuter.com>
- Cook-Greuter, S. (2004). Making the case for a developmental perspective. *Industrial and Commercial Training*, 36(7), 275–281. doi:10.1108/00197850410563902
- Cook-Greuter, S. R. (2005). *Ego development: Nine levels of increasing embrace. A detailed description of the successive levels of ego-development*. Retrieved from <http://www.Cook-Greuter.com>
- Cook-Greuter, S. (2010). Second tier gains and challenges in ego development. In S. Esbjörn-Hargens (Ed.), *Integral theory in action: Applied, theoretical and constructive perspectives on the AQAL model* (pp. 303–321). Albany: State University of New York Press.
- Cousineau, P. (1990). *Joseph Campbell -the hero's journey: Joseph Campbell and his life and work*. Novato, CA: New World Library.
- Couto, R. A. (2012). Articles from integral leadership review: A review of Barbara Kellerman, the end of leadership. *Integral Leadership Review*, 12(4), 1–11.
- Creswell, J. W., & Clark, V. L. P. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.
- Crossman, A. (2013). *Deductive reasoning versus inductive reasoning*. Retrieved from www.sociology.about.com/od/Research/aDeductive-Reasoning-Versus-Inductive-Reasoning.htm
- Csikszentmihalyi, M. (1993). *The evolving self*. New York, NY: Harper Collins.
- Daloz, L. A. P. (1999). *Mentor: Guiding the journey of adult learners*. San Francisco, CA: Jossey-Bass.
- Davis, G. W. (2007). *Unfinished heroes: The abandoned hero's journey of contemporary business leaders* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (304716417)
- Dawlabani, S. E. (2013). *MEMEnomics: The next-generation economic system*. New York, NY: SelectBooks.

- DeCuir-Gunby, J. T. (2008). Mixed methods research in the social sciences. In J. W. Osborne (Ed.), *Best practices in quantitative methods* (pp. 125–135). Thousand Oaks, CA: Sage.
- Denzin, N. K., & Lincoln, Y. S. (2000). *Handbook of qualitative research* (2nd ed.). Thousand Oaks, CA: Sage.
- Dewey, J. (1933). *How we think*. New York, NY: Prometheus.
- Divecha, S., & Brown, B. C. (2013, July). *Integral sustainability: Correlating action logics with sustainability to provide new insights into the dynamics of change*. Paper presented at 3rd Biennial Integral Theory Conference: Connecting The Integral Kosmopolitan. San Francisco, CA. Unpublished conference paper, 2013.
- Doyle, J. (2005). *A conversation with Ken Wilber*. Unpublished manuscript.
- Edwards, M. (2004). *Good for business: An Integral theory perspective on spirituality in organizations*. Retrieved from <http://www.integralworld.net/edwards19.html>
- Edwards, M. G. (2008). *An integral metatheory for organisational transformation* (Doctoral dissertation). The University of Western Australia Business School, Crawley, Australia.
- Edwards, M. *A brief history of Holons*. Retrieved from www.integralworld.net/edwards13.html
- El'Amin, Z. W. (2008). *The leadership of Muhammad prophet of Islam: An Integral analysis* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (304836344)
- Fink, A. (2006). *How to conduct surveys: A step-by-step guide* (3rd ed.). Thousand Oaks CA: Sage.
- Fisher, D., Merron, K., & Torbert, W. R. (1987). Human development and managerial effectiveness. *Group & Organization Management*, 12(3), 257–273. doi:10.1177/105960118701200303
- Flanagan, J. C. (1954). The critical incident technique. *Psychological Bulletin*, 51(4), 327–358. doi:10.1037/h0061470
- Flinders, C. L. (2000). *Rebalancing the world: Why women belong and men compete and how to restore the ancient equilibrium*. New York, NY: HarperCollins.
- Forman, J. P., & Ross, L. A. (2013). *Integral leadership: The next half step*. Albany: State University of New York Press.

- Fraser, M. (2008). *Leading beyond self: An interpretive biographical case study of ethical and integral leadership* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (304836457)
- Freeborough, R. E. (2012). *Exploring the effect of transformational leadership on nonprofit leaders engagement and commitment* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (1114889254)
- Fuhs, C. (2008). Towards a vision of integral leadership: A quadrivial analysis of eight-leadership books. *Integral Leadership Review* 3(1), 139–162.
- Gardner, H. (2006). *Multiple intelligences*. New York, NY: Basic Books.
- Gardner, W. L., Avolio, B. J., Luthans, F., May, D. R., & Walumba, F (2005). “Can you see the real me?” A self based model of authentic leader and follower development. *The Leadership Quarterly*, 16(3), 343–372. doi:10.1016/j.leaqua.2005.03.003
- Gauthier, A. (2013, July). *Integral development of evolutionary co-leadership*. Paper presented at 3rd Biennial Integral Theory Conference: Connecting The Integral Kosmopolitan. San Francisco, CA. Unpublished conference paper, 2013.
- Gay, L. R. (1996). *Educational research: Competencies for analysis and application*. Upper Saddle River, NJ: Merrill.
- Geertz, C. (1973). *The interpretation of cultures: Selected essays*. New York, NY: Basic Books.
- Gelo, O., Braakmann, D., & Benetka, G. (2008). Quantitative and qualitative research: Beyond the debate. *Integrative Physiological and Behavioral Science*, 42(3), 266–290. doi:10.1007/s12124-008-9078-3
- George, B. (2003). *Authentic leadership: Rediscovering the secrets to creating lasting value*. San Francisco, CA: Jossey-Bass.
- Gilligan, C. (1993). *In a different voice: Psychological theory and woman's development*. Cambridge, MA: Harvard University Press.
- Golin, C. L. (2008). Integral life practice inquiry: An integral research approach to personal development. *Journal of Integral Theory and Practice*, 3(1), 163–183.
- Graves, C. (1974). Human nature prepares for a momentous leap. *The Futurist*, 8(2), 72–87.
- Graves, C. (1981). *Summary statement: The emergent, cyclical, double-helix model of the adult human biopsychosocial systems*. Retrieved from http://clarewgraves.com/articles_content/1981_handout/1981_summary.pdf

- Gray, W. A., & Gray, M. M. (1992). The role of formalized mentoring in transforming leadership. In T. D. Anderson (Ed.), *Transforming leadership: New skills for an extraordinary future* (pp. 283–286). Amherst, MA: Human Resource Development Press.
- Greenleaf, R. K. (1977). *Servant leadership: A journey into the nature of legitimate power and greatness*. New York, NY: Paulist Press.
- Habermas, J. (1984). *The theory of communicative action. Reason and the rationalization of society* (Vol. 1). (T. McCarthy Trans.). Boston, MA: Beacon Press.
- Hamilton, M. (2006). Integral metamap creates common language for urban change. *Journal of Organizational Change Management*, 19(3), 276–306. doi:10.1108/09534810610668319
- Hamilton, M. (2008). *Integral City: evolutionary intelligences for the human hive. Gabriola Island, Canada: New Society*.
- Hamilton, M. (2011, September). *How do we co-create a new operating system for the city?* Paper presented at Integral City Collective: The City 2.0 Conference. Unpublished conference paper, 2011. Retrieved from www.integralcity.com
- Harris, L. S., & Kuhnert, K. W. (2008). Looking through the lens of leadership: A constructive developmental approach. *Leadership & Organization Development Journal*, 29(1), 47–67. doi:10.1108/01437730810845298
- Hart, M. (1990, Spring). Critical theory and beyond: Further perspectives on emancipatory education. *Adult Education Quarterly*, 40 125–138. doi:10.1177/0001848190040003001
- Hauser, S. T. (1976). Loevinger's model and measure of ego development. *Psychological Bulletin*, 83(5), 928–955. doi:10.1037/0033-2909.83.5.928
- Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Boston, Mass.: Harvard Business Press.
- Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, MA: Harvard Business School Press.
- Helsing, D., Drago-Severson, E., & Kegan, R. (2004). Applying constructive developmental theories of adult development to ABE and ESOL practices. In J. Comings, B. Gardner & C. Smith (Eds.), *Review of adult learning and literacy, Connecting research policy* (Vol. 4). (pp. 157–197). New York, NY: Routledge.

- Heppner, P. P., Kivlighan, D. M., & Wampold, B. E. (1999). *Research design in counseling* (2nd ed.). Belmont, CA: Wadsworth.
- Hochachka, G. (2008). Case studies in integral approaches in international development. *Journal of Integral Theory and Practice*, 3(2), 58–100.
- Horn, L. F. (2006). *The experience of meaning in work for transcendent adults: A phenomenological study at spiral dynamics integral (SDi) theory second tier levels of development* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (305337156)
- Hy, L. X., & Loevinger, J. (1996). *Measuring ego development*. Mahwah, NJ: Erlbaum.
- Isom, P. M. (2012). *The female hero's journey in Molly Gloss's wild life, Margaret Atwood's surfacing, and Kate Chopin's the awakening* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (1240670205)
- Jarvis, P. (1992). *Paradoxes of learning: On becoming an individual in society*. San Francisco, CA: Jossey-Bass.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14–26. doi:10.3102/0013189x033007014
- Jung, C. G. (1959). *Flying saucers: A modern myth of things seen in the skies*. London, England: Routledge & Paul.
- Kegan, R. (1977). *Ego and truth: Personality and the Piaget paradigm*. (Unpublished dissertation). Harvard University, Cambridge, MA.
- Kegan, R. (1979). The evolving self: A process conception for ego psychology. *The Counseling Psychologist*, 8(2), 5–34. doi:10.1177/001100007900800203
- Kegan, R. (1980). Making meaning: The constructive-developmental approach to persons and practice. *The Personnel and Guidance Journal*, 58(5), 373–380. doi:10.1002/j.2164-4918.1980.tb00416.x
- Kegan, R. (1982). *The evolving self*. Cambridge, MA: Harvard University Press.
- Kegan, R. (1994). *In over our heads: The modern demands of modern life*. Cambridge MA: Harvard University Press.
- Kegan, R., & Lahey, L. L. (2009). *Immunity to change: How to overcome it and unlock the potential in yourself and your organization*. Boston, MA: Harvard Business School.

- Kegan, R., Noam, G. G., & Rogers, L. (1982). The psychology of emotion: A neo-Piagetian view. *New Directions for Child Development*, 16, 105–128. doi:10.1002/cd.23219821606
- Kellerman, B. (2012, October). *The end of leadership as we know it*. Paper presented at the 14th Annual International Leadership Association Global Conference. Denver, CO. Unpublished conference paper, 2012
- Kelly, E. J. (2013a). Transformation in leadership, part 1: A developmental study of Warren Buffett. *Integral Leadership Review*, 13(3), 1–20.
- Kelly, E. J. (2013b). Warren buffet's transformation in leadership: Part 2. *Integral Leadership Review*, 13(4), 1–14.
- King, C. E. (2004). *Weaver wisdom: Creating partnership organizations in a hierarchical world* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (305040753)
- Koestler, A. (1967). *The ghost in the machine*. New York, NY: Arkana Books.
- Kohlberg, L. (1982). Moral development. In J. M. Broughton & D. L. Freeman-Moir (Eds.), *The cognitive developmental psychology of James Mark Baldwin: Current theory and research in genetic epistemology* (pp.277–327). Norwood, NJ.: Ablex.
- Kouzes, J. M., & Posner, B. Z. (1987, 1995, 2002). *The leadership challenge: How to keep getting extraordinary things done in organizations* (3rd ed). San Francisco, CA: Jossey-Bass.
- Kuhnert, K. W., & Lewis, P. (1987). Transactional and transformational leadership: A constructive/developmental analysis. *Academy of Management Review*, 12(4), 648–657. doi:10.2307/258070
- Kvale, S. (1996). *InterViews: An introduction to qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Laubscher, L. (2013). *Human Niches—spiral dynamics for Africa* (Doctoral dissertation). The Da Vinci Institute for Technology Management. Johannesburg, South Africa.
- Laske, O. (2009). *Measuring hidden dimensions of human systems: Foundations of requisite organization* (Vol. 2). Medford, MA: IDM Press.
- Lepelley, D. M. (2002). *Exploring the adaptability of leadership styles in senior business executives: Life narratives and self-discovery of factors contributing to adaptability* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (304783480)

- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Loevinger, J. (1966). The meaning and measurement of ego development. *American Psychologist*, *21*(3), 195–206. doi:10.1037/h0023376
- Loevinger, J. (1976). *Ego development: Conceptions and theories*. San Francisco, CA: Jossey-Bass.
- Loevinger, J. (1979). Construct validity of the sentence completion test of ego development. *Applied Psychological Measurement*, *3*, 281–311. doi:10.1177/014662167900300301
- Loevinger, J., & Wessler, R. (1970a). *Measuring ego development: Construction and use of a sentence completion test* (Vol.1). San Francisco, CA: Jossey-Bass.
- Loevinger, J., Wessler, R., & Redmore, C. (1970b). *Measuring ego development: Scoring manual for women and girls* (Vol.2). San Francisco, CA: Jossey-Bass.
- Maalouf, E. S. (2014). *Emerge: The rise of functional democracy and the future of the Middle East*. New York, NY: SelectBooks.
- Machungwa, P. D., & Schmitt, N. (1983). Work motivation in a developing country. *Journal of Applied Psychology*, *68*(1), 31–42. doi:10.1037//0021-9010.68.1.31
- Mackey, J., & Sisodia, R. (2014). *Liberating the heroic spirit of business: Conscious Capitalism*. Boston, MA: Harvard Business School.
- Manners, J., & Durkin, K. (2001). A critical review of the validity of ego development theory and its measurement. *Journal of Personality Assessment*, *77*(3), 541–567. doi:10.1207/s15327752jpa7703_12
- Maslow, A. (1968 (2nd edition)). *Toward a new psychology of being*. New York, NY: Harper & Row.
- McCaslin, M. L. (2013). The integral north—integral leadership: Boundaries, theories, practices and intersections. *Integral Leadership Review*, *13*(1), 1–6.
- McCauley, C. D., Drath, W. H., Palus, C. J., O'Connor, P. M. G., & Baker, B. A. (2006). The use of constructive-developmental theory to advance the understanding of leadership. *The Leadership Quarterly*, *17*(6), 634–653. doi:10.1016/j.leaqua.2006.10.006
- McClelland, D. C., Burnam, D. H. (2003) Power is the great motivator. *Harvard Business Review*, *81*(1) 117–126.

- McElhenie, M., Thomas, B., Volckmann, R., & Poling, T. (2011). Panel discussions: What is integral leadership. *Integral Leadership Collaborative*. Retrieved from www.integralLeadershipCollaborative.com (virtual).
- McIntosh, S. (2007). *Integral consciousness and the future of evolution*. St. Paul, MN: Paragon House.
- McMillan, J. H., & Wergin, J. F. (2010). Introduction to reading educational research. In J. H. McMillan & J. F. Wergin (Eds.), *Understanding and evaluating educational research* (4th ed) (pp. 1–13). Boston, MA: Pearson.
- Merriam, S. B., & Clark, M. C. (2006). Learning and development: The connection in adulthood. In C. Hoare (Ed.), *Handbook of adult development and learning* (pp. 27–51). New York, NY: Oxford University Press.
- Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4), 538–551. doi:10.1037//0021-9010.78.4.538
- Mezirow, J. (1991). *Transformative dimensions of adult learning*. San Francisco, CA: Jossey-Bass.
- Mezirow, J. (1994). Understanding transformation theory. *Adult Education Quarterly*, 44(4), 222–232. doi:10.1177/074171369404400403
- Mezirow, J., Belenky, M. F., Brookfield, S. D., Cohen, J. B., Cranton, P., Daloz, L. A. P., & Yorks, L. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco, CA: Jossey-Bass.
- Moustakas, C. (1990). *Heuristic research: Design, methodology, and applications*. London, England: Sage.
- Noble, K. (1994). *The sound of the silver horn, reclaiming the heroism in contemporary women's lives*. New York, NY: Fawcett, Columbine.
- Northouse, P. G. (2010). *Leadership: Theory and practice* (5th ed.). Thousand Oaks, CA: Sage.
- O'Fallon, T. (2010). Developmental experiments in individual and collective movement to second tier. *Journal of Integral Theory & Practice*, 5(2), 149–160.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage.
- Patton, M. Q. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.

- Pauchant, T. C. (2005). Integral leadership: A research proposal. *Journal of Organizational Change Management*, 18(3), 211–229.
doi:10.1108/09534810510599380
- Pearson, C. S. (1991). *Awakening the heroes within: Twelve archetypes to help us find ourselves and transform our world*. New York, NY: HarperCollins.
- Piaget, J. (1954). *The construction of reality in the child*. New York, NY: Basic Books.
- Popp, N., & Portnow, K. (2001). Chapter 3: Our developmental perspective on adulthood. *National Center for the Study of Adult Learning & Literacy*, 19(3), 44–69.
- Prewitt, V. (2004). Integral leadership for the 21st century. *World Futures*, 60(7), 1–7.
- Raffia, J. B. (1992). *The bridge to wholeness: A feminine alternative to the hero myth*. San Diego, CA: LuraMedia.
- Reams, J. (2006). What's integral about leadership? A reflection on leadership and integral theory. *Integral Review*, 1(1), 118–132.
- Reams, J., & Caspari, A. (2013, July). *Feeling into the moment: Applying integral maps and processes to corporate leadership training and trans-disciplinary education*. Paper presented at 3rd Biennial Integral Theory Conference: Connecting the Integral Kosmopolitan. San Francisco, CA. Unpublished conference paper, 2013.
- Reed, M. J. (2008). *Understanding the transformative learning experience: Catalysts and environment, consciousness enhancement, and opportunities for formalized learning* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (304704114)
- Reitzel, M. H. (2004). *Crucible experience of level 5 leaders* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (304704114)
- Richardson, M., Diperna, D., Sosan Bearer, K., Clark, M., & Strauss, G. (2011). Reaching the next generation of integral leaders panel. *The International Integral Leadership Collaborative*. Retrieved from www.integralleadershipcollaborative.com
- Roberts, K. (2011). *The meaning making that leads to social entrepreneurial action* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (919708782)
- Rode, F. W. I. (2012). *The heroic journey of a common man: Benefitting society one journey at a time* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (1286842251)

- Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record*, 104(4), 842–866. doi:10.1111/1467-9620.00181
- Rooke, D., & Torbert, W. R. (2005). The seven transformations of leadership. *Harvard Business Review*, 83(4), 67–76.
- Rossman, G. B., & Wilson, B. L. (1985). Numbers and words: Combining quantitative and qualitative methods in a single large-scale evaluation study. *Evaluation Review*, 9, 627–643. doi:10.1177/0193841x8500900505
- Roulston, K. (2010). *Reflective interviewing: A guide to theory and practice*. Thousand Oaks, CA: Sage.
- Saft, K. (2007). *An exploratory study: Transpersonal experiences and empowerment* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (304743078)
- Santana, L. C. (2009). *Making the value of development visible: A sequential mixed methodology study of the integral impact of post-classroom leader and leadership development* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (305151533)
- Schachter-Shalomi, Z., & Miller, R. S. (1995). *From aging to sage-ing: A profound new vision of growing older*. New York, NY: Warner Books.
- Schaufeli, W. B., Bakker, A. B., & Salanova, M. (2006). The measurement of work engagement with a short questionnaire. A cross-national study. *Educational and Psychological Measurement*, 66(4), 701–716. doi:10.1177/0013164405282471
- Scheele, P. R. (2013). *Researching critical incidents of transformation* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (3672788).
- Sechrist, L., & Sidani, S. (1995). Quantitative and qualitative methods. *Evaluation and Program Planning*, 18(1), 77–87.
- Senge, P., Scharmer, C. O., Jaworski, J., & Flowers, B. S. (2004). *Presence: Human purpose and the field of the future*. New York, NY: A Currency Book.
- Simmons, G. F. (2007). *Creating thriving, coherent, and integral new thought churches using an integral approach and second tier practices* (Unpublished doctoral dissertation). Holos University Graduate Seminary, Bolivar, Missouri.
- Stein, Z., Dawson, T., Van Rossum, Z., Hill, S., & Rothaizer, J. (2013, July). *Virtuous cycles of learning: Using formative, embedded, and diagnostic developmental assessments in a large-scale leadership program*. Paper presented at

- 3rd Biennial Integral Theory Conference: Connecting the Integral Kosmopolitan. San Francisco, CA. Unpublished conference paper, 2013.
- Tashakkon, A., & Teddlie, C. (2003). *Handbook of mixed methods in social & behavioral research*. Thousand Oaks, CA: Sage.
- Thakadipuram, T. (2009). *The quest for wholeness: An inquiry into spiritual leaders' lived experience* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (305140316)
- Thomas, B. (2012). *A call for integral leaders: Kick starting a movement*. Retrieved from www.integrallife.com/integral-post/kickstarting-movement
- Thomas, L. E. (1994). Cognitive development and transcendence: An emerging transpersonal paradigm of consciousness. In M. E. Miller & S. R. Cook-Greuter (Eds.), *Transcendence and mature thought in adulthood: The further reaches of adult development* (pp. 71–87). Lanham, MD: Rowman & Littlefield.
- Torbert, W. R. (1987). *Managing the corporate dreams: Restructuring for long-term success*. Homewood, IL: Dow Jones-Irwin.
- Torbert, W. R. (1994). Cultivating post-formal adult development: Higher levels and contrasting interventions. In M. Miller & S. Cook-Greuter (Eds.), *Transcendence and mature thought in adulthood: The further reaches of adult development* (pp. 181–203). Lanham, MD: Rowman & Littlefield.
- Torbert, B., Cook-Greuter, S., Fisher, D., Foldy, E., Gauthier, A., Keeley, J., . . . Tran, M. (2004). *Action inquiry: The secret of timely and transforming leadership*. San Francisco, CA: Berrett-Koehler.
- Vaill, P. B. (1996). *Learning as a way of being: Strategies for survival in a world of permanent white water*. San Francisco, CA: Jossey-Bass.
- van Marrawijk, N., & Becker, H. M. (2004). The hidden hand of cultural governance: The transformation process of humanitas, a community-driven organization providing, cure, care, housing and well-being to elderly people. *Journal of Business Ethics*, 55, 205–214. doi:10.1007/s10551-004-1902-1
- Varey, W. (2012) *Integral applications: Précis of integral sustainability case studies*. Retrieved from www.emrgnc.com.au
- Volckmann, R. (2008). Articles from integral leadership review: Fresh perspectives: Developing integral leadership down under: An interview with Ron Cacioppe. *Integral Leadership Review*, 8(1), 1–24.

- Volckmann, R. (2012a). Integral leadership and diversity definitions, distinctions and implications. *Integral Leadership Review*, 12(3), 19–48.
- Volckmann, R. (2012b). An interview with Barbara Kellerman and the leadership industry. *Integral Leadership Review*, 12(3), 1–7.
- Volckmann, R. (2013). Fresh perspective: Developing leaders: An interview with Bruce Avolio from the center of leadership & strategic thinking foster school of business university of Washington. *Integral Leadership Review*, 13(1), 1–11.
- Vurdelja, I. (2011). *How leaders think: Measuring cognitive complexity in leading organizational change* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database (894754969)
- Wahlstrom, T. L. (1997). *Psychological applications in management: The hero's journey* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (304446512)
- Westenberg, P. M., & Block, J. (1993). Ego development and individual differences in personality. *Journal of Personality and Social Psychology*, 65(4), 792–800. doi:10.1037/0022-3514.65.4.792
- Wheatley, M. J. (2006). *Leadership and the new sciences: Discovering order in a chaotic world*. San Francisco, CA: Berrett-Koehler.
- Whitney, R. (2007). *What community leaders say about the leadership process: A mixed methods study of identity, resilience, and self-efficacy* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (2007-99017-431)
- Wilber, K. (1997). An integral theory of consciousness. *Journal of Consciousness Studies*, 4(1), 71–92.
- Wilber, K. (2000a). *A theory of everything: An integral vision for business, politics, science and spirituality*. Boston, MA: Shambala.
- Wilber, K. (2000b). *Integral psychology: Consciousness, spirit, psychology, and therapy*. Boston, MA: Shambhala.
- Wilber, K. (2000c). Waves, streams, states and self: Further considerations for an integral theory of consciousness. *Journal of Consciousness Studies*, 7(11–12), 145–176.
- Wilber, K. (2005). *A conversation with Ken Wilber*. Unpublished manuscript.
- Wilber, K. (2007). *The integral vision*. Boston, MA: Shambhala.

- Wilber, K., Engler, J., & Brown, D. P. (1986). *Transformations of consciousness*. Boston, MA: Shambhala.
- Wilber, K. (2015). Levels of consciousness [Online image]. Retrieved from <http://joinintegrallife.com/what-is-integral/>
- Wood, R. (2010). *Psycho-spiritual transformation experienced by participants of modern wilderness rites of passage quests: An intuitive inquiry* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (205437785)
- Young, J. E. (2002). A spectrum of consciousness for CEOs: A business application of Ken Wilber's spectrum of consciousness. *International Journal of Organisational Analysis*, 10(1), 30.
- Zappala, C. R. (2007). *Well-being: The correlation between self-transcendence and psychological and subjective well-being* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (99200-001)