ESRAD

European Society for Research in Adult Development

ONLINE CONFERENCE
April 23rd to 25th 2021

List of abstracts

Session: Growth in leadership, organisational and societal contexts (1a)

Title: The pre-trans fallacy in German European and identity politics

Presenter: Elke Fein

Abstract: The concept of the so-called pre-trans fallacy has been coined by Ken Wilber for describing confusions of different stages of development due to a lack of distinction between actual (verbal) behaviors and their structural complexity. It is a way of describing the fact of mistakenly qualifying a person or their behavior as either higher or – in this case – lower in stage than they actually are, because the evaluator themselves has no access to the respective higher stage. Therefore, they base their evaluation on certain externally observable, behavioral indicators while disregarding the complexity of their specific motivations or justifications.

The paper argues that this kind of stage confusion is a very common phenomenon in European politics and in political discourses about important aspects of these. It aims to show that some of the polarization that has emerged around key issues of European politics is at least partly due to pre-trans fallacies in political discourse.

Developmentally informed discourse analysis, focusing on the German debate about the Euro crisis and the Greek bailout.

The paper demonstrates how developmental perspectives can bring more light into debates around populism and national identities, looking at how blind spots in mainstream discourse co-produces "populist" responses.

Developmental perspectives should be included into discourse analytical approaches in order to address the dimension of complexity of framing and making sense of problems and of reasoning about them. This is understood as a contribution to a "next generation" and novel quality of policy-making.

Title: Organizational Culture and Evolution: A Vertical-Multiparadigmatic View

Presenter: Janne Korhonen

Abstract: Background and Aim: Leadership and culture are fundamentally intertwined. Leaders play a critical role in "reinventing" organization through symbols, values and beliefs. In this presentation, leadership culture is seen from a vertical and multiparadigmatic perspective, integrating theories of cultural development with stage-based evolutionary models of organizational development. It is suggested that each stage is concomitant with a distinct value and belief system that is requisite to address the requirements in the given stage of evolution.

Method: This presentation is based on secondary data collection methods and premised on the foundation laid out in the author's doctoral dissertation work. The theoretical analysis is interdisciplinary, constructive and metatheoretical in nature.

Results: The presentation puts forward the notion of Vertical Multiparadigmatism: the conflation of organizational and cultural evolution, in particular, and the structure of social organizing and metaphysical paradigms, in general.

Discussion and Implications: The presentation exhibits a unique integration of organizational theory, adult developmental psychological theories, and philosophy of science. It extends the multiparadigm perspective on scholarly inquiry by explicit recognition of the vertical dimension.

Title: Transformational change by a post-conventional leader – two studies focusing on transformational change and leadership.

Presenter: Eva Norrman Brandt

Abstract: Background: Few change initiatives reach their targets and few change processes are described. Postconventional leaders seem to be more successful when leading transformations but relatively few empirically supported studies are presented. Aim: Understand how a transformational change process evolved and what impact a postconventional leadership had on the transformation.

Method: A retrospective analysis of a successful change process. An interactive research, semistructured interviews with 19 individuals, asking about their views on the change journey and the leadership. Meetings and dialogue with leaders from the organization took place. Observations from feedback meetings with leaders were included in the analysis. Results were analysed using a time ordered display identifying key events, interpreted by a theoretical lens determining the type of change over a period of 10 years. A thematic analysis was used in the study focusing on leadership.

Findings : This was a transformational change caused by external pressure, supported by visionary and involving leadership. Dispersed power and mandate to employees created a cultural change. Innovation was encouraged giving 22 employees 20% of their working hours room to find new solutions to strategic issues in the organization. Increased productivity, new organizational design and increased employee satisfaction was documented.

Implications and discussion: The results provide insight into the processes of transformational change. Increased prevalence of transformational change calls for new organizational competencies and altered roles for leaders and employees. There is a need for new ways of developing competence and new recruitment policies for leaders. This case presents unique empirical evidence of a successful cultural transformation led by a leader using post-conventional principles. The findings can inspire change leaders.

Session: Round-table discussion: Perspectives on adult identity development (1c)

Presenter: Fanny Gyberg, Gustaf Glavå, Caroline Järdmo & Ylva Svensson

Abstract: Identity development is an important psychosocial task not only in adolescence but also in adulthood since it provides the individual with a feeling of continuity between past, present and future (Erikson, 1968). This means that the identity continues to grow and develop in adulthood and that issues pertaining to the identity are important to adult development (Fadjukoff & Kroger, 2016). Identity issues can be examined in many ways and this roundtable discussion will address how to examine adult identity development from different perspectives and what can be gained by examining adult identity in this way. Four researchers in a roundtable discussion format will describe how their perspective on adult development focusing on identity and adult development. The panel will discuss three main questions: 1) how do you explore identity among adults? 2) why do you use this identity perspective on adult development? and 3) what can your perspective on identity and tell us about adult development? The panel of this roundtable discussion consist of four researchers who explore adult identity from different perspectives. Fanny Gyberg (University of Gothenburg) conduct mixed methods research on how young adults configure their work and family identities to a workable whole. Gustaf Glavå (University of Gothenburg) studies the lifespan development of fathers' involvement in their children's life's and its relation to identity-bearing factors. Caroline Järdmo (University of Gothenburg) studies the importance of close relations for the identity of young adults. Ylva Svensson (University West) explores ethnic identity development of young adults from different backgrounds, mainly by analyzing written narratives and mixed methods. Py Liv Eriksson conducts research on challenging experiences and their impact on adult identity development.

Session: Developmental interventions in an educational context (2a)

Title: Evaluating the REP-S brief resilience intervention for students in higher education: A multi-study mixed-methods programme of research

Presenter: Oliver Robinson

Background and aim. In partnership with students at the University of Greenwich, we have designed an innovative pre-emptive intervention designed to help students learn ways of coping with stressors and increase their trait resilience. There is a lack of such interventions designed for students, and few rigorous published studies evaluating any. This presentation summarises three empirical studies that contribute to a mixed-methods evaluative assessment of the Resilience Enhancement Programme for Students (REP-S).

Methods and Results. In the first study, a randomized control trial was conducted, findings from which showed participating in the intervention was associated with decreased perceived stress, decreased trait neuroticism and enhanced self-esteem over a period of 1 month. The second study, a within-subjects correlational design, found that engagement with the intervention predicted lower perceived stress after 1 month. In the third study, qualitative data of two kinds (written vignettes and focus groups), provided evidence that the intervention led to positive changes including reports of sleeping better and dealing better with assessments, interpersonal challenges and placements.

Discussion and Implications. The outcome of this programme of research is that the REP-S appears to be a promising candidate for being a transferable pre-emptive intervention to boost student resilience and so enhance their experience of life at university and their likelihood of getting a job. A number of suggestions emerged from students on improvements to the intervention, which will be discussed. I will also discuss the relative merits of different methods of evaluating interventions.

Title: Wisdom and ethics with Socratic dialogue– training university students in information technology

Presenter: Eeva Kallio, Anu Virtanen & Hannakaisa Isomäki

Abstract: THEORETICAL BACKGROUND

Wisdom is shortly defined here as (complex and heterogeneous) psychological concept focus on *ideal behavior of human in given circumstances. Firstly*, it has several components, as multi-perspective and contextual-integrative thinking (Grossmann, 2017; Kallio, 2020), positive emotions (empathy, compassion) (Goetz, J. L., & Simon-Thomas, E., 2017), will for self-transcendence as for service for greater good (Aldwin, Igarashi & Levenson, 2019) and ethical action (Sternberg, 2019). Wisdom is based on experiential learning which has created rich tacit- and in some form, expertise knowledge and *phronesis*, i.e., practical wisdom (Tynjälä, Kallio & Heikkinen, 2020).

Secondly, wisdom can be understood along different dimensions, as God-given vs. human, implicit vs. explicit, personal vs. general, personality vs. context-dependent and theoretical vs. practical dimensions.

Socratic dialogue refers to dialogue technique, firstly used in so called philosophical practices and lately also in several psychotherapies. Nelsonian Neo-Socratic dialogue is one form of it.   It is structured group dialogue, led by facilitator on selected topic. It is based on the experiences of the participants, not on theoretical knowledge. The aim of discussion is to overcome subjective experiences and tackle them on philosophical meta-level (e.g. our assumptions, values and norms), and final goal is to get in agreement of short definition of the topic discussed, accepted by the whole group. (Nelson, 2004)

Information technology is constantly in our lives, and it has also became more and more concealed in everyday life. It has great potential but it can also be used unethically. Thus, as a working-life skill ethical decision-making regarding information technology is demanded of the professionals and students studying the field.

The research project aims to tie together all three fields, i.e. wisdom research, ethical decision-making and information technology. The major research question is how to train IT-students for wise ethical decision-making by using of neo-Socratic Nelsonian dialogue.

SUBJECTS & METHOD

Project has been implemented in University of Jyväskylä, Finland, from 2019 onwards as a part of studies conducted in Wisdom and Learning-research group at the FIER institute. The training was held in the group of information technology students (N=13, divided to 2 groups), who were studying IT methodology. Workshop on ethics was included with it as obligatory course session, and it was held as Socratic group dialogue by professional philosophical practitioner (separately to both groups, lasting about 3,5 hours). The observer (senior researcher of IT) collected data during the Socratic dialogue session. Analysis of the data will be conducted with qualitative, content-based hermeneutical methods and will be reported internationally 2020-2021.

DISCUSSION & IMPLICATIONS

The main question –how Socratic dialogue can facilitate wisdom and ethical decision-making in university IT students' group- will be pondered in 2-3 articles internationally and also in Finnish. Results of studies to teach wisdom have been contradictory so far, and our intention is to try understand more deeply the "mechanics" and ways how creation of wisdom is possible in group. Secondly, our increasingly IT-based societies, ethical understanding of using it ethically is and will be question of importance in future.

Title: Life narratives as a catalyst for learning in adult functional skills English classes: an English perspective on the concept of Bildung

Presenter: Garry Nicholson

Abstract:

This action research project is the inspiration for a postgraduate research study which considers the place of Bildung (self-formation) in the English adult education system. The focus group was unemployed women aged 19-30 in a functional skills English class. The venue was a community centre situated on a social housing development located in a large city in North East England. Multiple social and economic factors contributed to educational underachievement in the neighbourhood, resulting in 30.3% of the population having no formal qualifications. The research aim was to document the transformative nature of a learning sequence that comprised of a series of life narrative writing and story circle activities designed to allow the women to write, reflect and talk freely about the past challenges that they had experienced. The narrative inquiry approach taken documented the critical incidents which enabled the women to challenge their own cultural norms of educational antipathy and under achievement. The exploration of self that resulted from these activities proved to be the catalyst for the group successfully completing the course, redefining their future goals and developing effective learner behaviours within a group structure that became increasingly autonomous and inclusive.

This study raises questions about the lack of scope in the current adult functional skills curriculum for holistic development. Many of the person-centred principles of andragogy are becoming less prevalent in an adult learning landscape that increasingly focuses solely on the need to increase human economic capital and be 'functional'. This research suggests that that there is an alternative educational paradigm that lends itself better to lifelong learning and that perhaps the European philosophical concept of Bildung should enter the English discourse as a more holistic approach to adult education.

Session: Ego development (2b)

Title: Ego Development and Conceptualization of Inclusion: Consequences for Higher Education

Presenter: Alexander Leuthold

Abstract: Background and Aim: The study investigates how (prospective) educationalists deal with the concept of inclusion together with their implementation of potential strategies. How can they be adequately educated and equipped for their future responsibility given that universities are inhomogeneous fields in terms of ego development. Method 137 students from various educational courses (BA and MA) were presented with a fictive scenario set in the future in which they were provided with almost unlimited power and their task was to present how they would act as officials responsible for inclusion in the city of Erfurt. In addition, they completed a variant of the WUSCT, by means of which rating of the participants' ego-developmental level could be achieved. Based on this rating procedure, the written assignments were clustered according to their level of development and then qualitatively analysed.

Results: Quantitatively, the results display a conventional ego development of up to over 90 percent in a dispersed distribution ranging from ego-developmental stages E4 to E7, and with a modal value of E5. Qualitatively, characteristic conceptualizations emerge with regard to the structure, style and content for the four identified stages. The development ranges from a confused and fragmentary stage (E4) via a selectively differentiated stage (E5) and a systematising stage (E6) to a stage inaugurating processes within the (E7) conceptualisation of inclusion. The formation of meaning is adopted from the social environment up to the early conventional developmental stage (E4) before an independent formation of meaning emerges, which is disengaged from the social environment (E5, E6) and finally, to the stage where an alteration in the formation of meaning can be initiated within the context of other individuals (E7). With regard to heterogeneity, a similar process at the level of conceptual thought displays a generally increasing capability to cope with heterogeneous concepts, to deal with and produce conceptual facets (E5), to integrate diverse concepts (E6) and finally to adapt and apply them in a creative and relevant fashion (E7). In total, determined by the limitations of their own ego development, around 60 percent of the students are (still) not in a position to be able to conceptualise strategies of inclusion-related measures in a coherent way. Discussion and Implications The results clearly demonstrate that higher education can be seen as a field for personality development. From this point of view, it is obvious that pedagogical approaches should be promoted in higher education, which go beyond the understanding of professional competence as a horizontal increase in knowledge and skills and which deal with and further vertical development by a concept based methodology

Title: Repeated narration in the work domain among young adults

Presenter: Caroline Järdmo, Ann Frisén & Maria Wängqvist

Abstract: Background and Aim

The stories people tell about their present, past and future selves are highly important for identity development (McAdams, 1985; Kroger & Marcia, 2011), not least in adulthood. To maintain ones identity as a subjective coherent sense of self, continuous over time, the identity also needs to be reworked and developed throughout life in response to new experiences (Erikson, 1968; McAdams, 2013). Aspects of both stability and change are important in identity defining narratives (Adler, 2019). One way of examine stability is by examining repeated narration over time. Little is known about the number of repeated narratives within contexts salient to identity, e.g. occupation. The aim of this study is to examine the presence of repeated narratives in the occupation domain.

Method

36 young adults were interviewed at age 25, 29 and 33 using the occupational domain of the Identity Status Interview. A codebook was developed to find narratives and to indicate if they were repeated. Reliability coding of number of narratives per interview occasion and number of repeated events across occasions indicated good reliability.

Results

All participants told a narrative in at least 1 of the 3 interview occasions, varying between 1 and 9 narratives per interview with a mean of 3 narratives. All participants repeated at least 1 narrative over 2 or more interview occasions, varying between 1 and 5 with a mean of 2,4 repeated events. Most common was to repeat over all 3 interview occasions (33 narratives), followed by repeating between ages 25 and 29 (20 narratives), 25 and 33 (17 narratives) and lastly 29 and 33 (15 narratives).

Discussion and Implications

Results show that there is a high presence of narratives that are repeated over time when young adults are interviewed about their occupation, with repetition over all interview occasions being most common, indicating a high degree of stability. Forthcoming research will investigate identity defining changes in stories that adults repeat over time.

Title: Covid 19 – A Developmental Case Study

Presenter: Roman Angerer

Abstract:

Topic of Focus: The presentation focuses on the way people at different stages of Ego-Development (from Conformist to Unitary) interpret and make sense of the recent so called Covid-19 pandemic and related issues – like the rights of politicians, the workings of conscience, the nature of a virus, the meaning of life and death, and the treatment of sick people.

Background and Aim: The question behind the study was: are there certain themes, that appear in the public discussion around Covid-19, that can be pinned down to come from specific stages of adult development or whether there is an evolution of certain themes or sudden shifts in thinking.

Method: To gain insight into these questions a modified version of the Washington University Sentence Completion Test was used. It included new sentence stems like "The thing, I am most concerned regarding Covid-19…", "The Corona-Virus means for humanity" or "the duties and rights of politicians in time of SARS-CoV-2…".

Results: The study has shown that, within a group of 69 participants, there was no stage that was clearly pro or contra political actions nor clearly denying or accepting the fact of a pandemic. However, later stages have shown the tendency to move from mistrust, struggling with uncertainty, unidirectional thinking, and taming down one`s emotions towards increasing consideration of multiple perspectives, including the value of psychological versus physiological health and nonlinear and long-term outcomes of measures taken. With 7 participants responding at the so-called Construct-Aware or Unitary Stages of Ego-Development universal patterns and complex discourse ethical considerations have become transparent that seem to be active in how people at the earlier stages are constructing our lived reality within this crisis.

Session: Workshop: The politics of growing up (2c)

Presenter: Bettina Geiken & Elke Fein

Abstract:

Background and Aim: The Covid 19 pandemic has made even clearer that we as a (global) society need to transform our ways of thinking and acting together, based on a new understanding of interconnectedness and mattering (O'Brien). AD-theory, as well as applied complexity theory such as the Cynefin framework have long prepared the ground for more complex approaches to deep social transformation. Now is the time to implement what we've learned and to put it in service of our global society. The workshop gives a brief overview of core concepts and principles of both developmentally and complexity informed approaches asking how they can inform each other. Participants are invited to engage in an individual and collective (self) inquiry into the implications of a complex/meta-systematic/integral worldview for responding to the challenges we are facing. One aspect of this is the skill to hold both developmentally informed approaches and ones that explictly do not take a development perspective on human systems without having to resolve this polarity. The workshop shares insights from the EU-funded Leadership-for-Transition- Politics project and invites input to the project's ongoing inquiry into the principles of an integral, more holistic paradigm of doing politics.

Method: Practical exercises: developmental complexity, system seeing itself, applying the Cynefin framework to relevant topic: Working with the tension between predictability/ unpredictability. Explore how different development levels influence the ability of invididuals and the system to handle, navigate and or thrive in complex contexts. Provide an experiential grasp of how to bring more depth and more commitment to citizenship and socio-political activism beyond "politics as usual".

Discussion: Developmental and complexity perspectives have much to offer in terms of a paradigm shift in politics based on smarter ways of making sense of our global problems. This is understood as a contribution to a "next generation" and novel quality of policy-making.

Session: Crisis, wellbeing and growth in context (3a)

Title: Study-related well-being and the effect of Covid-19 lockdown among science students

Presenter: Liisa Myyry

Background and aim: Higher education students' well-being is a current topic, especially due to the Covid-19. Research often deals with lack of well-being, study-related burnout, a syndrome of emotional exhaustion and the development of a cynical attitude towards one's studies and feelings of inadequacy (Salmela-Aro, Kiuru, Leskinen & Nurmi, 2009). The aim of this study is to examine how students themselves perceive what factors support their well-being, and how the Covid-19 lockdown has affected their well-being.

Method: 300 science students responded to a questionnaire at the end of their first study year in spring 2020 consisting of open-ended questions: "In your experience, which features or factors related to studying or teaching have supported your well-being?" and "In what ways have the exceptional measures caused by the Covid-19 epidemic affected your well-being? A qualitative content analysis was used to analyse the data.

Results: From the factors supporting well-being 11 categories were identified. The most typical factor (32 % of the comments) was working together, followed by flexibility in teaching, clear course structure, and feedback from teachers and peers. From the responses of how the lockdown has affected well-being, almost 70 % were negative, such as fair of failure, self-regulation problems and missing the social contacts. Only some positive or no effect (14 % and 17 % respectively) comments were presented.

Discussion and implications: The results indicate that social contacts and interaction with peers and teachers are essential factors of well-being in studying. There were also some differences between study programmes in the answers. Implications for teaching – how to support development of study-related well-being, are discussed in more detail the presentation.

References

Salmela-Aro, K., Kiuru, N., Leskinen, E., & Nurmi, J.-E. (2009). School burnout inventory (SBI) −Reliability and validity. European Journal of Psychological Assessment, 25(1), 48–57.

Title: The Existential Crisis Predicts Anxiety and Depression

Presenter: Mansi Shah & Michael Lamport Commons

Abstract: Background and Aim: The Existential crisis occurs when an individual question whether their life has meaning, purpose, or value. One of the major purpose of the study is to investigate the relation among Existential Crisis, Anxiety, and Depression. This presentation turns to systematic findings from different areas within psychology in order to analyze how and why behavior change takes place, the three periods of development, and what crisis occur in each period in one's life.

Method: A convenience sample of 116 participants was collected across Nepal out of which 100 participants completed the entire study. Three instruments were administered: Existential Crisis Instrument, Depression Instrument and Anxiety Instrument.

Results: Existential crisis was a strong predictor of Anxiety and Depression. The results indicated a statistical significant correlation between Existential crisis and Depression $r = .483$, $p < .01$. The correlation between Existential crisis and Anxiety was $r = .364$, $p < .01$ and the correlation between Depression and Anxiety is $r = .610$, $p < .01$. The overall for existential crisis predicting anxiety and depression is $r = .457$. The results of the regression indicate that the model explained 20.9% of the variance and that the model was significant, $F_{(2,89)} = 11.734$, $p < .000$. In the Factor analysis, there was only one factor predicted, which means the crisis is eliciting anxiety and depression.

Discussion and Implications: Psychological factors such as anxiety and depression were strongly predicting outcomes of existential crisis. Existential crises should be interpreted as a route to discovering meaningfulness in life through successful resolution. Failure to resolve such crises is explored within the scope of a person's inability to attain meaningfulness in their life, anxiety, and depression. This study may spread awareness to more and more people experiencing depression and anxiety.

Title: Threats and challenges toward growth in changing work contexts: the point of view of professionals involved in career guidance and counselling and human resources in enterprises

Presenter: Teresa Maria Sgaramella & Lea Ferrari

Abstract:

Background and aim. The world of work is currently facing global trends that include demographic change, forthcoming digitization, and individualization, economic crisis, global competition, skills shortage. Additionally, the actual pandemic challenges invest in the working lives of millions of adults. Several potential threats increasingly pressure organizations and employees all around Europe.
The study reports the results of a survey promoted by the Erasmus+ project CONNECT! (connect-erasmus.eu). It explores needs and challenges foreseen by professionals involved in career guidance and counselling (CGC) and human resources (HR) in enterprises, that is professionals responsible for the well-being, participation, and growth of adults in their work roles.

Method. The survey was completed by 15 HR and 14 CGC counselors and coaches who work for Italian industries in diverse sectors, from social services to public institutions. It was focused on the professional actions they carry out, the requests workers make, hence the needs and the challenges they foresee.

Results. Several themes emerged from qualitative analyses dealing with: Converging of personal and professional spaces, with the challenge of revising the link between personal and professional growth; Commitment in managing complexities and uncertainty, but also coping with unexpected situations; Undertaking social responsibility when having leadership roles with the need of developing a vision about the future; Commitment in dealing with social justice and sustainability issues; and finally, Transforming COVID-19 issues and threats into opportunities to use certain tools at the best, open borders and give voice to employees.

Discussion and Implications. The pandemic may result in lasting effects on adult development (Schrack et al. 2020). Individuals and organizations can counter such effects. Themes emerged go beyond and confirm the relevance of rethinking and reinventing learning, working a contemporary understanding of adulthood and highlight some potential directions for professionals to address issues of adults in their work contexts.

Session: Emerging adulthood, relationships and culture (3b)

Title: Navigating from Emerging to Established Adulthood in India

Presenter: Deeya Mitra & Jeffrey Jensen Arnett

Abstract: Individuals are active agents of their development and change (Greve, Rothermund, & Wentura, 2005; Lerner, 2001), especially so during the early stages of adulthood when they have acquired sufficient resources and have the autonomy to explore and experiment (Arnett, 2000). This period, hence, becomes an important time to promote effective ways of self-regulation.

Research from India is understudied and underrepresented. Today, Indians face the challenge of navigating individual advancement amidst the need to preserve group identity and familial traditions (Rao et al., 2013). Thus, the domains of self, relationships, and work are often interrelated, and the nature of cultural norms and resources are constantly in flux. The demand for culture increases with age to maintain high levels of functioning (Baltes, 1997). In India, with increasing nuclear families – physical and emotional support for aging parents is reducing This may impact the emerging and established adult populations much differently than those in other cultural contexts, primarily because of the nature of societal expectations.

This study explores how individuals in urban India regulate their development and navigate through emerging adulthood into a more established adulthood. Secondly, using the model of developmental regulation (Freund & Baltes, 2002), the findings of this study will illuminate how individuals in India adapt to their environment in regulating their own development amidst a family-centered culture.

Method and Results: Data collection is currently ongoing. Fifty interviews will be analyzed through an iterative and reflexive process using thematic analysis (Braun & Clarke, 2006). A proposed hybrid adaptation will be used with both inductive, to look for themes within the data, and deductive, applying the SOC model as a framework to analyze the data.

Discussion and Implications: The findings of this study will explain how Indian emerging adults select and prioritize goals and eventually pursue them in established adulthood.

Title: Professional development and relations with grandparents of young adults

Presenter: Marina Petrash & Olga Strizhitskaya

Abstract:

Introduction. Development in the profession starts from the moment a young person is included in the educational process. Analysis of modern research has revealed a lack of data on the contribution of progenitors to the professional development of young people. We assume that the characteristics of relationships with grandparents can perform both a supportive function and act as a stressor in the context of occupational development.

Methods. Emotional attitude to future professional; Questionnaire "Factors of professional development" (FPD); Semantic differential (SD) "Intergenerational relationships"; Special profile. Participants: 338 young adults aged 17- 20 years.

Results. Regression analysis showed that favorable, activity (SD-activity) relations with grandparents were positively correlated with a satisfaction with professional life, FPD-adaptation, dedication, self-control of behavior and recover; with positive attitude towards professional future.

On the other hand, strength relationships with grandparents (SD-strength) were negatively correlated with factors of professional development: adaptation and occupational satisfaction and positively with negative attitude towards professional future.

Title: Uncovering Cultural Roots: A Mini-Daily Diary Study of Trait and State Cultural Values, Parenting Practices and Well-Being in Emerging Adults

Presenter: Amanda Faherty

Abstract:

The construct of culture has captivated researchers for decades, however there is a general lack of consensus on the definition, a reliance on studies that utilize a "box approach" to culture, and a lack of understanding of how culture interacts with parenting practices across developmental periods, but also a lack of research on sociocultural variations in emerging adulthood. In an effort to address these gaps, a microsystem model was adopted5 for a mini-daily diary study [surveying U.S. emerging adults (see Table 1) at three different time points over the course of a week] to conceptualize culture at the microlevel, at both trait and state levels, and investigate how daily cultural values, experience of parenting practices and emerging adult well-being predict and relate to each other over time (See Figure 1).

Results suggested complex relations between the constructs, with greater cultural values predicting lower emerging adult psychological well-being (T2), greater EA psychological wellbeing (T2) predicted less positive perceived parenting practices (T3), and greater endorsement of cultural values (T2) predicted more positive experiences of parenting practices (T3). Findings also demonstrated the importance of studying trait and state culture independently. See Table 2 and Figures 1 and 2. Consequently, the findings from this study give further support to studying culture at the microlevel and as imbued within parenting practices. Results highlight the need for the field to utilize different methods and conceptualizations to measuring culture as a dynamic construct that has a transactional relation with parenting practices. This has large implications for understanding the value of parenting practices in relation to promoting emerging adult wellbeing for scholars, practitioners, and parents alike.

Session: Discussion session: Can Dialectical Thinking Help Us Bridge Our Political Divides? (3c)

Title: Internal Relations as the Basis of Dialectics

Presenter: Thomas Bidell

Abstract: Dialectics or dialectical logic has long been associated with the concept of development. But how can we determine when to consider a theory or intervention "dialectical?" This question is particularly important in applied contexts such as education, psychotherapy, and political discourse. Traditionally various formulas have been advanced such as the triad of "thesis-antithesis-synthesis." This formulation is not wrong, but it is essentially an abstraction or generalization of a more fundamental way of understanding dialectics: Hegel's philosophy of internal relations. In contrast to the concept of external relations, in which parts pre-exist relations and must be brought into relation by an external force, the philosophy of internal relations takes parts of natural wholes to be essentially related from the start. The concept of internal relations has a long history, but it was Hegel who first systematized it and made it the basis of dialectics. In Hegel's system, the concept of internal relations entails two essential notions: inter-participation and self-movement. Because the parts of a system both inter-participate and are self-moving the parts can come into conflict or "contradiction." This can lead to what Hegel termed an "Aufheben," the process of simultaneously breaking down a system, preserving the essential parts of the system, and reconstituting a new, more inclusive system, resolving the contradictions. The philosophy of internal relations can serve as a meta-theoretical framework for analyzing developmental theories and practices. A generalization like thesis-antithesis-synthesis can be useful on a descriptive level but when it comes to applying dialectics to change in the real world, we must go beyond what Lenin once called the "empty dialectical scheme" of the triads, and penetrate to the underlying dynamic mechanisms driving contradiction and reconstruction: the internal relations of the concrete system.

Title: Political Discourse as a Context for Adult Development: The Importance of Dialectical Thinking and the Recognition of Internal Relations

Presenter: Michael Basseches

Abstract: Background and Aim: Recognition of internal relations is a central aspect of dialectical thinking. The definition of "dialectic" that the author used for his research on the development of dialectical thinking (Basseches, 1984) was "Dialectic is developmental transformation (i.e., movement through forms) that occurs via constitutive and interactive relationships," Here, the word "constitutive" is used as a synonym for "internal" to make explicit the internal nature of relationships. This presentation begins with explanation and illustration of the role of internal relations in dialectic and ends with exploring the importance of internal relations for understanding political discourse as a context for adult development. Method: The author's empirical research entailed open-ended interviews with college freshmen, seniors and faculty members beginning with the question: "How would you go about formulating a conception of the nature of education." Data analysis was based on the dialectical schemata framework, which operationalized dialectical thinking as the coordinated use various different schemata (patterned moves-in-thought which could be recognized in dialogue transcripts). Results: The schemata most relevant to internal relations will be described and examples of research subjects' use of these schemata will be provided along with quantitative data regarding their use. Discussion and implications: The importance of internal relations for understanding political discourse as a context for adult development will be explored. From an internal relations perspective, it makes as much sense to say that "relationships have people," as that "people have relationships." This applies both to affinity relationships that shape individuals' developing identities and ideologies, and to political conflicts in which disequilibrated relationships exist among collectives in conflict. Conflict

relationships have the potential to be transformed in ways that further develop the identities, ideologies, and dialectical thinking capacities of the parties just as affinity relationships do. Illustrations of internal relations using various political conflicts will be provided.

Title: Bridging Political Divides through Dialectical Engagement

Presenter: Michael F. Mascolo

Abstract: In recent years, political discourse has become increasingly polarized – at least among partisan elites. In this context, debates, elections and political organizing increasingly function as zero-sum games – one party wins at the expense of the other. Bipartisan solutions to political problems are rare; even when they occur, compromise is typically seen as the best possible outcome for resolving disputes. Dialectical engagement provides an alternative to zero-sum politics. In dialectical engagement, political opponents are understood as dynamically coupled (internally related) systems that "make each other up" as they relate to each other. Resolving political conflict occurs through the dialectical integration of opposites. Dialectical engagement proceeds in a series of steps. It begins with processes designed (a) to recognize and appreciate the dignity, humanity and experience of opposing parties. The process then (b) seeks to identify unmet needs that motivate different political positions in political opponents, and to create novel ways to meet those needs without capitulation from either constituent. The process builds toward (c) dialectical problem-solving, a process in which opponents identify rather than circumvent opposing beliefs and ideological concerns. Against the backdrop of trust earned over the process, parties seek to identify "kernels of truth" – however banal or insignificant – in the beliefs of the other. Each party seeks to modify existing beliefs in response to the "kernels of truth" identified in the other. The process of Aufheben occurs slowly through the differentiation and integration of opposing systems of belief. As elements of each party's ideological systems become differentiated in response to truths found in the other, newly differentiated beliefs are integrated into higher-order systems that resolve initial conflicts. The effectiveness and difficulties that arise through this process are illustrated using examples of dialectical engagement from adult participants who have undergone long-term guided instruction in dialectical political engagement.

Session: Later life: Dementia, elder abuse and loneliness (5a)

Title: Adult Development in the Field of Dementia Care

Presenter: Bettina Wichers

Topic of focus: Adult development in different contexts in the field of dementia, especially in working with people with dementia as with the professional caregivers.

Background and Aim: I work in gerontopsychiatric care with people with dementia, their families, and caregivers, and for many years have used an integral approach and adult development models for better, more precise guidance and deeper understanding of the dynamics. In my presentation, I highlight some aspects of dementia in the context of adult development.

Method: I have been using adult development models for many years to understand the regression of people with dementia and to figure out the appropriate living arrangements for them within a nursing home, and I used adult development models also in the adequate guidance of caregivers. I'll also show some initial glimpses of data from a small study we did with Terri O'Fallon, looking at people's perspectives on dementia and how they construct this phenomenon. Here, from sentence completions to six sentence stems on dementia (within a larger sentence completion test), the first interesting findings emerge despite a very small sample.

Results: Increasing awareness about adult development has changed my work in training and supervising care professionals and has led to more accuracy in appropriate caregiver guidance, which I will show with some examples. The sentence completions can lead to approaches on how training measures and supervision can be adapted even more appropriately to the respective given situation among caregivers.

Title: Elder abuse as a social exchange: the role of cognition, functionality and social skills

Presenter: Joao Fundinho

Abstract: The theoretical explanation of elder abuse has often been overlooked in the literature of mistreatment. Social exchange theory is one of the many approaches used to explain elder abuse and conceptualizes it as an exchange between two persons. Lacking resources to contribute to the relationship leads to unbalanced relationships, characterized by lack of power to manage the transactions and increases the odds of being cheated in the exchange. In this study, we tested some of these predictions by considering cognition as fundamental to the production of resources and daily functionality and social skills as determinants of interpersonal power/dependency.

We collected data from 62 older adults (40 females) between 64 and 94 years old (M=79.44, SD=8.617), that frequented day-care facilities. All participants screened negative for cognitive deficit. Four different cognitive abilities were measured: episodic memory, perceptual speed, verbal fluency, and executive function. Plus, specific social skills and daily functioning was assessed.

Results showed that cognitive indicators relate differently to distinct types of abuse. Perceptive speed and phonemic fluency are the main predictors of abuse, where a lower performance on perceptive speed predicts more financial abuse and neglect, while a higher performance on phonemic fluency predicts more emotional and financial abuse. Social skills and functionality act as moderators of these relationships. Increased functional dependence increases the risk posed by the cognitive measures. Assertiveness and defending opinions and interests also increase the threat posed by cognitive indicators.

These results support a Social Exchange view of elder abuse. Results suggest that different behavioral patterns are associated with different forms of abuse. This is illustrated by the different role that social skills, our behavioral developmental variables, assume in the moderation between the effect of cognition and abuse. These results also break with the preconception that only deficits are associated with abuse.

Title: Sociotropy, loneliness and solitude: effects for middle and older adults

Presenter: Olga Strizhitskaya

Abstract: Modern adults live in a challenging multi-task world, trying to accomplish their needs and dreams and find balance between social expectations and personal strives. Trying to achieve these goals they meet different conditions and loneliness is one of them. Well-studied in developmental psychology, loneliness was usually treated as a negative state decreasing positive functioning of an adult. On the other hand, solitude was seen as a positive side of loneliness. In our study we hypothesized that loneliness and solitude are not just two sides of a coin, we assumed that loneliness is a multidimensional construct that transforms across the lifespan. We also hypothesized that depending on the degree of one's independence or sociotropy experience of loneliness may vary, and it can be affected by age.

Methods used were: differential questionnaire of loneliness (Leontiev, Osin, 2013), SELSA-S (Strizhitskaya et.al, 2020), Sociotropy-autonomy scale (Strizhitskaya et.al., 2020) demographic survey. Participants were 350 middle and older adults (35-75: middle adults M_{age}=42, older adults M_{age}=67). Participants were divided in two groups: (1) middle adults, 35-49, N=211, (2) older adults, 50-75, N=139.

Results showed that in both groups loneliness, solitude and aspects of sociotropy (dependence from others, attachment, independence, social unconfidence) were correlated. Analysis in age groups showed that associations of these characteristics were stronger in younger group. Middle adults in our sample were oriented on social environment and their experience of loneliness was related to the quality of those experiences. Middle adults also showed that sociotropy to some extent may affect loneliness, but the degree was much lower. We also found that for middle adults independence from the social environment had greater resourceful effect. These results could be developed into differential approach to fighting loneliness based on one's personal "loneliness profile". The study was supported by RFBR grant 19-513-18015.

Session: Mini-symposium: Continued growth later in life – older adults learning (5c)

Title: Support for digital inclusion among elderly – a complex challenge

Presenter: Ulli Samuelsson

Abstract: *Background and Aim*: Easy access to support for digital issues is a core concern for a lot of elderly users, and prospective users, of digital devices. At the same time, this is a challenge from at least two perspectives; (1) the diversified digital adoption among the elderly, and (2) the diversified digital devices and services offered and used. This study aims to describe and analyse the complexity in digital support for the elderly.

Method: Data was collected by 20 hours of open observations at a public support centreand analysed by thematic analyses of field notes.

Results: Preliminary results indicate from the first perspective that the complexity in the support is related to the overall life situation of the elderly. From the second perspective, the complexity in devices and services needed support for also reflect differences in life situations and socio-economical prerequisites.

Discussion and implications: The result highlights the need for warm experts in supports situation for elderly, experts with an understanding of different life situations and an ability to meet the support seekers at their digital literacy level. It also highlights the need for experts that accept and understand differences in digital accessibility and needs. The conclusion is that support functions for the elderly demands more than tech-savvy youngsters or professionals to facilitate digital inclusion and prevent digital drop-outs.

Title: Folk high schools and older adults learning

Presenter: Joel Hedegaard & Martin Hugo

Abstract: *Background and Aim*: The Folk High School is one of the formal adult education systems that have attracted groups of senior citizens who traditionally have not participated in educational activities.

Method: Focus group interviews with 33 participants were conducted at eight different Folk High Schools in southern Sweden.

Results: The participants experience this as meaningful, and as something which impacts on their quality of life in a positive manner. Furthermore, it plays an important function in the participants' continued life-long learning.

Discussion and implications: The presentation focuses on the role the courses that are offered play in the participants' lives with respect to meaningfulness, their well-being, and life-long learning. The interaction at the courses gives rise to an unpretentious- and, in a broad sense, an intercultural learning experience.

Title: Lifelong learning and guidance for midlife and older adults' careers

Presenter: Ingela Bergmo Prvulovic

Abstract: *Background and Aim*: The discussion about extended working lives and later careers are high on the policy agenda in several countries. There is, however, scarce research on this area. To provide knowledge to the current discussion, a literature review of peer reviewed articles on midlife and older adults' careers issues has been conducted.

Method: The process of locating material from databases resulted in 141 articles selected for a deeper screening. Among these, 63 were finally selected as empirical material for analysis. Initially, the content of each article was identified, mapped, coded and categorized with content analysis as the basic method. The codes and categories with same or similar content were then brought together.

Results: Five overall themes were identified: the need for all-age-career guidance services, career issues among certain professions, immigrants' career paths, later careers and factors of well-being, and longitudinal correlations between early life conditions and late career.

Discussion and implications: The presentations discuss the role of and need for guidance and learning later in working life.

Session: Adult development in applied and socio-political contexts (6a)

Title: Lifelines. A personal impulse and workbook

Presenter: Bruno Frischherz

Abstract: There are few tools to help adults reflect on themselves. We have developed an impulse and workbook "Lifelines" for personal biography work. The book is intended to stimulate people to reflect on their own lives and to contribute to their personal development. The book "Lifelines" is based on approaches of humanistic psychology, especially logotherapy and

transactional analysis. The book is divided into nine chapters:
1. parents, family, ancestors
2. preschool years
3. school and training years
4. adulthood
5. present situation
6. near future
7. more distant future
8. dying
9. traces

The target audience of the book is students in training and further education in psychology and all people who want to reflect on their own biography. The book contains a variety of self-reflection exercises for each phase of life. We have used some exercises in each chapter involving collage of photos, retrospection, insight, projection, questions, proverbs and quotations. Other exercises have been developed specifically for individual life phases. There is also space in the book for your photos, drawings and comments. We will report on initial feedback from users. A systematic evaluation of the book hast yet to be completed. In the discussion we would like to present some exercises and discuss their application in different contexts: Study programmes in psychology, adult education, self-study. We will ask participants to provide initial thoughts and feedback.

Title: The Inner Development Goals

Presenter: Jan Artem Henriksson, Maria Booth, Thomas Jordan & Tomas Björkman

Abstract: There is a need for large scale systematic adult development efforts is society in order to reach the UN Global Goals. Research into the clusters of Transformative Skills 'IDGs' that can approximate the necessary adult development necessary to reach the 'SDGs'. The Global Goals were created as a roadmap to a sustainable future. We are now creating the Inner Development Goals - a well researched blueprint of the capabilities, qualities and skills that represents the adult development needed in society in order for us collectively manifest the understanding and will necessary to reach the SDGs. The skills needed today are not given to us at birth; they arise from experience. We often think of it as wisdom, but individual experiences are not enough to solve the complex problems we face today. This is why we must learn from the very best collective problem-solving experiences, and promote skills that encourage new perspectives, support personal growth, and focus on our purpose in life.

The Inner Development Goals effort is both a communications project popularising the understating of the need for adult development in society, and a research project into the clusters of Transformative Skills 'IDGs' that can approximate the necessary adult development. Preliminary research findings available by summer 2021 .

Our aim is to educate, inspire and empower people to be a positive force for change in society, in their own lives and those around them, and at the same time find purpose and meaning in their lives. The IDGs will provide a system that helps us to solve complex problems in order to reach the SDGs. It will be a useful societal compass that can encourages personal growth for everyone. This is especially useful for people in leading positions.

Title: Cognitive Adult Development, from Research to Application (CADRA) Project

Presenter: Rainer v. Leoprechting, Jackie Thoms & Bernhard Possert

Abstract:

Introduction:

The Cognitive Adult Development, from Research to Application (CADRA) Project is a 3-year initiative designed to examine the potential application of adult development theory and develop a validated online assessment tool, the StoryMatcher™, as an alternative to administering intensive interviews, questionnaires, or sentence completion tests. Currently underway, the CADRA project is led by a consortium of practitioners working with adults to enhance development and personal growth and is funded by an ERASMUS+ grant. This project's theoretical foundation is based on the integration of Robert Kegan's subject-object theory of self and Michael Basseches' and Otto Laske's research on adult cognitive development / dialectical thinking.

Project Description:

Despite growing calls for more effective organizational practices, the adult development perspective has not yet entered the consulting, coaching, organization development, and leadership development field in a significant way. Behavioural and personality-based developmental interventions still dominate organizational and talent development practices. Due to a lack of awareness and difficulties in measuring and designing interventions grounded in adult development theory, standard HR development practices, such as recruitment or talent development, seldom consider adult development when planning and implementing HR interventions.

The aim of this presentation is twofold: first, as a group of adult development practitioners, we want to introduce the CADRA project designed to simplify the assessment process for the field of practice and validate the StoryMatcher™ online assessment tool together with conducting a longitudinal study of development occurring with people in leadership roles, and second, we want to invite adult development researchers to partner with us on data collection, on data analysis from a longitudinal study and on publishing academic papers.

The StoryMatcher™ Assessment Tool

StoryMatcher™ is a fully automated online self-administered tool where respondents can select among several pre-populated stories to express their life preferences and thus implicitly indicate their levels of development. As respondents select stories they most strongly resonate with, the tool will automatically register and calculate developmental scores. We will validate this approach by comparison with a control group of people who have undergone a traditional manual assessment based on two interviews of an hour each. During our presentation, we will demonstrate the workings of StoryMatcher™ inside online learning platforms where, in response to the story selection, users receive a choice of developmentally relevant content for them, such as invitations for learning programmes or job offers.

Method:

We are conducting a longitudinal study with 40+ participants in leadership roles from various European countries. The study consists of

• completing a needs analysis among political and business organizations for the design and application of cognitive adult development practices for political office and business leadership roles,

• administering a developmental assessment measuring social-emotional and cognitive lines of development following Otto Laske's framework of cognitive and social-emotional development assessments

• designing intervention practices, documenting and evaluating their application

• conducting developmental post-assessments with the same method and the same persons as the first after two years

• analyzing pre- and post-assessment data for research purposes and advancement of professional practice

• publishing academic and practitioners' literature

 The project will sponsor the Community of Practice's formation to model the state of the art practice in community development and operate as a learning organization.

Call for collaboration

We are looking forward to discussing the methods and approaches at the upcoming conference, especially to the interest this can raise to generate developmental data for further research.

Session: Cognitive development and creativity (6b)

Title: Indicators of Value of Creativity as a Personal Quality in Adults

Presenter: Shutong Wei & Alexandra Dodzin

Abstract:

Background and Aim: Certain people tend to place a greater value on creativity as a part of their character. Interest and personal characters both play a big role in behavioral development and point a direction in early adult development.

Method: The present study attempts to identify such factors through an analysis of survey data collected from 107 participants. One hundred and seventeen questions of the survey were separated into sections that pertained to different aspects of creativity: 1) external and internal evaluation of creative character traits; 2) personal perception of ability to complete certain tasks; and 3) the frequency of completion of creative tasks.

Results: A factor analysis of the items in the survey found the following factors: 1) originality and creative thinking (factor loading .754); 2) importance of creativity as part of character (factor loading .709); 3) building and understanding the design of mechanical objects (factor loading .671); 4) intuition (factor loading .664). The factors of the power scale are 1) artistic ability (factor loading .778); 2) science and research (factor loading .742).

Discussion and Implications: The results show that in addition to cognitive and behavioral development, individuals that place a higher value on creativity and are engaged in artistic and scientific works exhibit creative behaviors. The paper also addresses the difference between creativity and originality and how creativity manifests itself in adult individuals.

Title: Possible approaches to the measurements of creativity: diagnostical tool «Heroes in the City»

Presenter: Anastasia Belolutskaya

Background and Aim: In recent decades, many authors have come to the conclusion that the actual criteria for conceptualising "creativity" do not grasp the essence of the problem, and argue the need to change the approach to the development of tools to measure components of creative thinking (P. Arlin, D. Bogoyavlenskaya, N. Veraksa). The "dialectic" of thinking can be considered as a factor that determines a high level of ability in intellectual creativity (P. Arlin, M. Basseches, N. Veraksa). "Dialectic" here refers to the identification of, and combination of, opposites. Our aim is to show how creative thinking can be measured with a new tool, which we call "Heroes in the city". We will describe the tool and report on our research in validating the tool by correlating results with other measures of intelligence, creativity, problem-solving and dialectical thinking.

Method: The measurement tool is an exercise where participants read a story involving characters that have opposing interests. Participants are then asked to describe a solution that reconciles the different interests. The solutions are then scored for various aspects of creativity according to a set of criteria. Scores on the exercise are then compared with a number of other measures: Torrance test of creativity (verbal battery); diagnostics of dialectical thinking ("What can be at the same time?"; "What can be opposite?"); and diagnostics of formal intelligence ("Classification" and "Relation between classes").

Results: A significant positive correlation was found between the results of the method "Heroes in the City" and the verbal test of creativity by P.Torrance ($rxy = 0,39$), methods that study formal

intelligence (rxy = 0,38), dialectical thinking (rxy = 0,42). Sample: 85 students of Moscow City University (age 22-23).

Discussion and Implication: We will discuss three possible uses for the tool:-

1. An aid for the selection of applicants for positions where management of any open systems is required;

2. Identification of the effectiveness of various educational programs for high school students and adults;

3. Psychological research related to the problems of creative thinking, dialectical mental structures, solving problem situations.

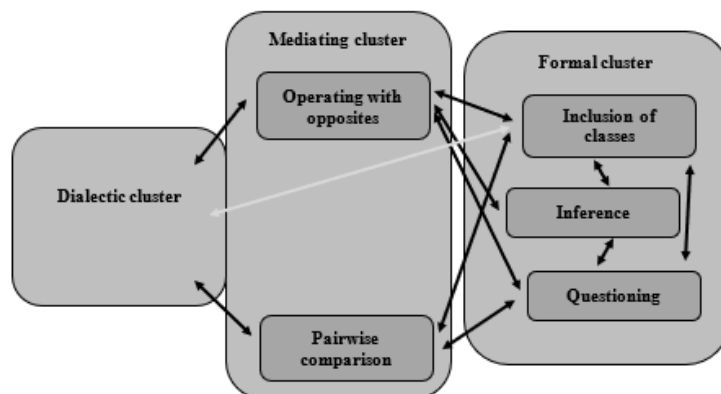**Title: The relationship of formal and dialectical structures in adult thinking**

Presenter: Olga Shiyan, Igor Shiyan & Irina Vorobyeva

Abstract:

Background and aim: The work examines the connections between formal and dialectical thought structures in adult thinking.

Methods: The theoretical basis of the research is the structural-dialectical approach (4; 5). The study involved 161 respondents aged 18 to 68. The research included methods aimed at diagnosing dialectical thinking, formal thinking and the ability to establish opposites in different contexts. The evidence of the discriminative nature of the methods is presented.

Results: As a result of the correlation analysis, three clusters were distinguished: dialectical thinking, formal logical thinking, and operating with opposites (correlations are significant at the 0.01 level). In the diagram, arrows represent significant Pearson correlations.

Discussions and implications: The results allow us to state that dialectical thinking is not postformal: the ability to perform the dialectical action of mediation can be combined with a low level of ability to compare the scope of classes and make inferences. At the same time, these data are consistent with the views that dialectical and formal thinking represent relatively independent lines in the development of the cognitive sphere (1; 2; 3; 4; 5). Establishing opposing relationships in different contexts, as well as the ability to make pairwise comparison, significantly correlate with both formal structures and dialectical ones. This can be interpreted as evidence that the ability to operate with opposites is a universal characteristic of logical thinking, important both for formal operations and for dialectical thinking. These results are important for building strategies for the cognitive development of adults.

Session: Workshop: Growing together: Two organisational consultants reflect on their knowledge of constructive adult development as an enabling constraint (6c)

Presenter: Matthew Rich-Tolsma & Tomas Hancil

Abstract: Both authors have significant experience working with adult developmental models. As a result we habitually pay attention to developmental themes in our work with groups. It is part of our *habitus* in how we work as organisational consultants, and because of its tacit nature, we rarely reflect on the assumptions which underpin this way of working. In this paper we reflect on how we use our understanding of developmental theory in practice and begin to explore how this often proves to be simultaneously helpful and unhelpful.

A reflexive narrative approach is used to inquire into breakdowns in our practice where we have noticed that thinking developmentally about our interactions in groups have had disturbing or surprising repercussions. We will begin by offering thick subjective accounts of our experience, then attempt to take our experience seriously and reflexively examine these accounts bringing them into relationship with relevant theory.

We are interested in expanding the conversation around how an understanding of developmental theory both enables and constrains the ways in which groups of people do things together in organisations. In so doing we will bring the psychological discourse of constructive development into a relationship with other psychological perspectives (such as post-Kleinian group psychoanalytic perspectives) as well as broader sociological themes drawing on American pragmatism, process sociology, and more recent critical sociological theorising. Rather than arguing that specific developmental models are either good or bad, we are interested in their highlighting their functionality while problematizing their use by drawing attention to an underlying theme of paradox which renders them enabling and constraining at the same time.

Our intention in our presentation is to share some narrative and reflect on this drawing together a range of theoretical perspectives as outlined above. We then would like to expand this conversation by inviting others to engage with us in a reflexive conversation about their own experiences of developmental theory as an enabling constraint.

Session: Model of hierarchical complexity (8a)

Title: A multidisciplinary approach to understanding and preventing broken chains

Presenter: Marisa Nardone Mahoney & Sarthak Giri

Abstract:

Background and Aim:

A chain is made up of a series of sequences. A sequence, one of the links in the chain, is characterized as actions made up of multiple steps. A chain may break as a result of the task being too complex and not broken down enough.

Method:

This presentation introduces a theoretical analysis that cuts across fields of developmental psychology, human cognition, and task analysis to understand the causes of broken chains. The theoretical use of this research in the prevention of broken chains is discussed in detail.

Results:

A broken chain occurs when an individual fails to accomplish a goal. Typically, the more complex a task becomes, the more likely the chain will break. Interruptions due to a task being too complex or distractions from peripheral sources can make it difficult to maintain focus, particularly in the case of long-term goals. Microbreaks, either work- or non-work-related, can reduce the effects of potential distractions and turn them into energy restoring breaks. Furthermore, a complex chain can be broken down into a series of sequences and subtasks we refer to as microtasks. Breaking a chain into smaller chunks not only reduces anxiety but can allow an individual to build up momentum and complete increasingly complex sequences in the chain of behavior.

Discussion and Implications:

Our research has shown that chains break for a variety of reasons, ranging from a task being too complex to the individual simply losing interest in a goal over time. We posit that the use of microtasks completed in accordance to the Model of Hierarchical Complexity and microbreaks integrated throughout the process can mitigate the effects of interruptions and motivation loss. We explain how the phenomena of affects both short-term and long-term goals and how the strategies outlined can prevent broken chains.

Title: The Ultra Meta-Cross-Paradigmatic Order 17

Presenter: Michael Commons

Abstract:

Background and Aim: Behavior can be analyzed by the difficulty of tasks that an individual successfully addresses. The Model of Hierarchical Complexity (MHC) scores these tasks into behavioral-developmental orders upon which resulting stages of successful task completion can be shown. A task at a higher Order of Hierarchical Complexity: 1) is defined in terms of two or more tasks at the next lower Order of Hierarchical Complexity; 2) the higher Order task organizes the less complex actions from the adjacent lower Order actions; and 3) the lower Order tasks have to be carried out non-arbitrarily. Based on this model, 17 Orders of Complexity (0 to 16) have previously been suggested with Order 16, the Meta-Cross Paradigmatic Order being the highest order previously suggested. The current presentation initiates a proposal for what Order 17 might consist of.

Discussion and Implications: According to Schrader's Law (personal communication, 1985), to describe a stage or to score it, an individual has to be at least one stage higher than the stage they

are scoring. Because an Order 16 has been previously described, this suggests that an Order 17 must also exist. The current paper gives several additional reasons as to why an Order 17 might exist. While a complete description of what an Order 17 consists of cannot currently be provided, some possible failures of Order 16 tasks are discussed. The nature of these failures indirectly suggests some of the characteristics of Order 17.

Title: Integrating Ego Development, Hierarchical Complexity, And Trauma Theories: the Wisdom Skills Model

Presenter: Tom Murray

Abstract:

Background/Aim: We present a framework that allows for more precise comparison of existing development models, and helps to integrate them. The framework takes into account hierarchical complexity theories (Fischer and Commons), ego development theories (Loevinger, Cook-Greuter, Torbert, and O'Fallon), and meaning-making theories (Kegan) and unifies them at a meta-model level (not at the level of assessment).

Method: The framework gives equal priority to constructive (ascending) and deconstructive (releasing or descending) movements, and in so doing integrates trauma and "shadow work" theories in a more foundational way. I also given an analysis critiquing the "transcend and include" principle by showing that in most psychological development, much is "left behind" in normal developmental growth.

Results, Discussion and Implications: The new model, called Wisdom Skills, can be used to clarify a number of misconceptions and confusions in how people apply developmental theories. It also integrates psychotherapy, spirituality, and contemplative practice in a way that builds on prior work in transpersonal psychology, including Wilber's work, but does so in a more post-metaphysical (or non-metaphysical) way. I will discuss how the model can be applied to questions about spiritual bypassing, "growth to goodness" fallacies, the importance of honoring and recovering foundational resources within the psyche, "regression in the service of transcendence," and how psychological "readiness" relates to rushing both ascending and descending growth.

Session: Self-authorship and developmental stages research (8b)

Title: "I Can Feel the Baby Steps Happening:" Self-Authorship Outcomes Through Long-Term Small Group Processes

Presenter: Daryl Dugas, Rocio Rodriguez & Brian Hurley

Abstract: Background and Aim This paper describes the outcomes for a group of undergraduates participating in "The Quest," a mentorship group providing guidance toward self-authorship. This weekly group was based on introspection exercises and group dynamics processes. It was intended to provide both the support and challenge necessary for growth toward self-authorship (Kegan, 1994). Self-authorship is defined as a move away from external formulas toward inner resources as a basis for conceptions of knowledge, identity, and relationships (Baxter Magolda et al., 2009; Kegan, 2000). Research was framed around the research question: What outcomes related to self-authorship do participants connect with their participation in the Quest group? Method Participants were twelve students (aged 18-26) at a public Midwestern university who had attended the group for at least one semester. Data was collected through two interviews focused on (1) life events since adolescence and (2) experiences within The Quest (Baxter Magolda & King, 2007; McAdams, 2008). Interviews were coded for evidence of stages of development toward self-authorship (external sources, crossroads, and self-authorship) and domains of self-authorship (knowledge, identity, and relationships) (Baxter Magolda et al, 2009). Results Responses indicated self-perceptions of growth in all domains of self-authorship, including identity (increased self-awareness/ability to act on own needs), relationships (re-assessing/setting goals within relationships), and knowledge (new perspectives/seeing others' views). Participants described their growth as a work in progress, describing both concrete actions they were taking and awareness of areas for needed growth. They described a greater capacity for navigating discomfort in the form of the ability to discuss taboo topics and share their thoughts and feelings with confidence. Discussion and Implications Research shows that individuals' growth toward self-authorship during college is minimal and that a substantial percentage of the adult population has not attained self-authorship (Kegan, 1994; King & Kitchener, 2002). The outcomes of this group experience demonstrate it is possible to create environments that promote this shift. More work is needed to explore the possibility for co-curricular activities with a mentorship component, particularly employing group dynamics processes, to provide structured guidance toward self-authorship.

Title: Motivations of adult learners growing toward self-authorship

Presenter: Jen Ouellette-Schramm

Abstract:

This oral presentation, "Motivations of Adult Learners Growing toward Self-Authorship," by Jennifer Ouellette-Schramm, Ed.D., reports partial findings of a qualitative case study investigating developmental perspectives and experiences of learners in a U.S. Adult Basic Education college and career preparation course. This study employed Robert Kegan's Constructive-developmental theory of adult development and self-authorship. Previous research using this Constructive-developmental lens with multicultural learners in Adult Basic Education found that learners constructing meaning from different developmental perspectives made qualitatively distinct meaning of the same programs, raising the question of how to best support adult learners with developmentally diverse motivations and needs. In this presentation, the learning experiences of three learners growing toward self-authorship will be presented, in contrast to the experiences of six other learners in the same course who were constructing meaning from earlier developmental perspectives. Data included two qualitative interviews with each participant, including the Subject-Object Interview,

the methodological instrument of Kegan's Constructive-developmental theory, to understand the learners' developmental perspectives, and open-ended interviews to understand learning experiences in the course. Findings of the study included distinct motivations among the three participants growing toward self-authorship. While learners constructing meaning from earlier developmental perspectives expressed the desire for more opportunities, the learners developing toward self-authorship distinctly described wanting increased self-satisfaction from those opportunities. They also uniquely described self-development as a learning motivation, including leadership skill development and broadening their perspectives. These findings suggest that some aims of U.S. Adult Basic Education, such as helping learners access more opportunities, may serve learners developing toward self-authorship well. However, these learners may also have unique needs, including leadership development opportunities and self-development through content that can broaden the mind. Learners growing toward self-authorship also bring self-defined priorities to their learning experiences, which adult educators may need to respond to in order to meaningfully engage these learners.

Title: Summary of Research on the STAGES Developmental Model

Presenter: Terri O'Fallon & Tom Murray

Abstract:

Background/Aim: STAGES is an extension or variation of the ego development model and assessment created by Loevinger and extended by Torbert and Cook-Greuter. It adds additional stage levels and proposes that the developmental sequence can be explained using three foundational parameters (the parameters were inspired by Wilber's quadrant model). The model lead to a new method for scoring the sentence completion test. We report on research over the last several years on various tests of the validity of this assessment.

Method: The research to be summarized includes: (1) a "replication study" of "convergent validity" between STAGES and Cook-Greuter's MAP scoring methods up through Strategist. (2) tests of internal validity using Cronbach's alpha and Rasch analysis; (3) tests of the frameworks' flexibility and extensibility via internal validity metrics of variations on test length and stem variations; (4) Inter-rater reliability studies over all levels; (5) tests of construct validity using longitudinal analysis; (6) Rasch analysis used to test the psychometric strength resolution of the assessment; (7) additional analysis of the validity of the highest STAGES.

Results: All of the above analysis showed positive results with good statistical strength. Specific results and limitations will be reported. The research also identified issues with the ogive cutoff method, and we suggest alternatives.

Discussion and Implications: STAGES is a new model which has not yet seen the depth and breadth of research validation and application of Loevinger's original work, nor of other developmental theories such as those by Fischer, Commons, and Kegan. Yet it offers insights and applications that prior models do not have (as will be described), and making it important to report on the positive results of research thus far.

Session: Panel discussion: Transformation through participatory action-research with Roma women: Giving women a voice in their own educational-transformative process! (8c)

Presenter: Carolina Leão, Angela Brandão & Michael Basseches

Abstract: This panel presents ongoing work with a group of young-adult Roma women to enhance development and personal growth. This work integrates participatory action-research based on Freire's "popular pedagogy" approaches to adult development. We present an interdisciplinary perspective integrating sociological, educational and psychological perspectives. Most Roma women in Portugal have very low levels of formal education, abandoning school very early in life. Roma consider formal education unnecessary for women and families discourage girls from studying. Traditionally women's development entails learning to take care of children and their homes'. Roma culture is highly endogamous with women usually marrying between ages 13 and 16. Leaving school is part of the process that maintains this social endogamy. Roma social and economical living conditions are very precarious. Their main economical activity of itinerant selling is decaying due to market competition. Our work-group consisted of 22 Roma women from Seixal, Portugal. The participatory action research brought about changes at both group and individual levels. For Freire, the foundation for changes at both levels is "conscientization"-- development of critical consciousness through a process of reflection and action. In our work group, the participants generated questions that became the foci of reflection. The question that generated the most reflective discussion was the question: "Why is school not adapted to our culture?" Exploring this question enabled them to envision returning to school but with new attitudes towards learning, and to take action based on this vision. This process was supported by an opening of dialog between the group leaders and local Seixal institutions. This dialog led to a commitment to mutual adaptation over time between the women's' study process and the curriculum and learning opportunities that the city could provide.

Session: Posters

Personal authenticity and burnout syndrome: risks and resources of adult specialists in three professions

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The problem of burnout syndrome is most often studied from the standpoint of working conditions in the organization, the crisis of the value system and the meaning of life of a specialist, as well as employee's coping strategies and resilience (Bochaver et al., 2019). There are many preventive programs aimed at reducing chronic fatigue and burnout in Russia since Soviet period (Chutko et al., 2009). The phenomenon of personal authenticity is rarely studied in the context of burnout. We suggested that authenticity can act as a psychological resource and an anti-predictor of burnout for adult professionals in different professions. To collect data we used The Maslach Burnout Inventory (Maslach et al., 1996) and Authenticity Scale (Wood et al., 2008). The sample was comprised of 480 adults (173 military personnel, 182 doctors and 125 sports coaches; Mage=36, female - 175). The conducted correlation analysis showed that the indicators of personal authenticity are significantly associated with indicators of burnout (p < .01) in all professional groups. The stronger the authenticity, the weaker all three indicators of burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization). Regression analysis of the influence of authenticity components on the parameters of professional burnout showed the following patterns: Authenticity prevents professional burnout (Emotional Exhaustion, Personal Accomplishment, and Depersonalization) in doctors and military personnel, but not in sports coaches. In the case of doctors and the military personnel, the most significant predictor of the parameters of professional burnout is Self-alienation, and the negative predictor Authentic living. The scale of Accepting external influence either does not significantly affect the burnout. Results pronounce the prospects of designing the new approach to the preventive interventions against burnout based on positive psychology of wellbeing and authenticity development. Supported by the Russian Science Foundation, Project 20-18-00262.

Home attachment, homesickness, and psychological well-being among the first-year students

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The psychological well-being of first-year students, their adjustment to university is an essential predictor of their academic achievements. Most of the students experience stress because of many changes and challenges of university life, including caused by separation from home (Claborn & Kane, 2012; Stroebe et al., 2002). In the context of the globalization of education, this topic has high relevance. In this study, we investigated the role of home attachment and homesickness in students' adaptation to university. We assumed that home attachment would contribute to their well-being, whereas homesickness will not. Participants were 406 Russian students (329 female, aged 17 to 20). The instruments chosen were: the Utrecht Homesickness Scale consisting of 5 subscales: Missing family, Loneliness, Missing friends, Adjustment difficulties, and Ruminations about home (van Vliet, Stroebe, & Schut, 1998), the Home attachment scale (Reznichenko, 2016), the Warwick-Edinburgh Mental Well-being Scale (Tennant et al., 2007), and Center for Epidemiologic Studies Depression Scale (Radloff, 1977). There were not sex differences found (except for depression score). Home attachment positively correlated with home missing (except for Loneliness: students who are not attached to their homes feel less alone). As expected, the Home attachment positively correlated with well-being and negatively with depressive symptoms, whereas the missing home score formed

opposite connections. Namely, the strongest connections formed such aspects as Loneliness, Missing friends, Adjustment difficulties, and Ruminations about home. The weakest connection (however, also positive) formed Missing family, in line with specifics of age period of students who have to separate from their parents' families but have not started their own families yet. The results should be interpreted regarding possible psychological help the students, considering their "Home missing profiles" in male and female students. Supported by the Russian Foundation for Basic Research, Project 20-513-05014.