

IE Introduction – Lesson 3 – Integral Growth 1 – Video

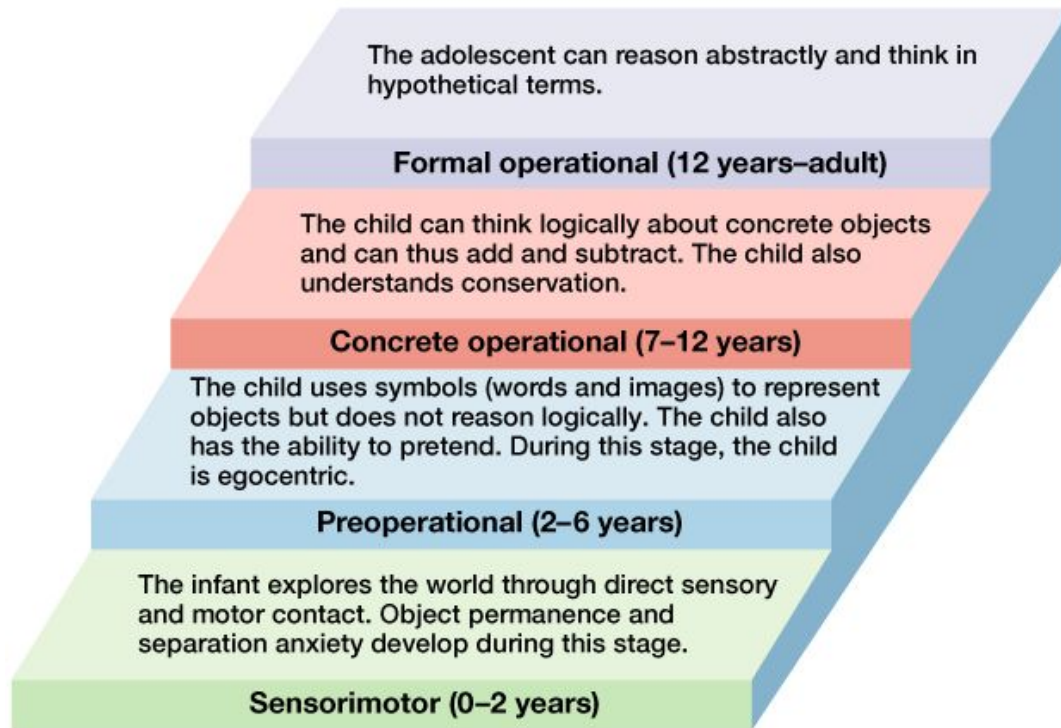
Summary

- There are many, many models of human development. Most define 5-9 discrete stages. There is generally some correlation between cognitive development (the complexity of mental activity) and moral development (how widely one brings his/her energies to serve).
- The *key idea* is that *every human being starts at the beginning as an infant and progresses to whatever stage of growth he or she attains*. There are many things that can and do arrest growth. However, when any human grows to new levels, it improves the likelihood that others will follow.
- Here are a few examples of growth models. The point of presenting them is to communicate that *growth* is a fundamental aspect of a well-lived human life and expresses itself in many ways. There is no question that growth is a fundamental human fact. The question is: how do we create a context that supports and encourages this, especially among business leaders?

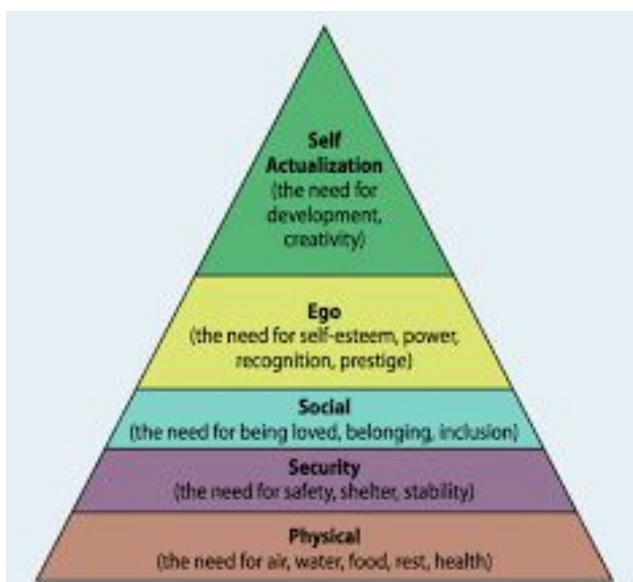
Kohlberg's Moral Stages

Level and Age	Stage	What determines right and wrong?
Preconventional: Up to the Age of 9	Punishment & Obedience	Right and wrong defined by what they get punished for. If you get told off for stealing then obviously stealing is wrong.
	Instrumental - Relativist	Similar, but right and wrong is now determined by what we are rewarded for, and by doing what others want. Any concern for others is motivated by selfishness.
Conventional: Most adolescents and adults	Interpersonal concordance	Being good is whatever pleases others. The child adopts a conformist attitude to morality. Right and wrong are determined by the majority
	Law and order	Being good now means doing your duty to society. To this end we obey laws without question and show a respect for authority. Most adults do not progress past this stage.
Postconventional: 10 to 15% of the over 20s.	Social contract	Right and wrong now determined by personal values, although these can be over-ridden by democratically agreed laws. When laws infringe our own sense of justice we can choose to ignore them.
	Universal ethical principle	We now live in accordance with deeply held moral principles which are seen as more important than the laws of the land.

Piaget's Model of Cognitive Development:



Maslow's Model of Hierarchy of Needs



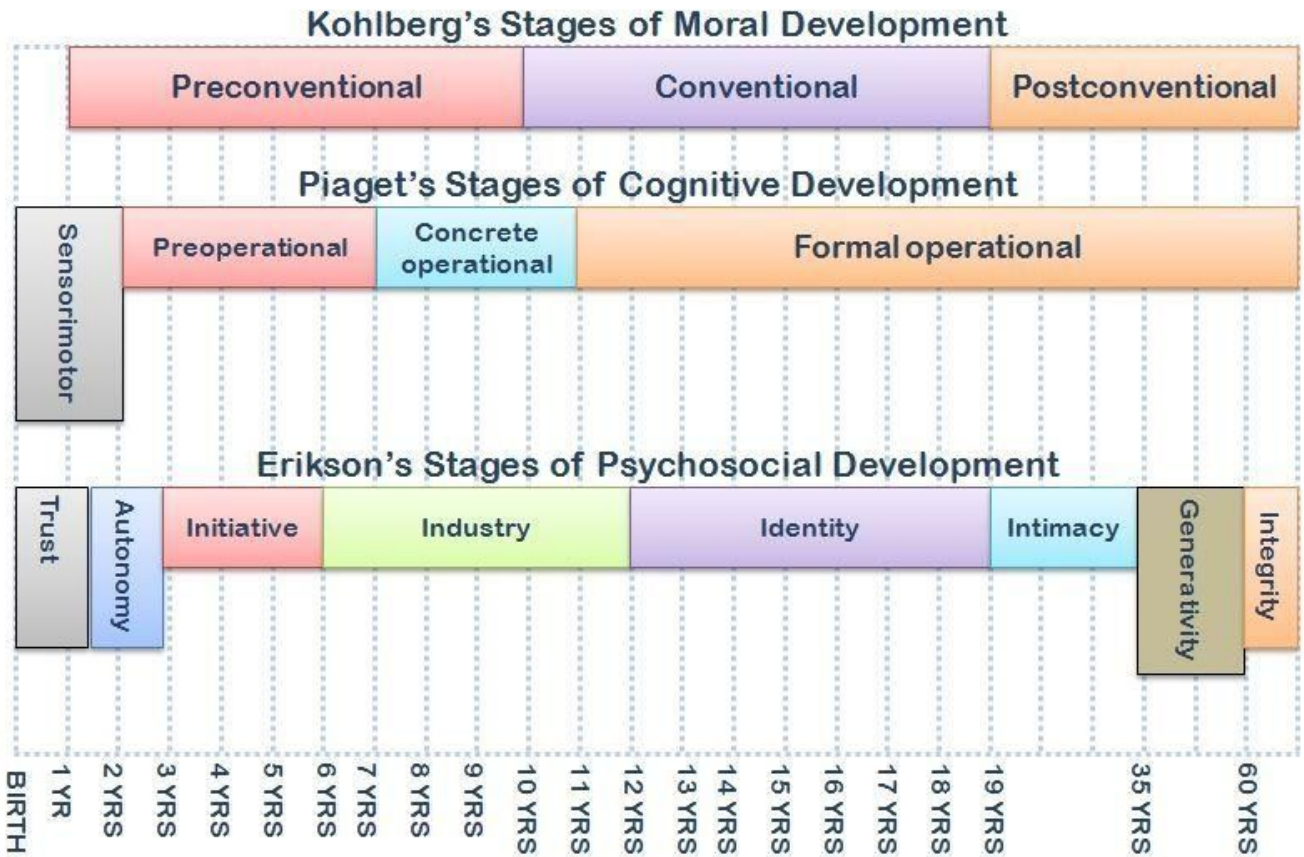


Erikson's Psychosocial Stages Summary Chart

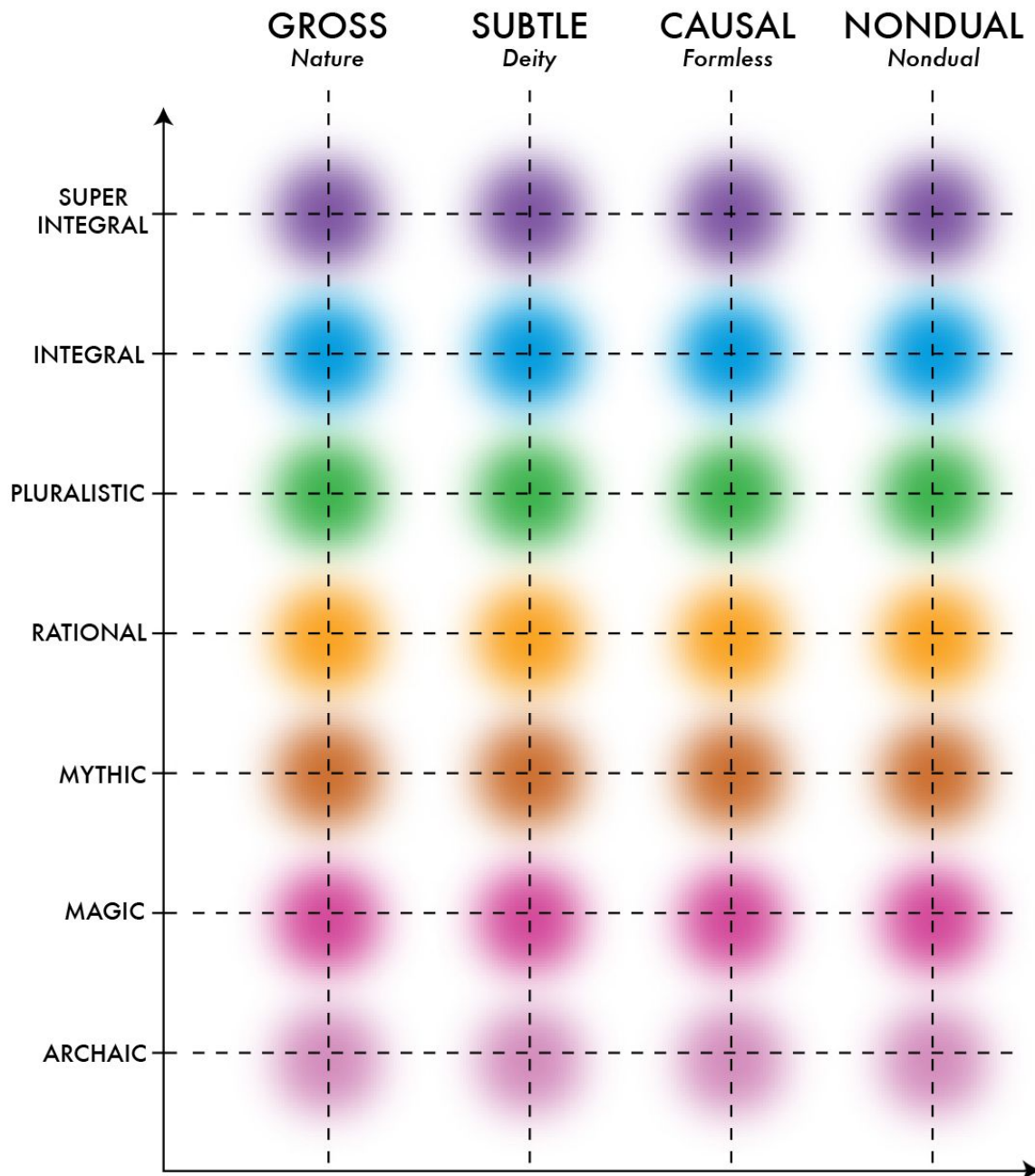


Stage	Basic Conflict	Important Events	Key Questions to be answered	Outcome
Infancy (0 to 18 months)	Trust vs. Mistrust	Feeding/ Comfort	Is my world safe?	Children develop a sense of trust when caregivers provide reliability, care and affection. A lack of this will lead to mistrust.
Early Childhood (2 to 3)	Autonomy vs. Shame and Doubt	Toilet Training/ Dressing	Can I do things by myself or need I always rely on others?	Children need to develop a sense of personal control over physical skills and a sense of independence. Success leads to feeling of autonomy, failure results in feelings of shame and doubt.
Preschool (3 to 5)	Initiative vs. Guilt	Exploration/ Play	Am I good or bad?	Children need to begin asserting control and power over the environment. Success in this state leads to a sense of purpose. Children who try to exert too much power experience disapproval, resulting in a sense of guilt.
School Age (6 to 11)	Industry vs. Inferiority	School/ Activities	How can I be good?	Children need to cope with new social and academic demands. Success leads to a sense of competence, while failure results in feeling of inferiority.
Adolescence (12 to 18)	Identity vs. Role Confusion	Social Relationships/ Identity	Who am I and where am I going?	Teens need to develop a sense of self and personal identity. Success leads to an ability to stay true to yourself, while failure leads to role confusion and a weak sense of self.
Young Adult (19 to 40)	Intimacy vs. Isolation	Intimate Relationships	Am I loved and wanted?	Young adults need to form intimate, loving relationships with other people. Success leads to strong relationships, while failure results in loneliness and isolation.
Middle Adulthood (40 to 65)	Generativity vs. Stagnation	Work and Parenthood	Will I provide something of real value?	Adults need to create or nurture things that will outlast them, often by having children or creating a positive change that benefits other people. Success leads to feelings of usefulness and accomplishment, while failure results in shallow involvement in the world.
Maturity (65 to death)	Ego Identity vs. Despair	Reflection on life	Have I lived a full life?	Older adults need to look back on life and feel a sense of fulfillment. Success at this state leads to a feeling of wisdom, while failure results in regret, bitterness, and despair.

STAGE THEORIES OF KOHLBERG, PIAGET AND ERIKSON



Wilber/Combs Model of State and Stage Growth: two dimensions of growth interact. Optimal occurs when both are highly developed.



- The entrepreneur's quandary: how is all of this focus on growth relevant? Especially in emerging economies where livelihood is not assured, is this not a luxury for the affluent? How is it pertinent for a pragmatic business leader?
- Everything, especially business, has to transform. For this to happen, business leaders need new ways to imagine their futures and their businesses' futures.
- States and stages: the level of development across these two dimensions are the primary drivers of how people envision what is important and possible.

End of Lesson Summary:

- *"We cannot solve our problems with the same level of thinking that created them."* Albert Einstein
- State growth: "waking up"; becoming more aware of our psychological and spiritual subjectivity and creating greater self-renewal of optimism and energy.
- Stage growth: "growing up"; becoming able to inhabit more complete, comprehensive perspectives on reality, with less cultural or psychological bias.