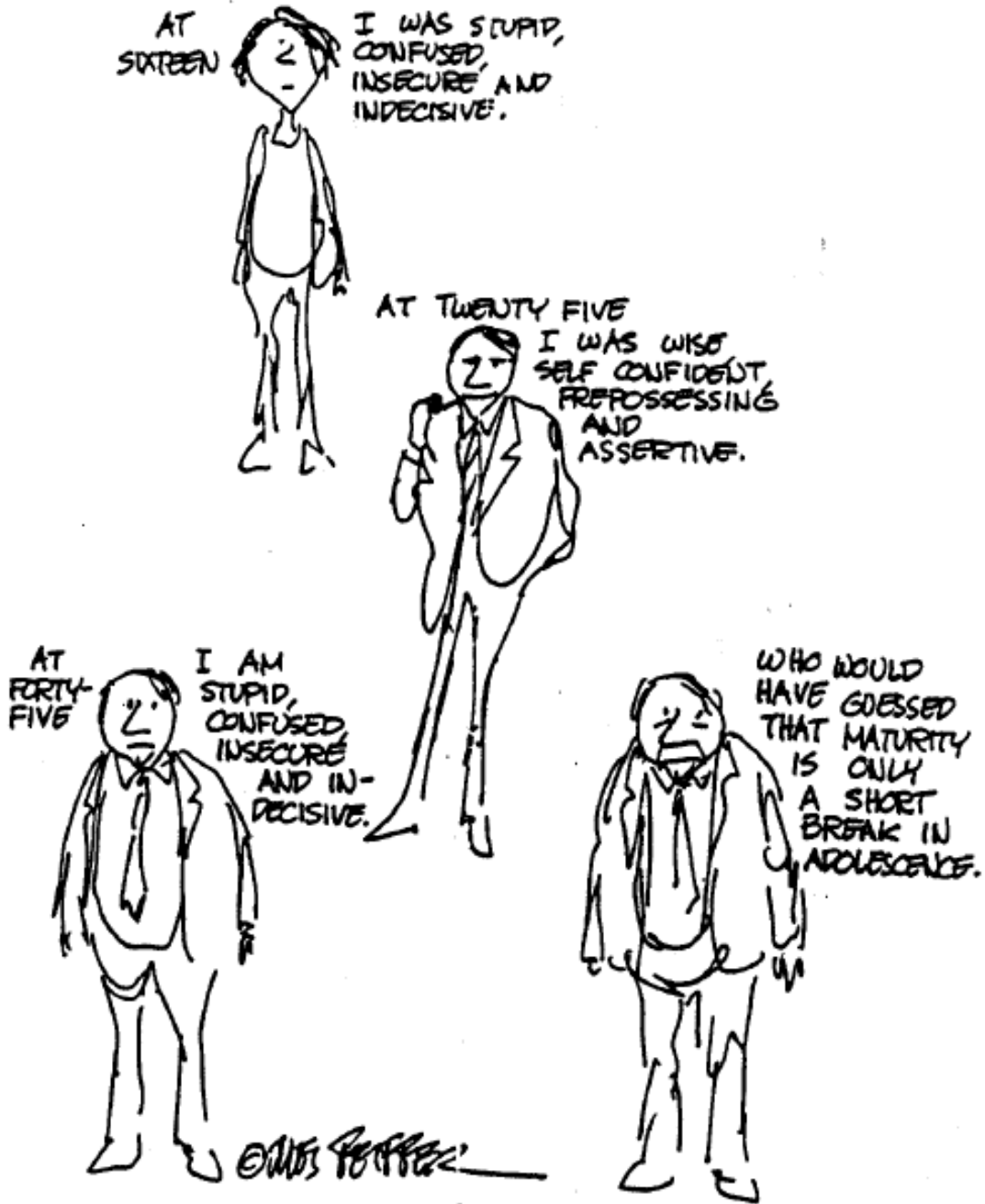


SPRING, 2016

T-006 ADULT DEVELOPMENT

Robert Kegan  
212 Longfellow Hall (617-495-1963)  
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Mondays, 10AM – Noon  
Askwith Auditorium, Longfellow Hall  
and a 90 minute seminar section  
to be arranged



### **The Three-Part Purpose of this Course**

- To **explore deeply one psychological theory** of adult development (Constructive-Developmental Theory)
- To **work on a developmental goal of your own**, in the context of this theory
- To begin building the skills to **apply the theory** on behalf of *others'* development

As each purpose contributes to the others, the course interweaves these three themes, moving back and forth among them.

### **'Truth in Advertising' Disclaimers (regarding each purpose)**

- The course is therefore *not* a “survey course,” covering a variety of adult-developmental theories. Although we do look at the relationship of other theories to constructive-developmental theory (CDT), the primary focus is on learning one theory well.
- This is an academic course in a university, *not* psychotherapy in a doctor's office. It is all about your *learning*. But this does include your *personal* learning, so to pursue the second theme, you do need to have a willingness to look at your own thoughts, feelings, and behaviors.
- This course alone will *not* equip you to be an accomplished “applier” of constructive-developmental theory to support others' development; but it's a good start. As this class is likely your first exposure, you should look at it as an “entry level” course in that respect, an opportunity to *begin* a path to accomplishment.

### **Weekly Preparations**

Weekly preparations for the large Monday class (the “plenary”) always include readings, and often viewing “video chapters,” and/or doing brief exercises beforehand. All course readings are available at the Reserve Desk of Gutman Library, either in the form of books, xeroxes, or reprints. The required books are available for purchase at the COOP, on order for the course, but can also be accessed on reserve. You will also have the option to purchase a packet of the readings, as explained below (p. 3). Video chapters and exercises can be accessed on the course iSite.

### **Written Work**

There are two kinds of written work in this course: (1) “the portfolio,” a collection of brief exercises and responses to prompts, and (2) a final paper.

We ask each student to keep an electronic or hard-copy portfolio throughout the course. The portfolios are collected, and responded to, twice during the class. (See more info on the portfolio at pp 10-11.)

The final paper is an opportunity to bring your learning throughout the semester to a satisfying conclusion by focusing on the relationship between (a) a topic or issue *of importance to you*, and (b) one or more of the three course themes.

### **There are no Examinations.**

### **Weekly Sections**

Ninety-minute weekly sections begin the second week of the course (following the Feb. 1 plenary). Please see the last sheet of this syllabus for sign-up procedures. If you plan to take the course, we need your Section Preference Sheet by 5pm, Thursday, January 21. If you don't leave your sheet during the Shopping Session, please leave it in Prof. Kegan's mailbox, near 207 Longfellow. Section lists will be posted on the door of 212 Longfellow starting at noon on Friday, January 22, and posted in class on Monday, January 25, 2016. (Cross-registering students and others who may not attend the Shopping Session: You can be assured a place in the course if you can attend one of the section times, but you do still need to fill in, and submit, this Section Preference Sheet, by 5pm, Thursday, January 21.)

### **Grading**

All your written work will be responded to narratively, and your final paper will also be graded. Your final grade is derived from all your written work and your contribution to section. [Portfolio = 30%; Class Participation = 20%; Final Paper = 50%.] You have the option to take the class Pass/Fail.



### **Course Packet (iPac)**

Most readings are included in the electronic course packet and will be indicated as such throughout the syllabus with 'iPac' at the end of the citation. Those readings not included in the course packet are available online (link provided) or are from required texts (RT).

iPac Knowledge Center: [www.isites.harvard.edu/ipac](http://www.isites.harvard.edu/ipac)      iPac Questions:  
[iPac@gse.harvard.edu](mailto:iPac@gse.harvard.edu)

### **Required Texts**

*Available at Harvard COOP and on reserve at Gutman Library:*

Kegan, R. (1994). *In Over our Heads*, Cambridge: Harvard University Press.

Kegan, R. and Lahey, L.L. (2009). *Immunity to Change*, Boston: Harvard Business School Press.

Garvey Berger, J (2011) *Changing on the Job*, Stanford Business Books

**January 25: Adult Development and Age: Listening Across the Decades [T1\*]**

There is no reading assignment *before* this class. **[Note: For this class we will NOT meet in Longfellow. Class will meet in the Gutman Conference Center]**

*Suggested readings after the class:*

Read *two* of these (the first two treat age-oriented approaches to adult development, more generally; the third reviews several of these approaches and applies them particularly to adults in schools)

- 📖 Levinson, D. (1978). Chapter 2 and Chapter 3 (pp. 18-63). *Seasons of a Man's Life*. NY: Knopf, 1978. (iPac), or--
- 📖 Scarf, M. (1981). Chapter 7 (pp. 206-249). *Unfinished Business: Pressure Points in the Lives of Women*. NY: Ballantine. (iPac); and--
- 📖 Levine, S. (1989). Chapter 3, "Phases of Adult Development" (pp. 57-84), *Promoting Adult Growth in Schools*. Boston: Allyn and Bacon. (iPac)

**February 1: Constructivism and Developmentalism: Two Big Ideas, One Theory [T1]**

- 📖 Kegan, R. (1984) Prologue: Construction and Development (pp.1-21). *Evolving Self*, Cambridge: Harvard University Press (iPac) [This is a chapter about the role of these principles in psychological theory. It is written with therapists and counselors in mind, but its points are relevant for all helping professionals.]
- 📖 Canfield, D. (1945). Sex Education (pp. 103-116). *Four Square*. NY: Harcourt, Brace & World. (iPac) [This is a short story, in which the principles of *constructivism* and *developmentalism* are beautifully brought to life.]
- 🎥 Watch Video Chapter #1: "Gestalt"; Video Chapter #2: "Basketball Drill"; Video Chapter #3: "Humpty Dumpty"; and Video Chapter #4: "Constellations" (each brief)


**[Note: Do Portfolio Exercise #1(PE#1) before you go to section this week.]**

**February 8: An Overview of Constructive-Development Theory (CDT): The Evolution of our Epistemologies [T1]**

- 📖 Berger, J. (1999). "Key Concepts for Understanding Kegan's Constructive-Developmental Theory." (iPac) [Read this one first; it is a kind of glossary that will help you with the others.]
- 📖 Kegan, R. (1994) *In Over Our Heads*, Cambridge: Harvard Univ. Press. Read three pieces: pp. 15-36; pp.73- middle of 87; and pp.100-10 (RT)

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\*T1 (Theme 1) = Theory; T2= Your Development; T3=Application

 Kegan, R. and Lahey, L.L. (2009). Chapter One, “Reconceiving the Challenge of Change,” in *Immunity to Change*, Boston: Harvard Business School Press. (RT)



Watch Video Chapter #5, “African Safari”;

Video Chapter #6, “Steven”; and


Video Chapter #7, “Steven Debrief” end-of-day Friday, February 6.


[N.B.: These videos are “dynamic”: i.e., they include an “annotation tool” that asks you to comment on them in various ways. Prof. Kegan will review your comments beforehand and they will influence the Feb. 8 class.]


## February 16: A Reading Week


No Lecture on Monday, Feb. 15 (Presidents' Day). No section meetings the week of Feb. 15. Instead: Strengthen your grasp of constructive-developmental theory by:


### 1. Reading at least two of the following T-006 final papers from prior years :


 Khan, S. (1997). Sabra: Self-Authorship and Traditionalist Culture. HGSE course paper. (IPac)

 Williams, R.C. (2003). Modernising Singapore: The Struggle to Transition for the Third Order. HGSE Course Paper. (IPac)


 Howe, T (1999) Jesus and Zacchaeus: Can There Be a Self-Authoring Obedience to God? HGSE course paper. (IPac)


 Graham, B. (1996) 'Not to Be Confused With': Reconsidering the 'Fusion Phenomenon' in Lesbian Relationships. HGSE course paper. (iPac)

 Crowley, K. (1989). Burn-Out. HGSE course paper. (IPac)

 Lange, K. (2011). Introversion: Examining the Intersection of Personality and Constructive-Developmental Theory. HGSE course paper. (IPac)

### 2. Reading one of the following theory pieces:

 Kegan, R. *In Over Our Heads*, On Intimacy, pp. 112-to top of 129; and/or On Learning, pp. 275-285. (RT)

 Hofer, B. and Pintrich, P. (Spring 1997). The Development of Epistemological Theories: Beliefs About Knowledge and Knowing and Their Relation to Learning. In *Review of Educational Research*, Vol. 67, No 1, pp. 88-140. (Citation Linker) or here: <http://ezp-prod1.hul.harvard.edu/login?url=http://www.jstor.org/stable/1170620>

**February 22: Discourses for Development (Part One): Uncovering the ‘Immunity to Change’ [T2]**

**[Note: Do PE #2 before class.]**

- 📖 Kegan, R. and Lahey, L.L. (2009). *Immunity to Change*, Boston: Harvard Business School Press. Read : (1) from the Preface, pp. ix to the middle of p. xiv; and (2) Chapter Two, “Uncovering the Immunity to Change . (RT)
- 📖 Heifetz, R. and Laurie, D. (1999) Mobilizing Adaptive Work: Beyond Visionary Leadership (pp. 55-86). In J. Conger, et al. (Eds.), *The Leader’s Change Handbook*. San Francisco: Jossey-Bass. (IPac)

**[Note: Your work-product from this class is your Portfolio Entry #3]**

**February 29: Discourses for Development (Part Two): Overturning the ‘Immunity to Change’ [T2]**

- 📖 Kegan, R. and Lahey, L.L. (2009). *Immunity to Change*, Boston: Harvard Business School Press. Chapter 3, “We Never Had a Language for It’: Engaging the Emotional Life of the Organization; and *either* Chapter 5: “David Doesn’t Delegate,” or Chapter 6,: “Cathy Can’t Contain Herself”. (RT)
- 📖 Manners, J., et al. (January, 2004). Promoting advanced ego-development among adults. In *Journal of Adult Development*, Vol. 11, No. 1, pp. 19-27. ([Available online.](#))

[The “Self-Aware” stage in Loevinger’s theory corresponds to the transition between 3 and 4, the Socialized and Self-Authoring minds, in Kegan’s theory]

**[Note: Your work-product from this class is your Portfolio Entry #4]**

**[Note: Submit your Portfolio to your section leader this week for a first review.]**

**March 7: Adult Development in Private and Public Life: [T1, T2, T3]**

- 🎬 View Video Chapter #8: “Intro to ‘Adult Development and Private Life’”
- 🎬 Video Chapter #10: “The Rabbi’s Tale”;
- 🎬 Video Chapter #11: “Developmental Demands of Intimacy”
- 🎬 Video Chapter #12: “Nora and Torvald”; and
- 🎬 Video Chapter #13: “Psychological Voice vs. Order of Consciousness” ”

*[N.B.: These videos are “dynamic”: i.e., they include an “annotation tool” that asks you to comment on them in various ways. Prof. Kegan will review your comments beforehand and they will influence the March 7 class, so complete them by end-of-day, Friday, March 4.]*

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📖 Kegan, R. *In Over Our Heads*, pp. 137-151 (RT) [This is a must to read **before** you come to class! It is a case, which we will be discussing during class.]



**[Note: No Monday class, March 14, no sections this week (Spring recess). Enjoy!]**

**March 21: Accessing Structures of Meaning: the Subject-Object Interview [T1 & T3]**

**[Note: This class will be conducted more like a workshop. Class will meet in a room [TBD](#).]**

To prepare:

- (1) Do the exercise, "A Little Exercise in Subject-Object Analysis" (this is a must) (IPac)
- (2) Read: "Administering the Subject-Object Interview" (6 pp.) (IPac)
- (3) Read: "Excerpt from a Subject-Object interview" (part of the Exercise) (IPac)
- (4) Read: A. Hewer, "Structural Developmental Assessment"(IPac)

**[Note: Complete PE #5 before you go to section this week, and bring the entry to section.] [Note: Your section leader will return your Portfolios in section this week.]**

### March 28 : CDT and ITC [T1 & T2]

📺 Video Chapter #15: View the “Kathy and Rogers” interview (about 40 minutes), **and complete PE#6 before the Monday class.**

📖 Helsing, D., et al., “Putting the ‘Development’ in Professional Development: Understanding and Overturning Educational Leaders’ Immunities to Change,” *Harvard Educational Review*, Vol. 78, Number 3, 2008 (pp. 437-465). ([Article available online.](#))

### April 4: Learning to Facilitate Another’s ITC Map [T3]

**[Do PE#7 before class.]**

📖 Kegan, R. and Lahey, L.L. (2009). Chapter 9. *Immunity to Change*, Boston: Harvard Business School Press. (RT)

**[Note: Your work-product from this class is your Portfolio Entry #8]**

### April 11: Implications of CDT for Coaching: [T1 & T2]

(Guest Presenter: Dr. Jennifer Berger, Cultivating Leadership (New Zealand))

📖 Garvey Berger, J (2011) *Changing on the Job*, Stanford Business Books (RT). Read Chapter 4, “Growth Edge Coaching” and Chapter 8, “Cultivating Wisdom.”  
[Note: Berger refers to Stage 2 / Instrumental Mind as the “Self-Sovereign Mind.”]

**[Note: Complete PE#9 before section this week, and turn in your whole portfolio for a second review.]**

### April 18: The Deliberately Developmental Organization [T3]

📖 Kegan, R., Lahey, L., Fleming, A., Miller, M., and Markus, I, The Deliberately Developmental Organization (This is an extended version of the piece by the same name and authors, which appeared in *Harvard Business Review*, April, 2014) (IPac)

📖 LaLoux, Frederic, *All Things Reconsidered: How to Create Organizations Inspired by the Next Stage of Human Consciousness* (due 2014), Chapters 2.4 ([pp. 151-181](#)) and 2.5 ([pp. 182-201](#)). (iPac)



### **April 25: Life Beyond “Self-Authoring”: Exploring the Fifth Order of Consciousness.[T1]**

- 📖 Yeyinmen, Karen (2009) Being and Hearing Vaclav Havel: A Constructive-Developmental Analysis of a Speech Given by a Post-Modern Leader. HGSE course paper (IPac)
- 📖 Obama, B. (2008) A More Perfect Union (Text available at: [http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-t\\_n\\_92077.html](http://www.huffingtonpost.com/2008/03/18/obama-race-speech-read-t_n_92077.html))
- 📖 Kegan, R. *In Over Our Heads*, pp.307-321 (RT)
- 📖 Burbules, N.C. and Rice, S. (1991). Dialogue Across Differences. In *Harvard Educational Review*, Vol. 61, No. 4, 393-416. ([Article available online.](#))

*[Note: Final section meetings occur following Plenary, April 27. You will have your portfolios returned in section at this meeting.]*

*[Note: Final paper due by 5pm on Monday, May 9, 2016.]*

### **Additional Articles in Your Reading Packet**

In addition to the assigned pieces, the following articles are also enclosed in your reading packet. You may find them useful if (a) you want to take the topic of a given week further, during or after the course; or (b) you are looking for materials to support the focus of your final paper. Most of these pieces do not deal explicitly with CDT but their content or concepts are either resonant with CDT, or provide rich material to reflect on anew from a CDT perspective.

- 📖 Osterman, K.F. & Kottkamp, R.B. (1993) Rethinking Professional Development (pp. 18-41). *Reflective Practice for Educators*. California: Corwin Press. (IPac)
- 📖 Zinner, J. (1976) Implications of Projective Identification for Marital Interventions (pp. 293-308). In H. Grunebaum & J. Christ (Eds.) *Contemporary Marriage*. Boston: Little, Brown. (IPac)
- 📖 Bruch, H. (2001) Chapters 2 and 3 (pp. 22-56) *The Golden Cage*, Cambridge: Harvard University Press. (IPac)
- 📖 Brookfield, S. (1991). Using the Workplace as a Resource for Thinking and Learning. (pp. 135-161) *Developing Critical Thinkers*, San Francisco: Jossey-Bass. (IPac)
- 📖 Basseches, M. (1) Approaching Work as a Context for Adult Development (pp. 338-364). *Dialectical Thinking and Adult Development*, Norwood, NJ: Ablex. (IPac)

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- 📖 McCauley, C.D., Darrh, W.H., Palus, C.J., O'Connor, P., & Baker, B.A. (2006). The use of constructive-developmental theory to advance the understanding of leadership. *Leadership Quarterly*, 17(6), 634-653. ([Article available online.](#))
  
- 📖 Tatum, B. (1992). Talking About Race, Learning About Racism: The Application of Racial Identity Development Theory in the Classroom. In *Harvard Ed. Rev.*, Vol. 62, No. 1, 1-24. ([Article available online.](#))
  
- 📖 Taylor, K. & Marienau, C. (1995). Bridging Practice and Theory for Women's Adult Development (pp. 5-12). In K. Taylor and C. Marienau, *Learning Environments for Women's Adult Development*, San Francisco: Jossey-Bass. (IPac)
  
- 📖 Marienau, C. (1995). In Their Own Voices (pp. 37-44). In K. Taylor and C. Marienau, *Learning Environments for Women's Adult Development*, San Francisco: Jossey-Bass. Also in: [New Directions for Adult and Continuing Education](#).
  
- 📖 Wagner, T., et al. (2006). Bringing the Outward and the Inward Focus Together, Chapter 10 (pp 193-230), in *Change Leadership: A Practical Guide to Transforming Our Schools*. San Francisco: Jossey-Bass. (IPac)
  
- 📖 Williams, R.C. (2003). Modernising Singapore: The Struggle to Transition for the Third Order. HGSE Course Paper. (IPac)
  
- 📖 Howe, T (1999) Jesus and Zacchaeus: Can There Be a Self-Authoring Obedience to God? HGSE course paper. (IPac)

### The Adult Development Portfolio

The *Portfolio* is a collection of exercises, and brief written responses (usually no more than a page or two) to help you get the most out of activities in plenary or section. As you look at this for the first time, it may look overwhelming, but every PE is brief, and many of them are simply the work product of exercises you will have done during the class itself.

**Portfolio Exercise #1**—In one or two pages, how would you describe the differences in Aunt Minnie's three stories in D. Canfield's "Sex Education"? **[Complete before your section meeting following plenary, February 1.]**

**PE#2:--Finding your focus for change.** What would you most like to get better at, or improve upon? The goal you choose to work on during the course--

- should be a "personal growth" goal vs. a "therapy goal"—e.g., 'to be more decisive,' 'to be a better listener,' 'to speak up more,' "to be more spontaneous,' 'to be better organized,' 'to be less critical'. Not: 'to get over my depression,' "come to terms with my parents' divorce,' 'work through a trauma'.
- should be something you've tried to succeed at in the past, but have not made the progress you wanted (or the progress has been too temporary) [this will almost insure you are picking an 'adaptive' vs. a 'technical' improvement goal]
- should matter to you enough that you will want to stay connected to it throughout the course, but should not feel so sensitive or raw that you would be uncomfortable sharing it with a least a few others in the class

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Consult yourself, regarding your goal, but also get inputs from at least 3 people who know you well. What do they think would be a valuable thing for you to get better at? Think about past evaluations and feedback you have received.

Finally, in a single page: (1) Write the goal in a sentence or phrase. (2) Say why this goal is important. (3) What previous attempts have you made to make this change? (4) What were the results? [Complete before plenary on Feb. 22]

**PE#3**—Your *Immunity-to-Change* map. [You will create a first draft of this during class on Feb. 22. If it feels powerful, as is, then you have completed this exercise; just include your map in your portfolio. Otherwise, after class, make whatever refinements you feel necessary.]

**PE#4**—Your “Big Assumptions,” and your design of your first experiment. [You will create a first draft of this during class on February 29. If it feels powerful, as is, then you have completed this exercise; keep a copy in your portfolio. Otherwise, after class, make whatever refinements you feel necessary.]

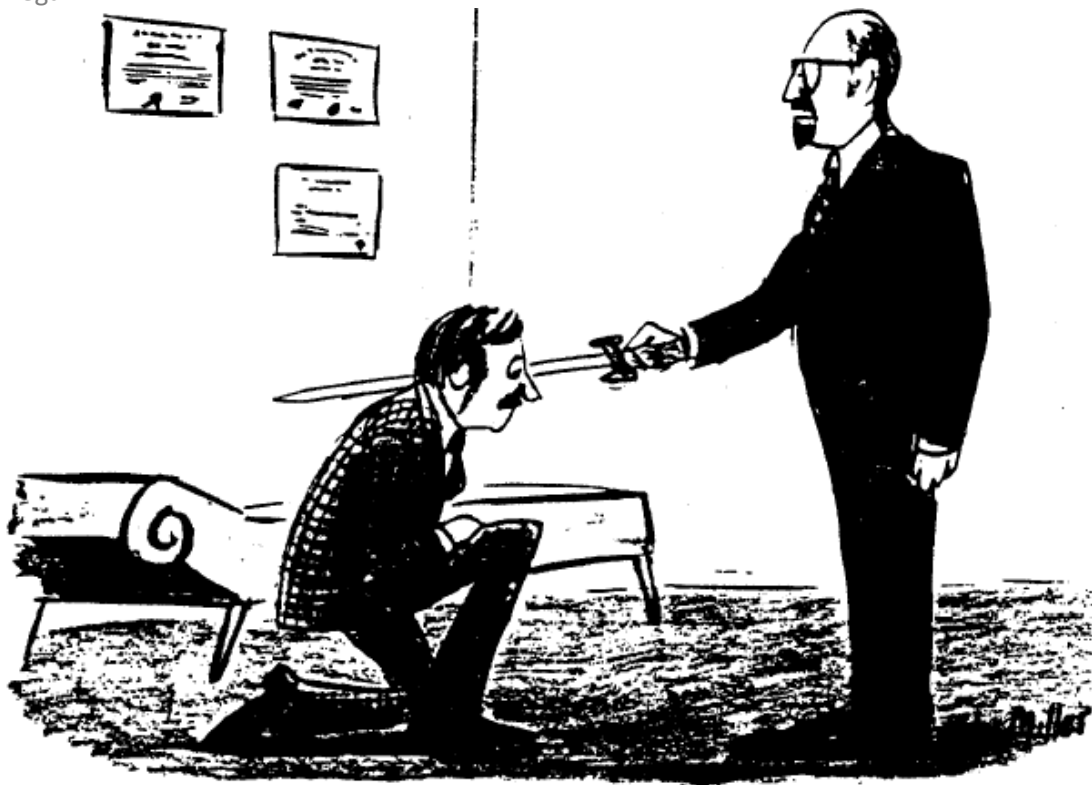
**PE#5**—(Complete before section, following plenary March 21). In a page or two: Did you run your first experiment? What happened? What are the implications for the Big Assumption being explored? What is the design for the next experiment you may run?

**PE#6**—(Complete before plenary on March 28). Listening for Kathy’s Meaning Making. In no more than 3 pages: (1) *First*: Identify 2-3 “data points” in the interview, from which you see a likely S-O structure operating. Explain why you think these data points suggest Kathy is organizing meaning from a given developmental position. (2) *Next*: Taking these same data points, do your best at making a counter-formulation, a most-plausible alternative formulation (saying why these same data points could suggest a different developmental position). (3) *Finally*: If you find one of the two formulations more compelling, say why. What would you need to know to establish that one is more likely?

**PE#7**—(Before April 4 plenary) Preparing to be a good “practice map-maker”: On April 4 you will have a chance to practice facilitating another person’s map-making, *and you will give a colleague the chance to practice, by your playing the role of someone you know well enough to ‘be real’ throughout the exercise*. Before you come to class: think of someone you know well (can be a different age and gender from you) you will ‘be’ during the map-making exercise, and write down, before class, *just their improvement goal* (their Column One entry). Do not work your way through their map; that will be the job of your partner to facilitate, and you want to come to this material spontaneously. (So your actual written output for this portfolio entry, may be no more than a few words, their improvement goal. But to produce it, you will need to have identified a ‘whole,’ ‘real’ person you are ready to enact.)

**PE#8**—Your copy of the ITC map you helped your colleague facilitate (This is your ‘work product’ from the April 4 class), plus no more than a paragraph or two of your reflections on its strengths and weaknesses. How well do you think you did helping them create a picture of their ITC?

**PE#9**—(Before your section meeting after the April 11 plenary)- A one- to two-page memo to your section leader, stating your proposed topic for your final paper, and your plan for engaging it. *You will receive an info-handout beforehand regarding this memo.*



*"I hereby dub thee, officially grown up!"*



*C. P. Gervasi*

*"Just go home and change, Worthington, and spare me any more talk about postmodernism."*

