

Theoretical Underpinnings of our Approach

This paper introduces the theoretical underpinnings of three of our over-arching development frameworks, which form the foundation of our transformational approach.

Specifically, these are:

1. 12 shifts framework
2. Transformational coaching
3. Leadership maturity – vertical development

1. 12 Shifts Framework

In 2013 we launched a research initiative, mining the data from coaching thousands of global leaders to understand what it takes to unlock potential and transform, making the big shifts to help us develop and change.

The insight gained from this exercise has enabled us to identify the twelve shifts that unlock the changes people find hardest to make.

What do we mean by the Twelve Shifts?

- Shift = Opening to a new world view
- Making a Shift = Opening to the new world view & actively demonstrating this in leadership.

The shift refers to a change in mindset or world view. We hold the assumption that a change in mindset underpins a change in behaviour, leading to impacts and results in one's leadership, organisation and beyond. Thus, working with the mindset change is at the heart of our coaching approach.

The shifts fall into one of four areas:

Be

New ways of being

Relate

New ways of relating to people

Think

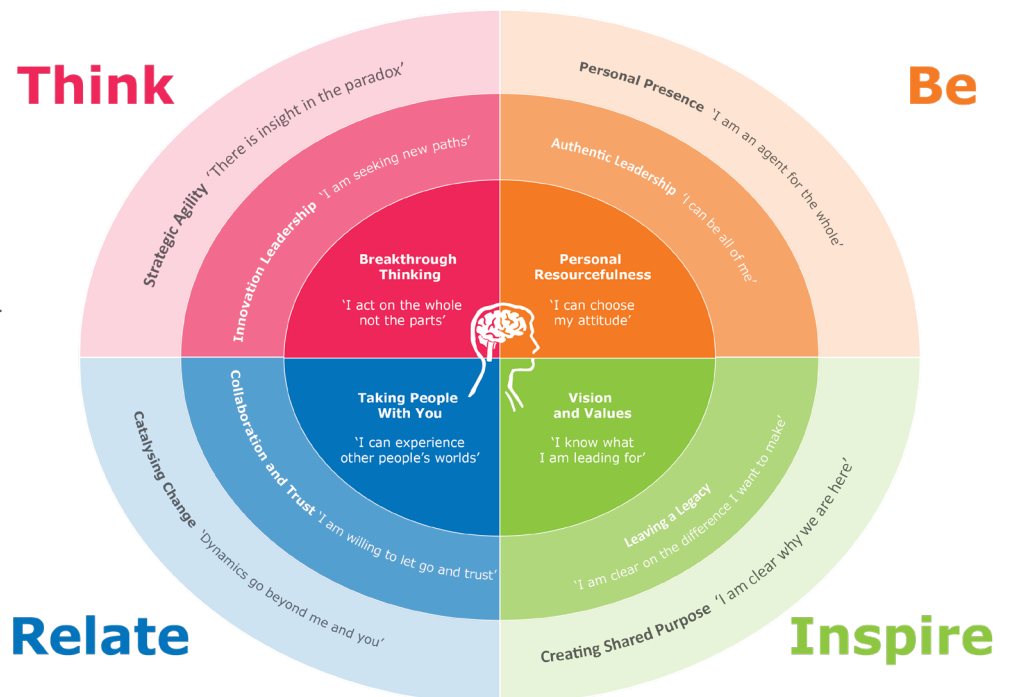
New ways of thinking

Inspire

New ways of setting direction

Our approach to coaching entails the coachee working with a professional coach to identify their objective(s) using some or all of the following sources of data: a 360 tool, gathering stakeholder feedback, a three-way call with the Line Manager and completing a reflective exercise.

Our experience and research so far means that we are able to



Theoretical Underpinnings of our Approach

identify the over-arching shift from our Twelve Shifts framework within which the objective sits. For example, a coachee may wish to improve their ability to influence better – the over-arching shift would be 'Taking People With You: I can experience other people's worlds.'

The coach will then work with the coachee on the mindset shift to achieve their objective, together

with the corresponding changes in behaviour that will then create tangible differences for the coachee and their impact within their organisation.

A key philosophy behind our methodology is 'teaching others to fish'. To do this, rather than leaving the knowledge with the Coach, we explicitly give the coachee the content and tools related to the shift that will most help them make

a breakthrough prior to a session. Thus, for each shift, there is a set of corresponding material that draws on some of the latest insights in the field of coaching, learning and development. We refer to this as our insight-led approach: thus, the coaching is a combination of empowering the coachee to make the shift together with a coach, some powerful insights and reflective resources to achieve their objective(s).

2. Transformational Coaching

Our transformational coaching approach is based on the view that true change is based on mindset (thoughts, feelings, beliefs and assumptions) and not just behaviour. Furthermore, genuine and sustainable behaviour change occurs after or together with a change in mindset.

At the heart of mindset change is a change in perspective or world view, which can lead to greater possibility, choice and impact in their leadership. For example, a leader whose perspective on failure is one of self-condemnation, anger and avoidance is more likely to limit their development and have a negative impact on their behaviours,

relationship and leadership. In contrast if a leader can perceive the same situation as an opportunity for learning and growth they are more likely to nurture their development and have a positive impact on their behaviours, relationship and leadership.

Our approach focusses on the art and science of transformational change in perspective or world view that integrate the mind, body and feelings. It entails working with challenging limiting assumptions, inviting the potential of new perspectives and ways of being, allowing different facets to emerge (such as leading with values or connecting one's purpose) that leads

to long term behaviour change and a wider impact on the people they work with and the organisation.

Each of the shifts in our 12 shifts framework is a specific attitudinal change in worldview and the coaching approach will explicitly work with the coachee in experiencing and integrating a transformational change.

Our transformational approach to coaching draws on a range of theories that include neuroscience, cognitive behavioural coaching, Gestalt, NLP and mindfulness that support the coachee to effect change attitudinally and behaviourally.

3. Leadership Maturity – Vertical Development

From our research, we have seen that coachees evolve through stages of development. Before a coachee is ready for a level 2 shift in any one quadrant, they will first have achieved awareness and a degree of mastery at level 1 in that same quadrant.

Furthermore, we have noted the following:

- a. each level transcends and includes the previous level: a coachee embarking on level 2 will have achieved a shift at level 1, whether it be through coaching, life experience or other development intervention
- b. these stages are not linear, but can be seen as waves with the next wave appearing after the previous wave has been developed
- c. a coachee may revert back to a previous wave depending on circumstances, but will not skip a level in their vertical development

Thus we see leadership development as a lifelong journey – we work with any shift that is most relevant for a coachee in any given time, and support the transition through the shift through our insight-led and transformational approach to coaching.

Other General Points

- 1. We see from organisational development frameworks and leadership development interventions that they will often fit into one or more of our quadrants. Furthermore, and as will be shown below, different leadership authors focus on some or all of these quadrants in their framework, which has also been found to be the case with leadership frameworks. We also see that some of the best competency frameworks align with all four of our quadrants. However, sometimes we see that organisations who use these competency frameworks may choose the competencies in a way that misses one area.
- 2. Our approach is holistic, accelerates development and offers a significant opportunity to grow and impact their organisation and beyond
- 3. Our approach also allows to us work in partnership with the organisation systemically. If a cohort of coachees are focussing on one or two particular quadrants, this will be data about the culture and the organisation that will inform interventions on an organisational level that will facilitate change to occur at both the individual and system level. Furthermore, our research data allows us to collate themes and patterns from coaching (which does not identify coachees and is contracted with organisation and coachee), and thus offer data to the organisation on what is working and what is hindering the overall financial, business and talent development strategies.

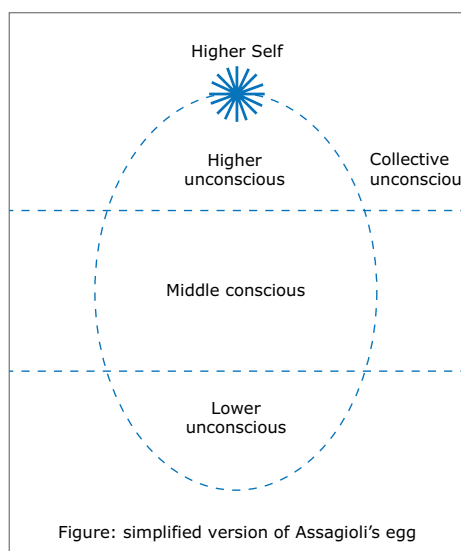
The Twelve Shifts Framework

Our 12-shifts framework (**BE-RELATE-INSPIRE-THINK**) that outlines consciousness development can be seen to fit well with many of the leading thinkers on human, leadership and consciousness development.

Dr. Roberto Assagioli

Assagioli was an Italian Psychiatrist, who worked with contemporaries Freud and Jung. Assagioli created a famous and comprehensive model of the psyche, often referred to as 'Assagioli's egg' (Assagioli 2007). The egg model draws on a variety of models of human and psychological development, including Freud's view of the unconscious, Jung's archetypes and collective unconscious, and Maslow's levels of human development. Indeed, Assagioli worked closely with Jung and corresponded with Freud on his writings.

For the purposes of this paper, a simplified version of his model is drawn below:



A brief description of the different sections of the egg:

Lower unconscious: these include our instinctive drives, repressed memories, scripts, assumptions, narratives about ourselves and the world, beliefs, repressed feelings and generally any experiences that are relegated to the unconscious from the past for the purpose of defence, regulation and protection

Higher unconscious: this comprises our higher potential, the sphere of aesthetic experience, creative inspiration and higher states of consciousness:

'The superconscious, as he viewed it, is the source of our higher human functions and activities. It includes the drive for purpose and meaning in life; our authentic values; our superior intuitions in the realms of artistic creation, scientific discovery, philosophical or spiritual insight; and our altruistic promptings to humanitarian services.' (St-Yves 1977)

Collective unconscious: whilst the boundaries within the egg are those parts which related specific to the individual – their life experience and unfoldment of qualities and potentials, the region outside is the psychic environment beyond the individual. C. G. Jung also wrote extensively about the collective unconscious (Storr 1986) and overlapped with Assagioli's understanding.

Middle conscious: for the purpose of this paper, this is the part that we are aware of now and can access easily in memory (Assagioli distinguishes these two separately, and for simplicity we have put them together as it does not change the nature of the

discourse. In his original model, the middle conscious in our diagram was separated into the middle unconscious (an area which we can access relatively easily e.g. what we did this morning, what we ate last week) and the 'area or field of consciousness' – what we are aware of right now. At the centre of the area of consciousness is the conscious, personal 'I', which 'gives us our sense of permanence and personal identity throughout all the changes, alternating states of mind and changing contents of our awareness.' It is separate to but not distinct from the contents of experience (Assagioli, 2007)).

Higher Self: our capacity for awareness that goes beyond our personality structure, and overlaps with Maslow's work on self-transcendence (Maslow 1962). This Self is different from the 'I' in that it is able to witness the 'I' without being identified with it.

The dotted lines throughout the diagram indicate that no section of the model is isolated from other sections – there is a flow between them. In this model, human development is seen as expanding awareness so as to become more conscious or aware of who we are in our totality. Our perspective is that the middle conscious expands both upwards (we access our core values, higher purpose and meaning) and downwards (we are accessing latent and unconscious qualities that have been repressed, often taking on distorted forms as a result of their repression). One can easily assume that the upward movement is 'good' and that the downward movement is 'bad'. This assumption is untrue from our perspective.

Theoretical Underpinnings of our Approach

If we expand consciousness downwards, we are able to reveal the qualities in each aspect of the lower unconscious.

Assagioli referred to this integration journey of all aspects of ourselves as Psychosynthesis. This unfolding journey leads to greater freedom, choice and possibility.

This model of the egg can be used to support our 12-shifts framework.

BE - Quadrant

We see our Level 1 and 2 **BE** related shifts at expanding consciousness downwards and upwards within the egg, as show in the figure below.

For example, in our level 1 **BE** insights and models, we invite the client to become aware of their limitations and assumptions, and seeing how these form their mindset, impacting behaviour and results. In the process the client becomes aware of what drives old patterns of behaviour when responding to events they face in their day to day leadership, thereby limiting their freedom and choice. At the same time, we look at what the quality is in the assumption (for example, the quality in being trying hard to achieve might be ambition or drive for growth).

In this same level 1 module, we invite the client to recognise and integrate an aspect in their higher unconscious, which brings with it a capacity for objectivity and truth telling. This will significantly impact their work and their relationships. A client working with this shift is essentially working with their capacity to consciously choose, rather than be identified with their (lower) unconscious and habitual behaviour patterns.

This journey continues in level 2 **be**, where the focus is on integrating

our shadow (lower unconscious) and our qualities and archetypes (higher unconscious). We draw on the work of Ferrucci (2004), a student of Assagioli, in integrating leadership archetypes.

Our level 3 **BE** module focusses on our personal presence, which draws on mindfulness, inviting the leader to connect with the witness, touching on the capacity to be free from identification and begins the journey of connecting with our Higher Self.

Once again the impact on leadership is significant: we are able to self-manage better, reduce stress, improve our well-being, see with more perspective and increase our creativity. The research on mindfulness validates this and it is no surprise that organisations like Google, Yahoo and Apple are incorporating mindfulness into their organisations.

As previously mentioned, to be able to move to level 3, we have to have developed through level 1 and 2. For example, we cannot witness our

thoughts and assumptions (level 3) until we are aware that we have them in the first place (levels 1 and 2).

Thus, our **BE** shifts move us up and down the egg, and transcend but include the egg.

RELATE - Quadrant

From the perspective of the egg, our **RELATE** Quadrant shifts offer insights and models in expanding their awareness outwards towards the other. At level 1, we invite the client to embrace the world of the other, thereby being changed in their own view of the world. Through truly listening one can then respond and influence more effectively, passionately and powerfully in their leadership functions. This continues at level 2 to understand and transform power dynamics that play out between colleagues. By understanding how we collude in creating those dynamics we can make choices to build relationships based on trust that allow us to work better and effectively within our teams and beyond.

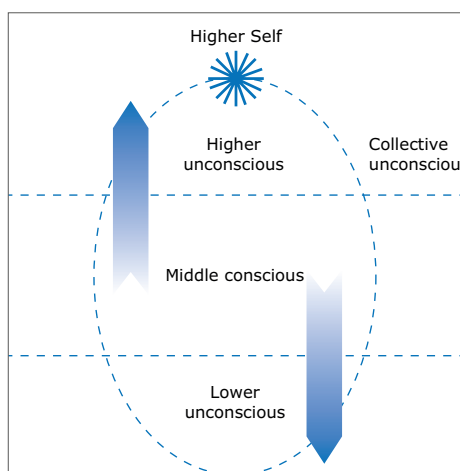


Figure: simplified version of Assagioli's egg
BE – shifts.

Middle conscious expands upwards and downwards, and at level 3, into the witness

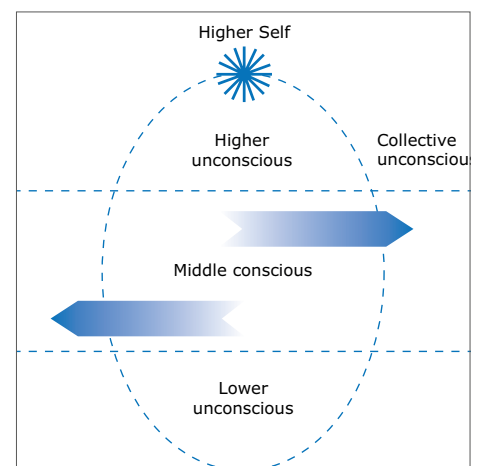


Figure: simplified version of Assagioli's egg

RELATE – shifts.

Middle conscious expands outwards.

Theoretical Underpinnings of our Approach

Finally, at level 3, we invite an expansion further to see with a more systemic lens. How do the interactions between two individuals reflect on the wider organisational system, and thus, how can we invite the truth of the individuals to transform our relationship and our organisational system? Here, we are seeing more broadly and with a further expanded perspective.

INSPIRE - Quadrant

At level 1 and 2, we expand our awareness upwards: connecting with our vision values, and our sense of purpose and meaning respectively. At level 3, we expand further outwards when we look at creating shared purpose within our organisation.

The impact of these shifts, again, is significant in organisations.

Zenger and Folkman's study of 20,000 360 degree feedback surveys of executives found the most influential competency of their leaders was Inspirational leadership (Nadler 2011). In their book, the Extraordinary Leader, they go on to write:

'We have found strong statistically significant relationships between leadership effectiveness and a variety of desirable business outcomes such as profitability, turnover, employee commitment, customer satisfaction, and intention of employees to leave.' (Zenger & Folkman 2009)

THINK - Quadrant

Finally, the **THINK** quadrant shifts move us upwards within the egg and outwards of the egg, inviting the leader to 'step back' and seek a business perspective, rather than being caught in our day to day assumptions that we have lived by. At level 2, we are expanding upwards and outwards – seeing patterns of connection so that we can spot patterns and gain new perspective on the future direction of business. Finally, at level 3, we are developing our capacity to generate insights through the interplay of the individual, organisation and collective dimensions.

As we can see, Assagioli's egg, a holistic model of the person, allows us to see that our 12-shifts framework is a comprehensive map that allows the integration of all aspects and potentials in our humanness and leadership. Our coaching approach allows us to meet the client in the shift they are making and support them to transition through this shift successfully.

Dan Goleman

Dan Goleman has been a well-known writer and influential leader in the field of emotional intelligence in the workplace.

His research has shown the benefits of developing emotional intelligence, or EQ, for our leaders. For example, he writes:

"...consider an analysis of the partners' contributions to the profits of a large accounting firm. If the partner had significant strengths in the self-management competencies, he or she added 78 percent more incremental profit than did partners without those strengths. Likewise, the added profits for partners with strengths in social skills were 110 percent greater, and those with strengths in the self-management competencies added a whopping 390 percent incremental profit - in this case, \$1,465,000 more per year. By contrast, significant strengths in analytical reasoning abilities added just 50 percent more profit. Thus, purely cognitive abilities help - but the EI (Emotional Intelligence) competencies help far more." (Goleman 2002).

- His latest model of emotional intelligence has four dimensions:
- Self-awareness
- Self-management
- Social awareness
- Relationship management

He has outlined 18 competencies under these dimensions.

We see that our **BE** - quadrant shifts align with the development of self-awareness and self management – the shifts in this quadrant are to do with becoming more aware of our drives, patterns, beliefs and emotions so that we are able to manage our state and perspective. Our **RELATE** - quadrant shifts align with the development of social awareness and relationship management.

Whilst a more comprehensive comparison is outside the scope of this paper, we see a significant alignment between the work of Dan Goleman and the development of his EQ capacities in the leaders we coach using our framework.

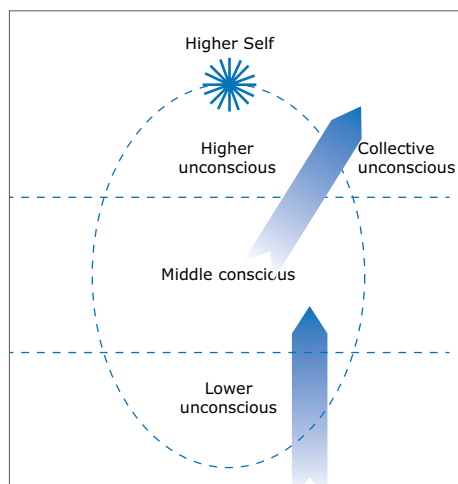


Figure: simplified version of Assagioli's egg

Inspire and **Think** – shifts. Middle conscious expands upwards and, at Level 3, outwards.

Theoretical Underpinnings of our Approach

Peter Senge

Peter Senge is one of the most influential thought leaders in the field of individual and organisational development today. His view on individual development is set within the frame that organisations that learn will have the ultimate competitive advantage in the current climate that we live in (Senge 2006).

A learning organisation is one that does not depend only on senior management to do all the thinking for an entire corporation. Rather, it invites and challenges leaders to access their inner resource and potential to build their own community based on the collective will to learn.

His seminal work, the Fifth Discipline, describes five disciplines that must be mastered by its leaders when introducing learning into an organisation. These are:

1. Systems thinking: the ability to see the big picture, to see patterns rather than viewing change as isolated events and seeing that we are an interconnecting whole in the way we operate, solve business challenges and act
2. Personal Mastery: this begins by becoming committed to lifelong learning. This is about being realistic, truthful and being committed to realisation of potential
3. Mental models: this discipline is about learning to let go of our mental models: our deeply held belief structures and generalisations, and seeing how they dramatically impact the way we operate in our lives. True change can only take place when we are open and free from these mental models

4. Building shared visions: in today's world, visions cannot be dictated from top down. This discipline begins with personal visions of individual employees. Creating a shared vision has the power to bring an organisation together, fostering a commitment to the long term.
5. Team learning: it is a process of developing the ability to work together to create desired results through the instigation of a learning mindset (Senge 2006)

Our 12-shifts framework is clearly aligned with Senge's five disciplines: our **BE** - quadrant unlocks shifts with personal mastery and mental models, our **RELATE** - quadrant unlocks shifts in team learning, our **THINK** - quadrant unlocks shifts in systems thinking and our **INSPIRE** - quadrant unlocks shifts in building shared visions. Furthermore, our 12-shift framework is a model that is designed to work with the changes that leaders make throughout their life, and invites leaders to be committed learners in their lifelong leadership development journey, thereby participating in creating a learning organisation.

James Kouzes and Barry Posner

James Kouzes is the Executive Professor of Leadership at the Leavy School of Business and cited as one of the 12 best executive educators by the Wall Street Journal. Barry Posner is Dean at the Leavy School of Business and Professor of Leadership at Santa Clara University. Together they have co-authored more than a dozen leadership books, including The Leadership Challenge, which has sold over 1.5 million books world wide.

In this book they outline their five practices of Exemplary Leadership, based on research on thousands of leaders:

1. Model the way – to earn credibility, leaders must clarify their values and express these values to everyone in the organisation, being an example to others in their commitment to their values. The commitments required for this practice are to 'clarify values' and 'set the example'
2. Inspire a shared vision – this has two commitments: firstly, 'envisioning the future' through imagining possibilities and to 'find a common purpose'; secondly, to 'enlist others' to make it a reality
3. Challenge the process – the two commitments for this practice are to 'Search for Opportunities' and 'experiment and take risks', allowing the organisation to continually grow, innovate and improve
4. Enable others to act – recognising that success occurs through teams that are collaborating with individual accountability, the commitments with this practice are to 'foster collaboration' and 'strengthen others'
5. Encourage the heart – this is about uplifting spirits of people on the team, with commitments to 'recognise contributions' and 'celebrate values and victories'. (Kouzes and Posner 2007).

Here we see strong alignment with our 12 shifts framework: 'modelling the way' aligns with the shifts in our **BE** and **INSPIRE** quadrants (specifically, level 1 **BE**, which is about making conscious choices as a leader and level 1 Inspire, which focussing on getting clear on our values and expressing it through

Theoretical Underpinnings of our Approach

a vision that can be shared with others); 'inspiring a shared vision' aligns with our **INSPIRE** quadrant (at level 2, we are exploring one's personal purpose and at level 3, we are looking to creating a shared purpose that can be communicated across teams, organisation and beyond); 'challenge the process' maps to our **THINK** quadrant (at level 1, the shift is to step back and take a business perspective, at level 2, the shift is to seek new paths and at level 3, the shift is to find insight in the paradox – in all of these levels, we are seeking to challenge the status quo, seek new opportunities and continually learn and adapt through experimentation); our **RELATE** quadrant aligns with the last two practices of 'enabling others to act' and 'encouraging the heart' (specifically, fostering trust and collaboration are the focus of the level 2 shift, and recognising others is an aspect covered in the level 1 shift).

Howard Gardner

Gardner argued that human beings have a range of intelligences, and stating that IQ was not the only assessment measure for smartness, seeing such assessments as 'one-dimensional' (Gardner 2006). He also saw that intelligences develop and that each individual has a unique combination of intelligences across the spectrum, which included musical and spiritual intelligence. Three intelligences from Gardner's work that are key to leadership are outlined here:

Logical mathematical intelligence consists of our capacity to analyse problems, investigate, to detect patterns, reason deductively and think logically.

Intrapersonal intelligence consists of our capacity to understand oneself – feelings, fears, drives and motivations. It involves the ability to use such information to regulate ourselves.

Interpersonal intelligence consists of our capacity to understand the intentions, motivations and desires of other people. It allows us to work effectively with other people.

Firstly, there is a correlation between these fundamental leadership intelligences and our quadrants (with extensive research showing the beneficial impact of developing these intelligences): our **BE** quadrant is concerned with developing our intrapersonal intelligence; the **INSPIRE** quadrant develops our intrapersonal intelligence (understanding what motivates ourselves through our values); the **THINK** Quadrant develops our logical mathematical intelligence; the **RELATE** quadrant develops our interpersonal intelligence.

Secondly, we could see our quadrants as different lines of intelligence, with each shift within a quadrant developing and expanding a further capacity in that line. Thus different leaders will have strengths in different lines, and each person will have a unique intelligence spectrum across these lines. Thus, it is important when coaching a leader that we identify the right level and quadrant of the shift they are currently making, and seeing it within the broader perspective of the possible shifts that they can make.

We could similarly map our framework to the key models and leading authors in the field of leadership development today. In our experience so far we have seen

that the 12-shifts framework aligns with or transcends and includes the development frameworks that we have worked with in organisations. Our coaching approach explicitly works with the map using an insight-led approach that allows leaders and organisations to make the shift that is most relevant now in their lifelong journey of development.

Note on our insight led approach: this approach stimulates the cognitive capacities of the coachee and is a fundamental aspect to development and growth. This is confirmed by theories well known in the field of education and development. For example, Bloom's Taxonomy, which states that knowledge and comprehension form the foundation of learning (Anderson et al 2000).

Furthermore, Wilber (2000) confirms that 'we have repeatedly seen cognitive development... is necessary, but not sufficient, for moral development, self-development, spiritual development and so on.' He cites the example of learning to play the piano – we first need to be able to understand and read notes before we can play a piece of music. This is the case in our coaching experience – to be clear on the shift you are making in your coaching as identified through the objective setting process (which may include a 360, feedback from key stakeholders etc.), allows the coaching to be more powerful and impactful because the coachee is supported by the map of the territory they are facing. To have some theory, insight and practice to support the coaching journey provides a cognitive map that accelerates the journey through the territory of development.

2. Vertical Development

Our experience and research has shown that as we move through levels one to three, there is an expansion in perspective or worldview – we see more, access more possibility and widen our embrace in making choices. For example, at level 1 **INSPIRE** the shift in world view is about getting clear on our own values and the vision we wish to create based on these core values. Moving to level 3 **INSPIRE**, the shift is to do with creating a shared purpose that touches the hearts and minds of people in our organisation, expanding our own thinking from individual to the whole organisation. This worldview is more expanded in its embrace.

In this section we introduce theories that align with our view on vertical development, development that entails a growth or expansion in perspective (as opposed to horizontal development, which we define as developing skills and capabilities within our current perspective or worldview).

It is worth mentioning from the outset that developmental theorists throughout our history have outlined stages of development that human beings evolve through. Starting at infancy, psychologists from Piaget and Freud to Fowler and Maslow have mapped these stages through observation and research. Seen as one of the greatest philosophers of our time, Ken Wilber has correlated the research from the greatest development psychologists throughout time and shown that they significantly align in their stages of development from childhood to mature adult. His works shows that development

never stops. Development and expansion continues throughout one's life.

Through each stage of development, our outlook or worldview goes through a series of transformational changes. For example, a three year old child will look at the world through the lens that they are the centre of the universe. This view transforms as the child grows to see that there are others who have different needs and perceptions from theirs, and a recognition that they are not the only participants in their world. We see this to be the case of adult development: there are changes in outlook that continually transform us and the way we look at our world.

Wilber (2000) offers an essential view of these stages of development, describing them as colours on a spectrum that we move through as we grow and develop. We include the stages relevant to this paper:

Red: this stage is egocentric and protective, and aligns with Piaget's pre-operational thinking, Fowler's Mythic-Literal stage and Maslow's survival stage. A person at this stage will be concerned about their needs, looking at the world to satisfy their own personal drives and goals, with limited capacity to take the role of the other.

Amber: this stage is ethnocentric – the person has now expanded his concern beyond himself to the group and favours his group above all others, aligning with Maslow's belonging stage and Piaget's concrete operational thinking

Orange: at this worldcentric stage, the person moves away from identification with the group (family, religion or nation) and becomes more of a citizen of the world. This stage is rational, conscientious and aligns with Piaget's formal operational thinking, Fowler's Individual-Reflective and Maslow's self-esteem stage. This stage is the goal of our Western educational system, and the transition to this stage most often occurs between adolescence and early adulthood.

Green: a person at this stage is moving beyond worldcentric, developing in compassion and may include a significant social responsibility in their perspective. This aligns with Maslow's self-actualisation stage and Fowler's Conjunctive Faith level.

After Green, we have **Teal** (Kosmocentric), **Turquoise**, **Indigo** and **Violet** – through these states there is even further expansion in perspective. **Teal** and **Turquoise** correspond to Fowler's Universalising Faith level and Maslow's self-actualisation and self-transcendence stages.

NOTE:

1. These stages are not hierarchical in that one is better than the other. For example, no one would argue in saying that an adolescent is better than an infant. However, with greater development comes greater capacity for perspective and impact.
2. Many people do not move significantly beyond the orange stage in the Western World, and will plateau at a stage that is at the centre of gravity of the culture they are in

Theoretical Underpinnings of our Approach

3. Wilber estimates that approximately 66% of the world's population operate at amber stage of consciousness, or below, which is corroborated in research quoted later)

The important message to recognise here is that vertical development continues throughout our lives. Horizontal development is an expansion of capacities at a particular level, whilst vertical development is an expansion in perspective. How does this relate to leadership and our 12 shifts framework?

Bill Torbert, through his research with leaders, created the Leadership Development Framework. He showed similarly that leaders go through a series of development stages, that he called action logics – these action logics align with the stages above: the Opportunist (corresponding to **red**), the Diplomat (corresponding to **amber**), the Expert and Achiever (corresponding to **orange**), the Individualist (corresponding to **green**), the strategist (corresponding to **teal**) and so forth (Torbert 2004). Whilst the description of these action logics is outside the scope of this work, the work of Torbert and associates corroborates vertical development in leadership and shows the greater impact of vertical development in leadership.

In their paper in the Harvard Business Review, they found that of the ten CEO's of 6 companies, five of the CEO's were measured at the Strategist level and five were measured at other action logics. Of the five Strategists, all had successfully implemented organisational transformations in a period of four years, where the company's profitability,

market share and reputation all improved. For the other CEO's only two succeeded in doing the same (Torbert 2005). They cite the following example:

'Consider Joan Bavaria, a CEO who, back in 1985, measured as a Strategist. Bavaria created one of the first socially responsible investment funds, a new subdivision of the investments industry, which by the end of 2001 managed more than \$3 trillion in funds. In 1982, Bavaria founded Trillium Asset Management, a worker-owned company, which she still heads. She also co-wrote the CERES Environmental Principles, which dozens of major companies have signed. In the late 1990s, CERES, working with the United Nations, created the Global Reporting Initiative, which supports financial, social, and environmental transparency and accountability worldwide.' (Torbert 2005).

Further work at Harvard was done by Suzanne Cook-Greuter. She undertook a 20 year research study on ego maturity and leadership, with an extensive sample size of over 5000 leaders. Once again, her model corresponded with Torbert and Wilber. Her research confirmed that 85% of her sample were seen to be at the achiever stage or below, whilst approximately 12% were at individualist and strategist stages, and less than 3% were at the stages beyond. (Cook-Greuter 2005). This data is also

approximately reflected in our own research of clients that we coached.

Williams refers to Robert Kegan, a Professor at Harvard University, whose development model is in agreement with Wilber, Torbert and Cook-Greuter:

'Robert Kegan is one of the foremost researchers to have developed a theory of human development...an essential principle of Kegan's work is that movement from stage to stage of development is really about a transformation. It does not happen all at once. Transformation may take years to unfold...when shifts do occur, they are always associated with the emergence of significant new capability. Research also shows that people seldom regress permanently to a previous level, although they can regress temporarily under stress or trauma. The new order of consciousness transcends the limits of the old order and is better matched to the demands of the world the client now inhabits. It simply works better.' (Williams 2007).

These transformations in consciousness align with the shifts in our 12-shifts framework, specifically with the orange to teal transformations. Our shifts at the three levels support the transformations in consciousness that allow the leader to move through these particular stages of development, as shown in the table below:

12-Shifts Framework Stages	Wilber Stages	Torbert Stages
Level 1 Shifts	Orange	Expert to Achiever
Level 2 Shifts	Orange to Green	Achiever to Individualist
Level 3 Shifts	Green to Teal	Individualist to Strategist

Table to show the shifts that support transitions through stages of development

Theoretical Underpinnings of our Approach

The majority of our coaching work occurs at levels 1 and 2, aligning with Cook-Greuter's research that 85% of the leaders she interviewed were at Achiever stage of development or below. Our coaching supports the vertical development of leaders, giving leaders an opportunity to transform in their worldview to have greater perspective, choice, freedom, power to influence wider change and impact.

Vertical development and brain science: The triune model of the brain describes three aspects to the brain:

- the reptilian brain (whose function includes controlling blood flow, muscle movement, the unconscious body process, the fight-flight response)
- the amygdala (whose function includes emotional regulation)
- the neocortex (whose function includes rational reasoning)

The earlier stages of development will be identified with the reptilian brain, whilst the later stages of development will identify with the cortex more of the time. Wilber has postulated that there are higher stages in the brain within the cortex that are active in the higher stages of development.

Vertical development and Assagioli's egg: we can see vertical development described in Assagioli's model also. When the field of awareness is located further down the ego, the human being is identified with the earlier stages of development. As this field of awareness expands and rises, we are growing in our stage of development vertically.

The diagram below shows the development of the stages within Assagioli's egg (Sørensen 2009).
- Rep Mind approximates to LDF Opportunist, Rule/Role Mythic to Diplomat, Formal/Ego to Expert and Achiever, Vision Logic/Centaur to Individualist etc.)

Vertical development and multiple intelligences: Wilber argues that each intelligence that we possess can progress through these stages of development.

So, we may have a high cognitive intelligence, with low emotional intelligence and a medium spiritual intelligence. This aligns with our perspective if we see each of our quadrants as lines of intelligence: some leaders may be higher in the intelligence of one quadrant than another, and each leader will have a unique spectrum across our lines of intelligence. Our coaching will then allow the expansion of intelligence vertically up that line.

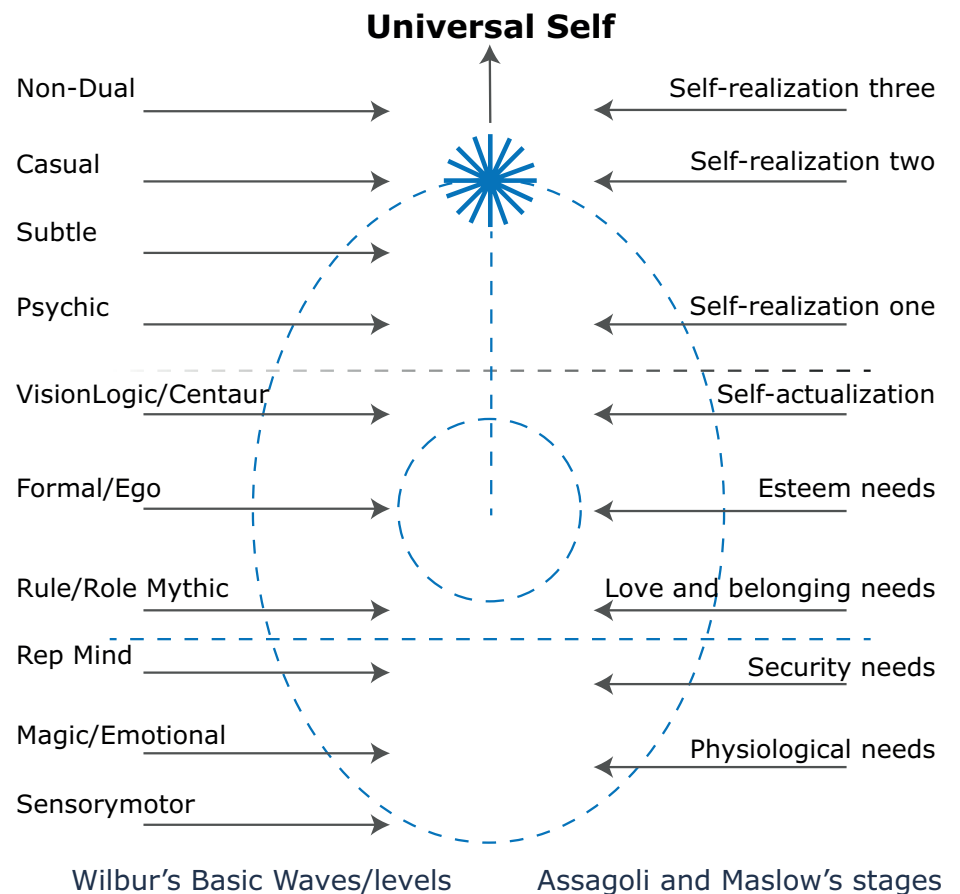


Diagram to show stages of development within Assagioli's egg

Theoretical Underpinnings of our Approach

3. Transformational Coaching

Our transformational coaching approach includes working with various transformational theories and coaching processes that facilitate the client's leadership shift. As mentioned above, each module that offers insight and models into the shift is supported by a transformational process which is an essential ingredient that allows the client to transform their consciousness.

Here we look at what we mean by transformation and the theoretical basis of our transformational coaching.

Debbie Ford defines transformation as a shift in perspective (Ford 1998). This aligns with our definition of a change in world view. Each shift in our framework works with a transformation in world view. Wilber (2006) outlines a '3-2-1' process for transforming our shadow, and we see this model as a sound basis for transformation in general:

The 3rd position is where the new perspective or worldview is outside of our awareness. In the 2nd position we are relating to the new perspective.

Finally, in the 1st position we are owning the new perspective or world view. Consider the example of a coachee who is in conflict and

disagreement with their direct report. For the coachee initially, the direct report's world view is in the third position, outside of awareness. They cannot relate to, empathise with or understand their position. The journey of transformation then begins with first empathising with or relating to the direct report's perspective, in the two position. This may involve some emotional intelligence to start to let go of identification with one's own position and make room to understand and empathise with the position of the other with mind,

body and emotions. However, the transformation is not complete until they have fully embraced and are in the shoes of their direct report – they can see the world through their direct report's eyes, resulting in a transformation in world view. The coachee will have let go of their position and allowed a new world view to be embraced, thereby allowing the possibility of resolution in the conflict.

This solid theory of transformation is at the heart of all of our transformational processes. Each shift is supported by transformational processes that unlock the coachee's potential to fully embrace and integrate the new world view related to that shift. Over time, with experimentation, practice and learning, the leader is able to integrate this new world view into their lives in a sustainable way.

Returning to Assagioli's model of the egg, each transformational process allow us to expand our consciousness or worldview in each of the domains of **BE**, **RELATE**, **INSPIRE** and **THINK**

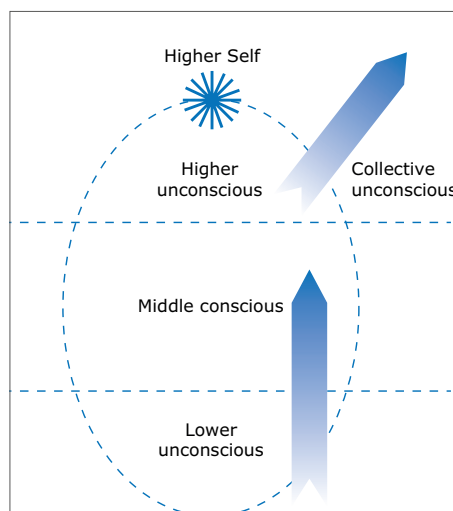


Figure: simplified version of Assagioli's egg

3-2-1

The process that expands and transforms our consciousness

Theoretical Underpinnings of our Approach

Conclusion

In conclusion we see that our own findings that led to the creation of our 12 shifts framework is corroborated by many years of research and thought leadership in the field of development to date. It provides leaders that we coach with a unique approach that supports the shifts that they will make through their lifelong leadership journey, allowing greater expansion and impact. Not every coachee will be transitioning vertically. For some, the coaching will be an expansion horizontally. The framework still allows us to work with the coachee in growing within the shift they are already in.

Whilst the theorists we quoted outline robust frameworks for development, our approach includes this and takes it one step further: helping leaders who are transitioning through a shift with the know-how to make that shift. We meet the client in the shift they are making and offer resources that support the coaching in accelerating the realisation of their potential. These resources include transformational processes, a coach that is versed in the map of the territory and content that allows the coachee to reflect on and accelerate the shift they are making.

And of course, the territory of the journey for each client is uniquely different. How the coachee works with the shift, experiments with it, learns through it and applies it is different every time. Thus, the coaching is a dance of meeting the coachee where they are and delicately using the map in service to the shift they are making. We find that the map we have is a good one. It is in this dance that the coachee is able to wake up, step up and show up fully as a leader.

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