

# Index

*Note:* Page numbers followed by “*n*” indicate footnotes.

- A. K. Rice Institute for Study of Social Systems, 84
- Abstract conceptualization (AC), 142
- Accommodation/assimilation movement, 223
- Accurate self-assessment, 40
- Achiever, 61, 65, 86–87, 92, 94–95, 98, 165–166, 179, 185, 198
- Action learning, 83
- Action logics, 99, 157
- Active experimentation (AE), 142
- Active-collective learning style, 177
- Active-individual learning style, 177
- Adaptive challenges, 105, 113
- Adaptive leaders, work of, 107–108
- Adaptive leadership, 19, 103–105, 111
  - without authority, 106–1087
  - collective nature of, 107
  - cyclical nature of, 109
  - principles of, 106–110
  - theory, 222
- Adaptive self-scaffolds, 95–96
- Adaptive work, 125
  - avoidance, 107, 121, 125
- Adaptiveness, 28
- Additive development
- Additive development, 130
- Adult cognitive development, 219
- Adult development, 3, 248
  - andragogy, 250–251
  - descriptive models of, 53
  - heutagogy, 251–254
  - PAH continuum, 249
  - pedagogy, 249–250
  - stage theories, 20
- Adult development theory, 115–118, 158–160
  - and aim, 155–160
  - CDT, 156–158
  - constructive adult development through Kegan’s Eyes, 116–118
  - development, 155–156
  - dialectical thinking framework in, 219–221
  - and relational trust in combination, 118–124
- Adult learning styles, 84–85
- Advanced dialectical thinking, 224
- Advanced Information Technology (AIT), 20
- Advocating, 69–70
- Alchemical* logics, 71
- Alchemist*, 74
- Alchemy, 65
- Ambidextrous leadership, 19
- Andragogy, 250–251
- Arbinger, 44
- Asymmetry, 65
- Atlas Ti software, 91
- Augmented leadership, 19–20
- Authentic
- Authentic(ity), 138–139
  - dialogue, 111–112
  - listening, 111
- Authority in adaptive leadership, 106
- Average leadership style (ALS), 152
- Awareness, 48–49, 97–98
- Axiology, 223
- Balanced approach, 246, 251
  - horizontal development, 245–247, 257
  - vertical development, 245, 247–248

- Basseches, Michael, 142, 221–227, 230
- Becoming coaches, 132
- Berger, W., 22, 109, 116–117, 120–121, 124
- Biloslavo, R., 194, 204, 207
- Bits, 231–232
- Bothland* thinking, 62–63
- Boundaries (psychological), 96–99
- Business environment, 16, 229
- Business ethics, 236
- Capacity, 97–98  
 management, 204
- “Captains of industry”, 12
- Caring, 110, 112, 120–121
- Causal Leadership, 172
- Cause–effect tradition, 229
- Center for Creative Leadership (CCL), 74
- “Center of gravity”, 191
- Champion of change, 228
- Change agent, 228
- Change leadership, 61
- Change management practice, 228
- “Cleaning up” concept, 45
- Client’s learning, 143
- Closed “super system”, 221
- Closing behaviors, 19–20
- Co-creating actions, 142
- Coach, 129  
 bridging development divide, 129–132  
 current state of research, 132–133  
 integrative development scoring systems, 134  
 integrative levels, 135  
 learning dialectics and integrative development, 141–145  
 making sense of data, 139–140  
 qualitative data, 136–139  
 results, 135–136  
 study, 133–139  
 training, 129–130  
 transformative learning, 140–141
- Coaching, 65, 131  
 dialectics, 143
- Cognition, 195
- Cognitive and affective capacity, 85
- Cognitive behaviors, 96
- Cognitive complexity, 45, 192, 199, 204, 209–210, 277
- Cognitive development, 21, 41, 159, 217, 220–221
- Cognitive moral development, 156
- Cognitive schemata framework, 222
- Cognitive sensemaking, 197
- Cohorts, 146, 172, 174
- Coleman’s theory of social capital, 110
- Collaborative Developmental Action Inquiry, 60, 77
- Collaborative leadership theories, 106
- Collective social levels, 65–66
- Common ground, 122, 224–225
- Commons, M. L., 45, 219–221
- Community, 27
- Company-sponsored coach certification program, 132
- Competence, 14, 107, 113, 172  
 dating, 14  
 leadership, 17
- Competency, 28
- Complementarities in theory and practice, 64
- Complete learning, 142
- Complex change, 165, 217
- Complexity, 28, 105, 124–125, 130  
 capacity model, 131  
 gap, 26  
 intelligence, 131  
 leadership, 19
- Conation, 193–194
- Conative  
 capability, 207–208  
 development levels, 194–196  
 variables, 195
- Conative differences  
 in CCX, 202–204  
 in CI, 200–202  
 at LDL4 and LDL5, 199–200
- Conative intelligence (CI), 193  
 differences in, 200–202

- Concept-based Teaching and Learning, 255–256
- Concrete experience (CE), 142
- Concrete object, 177
- Confédération Européenne des Cadres Report (CEC Report), 7
- Conference proceedings, 89
- Conflicts, 14, 114
  - polar, 61–63
- Conjunctive–task, 164
- Connection, 138–139
- 5.0 Construct Aware, 181–183
- Construct aware stages, 181–185
- Constructive adult development, 103, 116
  - through Kegan’s Eyes, 116–118
- Constructive-developmental framework, 156–158, 219
- Constructive-developmental perspective, 59–60
- Constructive-developmental theory (CDT), 39, 151, 156–158, 191
- Context quadrant, 224–225
- Context-appropriate theory of leadership, 18
- Contingency theory, 15–16
- Conversational learning, 143
- Cook-Greuter, S. R., 21, 69, 85, 89, 99, 157–158, 161, 254
- Coping mechanisms, 95
- Core Leadership Understandings, 247
- Corporate environment, 261
- Corporate social responsibility, 236
- Corruption, 43
- Courage, 138
- Covert dimensions of organizations, 84
- Creative yin–yang
  - complementarities, 61
  - polar conflicts to, 61–63
- Credibility, 103, 113–114
- Critiques of current leadership research and practices, 15–16
- Curiosity, 22, 138, 207–208
- Curricula, 251
- Curriculum, 251
- Custom-designed interview protocol, 230
- Day et al.’s (2009) Model, 29
- Decisions, 193, 245–246
- Deep Conceptual Understandings, 247
- Deep learning, 142
- Deep listening, 111
- Defensive processes, 84
- Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo), 14–15
- Deliberately developmental organizations (DDO), 99
- Democratizing, 60, 71
- Design principles, 261–262
- Development(al), 129–130
  - action logics, 92–94, 96, 99
  - approach, 229
  - divide, 129–132
  - framework, 156
  - maturity and leadership, 179
  - midwives, 131
  - psychology, 158
  - stage theory, 156
  - tasks, 185
- Developmental diversity for leadership education, 83
  - achiever action logic, participants in, 87–88
  - adaptive self-scaffolds, 95–96
  - context, 84
  - coping mechanisms, 95
  - expert action logic, participants in, 86
  - “fall-back” experiences, 92–95
  - holding environment “good enough” for learning, 97
  - individualist action logic, participants in, 88
  - methods and goals, 85–90

- participant learning-projection, valence, and role, 97–99
  - plan and methods for analysis and synthesis of data, 91–92
  - problem, 84–85
  - purpose and research questions, 85
  - significance and implications of research, 99–100
  - strategist/alchemist logic, participants in, 89
- Developmental Structure/Process Tool (DSPT™), 142
- Developmental theory and practice, 173–174
- Dialectical approach, 70–71
- Dialectical framing, 62
  - in theory and practice, 64–65
- Dialectical reasoning, 217
- Dialectical schemata (DS), 222–223
- Dialectical thinking, 142, 217–219
  - complexity of patterns of thought, 219–220
  - dialectical thought forms, 225–226
  - difference between metasystematic thinking and, 220–221
  - DTF for scaffolding development of complex reasoning, 234–237
  - framework, 219
  - framework history, 221–222
  - pioneering work of Michael Basseches, 222–224
  - process of developing, 226–227
  - studying sponsors of
    - organizational change, 228–233
  - terms of, 227–228
  - work of Otto Laske, 224–225
- Dialectical thinking, 220–221
- Dialectical thought forms (DTF), 219, 225–226, 228–232
  - for scaffolding development of complex reasoning, 234–237
- Dialectics, 141–142, 217, 221, 235
- Dialogue, 140
- Digital leadership, 20
- Digitalization, 7
- Diplomatic, Expertise, Achieving, Redefining, and Transforming*, 74
- Diplomatic* logics, 71
- Direction, Alignment, and Commitment Framework (DAC Framework), 60
- Discourse, 140
- Distal effects, 38
- Diversity, 27
- Documents, 90
- Drip method, 264
- Dualities of agency and communion, 64
- Dynamic fluidity, 246
- Dynamic skill theory (DST), 39, 41–43, 220
- Dynamic variability issue, 42
- E-leadership, 20
- Effective leadership, 26–27
- Ego, 192
  - maturity, 191, 199
- Ego development, 85, 157
  - theory and leadership, 39–41
- Either/or* thinking, 62–63
- Embodied knowledge, leadership as, 50–52
- Emotional awareness, 40
- Emotions, 42
- Empathy, 23
- Endogenous adaptive resources, 84
- Entrepreneurial conation, 198
- Epigenetics, 159
- Epistemological capacity, 221
- Epistemological discourse, 143–144
- Epistemology, 68, 191
- Ethics and morals, 23
- Ethics of work and society, 11
- Evaluation, 77
  - of leadership culture transformation, 77–78
- Executive(s), 131, 218
  - coaching, 83
  - development, 9, 205

- Exercising control, 41–42
- Expanded perspective taking, 48–49
- Experiential activities, 251
- Experiential approaches to adult education, 83
- Experiential learning, 70, 84, 91, 98, 131, 132, 142–143
- Expert action logic, 62
- Expertise* logics, 71
- Exponential organizations, 11
  
- Facilitation, 38, 67, 173, 187
- Facts, 256
- Faculty member, 248, 251
- Faith, 156, 161–162
- “Fall-back” experiences, 92–95
- Feedback, 44, 49–50, 53–54, 235–236
  - loops, 123
- Feeling tone, 42
- Feminine, 64
- Field notes, 90
- Firehose effect, 264
- Fischer, K. W., 21, 41, 45, 130, 139
  - conception of skills, 41
  - dynamic skills model of development, 133
- Fisher, D., 53
- Focus group
  - findings from, 48–52
  - method and implementation, 47–48
- Formal logic, 223, 236
- Formal logical thinking, 218
- Formal mentoring, 83
- Four Parts of Speech of action inquiry, 69
- Fourth Industrial Revolution, 7, 15
- Framework graphic, 256*n*2
- Framing, 69–70
- Functional leadership theory, 196
  
- Generating Transformative Change (GTC), 171–173
  - practices support development in, 186–187
- Generative dialogue, 140
  
- Global Leadership Associates, 69
- Global Leadership Profile™, 66, 69
- Goldilocks zone, 45, 47
- Good Life Scoring System, 132–133
- Graduate MBA classes, 131
- Group relations, 84, 91, 98–100
- Group Relations Conference (GRC), 83–84
  - design and implementation, 85
  - participation in, 98
- Growth mindset, 22
  
- Habitual linear thinking, 218
- Headroom, 67
- Heat experiences, 68
- Heifetz, R. A., 15, 19, 28, 40, 104–107, 110–111, 113, 222
- Heutagogy, 251–254
- Hierarchical Complexity Scoring System (HCSS), 132–133
- Hierarchical top-down dependency, 162
- High-LMX or IL leader dyads, 160–161
- Higher-quality LMX relationships, 152, 155
- Holding environment, 68
- Holding tank, 108–109
  - credibility in, 113–114
  - integrity in, 114–115
  - personal regard in, 112–113
  - relational trust and, 115
  - respect in, 111–112
- Holistic leadership, 38
- Home Depot, 6, 261, 263, 266
- Horizontal leadership development, 244–246
- Human development stages, 175, 177
- Human resource (HR), 264
- Humanism theories, 252
  
- Ideology, 118, 123
- Ill-structured problems, 229
- Illustrating, 69–70
- Imbalanced dualities hypothesis, 60
- Immunity to Change (ITC), 39, 45–46

- Individual assessment, 65
- Individual social levels, 65–66
- Individual/collective levels, 74, 77
- Individual/collective polarity, 177
- Individuality, 144
- Individualized leadership theory (IL theory), 151, 154–155
- Individuative-reflective–task, 163
- Informal mentoring, 83
- Inquiring, 69–70
- Instructional design, 268
- Instrumental individual, building trust with, 120–121
- Instrumental mind
  - form, 117
  - relationship with authority, 120–121
- Integral* consciousness, 63
- Integrated human being, 219
- Integrated model of leader meaning-making complexity, 200
- Integrated Thematic Instruction (ITI), 255–257
- Integration, 138–139
  - of thinking, 255
- Integrative development, 130, 141–145
  - scoring systems, 134
- Integrative Era, 17
- Integrity, 103, 114–115
- Interlocking dialectics, 145
- Internal transformations, 131
- International Coaching Federation (ICF), 141
- Interpersonal supervisor behaviors, 250
- Interpersonal trust (*see also* Relational trust), 112
- Interviewing technique, 222
- Interviews, 24–28
- Intrinsic motivation, 251
- Intuitive projective–task, 163
  
- Jaques, E., 21, 224
  
- Kegan, R., 21, 39–40, 86, 130, 156, 199
  - Orders of Consciousness, 133
  - theory, 104, 115–116, 126
- Knowledge transfer concept, 255
  
- Kolb, D. A., 129, 142–143
- Kolb learning cycle, 142
- Kuhnert, K. W., 39, 153, 199, 201
  
- Lahey, L. L., 40
- Language habit, 69
- Laske, O., 224–225
- LEAD 6020, 257
- LEAD 6030, 257
- LEAD 6050, 252–253
- Leader conative complexity (CCX), 192, 194
  - differences in, 202–204
- Leader–Member Exchange theory (LMX theory) (*see also* Adult development theory), 151–153
- Leaders, 26
  - without authority, 106–107
  - identity, 18, 28, 38, 41, 44, 206, 208
- Leadership, 1, 3, 7, 241–242, 262
  - and adult development, 171–172
  - with authority, 106
  - culture, 66, 77
  - descriptive models of, 53
  - as embodied knowledge, 50–52
  - evolution, 12–15, 24
  - growth, 250
  - integrated model, 17
  - logics, 153
  - as relationship, 152–155
  - scholars, 7
  - self-efficacy, 38, 44
- Leadership 2.0, 12
- Leadership 3.0, 12
- Leadership 4.0, 8, 28–29
  - expanded Day et al. Model, 29
  - foundational theories for complexity, 20–24
  - literature review, 9–16, 24–28
  - methodology, 8–9
  - research questions, 8
  - as Swarm Leadership, 16–17
- Leadership Culture Map™ for Self-assessing Group Action Logics, 75

- Leadership Culture Rubric, 67, 73–77
- Leadership Culture Transformation
  - Evaluation, 77–78
- Leadership Decision Making
  - Assessment (LDMA), 133, 135
- Leadership development
  - dialectical thinking framework in, 219–221
  - theory, 158
- Leadership development laboratory
  - applying theory for program design, 44–46
  - context for program, 38
  - findings from focus groups, 48–52
  - focus group method and implementation, 47–48
  - program description, 46–47
  - theoretical background, 38–44
- Leadership development level (LDL), 199
  - conative differences at LDL4 and LDL5, 199–200
- Leadership development programs
  - (see also Vertical leadership development (VLD)), 157, 244–245
  - adult development, 248–254
  - challenges on journey, 254
  - concept-based teaching and learning, 255–256
  - context and framing, 243–244
  - design, 255
  - within doctoral program, 243
  - emergence of questions and practitioner-focused concept, 241–243
  - horizontal leadership development, 245–246
  - ITI, 256–257
  - reflection, 257–258
  - vertical leadership development, 246–248
- Leading as meaning-making, 196–198
- Learner
  - agency, 252
  - learner-centered approach, 249
  - role, 251
- Learning, 129, 251
  - cycle, 264
  - dialectics, 141–145
- Learning theory, 54
  - experiential, 142
  - transformative, 140
- Lectica, 133
- Lectica Assessment System (LAS), 133
- Lectical Decision Making Assessment (LDMA), 45–47
- Left-mode, 76
  - cognition, 68–69
- Legacy management, 205
- Liberation, 99
- Life Logics* cards, 71
- Lifelong reinvention, 11
- Lifelong self-managed learners, 27
- Linear thinking, 69, 219
  - habitual, 218
- Listening, 44, 111, 140, 145, 244, 250
- LMX relationships, 152
- Locus-of-concern, 201
- Loevinger, J., 21, 156, 175, 192, 228
- Manual of Dialectical Thought Forms*, 231
- Masculine, 64
- 4MAT Learning Model, 72
- Maturity, 1
- Meaning generator, 226
- Meaning making, 40, 257
- Meaning-making structures of outstanding leaders
  - application in organizations, 204–209
  - conation, 193–194
  - conative development levels, 194–196
  - conative differences at LDL4 and LDL5, 199–200
  - conative differences in CCX, 202–204
  - conative differences in CI, 200–202

- further avenues of exploration, 210
  - leading as meaning-making, 196–198
  - study design and participation, 198–199
- Measuring results, 78
- Memos, 91–92
- Mental models, 83
- Meta-systematic thought, 220
- Metaconation, 193
- Metasystematic thinking, 220–221
- Metasystemic TF, 232
- MetAware leaders, 182–184
- MetAware object, 177
- Mezirow, J., 39, 140–141
- Micro-development, 5, 41, 53, 145, 220
- Mind forms, 118, 124
- Mind-body connection, 159
- Mindfulness, 137
- Mindset, 243–244, 247, 250
- Model of hierarchical complexity theory (MHC theory), 220
- Moral
  - conation, 201
  - element, 43–44
  - Moral courage, 23–24
- Motivation, 251
- Multi-step scoring procedure, 231–232
- Multiple intelligences, 84–85
- Mutuality of dependencies, 115
- Mythic-literal-task, 163
  
- Negation, 225
- Neo-Piagetian stage theorists, 223
- Neuro-leadership, 22–23
- Neuro-physiological perspective, 142
- Neuroplasticity, 23
- Neuroscience, 23, 159
- New Awareness, 136
- New Choices, 136–137
- Nimble enterprises, 11
  
- O’Murchu’s adult faith development typology, 161–165
- Objects of awareness, 177
- Observation protocol, 89–90
- On-the-job leadership behavior, 265
- One-size-fits-all approach, 244, 248–249
- Ontological recourse, 143–144
- Open mindedness, 22
- Opening leadership, 19
- Opportunistic* logics, 71, 74
- Optimal learning, 68
- Optional brief learning journal entries, 90
- Orders of consciousness, 156
- Orders of mind, 156–157
- Organization for Economic Co-operation and Development (OECD), 14–15
- Organization(al), 26
  - application in, 204–209
  - development, 85, 89, 173
  - evolution, 9–12
  - learning professionals, 131
  - transformation, 59, 77, 204–205, 236
- Organizational change, 218
  - aggregate cognitive profiles, 233
  - analysis of common themes and patterns, 232
  - designing research project, 229–230
  - methodology, 230–232
  - sponsors of transformational change, 228–229
  - studying sponsors of, 228
  
- Pacific Integral (PI), 171–172, 174
- PAH Continuum, 249, 257–258
  - andragogy, 250–251
  - heutagogy, 251–254
  - humanism, 252
  - learner agency, 252
  - pedagogy, 6, 130, 132, 219, 248–250, 257
- Parental-type controlling relationships, 162
- Participant learning-projection, valence, and role, 97–99

- Passive-collective learning style, 177
- Passive-individual learning style, 177
- Pedagogy, 6, 130, 132, 219, 248–250, 257
- Peer learning, 163, 269
- Penske, 66
- Persistence, 193–194
- Person perspectives, 177–179
- Personal power/capacity, 96
- Personal regard, 103, 112–113
- Personalized journey, 258
- Perspective awareness, 203
- Piaget, J., 38–39, 129, 142, 156, 161, 221–223
- Plan/control and flexibility/emergence, 157
- Polar conflicts, 61
  - to creative yin–yang complementarities, 61–63
- Polarities, 62–63
  - rebalancing, 70–78
- Post conventional, 61, 63, 69, 96–97
  - action logics, 97–98
- Post-autonomous leadership development
  - developmental maturity and leadership, 179
  - developmental theory and practice, 173–174
  - GTC, 172–173
  - leadership and adult development, 171–172
  - person perspectives, 177–179
  - principles to support development, 185–186
  - research on transformative change and development, 174–175
  - STAGES model, 175–177
  - strategist and construct aware stages, 181–185
- Post-conference reflection papers, 90
- Postformal reasoning, 220
- Power of conceptual lens, 255
- Practitioner-focused concept, 241–243
- Praxis, 208–209
- Pre-presencing openness, 138, 141
- Predicable values, 110
- Predictable skills, 110
- Presencing, 140–141
- Primal faith, 163
- Primary activities, 251
- Primary patterns of STAGES, 177
- Process quadrant, 225
- Productive uncertainty, 145
- Professional Agenda Interview, 230–231
- Professional working relationship, 153
- Program design, 255
  - applying theory for, 44–46
  - Concept-based Teaching and Learning, 255–256
  - interdisciplinary and integrated, 255
  - ITI, 256–257
  - scaffolding of horizontal and vertical threads, 255
  - transferability, 257
- Projective processes, 84, 97–99
- Proximal effects, 38–39
- Proximal outcomes, 41
- Psychodynamics, 84
- Psychological safety, 108–109
- Psychological structures, 42
- Psychologically spacious, 119
- Psychosocial supports, 85
- Purpose/intention, 96
- Quadrants of dialectics, 224, 231
- Qualitative methodology, 89
- Rasch analysis, 220
- Rational/infinite divide, 159
- Rebalancing, 63
- Redefining* logics, 71
- Reflection, 3, 53, 76, 78, 123, 140, 142, 186
- Reflective inquiry, 243
- Reflective Judgement Scoring System, 133
- Reflective observation (RO), 142
- Reflective thinking, 243–244

- Reflexivity, 139, 193–194, 197, 203, 210
- Reframing failure, 109
- Registration process, 89
- Regression, 4–5, 92, 100, 129
- Regulated innovation, 11–12
- Relational trust, 103–104, 110–115
  - adult development and, 118–124
  - and holding tank, 115
- Relationality, 144
- Relationship quadrant, 225
- Requisite Organization Theory (RO Theory), 22, 224
- Research ethics, 48
- Resolve of program, 243, 245
- Respect, 103, 111–112
- Responsibility of program, 243, 247
- Right-mode, 77–78
  - cognition, 68–69
- Risk, 47, 70, 73, 130, 207, 236
- Rubric, 74, 76 (*see also* Leadership Culture Rubric)
- Rules and performance, 144
  
- Sample Self-assessment of Group Action Logics, 76
- Scaffold, 69–70, 77–78
- Scaffolding
  - DTF for scaffolding development, 234–237
  - of horizontal and vertical threads, 255
- Scalable leadership development
  - after completion of task, 264
  - conversation about development, 266–277
  - example of task, 263–264
  - goal of program, 263
  - idea for measuring result, 265
  - leadership behaviors, 262
  - leading person of conference calls, 264–265
  - working of program, 263
- Schema, 91, 225
- Schemata, 222
- School communities, 104
  
- Scoring systems, 132–133
- SCTi developmental assessment tool, 86, 89, 94
- SCTi-Maturity Assessment Profile (SCTi-MAP), 174
- Secular/sacred divide, 159
- Seduction of power, 25
- Self authoring, 44, 106, 117–118, 125, 199
- Self transforming, 118–119, 123
  - individual, 123–124
- Self-authored individual, building trust with, 122–123
- Self-authored mind’s relationship with authority, 123
- Self-authoring mind form, 117
- Self-awareness, 23, 28, 40, 96
- Self-confidence, 40
- Self-determined learning, 251
- Self-esteem, 154
- Self-regulation, 194
- Self-reported integrative development, 132
- Self-transforming individual, building trust with, 123–124
- Self-transforming mind form, 118
  - relationship with authority, 124
- Self-worth, 154–155
- Semi-structured interviews, 90
- Senior leaders, 218
- Sense generator, 226
- Sensemaking, 197, 205, 257
- Sentence Completion Tests, 69, 228
- Sequencing, 251
- Seven Stages of Transformation* model, 72
- Seven Transformations of Leadership* framework, 71
- Shared leadership, 18–19, 26
- Short-term gains, 41
- Skills, 220
  - theories of adult development, 21
- Social similarities, 122
- Socialized individual, building trust with, 121–122

- Socialized mind, 117
  - relationship with authority, 122
- Society, Organization, Group/Team, Individual (SOGI), 66
- Solidarity, 144
- South African coach certification program, 132
- Speech parts, 250
- Spiritual and constructive-
  - development, 160
  - high-LMX or IL leader dyads, 160–161
  - O’Murchu’s adult faith development typology, 161–165
  - in specific faith stages using real business examples, 165–166
- Spiritual developmental arc, 160
- Spiritual stage frameworks, 151
- Spirituality, 162
- Sponsors, 235
  - of organizational change, 228
  - of transformational change, 228–229
- Sponsorship, 228
- Spotlight, 69–70, 77–78
- STAGES
  - developmental model, 171, 174–177
  - matrix, 178
- Stages, 77–78
  - of consciousness, 84, 156, 172, 187
  - of development, 66–68
- Stakeholders, 10–11, 47, 111, 113, 115, 121, 123, 125, 204, 217, 246, 257
- Standard Issue Scoring System, 132–133
- States, 77–78
  - of development, 66–68
- Status, 144
- Strataplex, 21–22
- Strategist, 181–185
- Structure of knowledge, 256
- Subject-object interviews, 69, 142
- Subject/object distinction, 116
- Subject-object shifts, 141
- Subtle object, 177
- Suspension, 140–141
- Synthetic-conventional–
  - honoring, 163
- Systems thinking, 70
- Systems-of-cognitions-about-systems, 220
- Tacit knowledge, 144
- Talent, 11
- Tavistock Institute, 84
- Tavistock model of experiential learning, 84
- Teacher-centered approach, 249
- Technical problems, 105
- Technology, 11
- Temporary regression, 92–93
- The Leadership Circle (TLC), 44–46
- The Seven Transformations of Leadership* framework, 74
- Thematic analysis, 9, 48
- Thesis–Antithesis–Synthesis movement, 217
- Thought form (*see also* Dialectical thought forms (DTF)), 5, 223–224
- 360 degree feedback, 44
- Torbert, 4, 40, 46, 145, 158
- Transferable concepts, 256
- Transformation, 11, 99
  - of individuals and organizations, 59
  - quadrant, 225
- Transformational change, 225
  - sponsors, 228–229
- Transformational function (TF function), 226–227, 232
- Transformational leaders, 153
- Transformational leadership theory (TF leadership theory), 151, 153
- Transformational learning, 160–161, 205
- Transformations Card Deck, 71–72
- Transformations™ cards, 71–72

- Transformative change and  
development, research on,  
174–175
- Transformative learning, 140–141
- Transforming and Alchemical* action  
logic, 63
- Transforming leaders, 248
- Transforming logics, 71
- Transitional dialectical thinking, 223
- Transpersonal stages (TP stages), 183
- Trojan Horse, 68
- Trust, 103  
adaptive leadership, 104–110  
adult development and relational  
trust in combination,  
118–124  
adult development theory, 115–118  
complexity, 124–125  
relational trust, 110–115
- Uncertainty, 145
- Universalizing faith, 164
- Unleashed workforce, 11
- Values, 18, 109, 111, 114, 197  
predicable, 110
- Vertical development, 245, 247–248  
chaotic, dynamic fluidity, 247–248  
static, ordered hierarchy, 247
- Vertical leadership development  
(VLD) (*see also* Leadership  
development programs),  
59–60  
complementarities in theory and  
practice, 64  
correlating individual and  
collective levels, 61  
creative yin–yang  
complementarities, 61–63  
exploring key polarities in theory  
and practice, 64–65  
individual and collective social  
levels, 65–66  
left-mode and right-mode  
cognition, 69–69  
polar conflicts, 61–63  
rebalancing polarities, 70–78  
spotlight and scaffold focus, 70–71
- Vertical leadership development,  
245–248
- Vice president (VP), 264
- Virtuous cycles of learning  
(VCoLs), 47  
learning cycles, 54
- Volatile, uncertain, complex, and  
ambiguous environment  
(VUCA environment),  
37, 242
- Volition, 193–194, 197–199, 203
- Wallace, B. A., 193, 195
- Washington University Sentence  
Completion Test, 86,  
156, 175
- Ways of knowing, 84, 140–141
- We-culture for challenge and support,  
49–50
- Wholeness, 201–202
- Wilber, K., 159
- Wilber's Integral community, 129
- Winning/achieving AND learning/  
growing, 157
- WorditOut word cloud software, 9
- Work complexity, 218
- Work evolution, 9–12
- Work of adaptive leaders, 107–108
- Yin–yang thinking, 63
- Zintel, F., 197, 205
- Zone of proximal development  
(ZDP), 45