

Kegan Clip 4 transcript

KEGAN: OK. So let's see if there's a person or persons in-- let's take-- the biggest group of you felt that she was somewhere between three and four. So let's hear from these two groups in the middle of the room first, just like one sample.

So could somebody make the case that she's in that transition and more on the earlier side of it than the later side of it? That would be this group here, closer to me. So would somebody be willing to tell us why you say that?

[HUMMING]

[LAUGHTER]

And all you have to do is speak into a microphone and be filmed forever.

[LAUGHTER]

Thank you.

STUDENT: So we came up with a few examples from the video where we thought that she was displaying some instances of four-ishness but was primarily on the three side. An example is that she showed some perspective on her own feelings in terms of being trapped in this cave. She gave really rich imagery there. So she could tell that she felt alone and lonely. So we thought that that was actually pretty good that she was able to describe herself in that manner, take a perspective on her own feelings, and make that object.

But then shortly thereafter, she said that she was hoping that someone would lead her out of the cave, or at least be waiting at the entrance of the cave to help her come out. So that showed a pretty deep reliance on others to make meaning.

And then someone else in our group also brought up the fact that she had a few distinct voices. So initially, she was lonely, and then that sort of turned to angry, and then there was almost a playfulness that came out afterward. But she wasn't necessarily able to integrate those three kinds of voices into one system. So that was conflict.

BOB KEGAN: Let's everybody say thank you.

[APPLAUSE]

And now, just in the interest of time, could we hear from somebody who has, in the back there, the view that, yes, I agree she is in transition, but I think she's actually more on the four-ish side of that transition. Would somebody be willing to make that argument?

[LAUGHTER]

STUDENT: Hi. So our argument for her being closer to the fourth stage is that she seems to be taking as object her own mental states and her own way of processing. She has understood that this is a problem and that she has erected certain barriers to her own processing the problem.

And so our argument is essentially that this taking as an object of one's own mind is a platform upon which you can sort of build these other subject-object distinctions. And so in this important way, and in this foundational way, she's already moved towards four.

BOB KEGAN: OK, great. Let's thank you for your willingness. Good.

[APPLAUSE]

And by the way, you can notice that certain words creep into our way of describing this, like we think that was pretty good of her, or something like that. I want to be very clear, if I haven't said this before, I don't think we really have ourselves to credit or blame all that much for where we are developmentally. I mean, we don't have ourselves to credit if

we're very far along in this developmental process. We probably have had some lucky advantages and supports that have helped us make that move. And similarly, it's not like we have ourselves to blame.

It's just a question of where is a person, and what is the whole point of the theory? One point is if you want to help people move, it's good to know where they are so you can respect where they are, not just be standing ahead of them, kind of with some evolutionary toe tap, wondering why they haven't moved into this further place, that you can hold a person where they are now.

Or you may have no interest in helping people develop at all. You might say, listen, that's not my job. Or people develop themselves, and what you really are interested in is thicker connections to people, just understanding them more deeply. Then the theory ought to be helpful to you on that count, too. That's the main purpose of the theory.

It's not to score and grade people, which an exercise like this can end up feeling like we're doing. We're doing this to help you sharpen your understanding of the distinctions.