



ESRAD

European Society for Research in Adult Development

CONFERENCE 2023, May 12th to 14th

Stockwell Street Building, University of Greenwich

Provisional Programme

NB. All times shown as British Summer Time (GMT+1)

FRIDAY 12th May

12.00 to 14:30 - PRE-CONFERENCE WORKSHOP Nick Shannon - Paradox and Dialectical Thinking

“The test of a first-rate intelligence is the ability to hold two opposed ideas in mind at the same time and still retain the ability to function.” F. Scott Fitzgerald

In this workshop we will explore the concept and phenomenon of Paradox, what it is, how it shows up in organisational life, and how people respond to it. In the first half of the workshop, using organisational case studies, we will analyse the similarities and differences between the ideas of dualities, polarities, contradictions, tensions and dilemmas. Participants will be invited to evaluate the extent to which they are aware of paradoxical tensions in their work and non-work lives, and the extent to which they think dialectically using two questionnaires; - the Smith and Lewis Paradox Mindset inventory, and the Shannon and Frischherz “Dialectical Thinking Questionnaire”. We will discuss what makes some people better able to cope with tensions and paradoxes, and others less so. We will then look at two approaches to working with paradox using Smith and Lewis’ method from their book *Both/And Thinking*, and Barry Johnson’s polarity mapping process. Participants will be invited to work in pairs to help each other work through a dilemma, contradiction or paradox that they are facing. In the second half of the workshop, we will explore dialectical tools for thinking following the framework set out originally by Michael Basseches and subsequently elaborated by Otto Laske. Dialectical thinking is tolerant of contradictions in a way that formal logic (following Aristotelian principles) is not. We will then apply the dialectical thinking framework to individual paradox case studies to see how it stands up as a tool for dealing with paradox.

Nick Shannon MA, MBA, MSc, C Psychol, AFBPsS is the principal of Management Psychology Limited, a UK based consultancy practice specializing in organizational and leadership development. Nick is a Chartered Psychologist and member of the British Psychological Society. After studying Psychology and Philosophy at Oxford University, Nick’s career has involved working as a commodity and derivatives trader, a director of a foreign exchange business, and a restaurateur. Now working as a consultant, coach, mentor and facilitator, Nick is focussed on helping organisations develop effective leadership that improves performance, provides a positive environment for staff, and benefits the wider community. He is the co-author of “Metathinking; the Art and Practice of Transformational Thinking.”

14:30 to 15:00 - Break

15:00 to 15:30 – Welcome talk

15:30 to 17:00 PARALLEL SESSION 1

Session 1A – Qualitative approaches to adult development (room 11_2014) Chair: Oliver Robinson	Session 6B - Established Adulthood and Gen Z (room 11_2016) Chair: Clare Mehta
Jardmo et al. (online) - Creating something new from past experiences - The meaning of change in repeated narratives	Waechter (in person) - Global Gen Z Study (institute4gens.org)
Dalikaite & Robinson (in person) - The experience of seeking medical support to cope with difficulties relating to the menopause transition: A structured thematic analysis	Mehta (in person)- Established Adulthood: Development from Ages 30 to 45
Spannari and Koski (online) - Growing wiser with horses? – A qualitative exploration on human-horse relationships	Milova (online) - Life goals, their achievement and identity styles in established adulthood

17:00 DRINKS, CANAPÉS AND CONFERENCE RECEPTION

SATURDAY 13th May

9.30 to 11.00 – PARALLEL SESSION 2

<p>Session 2A – Stage Development and Stage Transitions (room 11_2014) Chair: Darren Stevens</p>	<p>Session 2B – Positive adult development: Admiration, Identity, Meaning (room 11_2016) Chair: Garry Nicholson</p>
<p>Stevens (in person) - How does Constructed Development Theory (Stevens, 2020) deal with Stage Transition?</p>	<p>Vleioras & Robinson (online) - Attributes and person types admired by Greek emerging adults: Relative prevalence, differences by gender and socio-economic status</p>
<p>Stalne (online) - Towards a formal theory of perspective taking</p>	<p>Larsson & Frisen (in person) - Knowing Me, Knowing You: A Longitudinal Study of Changes in Parental Representations among Early Adults going through Progressive Identity Development</p>
<p>Schneider (online) - Making Meaning of the Meaning in Our Lives: Qualitative Research on the Relationship Between the Stage of an Adult's Development and their Personal Meaning in Life</p>	<p>Loraine (in person) - The Role of Social Support, Meaning and Optimism in Predicting Post-Traumatic Growth Outcomes During the COVID-19 Pandemic</p>

11.00 to 11.30 - break

11.30 to 13.00 – PARALLEL SESSION 3

<p>Session 3A – Leadership (room 11_2014) Chair: Iva Vurdelja</p>	<p>Session 3B - Critical reflection, dialectical thinking and meaning-making (room 11_2016) Chair: Nick Shannon</p>
<p>George (online) - Navigating Ambiguity: Researching leadership development in international education</p>	<p>Nicholson (in person) - The Thinking Folk Project: Using Socratic dialogues as a pedagogical construct to develop language and meaning-making</p>
<p>Kjellström and DeLauer (online) - The meaning making behind co-production leadership: Navigating conflict, power, and responsibility</p>	<p>Sounoglou and Kalogirou (online) - The prospective educators' development through the critical reflection in the era of the (COVID-19) pandemic</p>
<p>Fabisch (online) - The Development of Leadership Development within an organization</p>	<p>Shiyan and Shiyan (in person) - Peculiarities of mastering dialectical structures in scientific content by university students</p>

13:00 to 14:00 - Lunch (Provided)

14:00 to 15:00 KEYNOTE INTERVIEW with Prof Dan McAdams
(room 11_2014)

Interviewer: Oliver Robinson

15:00 to 15:30 – break

15:30 to 17:00 - PARALLEL SESSION 4

Session 4A – Qualitative approaches to adult development, continued (room 11_2014) Chair: Natalia Waechter	Session 4B – Discussion session on wisdom (room 11_2016) Chair: Jonathan Reams
Robinson & Vasile (in person) - The perceived link between dreams, personal growth, learning and spirituality in adulthood: A qualitative survey	Mascolo (online), Kallio (online) and Reams (in person) – Debating wisdom: There Can be No Psychology of Wisdom without Wisdom in Psychology
Mayhead (in person) - Duty of care in coaching for adult development: A qualitative study	
Jakonen (in person) - The No-Narrative Narrative: Phenomenology of Psychological Suffering and Emancipation	

SUNDAY 14th May

9:30 to 11:00 PARALLEL SESSION 5

<p>Session 5A – Family, friendship and development (room 11_2014)</p> <p>Chair: Teresa Sgaramella</p>	<p>Session 5B – Workshop - The Relevance of Yogic Philosophy & Practices to Adult Development Theory (room 11_2016)</p> <p>Chair: Debbie Wallace</p>
<p>Gyberg et al (in person) - The meaning of family: Deviating from the master narrative in Sweden</p>	<p>McAnallen (in person) - The Relevance of Yogic Philosophy & Practices to Adult Development Theory</p>
<p>Sajjad (online)- Familism Values Flow in Pakistani Intergenerational Families</p>	
<p>Pezirkianidis et al. - The role of savoring in the relation between positive adult friendship experiences and wellbeing</p>	

11.00 to 11.30 - Break

11.30 to 12.30 - KEYNOTE LECTURE – Prof Dan McAdams - Good Life Stories in Later Life: Redemption versus Acceptance
(room 11_2014)

Chair: Oliver Robinson

Abstract

Prior research has shown that midlife adults who construct highly redemptive life narratives tend to exhibit high levels of generativity and psychological well-being. Redemptive life stories describe the heroic exploits of a strong protagonist who, guided by a sensitivity to others' suffering and strong moral values, repeatedly overcomes adversity in life and aims to leave a positive legacy of the self for future generations. What researchers today describe as *the redemptive self*, therefore, serves as a strong model for living a good life among many midlife adults, especially in the United States and perhaps certain other Western societies. In late life, however, and in certain other cultural and behavioral contexts, narratives that showcase the power of *acceptance*, more so than redemption, may prove especially suitable as good life stories. In narratives of acceptance, the protagonist aims to come to terms with life and the inevitability of loss and suffering, to reconcile conflict, manage (rather than overcome) adversity, and sustain interpersonal bonds of intimacy and warmth. Narratives of acceptance may nourish valued human characteristics like grace, humility, and wisdom. Converging ideas regarding narratives of acceptance may be found in the literatures of narrative gerontology and disability studies, and from writings on the salutary effects of internalizing tragic narratives in psychotherapy and promoting social interventions designed to alleviate pain and promote well-being under conditions of significant constraint.

Biography

Dan P. McAdams is the Henry Wade Rogers Professor of Psychology, and he currently serves as the Interim Dean of the School of Education and Social Policy, at Northwestern University, in Evanston, IL. A personality and life-span developmental psychologist, McAdams is a pioneer in the study of life stories – that is, how people construct and live out internal narratives that provide their lives with meaning and purpose. McAdams is the author of over 300 scientific articles and chapters, numerous edited volumes, and 8 books. Most recently, he is the author of *The Person: A New Introduction to Personality Psychology* (2022) and *The*

Strange Case of Donald J. Trump: A Psychological Reckoning (2020). He has won numerous awards in personality and developmental psychology including the Henry A. Murray Award for the study of lives, the Jack Block Award for career contributions to personality psychology, and the 2006 William James Award for best general-interest book in psychology, for *The Redemptive Self: Stories Americans Live By*. His work has been featured in many popular venues, including *The Atlantic*, *The New York Times*, and the *Wall Street Journal*, and he has appeared on CNN, MSNBC, NPR, and many other television and radio venues.

12.30 to 13.30 – Lunch (not provided)

13:30 to 15:00 PARALLEL SESSION 6

<p>Session 6A – Learning, Skills and Epistemology (room 11_2014) Chair: Jonathan Reams</p>	<p>Session 6B – Wisdom symposium (room 11_2016) <i>Discussant: Wendelin Küpers</i> Chair: Teresa Sgaramella</p>
Reams & Reams (in person) - Scaling Micro-skill Development	Lucas (online) - Wisdom in Theory and Practice - a German Perspective
Weichbrodt & Willms - Personal growth at work: A case study on the interconnection of individual and collective learning	Baldan & Sgaramella (in person) - Wisdom and other psychological resources: across adulthood: a quantitative Italian study throughout adulthood
Ouellette-Schramm (online) - Intercultural and Epistemological Development of U.S. Undergraduate Faculty	Kallio et al (online) - Theoretical, philosophical, and empirical approaches to wisdom: research studies in Finland.

15:00 to 15:30 - Break

15:30 to 16:30 PARALLEL SESSION 7

<p>Session 7A – Model of Hierarchical Complexity discussion session and workshop (room 11_2014) Chair: Oliver Robinson</p>	<p>Session 7B - Integral Art Lab workshop (room 11_2016) Chair: Debbie Wallace</p>
Commons and Miller (online) - How measuring Hierarchical Complexity can improve your research or practice	Weber-Woisetschlager (online) - Integral Art Lab: Challenges, Motivation and Values - The Trans-Linear Unfolding of Creativity and Consciousness

16:45 to 17:00 – ESRAD President and Vice-President: Closing Remarks (room 11_2014)

Session 1A: Qualitative approaches to adult development

Creating something new from past experiences - The meaning of change in repeated narratives

Authors: Caroline Järdmo, Py Liv Eriksson, Ida Malm, Kate C. McLean, and Ann Friséén.

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 one's 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). Therefore, identity defining narratives should entail both stability and change (Adler, 2019). The aim of this study is to examine the meaning of change in repeated narratives about occupational experiences.

Method: Fifty-nine individuals were interviewed at age 25, 29 and 33. In these interviews 544 narratives and 142 sets of repeated narratives were identified, of these 39 sets of repeated narratives had changed between interviews. A thematic narrative analysis was conducted focusing on the meaning of change in repeated narratives.

Result: The analysis of the meaning of change in the repeated narratives resulted in five themes: Gaining insights about one's identity, Transforming views of past challenges, Increasing agency, Increasing motivation for occupational commitments, and Accentuating competence and importance. In the context of occupational experiences, the results from the narrative themes illuminate how narrators repeatedly engage with the same narrative to elaborate their narrative identity.

Discussion and Implications: This study presents a novel method for capturing identity development, which show that changes in repeated narratives can entail important information about identity growth as well as the way narrators create new stories of their previous experiences in order to continue to make sense of their lives.

The experience of seeking medical support to cope with difficulties relating to the menopause transition: A structured thematic analysis

Authors: Virginija Dalikaite; Dr Oliver Robinson, University of Greenwich

Background and Aim: The menopause transition is a biopsychosocial phenomenon affecting women in midlife that has a complex range of biological, psychological and social effects. This study aimed to explore the decisions and experiences of seeking medical and psychological support during the transition, how this relates to negative experiences, and participants' opinions on what is needed to help with challenging aspects of the menopause transition.

Method: A self-reported, open-ended online survey was used to collect data from 23 women who went through perimenopause or menopause or had been within the past five years and had experienced difficulties related to the menopause transition. Ages ranged from 42 to 60. Data was analysed using structured tabular thematic analysis.

Results: A range of physiological, cognitive, and emotional symptoms were described as related to initiating the seeking of professional or informal support, with emotional symptoms most frequently reported by women who sought medical support. Findings revealed that the most frequent theme

was the negative experience of seeking support. Participants expressed a need for more information on menopause transition and stressed the importance of the recognition of menopause transition. The findings suggest that in the UK, the provision of support to menopausal women is a mixed experience and that there is a perceived need for further support at biological, psychological and social levels.

Discussion and implications: Whilst not all women chose to seek medical support - despite reporting negative effects of menopausal symptoms - the ones that did, had both positive and negative experiences. None of the 23 participants reported that they had sought psychological support to help them manage the negative impact of the menopause transition. This study provides a basis for further research and the need to explore the reasons that prevent women from seeking medical and psychological support.

Growing wiser with horses? – A qualitative exploration on human-horse relationships

Authors: Jenni Spännäri, Sonja Koski. University of Helsinki, Finland

Background and aim: Human-horse relationships are increasingly a topic of interest for multiple fields of study including medicine, biology, social studies and philosophy. Both in research and in popular culture, these relationships are recognized as holding potential for human personal growth, and higher well-being – even wisdom. (e.g., Hallin 2022; Darling 2014; Maurstad et al. 2013)

But what are the elements of the relationship connected with this growth potential? This study aimed to find out how people reflect their growth in relation to their equine companions, and how those reflections relate to previous theorizing on developing wisdom, especially the MORE life experience model (e.g., Glück et al. 2019)

Method: The material for this study consists of 25 semi-structured interviews with Finnish persons regularly interacting with horses (N=15 at box stables, N=10 at open shed stables). The interview material was analyzed using theory guided qualitative content analysis, utilizing Atlas.ti analysis software

Results: The study found that the informants indeed pondered their growth, both as horse persons and as persons in general. The reflections featured openness and reflection, but also sense of mastery and empathy, thus aligning with the MORE model. But circumstances and social environment seemed to play an especially significant role in the growth processes: sometimes growth was attributed to a move to a new environment, sometimes the search for a new environment was a later step in the growth process. Another finding was that the majority of the persons reflecting their personal journey were interviewed at an open shed stable.

Discussion and Implications: Our results give a reason to believe that there is a connection between the stable type and the scope of reflections on one's personal growth. Thus, is it worth investigating further, what kind of implications wisdom and growth has on the lived realities and thus the well-being of the horse.

Session 6A - Established Adulthood and Gen Z

Political and social values of the global Generation Z

Authors: Natalia Waechter & Gudrun Quenzel

Abstract: Value surveys provide important insights into social norms and attitudes, social change and differences between regions as well as generations. Our presentation will show new findings from a large-scale value survey with emerging adults of Generation Z which was carried out in more than 30 countries worldwide. It will focus on attitudes, values, behaviors and outlooks on social concerns, political and civic engagement, friendship and partnership, and communication. The work presented applies a comparative and a developmental approach. Regarding the latter, I will show differences between the “Big Zs”, who are the older, first half of the generation (born 1995-2001; i.e. aged 20-26), moving further into adulthood, and the “Little Zs”, who are at the start of the second half of the generation (born 2002-2003; i.e. aged 18-19), navigating their new young adult lives during an unprecedented time in history. Regarding the comparative perspective, data collection in all continents allowed investigating regional differences.

While the main concerns of the global Generation Z were racism, education, poverty and access to health care, young Europeans were most concerned about access to affordable housing, racism, sexism and climate change. About a third of all surveyed members of Generation Z reported to having changed their personal behavior or lifestyle to address a social issue they are concerned about. When starting a new friendship or a romantic partnership, the respondents reported without regional differences that sharing similar values is most important. Sharing the same political viewpoints seems to be more important to young Americans than to members of Generation Z from Europe and other parts of the world. Without neglecting such regional differences (which can be explained by specific regional contexts), the presentation concludes that the similarities across the globe are most relevant for understanding the particular age group as well as social change.

Established Adulthood: Development from Ages 30 to 45

Author: Clare M. Mehta, Emmanuel College

Background & Aims: Over the past half-century, increased research attention has been paid to adulthood (e.g. emerging adulthood, older adulthood). However, one period of adult development is under-defined and under-explored – the age period from 30-45. For many people in developed countries, the rise of emerging adulthood has resulted in the postponement of enduring commitments in work and relationships until the thirties and forties. Consequently, established adulthood is an eventful and important period of the lifespan during which intense focus and energy is directed toward the formation and maintenance of a long-term committed partnership, progressing in a chosen career, and for those who become parents, raising young children. Because of the convergence of these developmental tasks during established adulthood, established adults may experience heightened stress as they struggle to manage multiple demands in work and relationships. However, this period also brings with it a number of rewards, including, for many, a stronger sense of self and increased social and professional confidence.

Consequently, this presentation will present a theoretical framework for *established adulthood*, making an argument for why it deserves increased empirical and theoretical attention.

Theoretical Framework, 7) Method, Results, and 8) Discussion: The presentation will draw on and integrate multiple domains of research (e.g. romantic relationships, work) to outline the ways in which established adulthood is distinct from other periods of the lifespan demographically, psychologically, and socially. Claims of the uniqueness of established adulthood will be supported with preliminary data from a large scale qualitative research study of established adults. I will conclude by highlighting the importance of better understanding this developmental period in order to develop both policy and therapeutic interventions to support established adults as they navigate what has been described as the “rush hour of life” (Knecht & Freund, 2016).

Life goals, their achievement, and identity styles in established adulthood

Author: Katarína Millová, Department of Psychology, Faculty of Arts, University of Ostrava.

Abstract: This study drew on a recent developmental model of established adulthood introduced by Mehta et al. (2020) that describes the consequences of postponing adult commitments in emerging adulthood. Reifman and Niehuis (2022) assume that established adulthood is a period of greater stability of life, solidifying identity, and closing possibilities in certain life domains, among other things. Life goals reflect very well the developmental tasks that are typical for a particular period of life. Therefore, I focused on developmentally adequate (i.e., establishing family, building career, work-family conflict) and inadequate (i.e., travelling, enjoying one’s life, exploring identity) life goals, strategies of their achievement and identity styles in established adults. *Method:* 980 participants aged 30 to 45 years ($M = 35.36$ years; 670 women) completed an anonymous online questionnaire. Life goals were collected through freely written expression, identity using the Identity Style Inventory 4 (ISI-4), and self-regulation strategies related to goal achievement using the Selection, Optimization, and Compensation questionnaire (SOC-12). *Results:* The most frequent life goals were related to family, work, oneself and partnership, with 78% of participants describing developmentally adequate life goals. The results of binary logistic regression showed that established adults with developmentally adequate goals had a higher level of normative identity and felt a greater identity commitment. However, they did not differ in the way they achieved their life goals compared to established adults with developmentally inadequate life goals. *Discussion and Implication:* The results suggest that the link between developmental adequacy of life goals, maturity of identity, and self-regulation strategies may be related not only to the developmental “adequacy” of developmental goals, but also to the specific life domains to which these life goals are related.

Session 2A: Stage Development and Stage Transitions

How does Constructed Development Theory (Stevens, 2020) deal with Stage Transition?

Author: Dr Darren Stevens.

Background and Aim: Traditional stage theory has been criticised for failing to demonstrate that stages exist as more than random descriptions of observations of sequential changes in human behaviour (Boom, 2011; Cavanaugh & Blanchard-Fields, 2018; Kohlberg & Armon, 1984; Gibbs, 1977, 1979; Broughton, 1984).

An issue within the field is the transition from one stage to the next higher stage, and its requisite steps. This oral presentation aims to introduce the audience to a new method of vertical

development that is concrete and measurable, using a measure of 50 unconscious cognitive heuristics.

Method: 8,200 participants submitted their Identity Compass profiles which deconstructed their thinking into fifty cognitive heuristics, called Cognitive Intentions (CI).

In order to measure the profile's output, a scoring mechanism was created based on the incremental scoring of the fifty CI's. This was called the Thinking Quotient (TQ). The Cognitive Intentions were divided into social-emotional and cognitive, and mapped to Kegan's stages accordingly.

For example, three social-emotional CI's were: External, Partner and Team Player, and each was mapped to Kegan's Stage 3 thinking: Socialised Mind. A participant's propensity for their combined score would demonstrate a predominance for socialised thinking. This was countered by their polar CI's: Internal, Own and Individualist. The key outcome is how they measure the polar CI's against the socialised CI's and if they are aware of their intention in the moment.

For the purposes of the current study, 5% increments between the scores of the paired Cognitive Intentions were used in order to better-differentiate the level of Intention, Awareness and Choice. See Table 1.

Table 1: TQ Score as per Percentage Difference

Group	Meta-Programme	0	0.05	0.10	0.15	0.20	0.25
Reference	Internal>External	5	4.5	3.5	3.5	4	2
	External>Internal	5	4.5	4	3	3	3
Direction	Away From	5	4.5	4	3.5	3	2
	Towards	5	4.5	4	3.5	3	2

Table 1 shows the breakdown of the TQ score for four Cognitive Intentions: 'Towards' / 'Away From' & 'Internal' / 'External'. The principle is one of balance. Should each Cognitive Intention be the same score (balance), the ability of the participant to choose either CI in context was 50/50 and thus was given the highest score from Kegan's perspective (5). The scores then tapered out from this choice position until they reached 40 percentage points difference, at which point there was sufficient difference between them to warrant a subject/object differentiation (Kegan, 1994). For example, with the score for 'External' being greater than 'Internal' by 40%, the outcome for the individual was such that they could not do 'Internal', creating a limited response in the moment.

This then mapped their thinking and behaving directly to Kegan's stage 3.

This principle of mapping CI's to each stage of Kegan's Levels was how the TQ scored each profile.

Using the combination of social-emotional and cognitive CI's, Laske's (2008) system for adult development was also factored into the cognitive results, and Laske's scale was mapped using standard numbers, for ease of reference:

Laske: 3 = TQ3 Laske: 4 = TQ4 5 = TQ5

Laske: 3(4) = TQ3.2 4(5) = TQ4.2

3 / 4 = 3.4 4 / 5 = 4.4

4 / 3 = 3.6 5 / 4 = 4.6

4(3) = 3.8 5(4) = 4.8

The transition from one level to the next was achieved after feedback of the individual's Identity Compass profile, and their resultant TQ score by focusing on those CI's that were most out of balance. Going back to the previous example, a person who changes their perspective from External (Stage 3) to Internal (Stage 4) not only has a cognitive shift, but a demonstrable behavioural shift, and a shift in their word view. They have moved towards an Internal locus of evaluation. This is developmental. Effectively, this infers that Awareness of the Intention behind each CI is the bridge to the next stage of development, and will form the basis of the conference talk.

Results: Before performing the factor analysis, it was checked if the basic assumptions of exploratory Factor analysis were met. The sample size of $n = 8243$ was adequate (Tabachnick, & Fidell, 2007). Kaiser-Meyer-Olkin Measure of Sampling Adequacy was equal to .94, which was higher than the recommended value of .60 (Kaiser, 1974). Bartlett's Test of Sphericity (Bartlett, 1954) was statistically significant ($p < .001$). This all suggested that the data were overall appropriate for factor analysis.

Table 2 presents the five factor output for all 50 Cognitive Intentions.

Table 2: Five factors of cognitive intentions

Cognitive Intentions				
Dimension 1:	Dimension 2:	Dimension 3:	Dimension 4:	Dimension 5:
Future	Sceptic	Procedures	Own	Relationship
Abstract	Trustful	Concrete	Individualist	Affiliation
Vision	Things	Realisation	Internal	People
Long-Term	Away From	Quality Control	Influence	External
Difference		Task	Caring for Self	Listening
Options		Short-term		Team Player
Polarity		Details		Places
Observer		Consensus		Partner
Global		Information		
Towards		Present		
Seeing		ReActive		
Activity		Sameness		
Reading		Past		
		Feeling		

Based on the results of the factor analysis it was concluded that there exists a subset of latent dimensions underlying the fifty investigated Cognitive Intentions amongst the general population. The effects of the five dimensions on the TQ score were tested using multiple linear regression, with five cognitive dimensions (Table 2) as independent variables, and the TQ as dependent variable (Figure 1). The sample size of 8159 was adequate for the linear regression model with five predictors (Tabachnick, & Fidell, 2007, p. 123).

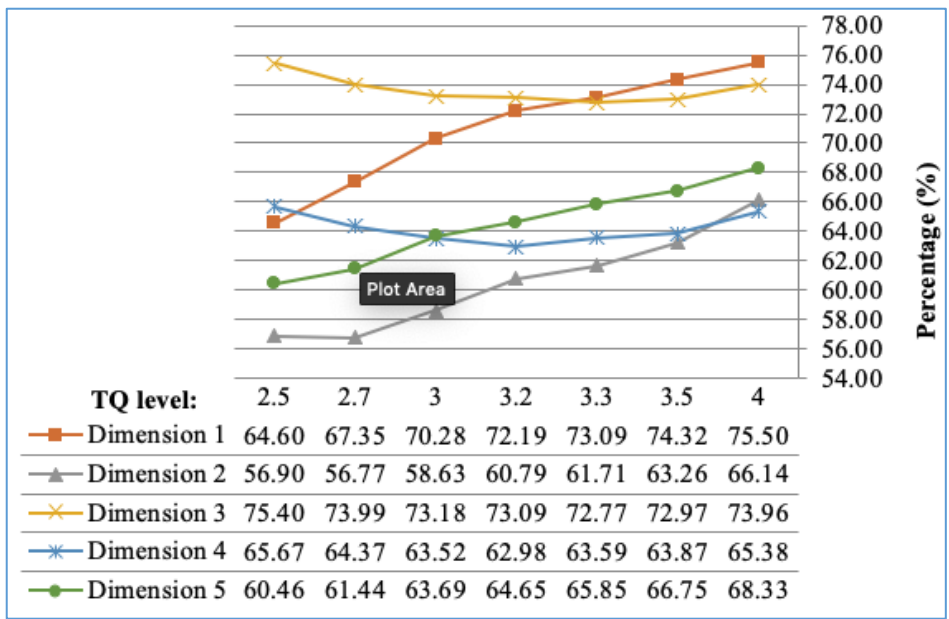


Figure 1: TQ Scale

Each combination of the 50 Cognitive Intentions is an individual’s unique Thinking Style. The data demonstrated that at each of these levels, there were five different dimensions (Table 2).

The HOW of Stage Transition

The results demonstrated that a reduction in the difference between the scores for each Cognitive Intention pairing reduced the ambiguity and uncertainty of their use for the participant. This in turn increased their capacity to choose how to respond in the moment. Effectively, this infers that Awareness of the Intention behind each CI is the bridge to the next stage of development.

By affecting one’s awareness of their use of Internal where they are predominantly External, their world view changes; their capacity to respond in the moment changes, and multiple perspectives arise where none were evident before.

Discussion and Implications: Kegan (1982, 1994) suggested that consciousness development is brought about by experiencing the gap between one’s meaning making and the challenge being faced. This study supports this perspective by demonstrating how the gap between CI awareness is the bridge of vertical development, and closing the gap leads to vertical growth for the individual.

The findings from the current study demonstrated that an individual’s capacity to choose their CI use aligns with Kegan’s (1994) notion of Subject/Object behaviour in that if they hold the two CI’s as Object, they can choose to do either in a given context.

I will go into more detail in the talk, demonstrating how bridges and shells are renamed and reframed in my theory, thus contributing to the field quite specifically.

Towards a formal theory of perspective taking

Author: Kristian Stålné.

Background and Aim: From his metatheoretical approach DIID, Hagström (2023, to be published) argues for subject-object duality, which can be understood as perspective taking, as a basal aspect of human development. After Piaget, several theorists have proposed descriptions of stage wise development of perspective taking: Selman (1980) on social perspective taking and the interpersonal domain, Kegan (1982, 1994) following with his subject-object theory in the inter and intra-psychic or social-emotional domain. Neither has described perspective taking in other domains, such as the physical world, beyond Piaget's formal operational stage. Wilber (1996), Cook-Greuter (2013) and O'Fallon and colleagues (2020) argue for the ability for perspective taking expressed as person perspective (first person, second person perspective etc.) as a core aspect of development without defining it formally. The aim of the work is to propose and outline such formal theory of perspective taking to be applied generally across different domains.

Approach to theoretical analysis: The development of perspective taking is here understood as demonstrating a hard stage theory character along with underlying axioms. Perspective taking is defined as the relation between a subject (that which sees) and object (what is being seen) and describes how the conception of self, other, relations and the physical world develops. The theory describes perspective taking in terms of person perspectives and compares them with theoretical descriptions from the field. Following Selman, a key component is to distinguish perspective taking – what you can see – from complex reasoning – how you operate on what you can see.

Results and key conceptual points: Preliminary results from the analysis demonstrate that person perspective formulation is consistent with Selman's work which reaches a fully developed 3rd person perspective (corresponding to Piaget's formal operational). Further, it offers descriptions of the 4th person perspective that are consistent with its theoretical assumptions and correspond to descriptions of perspective taking in the post-conventional stages of ego development.

Discussion and Implications: Perspective taking is foundational to the development of other developmental aspects, such as complex thinking and role taking – on which it, in turn, depends. The rationale of approaching the person perspective formulation is motivated by it being more accessible and having a promising potential in exploring collective and cultural development.

Making Meaning of the Meaning in Our Lives: Qualitative Research on the Relationship Between the Stage of an Adult's Development and their Personal Meaning in Life

Author: Dr. Jeffrey Schneider, PhD, JD, M.Ed, MA

Background and Aim: The aim of the research was to explore, for the first time, how two universal and essential aspects of the human experience relate to each other: (a) the stage of psychosocial maturity of mid-life adults (operationalized through contemporary models of ego development stages), and (b) their personal conceptions and experiences of having meaning in their lives.

Method: Blind to the developmental stage of 18 mid-life adults who ranged from early conventional through mid- postconventional stages (O'Fallon's stages 3.5 through 5.5), intensive interviews sought to understand each participant's conceptualization of personal meaning-in-life and their personal experience of the meaning-in-life phenomenon. Thematic analysis revealed five clusters or

patterns of how participants related to meaning-in-life. Only after generating these clusters were the developmental stages of the participants made known to the researcher, at which point a clear pattern emerged between ego development stages and experiences and conceptions of meaning-in-life.

Results: Data from this study strongly suggest that mid-life adults at postconventional stages of ego development experience and conceive of meaning-in-life in a qualitatively different way than those at earlier stages. More importantly, this different way of experiencing and conceiving of meaning-in-life shows patterns inconsistent with the models and measures of meaning-in-life that dominate psychological scholarship. The research reveals a qualitatively different form of meaning-in-life that contradicts or transcends the *purpose*, *significance*, and *coherence* subconstructs inherent in contemporary models and measures of meaning-in-life.

Discussion and Implications: These results not only suggest the need for adjustment to existing meaning-in-life models, but also suggest that research, theory, and practice regarding all psychological phenomena (e.g., happiness, depression, gender identity, etc.) should consider the effects of ego development diversity. An additional byproduct of this research is helpful insight into the meaning-making of individuals at the rarer later stages of the ego development spectrum.

Session 2B

Positive adult development: Admiration, identity and meaning

Attributes and person types admired by Greek emerging adults: Relative prevalence, differences by gender and socio-economic status

Authors: Georgios Vleioras, University of Thessaly; Oliver Robinson, University of Greenwich

Background and Aim: Admiration is a social emotion that has implications for behavior, such as leading to a desire to emulate the admired person. What and who young people admire as role models has consequences for social and individual development. The present study aimed at extending the previous findings about admired attributes among emerging adults (Robinson et al., 2016), by investigating the attributes and person types that Greek emerging adults admire in real-world individuals, and by exploring the relationship between admired person types and admired qualities, gender, and socio-economic status.

Method: A total of 198 participants aged 18 to 25 (mean age = 19.46 years; 50% women) provided written descriptions of five attributes that they admire in a non-fictional person. A hybrid coding scheme was used.

Results: With regards to admired attributes, the most prevalent categories were Drive and Determination, Care and Generativity, and Resilience and Positivity, Intellect and Education, and Justice and Integrity. Success and Status was mentioned more frequently by male participants than by female participants, and Intellect and Education was more prevalent in individuals with mothers of university-level education than in individuals with mothers of school-level education. With regards to the admired person types, most participants described a person they personally know (i.e., a member of their close or extended family or of their social circle), whereas less participants described a famous personality. Women were more likely to report admiring a person that they personally knew, and men were more likely to report admiring a same-sex figure.

Discussion and Implications: The findings extend the understanding of admiration in new directions by supporting a high level of cross-cultural consistency in admired attributes, but also some features that are unique to the Greek context.

References:

Robinson, O. C., Dunn, A., Nartova-Boschaver, S., Bochaver, K., Asadi, S., Khosravi, Z., Jafari, S. M., Zhang, X., & Yang, Y. (2016). Figures of admiration in emerging adulthood: A four-country study. *Emerging Adulthood, 4*(2), 82–91. <https://doi.org/10.1177/2167696815601945>

Knowing Me, Knowing You: A Longitudinal Study of Changes in Parental Representations among Early Adults going through Progressive Identity Development

Authors: Hanna Larsson and Ann Frisé, Department of Psychology, University of Gothenburg.

Background and Aim: Developing and revising one's identity is a lifelong task that is influenced by close relationships in the individual's social context, such as parents. For adolescents and emerging adults, identity development has been found to involve changes in how they view and relate to their parents, but little is known about what this process entails in early adulthood. The aim of the present study was to examine how early adults describe and relate to internal representations of their parents in their identity narratives, and how these parental representations change as they progress from identity foreclosure (at age 29) to identity achievement (at age 33).

Method (if theoretical paper; approach to theoretical analysis): From a longitudinal study using the Identity Status Interview (Marcia et al., 1993) we selected participants with a progressive development from identity foreclosure (identity commitments established with little prior exploration) at age 29 to identity achievement (identity commitments established after exploring alternatives) at age 33 (18 of 118 participants). We used a case study approach to analyze changes in parental representations for each individual and thereafter conducted a thematic analysis to identify shared themes.

Results: Our analysis resulted in three themes showing that progressive identity development from identity foreclosure to achievement in early adulthood may involve: 1) Describing parents more as whole persons and expressing a newfound sense of understanding for them and their life choices, 2) Relating to parental influences with greater awareness, independence, and agency, and 3) Making more reflective comparisons between oneself and parents and using those comparisons to clarify views of the self.

Discussion and Implications: The results add to our understanding of identity development in early adulthood by showing that progressive identity development in this phase of life may involve reflecting on parental representations and deepening one's understanding of one's parents as well as finding greater independence from them.

The Role of Social Support, Meaning and Optimism in Predicting Post-Traumatic Growth Outcomes During the COVID-19 Pandemic

Author: Loraine, Harry, Bangor University

Background: Since the onset of the COVID-19 pandemic, multiple studies have investigated the psychological consequences of living under the constant threat of an invisible virus. Following

COVID-19 being categorised as a mass-traumatic event due to threats to psychological and social well-being, post-traumatic growth (PTG) has been observed in individuals affected by the pandemic. Individuals undergoing PTG may recognise growth across five domains: personal strength, interpersonal relationships, life appreciation, new opportunities, and spirituality (Tedeschi & Calhoun, 1996). However, the extent to which PTG occurs is affected by numerous personal and social characteristics. The current study hypothesised that greater reports of meaning presence, searching for meaning, optimism and social support can significantly predict variance in post-traumatic growth during the COVID-19 pandemic. This hypothesis was based upon theories by Janoff-Bulman (2006) that suggest that these factors enable arduous schema change in how the individual perceives the world after trauma alters their worldview.

Method: Members of the general adult population (n = 129) were recruited via online forums and received several questionnaires to be completed on Qualtrics. The age of participants ranged from 18 to 77 (M = 32.30, SD = 16.36), with more participants identifying as female and White, and 40% of the participants reported the pandemic as traumatic. The current study selected questionnaires that were widely used and applied across the literature, such as the Post-Traumatic Growth Inventory (PTGI), Meaning in Life Questionnaire (MLQ), Multidimensional Scale of Perceived Social Support (MSPSS) and the Life-Orientation Test-Revised (LOT-R). The questionnaires gathered mean scores for each of the variables as well as demographic information.

Results: Responses from the questionnaire suggest that 60% (n = 77) of the participants in the current study experienced a medium level of PTG during the COVID-19 pandemic. A multiple regression analysis determined that, collectively, the four variables explained significant variance in post-traumatic growth. Searching for meaning was observed as the most significantly positively correlated with post-traumatic growth, indicating its importance for individuals dealing with the trauma of the pandemic.

Implications: This finding provides wider implications for clinical practices seeking the most effective methods in supporting individuals troubled by the COVID-19 pandemic.

Session 3A: Leadership

Navigating Ambiguity: Researching leadership development in international

Author: Melissa George.

Abstract: International school leaders often encounter and navigate ongoing challenges in today's world that are complex and require adaption. These leaders might consider themselves to be "in over their heads" and in need of novel ways to develop and transform through encounters with ambiguity. Nicolaides (2015) describes ambiguity as "an encounter with an appearance of reality that is at first unrecognizable oblique, simultaneously evoking fear of 'no-cognition" (p.181). Adult development illuminates some of the ways that ambiguity is navigated.

This session presents a proposed dissertation research project that will examine how international school leaders navigate ambiguity, and how this is shaped by their stage of adult development. Constructive developmental theory (CDT) is a stage theory of adult development that focuses on the ways a person's understanding of the self and the world experiences (McCauley et al., 2006). I will

share the current status of my proposed research design, anticipated findings, and engage participants in discussion about the design and pathways for further explorations of these topics.

Method: Discussion

Results: Participants will gain an understanding about research in this topic of interest and make connections from this research to their own areas of interest in adult development.

Discussion and Implications:

- How might research on these topics be designed? What are the implications of different ways of approaching the research?
- What kind of research is needed at the intersection of AD, leadership, and ambiguity?
- What are your ideas for researching these kinds of questions?
- Explore emerging trends in research on AD, leadership, and navigating complexity and ambiguity.

Participants will learn about a research study that is building on previous literature. They will be able to reflect on how this connects with their own topics and areas of focus in the field.

The meaning making behind co-production leadership: Navigating conflict, power, and responsibility

Authors: Verna DeLauer & Sofia Kjellström

Background and Aim: Coproduction can be seen as a process where stakeholders join partnership with professionals to act together on a matter. The essential component being doing *with* rather than *for*. A reoccurring assumption in adult development texts is that people need to have more complex ways of meaning making in order to facilitate mutual processes (e.g. Kjellström & Andersson, 2017) or to see all systems (environment, social and economic) that need to be celebrated and integrated (DeLauer et al, 2014). This study addresses the lack of knowledge on how different forms of coproduction are enabled with increasing complexity of meaning making.

The aim of this project is to explore different ways of understanding coproduction.

Method: 15 semi-structured interviews about leadership and coproduction and a Subject-Object Interview (Lahey et al 1988). Experienced co-production facilitators and leaders in four countries have been invited for interviews in English. Two independent persons have scored the interviews resulting in a range of mindsets and a thematic analysis has been performed.

Results: How a leader knows and makes sense of coproduction and their role within it varies among mindsets. As complexity grows, conflict becomes less personal, more fluid, and even necessary for learning. Power is no longer something that is given to or taken away from someone but felt individually and collectively. Leadership is exercised less through the desire to take care of and more from a facilitation of differing viewpoints.

Discussion and Implications: People are participating in different types of coproduction processes and are at varying levels of complexity as they make sense of coproduction, themselves within it, change, conflict, power, and leadership. A recognition of the different minds at work during a coproduction process may help us create processes which are more well-rounded and in-tune to difference.

The development of Leadership Development within an organization.

Authors: Anna Fabisch, (co-authors: Sofia Kjellström, Gunilla Avby, Marlene Ockander).

Background and Aim: Leadership development includes processes, activities, and methods addressing the organization's ability to manage the pressing matters of today and the challenges of the future (Van Velsor et al., 2010). The practice of leadership development is formed by beliefs and understandings of "what is" leadership development. In organizations, where people with different beliefs come together in social interactions, a collective structure of similar beliefs emerges. The literature suggest that beliefs and practices of leadership development can evolve from dependent to independent and further into interdependent forms (McCauley & Palus, 2020) . This study explored how the leadership development evolved in a high-performing organization over 30 years.

Method: Through reflexive thematic analysis (Braun & Clarke, 2022) of organizational documents and interviews with top managers and practitioners responsible for the leadership development system, the study provides a rich retrospective description of how the system evolved during the years 1990–2020.

Results: The results revealed three pervasive changes in the leadership development system: 1) from a system for business-specific learning to one for system-wide learning; 2) from a system for personal development to one for customer-oriented quality development; and 3) from a leadership development system consisting of leadership development programs to one that includes on-the-job learning. These changes supported the gradual transformation of leadership development from being independent to becoming interdependent parts in a wider system and thus more integrated into the business structure and organizational system.

Discussion and Implications: The findings provide a unique insight into how an organization evolved from individual leadership development towards promoting collective aspects such as customer-oriented quality development.

Session 3B: Critical reflection, dialectical thinking and meaning-making

The Thinking Folk Project: Using Socratic dialogues as a pedagogical construct to develop language and meaning-making

Author: Garry Nicholson

Abstract: The Thinking Folk project introduced Socratic dialogues, following the Nelson-Heckmann tradition (Krohn, 2004), as a pedagogical construct to develop critical thinking skills by drawing on the lived experiences of adult learners at a large local authority community learning provider located in a North-East England. The resulting conversations were soon described as 'real' talk by learners, which, in a process that not only developed the authentic use of English language, also enabled them to recognise the common bonds that make us all human.

Methodologically the project was aligned with the hermeneutic tradition which the German philosopher Hans Georg Gadamer describes as conducting a real dialogue or 'true conversation'. The project also drew inspiration from the American psychologist Jerome Bruner (1990) argument that to be human is to be a storyteller and stories are a way to create meaning from our experiences.

Data was collected through semi-structured conversations and a hybrid approach of both 'discourse' and 'narrative' analysis was adopted. Findings from the research project suggest that Socratic dialogues offer participants the opportunity to engage in 'meaning making' from their experiences and facilitate the evolution of 'systems of meaning' (Kegan, 1982, p.374).

The project led to a commitment to undertake more dialogical and participatory learning activities aimed at giving participants the opportunity to develop commonality and find meaning in their own and others' experiences. As one learner, who had recently sought political asylum in the United Kingdom, commented 'I feel liberated to be able to talk freely about my experiences, with like-minded people'.

The prospective educators' development through the critical reflection in the era of the (COVID-19) pandemic

Authors: Marina Sounoglou & Evangelia Kalogirou.

Background and Aim: The scope of the Program of Practicum at the University of Thessaly is, at its initial stage, for student teachers to acquire the necessary pedagogical knowledge, abilities and skills by systematically observing and recording data from a kindergarten environment throughout the academic semester. They record data in guides with open-ended questions and take part in feedback and reflection processes with their peers and their teacher educator. In the present study, we research how critical reflection enhanced prospective educators' involvement in the practicum. The research questions are: 1. How does the reflection process promote prospective educators' development? 2. How did the COVID-19 pandemic affect the practicum observation period?

Method: The research uses qualitative methodology. 187 student teachers during the academic year 2021-2022 took part in the study. They completed an online questionnaire with open-ended questions: 'How did you overcome possible difficulties? How was the issue resolved?', 'Did the feedback sessions help you identify potential mistakes and omissions when completing the observation guides and how?' and 'How did the first phase of the practicum affect your cognitive and emotional skills for the later phase?'. Additionally, data were collected from a Ph.D. candidate, who was present at the online reflection plenary session in the role of a critical friend and were used to enrich the analysis of the reflection process. The critical friend is involved in the reflection phase, participating through her perspective, in the feedback perspective of the researcher's action. Thus, on the one hand, the authenticity of the research is verified and, on the other hand, its validity is increased. The data were analyzed by using thematic analysis and discourse analysis.

Results: The critical reflection process results as they emerged through individual and collective reflective processes, were organized into three categories: Professional Development, Personal

Development, and Social Development. It is depicted that the knowledge participants obtained through the program, helped them to create a safe pedagogical framework for their future professional development connecting theory with practice. In addition, they feel that regarding personal development, they have achieved their goal of success in overcoming anxiety and personal doubts about the first contact with children and professional kindergarten teachers. Also, they referred to the social benefits because through the program they met other colleagues, shared common concerns and critically reflected through the in-person and virtual meetings.

Discussion and Implications: Student teachers' systematic involvement in reflection processes enabled them to perceive common problems as well as perspectives emerging from the period of observations in kindergartens. The reflection process placed the student teacher at the core of reflection through the unjudgmental expression and sharing of ideas and his training in systematic observation of the educational practice. Thus, it enhanced their professional self-development. In the era of the pandemic, the utilization of technology and digital media ensured equal opportunities for participation and ensured the continuity of the practicum program.

Peculiarities of mastering dialectical structures in scientific content by university students

Authors: Olga Shiyan & Igor Shiyan

Background and Aim: The study is based on the cultural- historical approach on learning and development (Vygotsky, 1978), structural-dialectical approach (Veraksa (2010), Veraksa et al. (2013)). The aim of the study is to explore the relationship between the ability to identify dialectical structures in a scientific text and produce dialectical creative solutions.

Method: The study involved 82 undergraduate students of the Moscow Psychological and Pedagogical University . The students were asked to read the book by M.& I. Goldstein "How We Know: An Exploration Of The Scientific Process" where the problems of experiment, scientific objectivity and scientific creativity are considered from dialectical positions.

Students were offered three options for the definition of three concepts ("scientific fact", "experiment", "scientific discovery"). They had to choose the variant of the definition of the concept, which, from their point of view, was formulated by the author. Two variants of the definition had a formal-logical structure, and one - a dialectical one. Students were asked not only to choose a statement with which, in their opinion, the authors of the book agree, but also to argue it.

The students also were asked to answer the questions of the method of diagnosing dialectical thinking "What can be at the same time?", where it is proposed to solve contradictory problems.

Results: The number of choices of dialectical answer options and the number of dialectical justifications is shown in the diagrams.

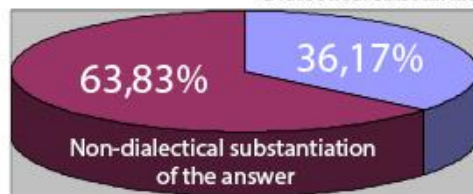
CHOICE OF ANSWERS

Choice of answers with a formal-logical relationship of opposites



SUBSTANTIATION OF THE ANSWER

Dialectical substantiation of the answer



The diagrams show that in 69,9% of cases students chose a dialectical answer, however, during argumentation, complex dialectical relations in scientific content are “reduced” to much more primitive formal-logical ones. Moreover, in some cases, the author was credited with the idea with which he actually argued in the book - however, due to a simpler construction, it seemed to readers more understandable.

Students who successfully coped with the analysis of the structure of scientific concepts showed higher results when resolving contradictory situations according to the “What can be at the same time” method: $p=0.37$; $P<0.05$.

Discussion and Implications:

1. The ability to understand dialectical structures in a scientific text is related to the ability to solve effectively creative dialectical problems.

2. The low level of dialectical thinking makes it difficult to understand the author's dialectical thought and leads to its reduction to a logically simpler structure and to a false interpretation of the dialectical idea.

Session 4A: Qualitative approaches to adult development, continued

The perceived link between dreams, personal growth, learning and spirituality in adulthood: A qualitative survey

Authors: Robinson, O.C., University of Greenwich, Vasile, M-C., University of Greenwich

Background: Despite recent gains in the understanding of dreams and their functions, the topic of dreams in relation to personal growth, life change, and spirituality has remained unexplored in the research literature. This study aimed to investigate the perceived relationship between dreams and (a) making developmental changes, (b) learning and (c) spiritual development.

Method: A sample of 118 adults took part in an online survey in which they responded to closed-ended and open-ended questions about dreams, learning, personal development and spirituality. Participants ranged in age from 19 to 47, with 26% male, 72% female and 2% preferring not to say. Data was analysed using Structured Tabular Thematic Analysis.

Findings: 55 participants (47%) stated that they had made a change in their life as a result of a dream. 69 participants (58%) agreed that dreams provided information that facilitated learning. 98 out of 118 participants (83%) reported having dreams that informed their spiritual life in some way. The presentation will present example quotes that bring these themes to life and help to explain theme. Each theme has a set of sub-themes. For example, within the themes of dreams and spirituality, there were the following subthemes: 1. Bringing the unconscious into conscious for healing and insight, 2. Accessing spiritual knowledge via intuition and feeling, 3. Spiritual Messages via encounters with other beings in dreams, and 4. Spiritual messages as precognitive information about upcoming events.

Discussion Points: For this sample, dreams are clearly formative in personal development. This pioneering research study has implications for an understanding of the formative role of dreams in adult development, learning and the spiritual life. Limitations and future implications are also discussed, particularly in terms of the nature of the sample collected.

Duty of care in coaching for adult development: A qualitative study

Author: Dr Benita Mayhead

Background and aim: Executive coaching is widely used by organisations in the developmental of adults, and whilst professional coaching bodies have ethical codes of practice, coaching is unregulated. Duty of care forms part of the ethical framework of an executive coach's practice yet research is lacking on coach' enactment and understanding of it, nor is duty of care defined in coaching literature unlike other related helping professions. This research formed part of a professional doctorate in coaching and mentoring and explored how executive coaches make sense of duty of care, and how they enact it.

Method: Qualitative inductive approach ontologically underpinned by constructivist research paradigm. Semi-structured interviews with 30 executive coaches. Data analysis – Nvivo and excel for data management; manual coding thematic analysis resulting in categories, sub-ordinate, super-ordinate themes, findings.

Discussion/implications: Executive coaches are used widely by organisations to support adults with their professional growth and development. Ethical conduct forms part of the underpinning

foundations in how an executive coach operates. However, unlike other related helping professions, research on ethics and duty of care in coaching is lacking. The findings of this research position care firmly in an executive coach's practice when working with adults. The research shows how executive coaches have a duty of care to promote the welfare of all those in the coaching relationship, including the organisation. This research evidences how the executive coach is responsible for setting limits, standards and boundaries systemically, with the executive coach being aware of the ripple effect of coaching beyond presenting issues. The findings challenge previously held assumptions and invites executive coaches and organisations to reflect, review and take responsibility in contracting, boundary management and ending coaching relationships when working with adults.

The No-Narrative Narrative: Phenomenology of Psychological Suffering and Emancipation

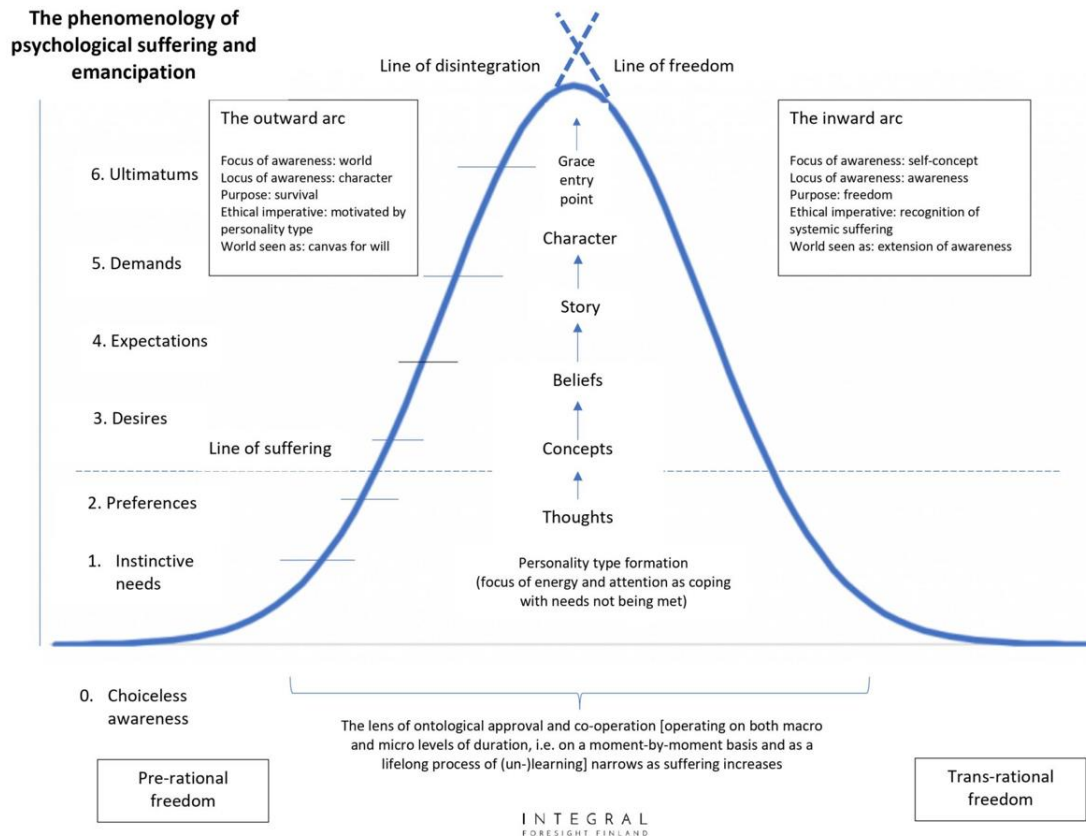
Author: Dr. JP Jakonen, Univeristy of Turku, Finland.

Background and Aim: The aim of the presentation is to offer a synoptic view on the narrative project of our species from the perspectives of comparative philosophy and nondual spirituality, framed here as emancipatory philosophy. The core idea within this approach is the "narrative of no-narrative". It can be figuratively represented as phenomenology of psychological suffering and emancipation (see Fig 1). There the sense of self arises to meet the world of needs, expectations, demands and finally ultimatums, producing our intra- and interpersonal human world of narrativity and the psychosocial suffering that co-arises with the sense of belief in the subjective, first-person narrative.

Method: Phenomenology; comparative philosophy; metaphilosophy

Results: Psychological suffering rises as a natural function of the sense of the narrative self; psychological suffering ceases as the sense of the narrative self is inquired into and seen as an object.

Discussion and Implications: The implications of the premise require the ability to withhold from either/or thinking, and benefit from the ability to live with paradox. The sense of the narrative self is a useful tool, as it makes possible most of our human achievements; and like a tool, we need a skill of putting it down when it is not in use, and when it is not needed, which is more often than we tend to think. That state of being can be described as the "no-narrative narrative".



Session 4B: Discussion session on wisdom

Debating wisdom: There Can be No Psychology of Wisdom without Wisdom in Psychology

Authors: Eeva Kallio, Micheal F. Mascolo & Jonathan Reams.

Abstract: The highest forms of adult development have been called as “reaching of wisdom”, as E.H. Erikson for example put it. There are, of course, many definitions of wisdom, and many approaches, methods, and disciplines to study it. In its attempt to define itself as a science, psychology seeks to rely upon empirical means to identify or operationalize core terms. For example, many wisdom researchers seek to define wisdom “empirically” by identifying qualities that everyday individuals use when they describe people who they consider to be “wise”. Drawing on such studies, researchers have suggested that wisdom can be understood in terms of qualities such as humility, empathy, compassion, socio-cognitive-affective understanding, and the capacity for multi-perspectival cognition. Researchers who adopt this approach define wisdom in terms of qualities that are commonly understood to reflect successful development. However, the empirical analysis of wisdom and development raise difficult questions. Despite the desire of psychologist to ground their theorizing in empirical evidence, concepts like wisdom and development are not empirical ones; they are philosophical concepts with deep axiological connotations. If this is so, then philosophical analyses of these concepts is necessary to expose their value presuppositions and hidden

assumptions -- especially regarding claims of “better”, “advanced”, “more developed”. From some viewpoints, these kinds of claims can be seen as discriminative, even racial, and unjust, as seldom the criteria of ranking have been explicated. What does it mean to say that a certain developmental level or stage is better or more developed? How are these concepts structured by ideological, philosophical, and axiological assumptions? To the extent that philosophy can be defined as the “love for wisdom”, wisdom is deeply tied to philosophy. Philosophical reflection is a precondition for any attempt to understand wisdom and its development. The psychological analysis of wisdom cannot proceed as a value-neutral process. A psychology of wisdom must be structured by a psychology informed by wisdom.

Session 5A: Family, friendship and development

The meaning of family: Deviating from the master narrative in Sweden

Authors: Fanny Gyberg, Ph.D., Karlstad University, Sweden, Kitty Wiking, M.S., University of Gothenburg, Sweden, Maria Wängqvist, Associate Professor, University of Gothenburg Sweden and Ylva Svensson, Associate Professor, University West, Sweden.

1. Family has been viewed as among the most important factors influencing identity development (Erikson, [1968](#); McLean, [2015](#)). One way to understand identity is to investigate people’s stories about themselves, also known as narrative identity (McAdams, [2001](#)). In this presentation, we focus on a study examining family identity among adults in Sweden. More specifically, we investigated the types of family-related narratives of deviations from the master narrative as these types of stories are theorized to be more central for people’s identity (McLean et al., 2018).
2. Drawn from a larger study, we focus on the adult part of the sample (18-46 years, *Mage* 22.6 years), covering 280 participants, 105 (85% women) of whom shared family-related narratives (Table 1). These participants were reached through two Universities in Sweden and given fill-in questionnaires, answering background questions, a master narrative prompt (McLean et al., 2018), and a question concerning identity centrality of the shared narrative (Syed & Azmitia, 2008). The qualitative data was analyzed by using thematic analysis (Braun & Clarke, 2006) with a structured tabular approach (Robinson, 2022) and the quantitative data was analyzed by using an independent-sample *t*-test in order to compare identity centrality between family-related narratives and other narratives.
3. Six themes of family-related narratives of deviation from the master narrative were found (Table 2): *Perceived social norms*, *Where are you from?* *Family roots and heritage*, *Family adversity*, *Family structure*, *Hiding my identity*, and *The normative family*. We also found that the family-related narratives had significantly higher identity centrality than did the non-family-related narratives ($t[260] = 4.41, p < .05, d = 0.56$).
4. The findings from this study emphasize the importance of family for people’s narrative identities beyond the adolescent years, and illustrate the complex and multilayered aspects of family identity. The master narrative discernable in the participants’ narratives of deviation portrays ideals of the happy, white, secular, middle-class, heteronormative nuclear

family, even though this does not always correspond to the actual lived situations of families in contemporary Sweden.

Familism Values Flow in Pakistani Intergenerational Families

Authors: Saba Sajjad & Dr. Jamil A. Malik.

Background and Aim: Family relationships are substantial and enduring for one's well-being throughout life. A life course perspective highlights the significance of linked lives across one's course of life (Elder et al., 2003). The generational link in life course research is explained by the intergenerational transmission which emphasizes how parents pass on their values, beliefs, their attitudes, and their intellectual resources to their offspring. So the aim of the current study was to investigate the flow of familism values in Pakistani intergenerational families from grandparents to parents and then to adolescent children.

Methods: In this study, 270 intergenerational families with 270 grandparents (generation 1), 270 fathers, 270 mothers (generation 2), and 270 grandchildren (generation 3) residing in different Urban areas of Punjab (Rawalpindi, Gujranwala, Lahore, Sialkot, & Gujrat) were included. All the 1080 participants completed the Attitudinal Familism Scale and Behavioral Familism Scale (Steidel & Contreras, 2003) to assess both attitudinal and behavioral familism values respectively. Both scales were translated into the Urdu language prior to administration.

Results: SEM suggested familism values of grandparents positively predict the familism values of fathers, and the values of fathers and grandparents both predict familism values in mothers. The familism values of fathers and mothers both predict familism values in grandchildren. These held true for both attitudinal and behavioral familism values. Findings suggest that generation 2 mediates the relationship between the familism values of grandparents and the familism values of grandchildren.

Discussion and Implications: The study highlights the multi-directional transmission of familism values within intergenerational families indicating downward (Grandparents & parents; parents & children), and parallel (husbands & wives), the flow of familism values providing empirical support to linked lives principle of life course perspective. This study suggests the adherence of familism values of Pakistani intergenerational families where earlier generations are transmitting these values to the younger generation. Moreover, the study also highlights the role of the second generation in family dynamics.

Keywords: familism, values' family flow, intergenerational families.

The role of savoring in the relation between positive adult friendship experiences and wellbeing

Authors: Pezirkianidis Christos, Galanaki Evangelia, Karakasidou Eirini, & Stalikas Anastassios

Background and aim: Building positive relationships and enhancing wellbeing levels are core therapeutic goals in counselling. However, the ways adult friendships facilitate psychological flourishing is an understudied issue in lifespan samples (Demir, 2015). The aim of the present study was to examine the associations between positive adult friendship experiences (i.e., stimulating companionship, help, self-validation, emotional security, reliable alliance, and intimacy) and

wellbeing components following the PERMA multidimensional conceptualization (Seligman, 2011) and also taking into account the individual's capacity to savor positive experiences in life.

Method: A cross-sectional approach was adopted to answer the research questions. A sample of 771 Greek adults (ages 18 - 73; $M = 38.35$, $SD = 13.33$) completed the McGill Friendship Questionnaire – Friendship Functions, the PERMA Profiler, and the Abridged Ways of Savoring Checklist for Adults.

Results: The results of correlation analysis indicated that overall wellbeing and its components were positively associated with all positive adult friendship experiences. However, multiple regression analysis showed that specific friendship functions significantly accounted for individual's wellbeing levels and specific wellbeing components. Moreover, savoring strategies were found to moderate some of the relations among friendship experiences and wellbeing components.

Discussion and implications: The results enrich the existing literature on the mechanisms that enhance the relation between positive friendship experiences and wellbeing indices. Implications for planning and applying positive friendship interventions in several contexts, such as work, psychoeducation, and counselling, are discussed.

Session 5B: Workshop - The Relevance of Yogic Philosophy & Practices to Adult Development Theory

The Relevance of Yogic Philosophy & Practices to Adult Development Theory

Author: Grainne McAnallen

Abstract: The aim of the workshop is to draw parallels between Yogic Philosophy and Practices on self-realisation and modern academic theory on stages of adult development, and to highlight the relevance of Yogic philosophy and practices in the modern era. The goal of Yoga is Union or Oneness, what we would today call "Unity Consciousness". We will review the Yogic Model of The Koshas, the five sheaths or layers of the human system, from the most gross to the most subtle: physical, energy, mental, wisdom, bliss. These sheaths refer to mastery of the physical body, mastery of the emotions (energy-in-motion), mastery of thought, mastery over conditioning and unity consciousness. Through the lens of modern academic theory, these layers of the human system could also be labelled as first-, second-, third-, fourth- and fifth- person perspective.

We will discuss the three practices developed by the Yogis to support self-realisation: Yoga (physical postures), Pranayama (breathwork) and Yoga Nidra (conscious sleep), and how they are designed to support the movement from concrete awareness, to context awareness, to construct awareness.

This workshop will include a guided experience of Yoga Nidra or conscious sleep, the least well known of the three practices but rapidly gaining popularity, which is designed to give the practitioner a felt experience of higher states of consciousness.

With regular practice, the practitioner strengthens the neural pathways that equate to higher states of consciousness, thereby training the brain to access these states more easily, and supporting the evolution to higher stages of consciousness.

The workshop includes:

- 1) overview of Yogic Philosophy and Practices and the parallels with modern academic theory on adult development,
- 2) a guided experience of Yoga Nidra or conscious sleep, in order to experience or have a felt sense of higher states of consciousness,
- 3) time for sharing, Q&A and discussion

Discussion and Implications: How the Yogic Framework, The Koshas, is possibly one of the earliest adult development frameworks and how yogic practices can support adult development in the modern age.

Session 6A: Learning, Skills and Epistemology

Scaling Micro-skill Development

Authors: Jonathan Reams, Juliane Reams.

Background and Aim: Dynamic skill theory (Fischer, 1980; Mascolo and Fischer, 2010) provides a rich understanding of how skills develop. Building on this, Dawson (Dawson and Stein, 2011) has described an approach to learning, virtuous cycles of learning or VCoLs, and more recently outlined the practice of micro- VCoLs as a method for building skills in the moment.

The challenge of scaling this work through applying it in an online learning system has been the focus of this project. In this presentation, we will describe the production of one specific sequence of learning activities focused on *Building Emotional Resilience* through creating awareness of triggers that generate reactive behaviors and learning how to make micro subject object shifts to allow reframing of underlying fears into curiosity for learning.

Method: Students in a university continuing education course on leadership development were provided with access to a series of learning activities in an online platform based on the micro-VCoL model. Part of this involved them responding to questions aimed to help them make explicit their responses to each step of the process. This was done in the spring term of 2022 with a pilot group and in the spring of 2023 with the entire class in a revised version. These responses were exported to a google sheet and analyzed to identify the learning process.

Results: The analysis of textual responses indicate the presence of micro-developmental shifts. Participants describe a variety of ways they recognized triggers, identified underlying emotions and practiced reframing their experience to enable more creative responses.

Discussion and Implications: Being able to scale micro-developmental processes offers the opportunity to go beyond elite offsite leadership training for executives to enable an “Everyone Culture” (Kegan and Lahey, 2016). It also offers a ‘stickier’ type of learning and opens more possibilities for expanding the range of offerings using this method.

Personal growth at work: A case study on the interconnection of individual and collective learning

Authors: Dr. Johann Weichbrodt & Johannes Willms

Background and Aim: Inspired by earlier work on organizations putting personal growth at the center of their operating (Kegan & Lahey, 2016), we report on a case study where employees took part in a 6-month personal development program. Nine out of ten members of a small consulting firm completed the Change Pod program. This is a personal development program based on the Immunity-to-Change approach by Kegan and Lahey (2009), in turn based on Kegan's constructive-developmental theory of adult development (Kegan, 1982; 2018). Participants choose a personal growth goal, e.g., "I want to get better at advocating my own interests clearly and calmly". They identify the hidden assumption holding them back, and then design and conduct experiments relating to their assumption. Immunity-to-Change coaching has been shown to be effectful in a one-on-one setting (Markus, 2016), but research has been lacking on collective learning settings. In our case, we were additionally interested in the effect on the organization: What can a company gain when employees invest in their personal growth?

Method: The Change Pod program started with participants formulating their personal growth goals during the initial workshop. We accompanied the nine participants during the whole course, and afterwards, using various methods:

- 1) **Observation:** Two researcher took part as participant observers during all of the program's workshops. We used this to gather notes on participants' interactions and conducted short ad-hoc interviews on their thoughts and feelings.
- 2) **Quantitative individual measurements:** After the formulation of their personal growth goals, we took a first quantitative measurement. Each participant rated themselves, as well as their peers, on how far they have achieved their goal on a scale of 1 to 10. We used individually phrased questions, tailored specifically to each growth goal (e.g., "How well are you already advocating your interests clearly and calmly?"). About 5 months later, around the time of the last workshop, we took the same measurement again. We then aggregated self and peer assessments from each measurement in order to identify progress over time towards one's growth goal.
- 3) **Quantitative collective measurements:** Based on literature (Kegan & Lahey, 2016; Klimek & Stork, 2018; Loebbert, 2018; among others), we constructed a questionnaire intended to assess the organization's developmental culture. We used this questionnaire at two times during the study (mid-intervention as well as three months after).
- 4) **Qualitative interviews:** One set of three short interviews was conducted during the program, with a focus on the role of the trios in which participants were working together. Another set of interviews was done four months after the intervention, with a focus on the perceived effects on individuals as well as on the organization as a whole. We interviewed three individuals on their personal experience, plus additionally three peers of these individuals for external validation.
- 5) **Qualitative analysis:** We combined all qualitative strands of data (observational notes, interview transcripts), as well as documents produced by the participants as part of the intervention into a single qualitative dataset. We then used qualitative content analysis (Kuckartz, 2018) as a method for data analysis, focusing on individual growth processes as well as organizational effects.

Results: All participants showed improvements on their personal growth goal, both themselves and when judged by their peers. Additional interviews gave valuable insight into their personal growth: Common themes appeared around being more calm, more conscious of one's thoughts and feelings, or not taking oneself as seriously anymore. On the collective level, we also observed considerable improvements. Participants reported that working with each other had become more constructive and that trust had increased. How long-lasting these effects are in such a small, rapidly-changing company, remains to be seen.

Discussion and Implication: Our small but intensely scrutinized case study shows two things: First, personal growth at the workplace can be fostered in a trusting collective. Working on very personal issues together with co-workers is possible, given certain conditions. Second, individual learning in such a setting can have an impact on collective-level phenomena, such as cooperation and trust – and may improve the developmental culture, which in turn could foster further individual growth.

Intercultural and Epistemological Development of U.S. Undergraduate Faculty

Author: Jen Ouellette-Schramm, Walden University

Despite the economic and employment benefits of obtaining a higher education degree in the U.S., only four out of ten Americans hold a college credential (U.S. Census Bureau, 2020). Those arguably low graduation rates disproportionately impact students from traditionally underserved cultural, racial, and ethnic groups (Lumina Foundation, 2021). These students also reported less satisfaction in college and lower rapport with faculty (Booker, 2007). While the causes of this problem are arguably complex, there is a need for U.S. faculty serving students with cultural identities different from their own to take different cultural perspectives and make effective adaptations across cultural differences, also defined as intercultural competence (Intercultural Development Inventory, 2021). However, research found that some U.S. educators demonstrated shortcomings in intercultural competence development including problematic behaviors with students from different cultural backgrounds (Zener & Squire, 2020).

Related existing research includes investigations of faculty beliefs about intercultural competence (Cheng, 2012; Duisembekova, 2021; Habib, 2018; Pareja de Vicente et al., 2021); intercultural development among international faculty or faculty in international contexts (Shin & Jeon, 2018) and limited research on intercultural competence among U.S. educators in the higher contexts (Miller & O’Daniel, 2020; Zenner & Squire, 2020). The aim of this basic qualitative study was to address this gap and contribute to the knowledge base of intercultural competence development of U.S. undergraduate faculty, including from their perspectives.

6. The study investigated the intercultural development and experiences of thirteen faculty members. It was grounded in the theoretical frameworks of intercultural development (Bennett, 1993; Intercultural Development Inventory, 2021) and Kegan’s (1982, 1994) Constructive-developmental Theory. Data included two Intercultural Development Inventories (IDIs) 3-6 months apart; a Subject Object Interview (SOI); and a demographic questionnaire. The IDIs were entered into IDI software for each participant’s IDI score. The SOI was analyzed per the scoring guide (Lahey et al., 1988) for developmental stage and by using a grounded theory approach to qualitative analysis (Merriam & Tisdell, 2015) to understand participants’ intercultural development experiences.

7. Findings included qualitatively different experiences among participants who did and did not show intercultural growth. Participants who stayed at the intercultural stage of Minimization experiencing “stuckness” with intercultural conflict and wanting to “get it right” but worrying about “getting it wrong” with intercultural interactions. Participants who grew from Minimization to Acceptance described grappling with intercultural conflict and leaning into the fear of getting it wrong. One who grew from Acceptance to Adaptation described valuing conflict for discovering meaningful difference and valuing risking getting it wrong. There were also connections between intercultural stage per the IDI and constructive developmental stage per the SOI.

8. Findings suggest that to grow from Minimization, it may be helpful to lean into intercultural discomfort and conflict. Constructive-developmental stage findings suggest that to grow from Minimization to Acceptance, it may be necessary but not sufficient to have some Self-Authorship capacity, marked by identification with an internal value system.

Session 1B: Wisdom symposium

Wisdom and other psychological resources: across adulthood: a quantitative Italian study throughout adulthood

Presenters: Marc G. Lucas, Eeva K. Kallio, Francesca Baldan
Discussant: Wendelin Kupers

Background and Aim: Wisdom psychology is a new field of research that emerged within the framework of psychological lifespan research of adult development (Glück, 2016; Sternberg & Jordan, 2005). From this perspective, practical wisdom is understood as expertise in dealing with difficult life issues and it represents a resilience and coping factor in dealing with negative life events (Küpers & Pauleen, 2013; Schwartz & Sharpe, 2010). Wisdom competencies include such positive psychological factors as emotional intelligence, serenity, instrumental coping, contextual awareness, value relativism, sustainability orientation, ambiguity tolerance, self-transcendence and change of perspective (Baumann & Linden, 2008). Empirical studies have been able to prove that people with high wisdom competencies are better able to distance themselves from stressful events and even traumatic events and can implement stress coping more successfully overall (see also the keyword post traumatic growth, Tedeschi, 2018), but also by using positive-psychological and socio-emotional skills to promote well-being in others (Niemi, 2019). The construct and the practical ability of "wisdom" can be taught and learned and can therefore also be used in challenging corporate contexts, such as turnaround situations and in the context of the theory and practice of "positive leadership" (Seliger, 2014). 6. Method The presentation gives an overview of the German tradition, theory formation and empiricism on the topic and shows practical examples.

Results: It serves as an introduction to the symposium at this year's European Society for Research in Adult Development (ESRAD) conference at the University of Greenwich (England), which will include contributions from national representatives from other European countries, among others. These will be discussed during the symposium.

Discussion and Implications In 2022, ESRAD set up a Special Interest Group on this topic. Preparatory meetings and an international webinar have already taken place. It is intended to initiate publications and research and practice initiatives in European countries

Theoretical, philosophical, and empirical approaches to wisdom: research studies in Finland.

Authors: Eeva K. Kallio, Päivi Tynjälä, Hannu H. Heikkinen University of Jyväskylä, FIER, Finland

Background and Aim. Our main project is “Wisdom in practice”, funded by Academy of Finland (2022-2026). It is divided into three work packages: WP1 ‘Foundations for wisdom in practice’ aims at corroborating the theoretical basis of ‘wisdom in practice’. Our focus is both on theoretical-philosophical analysis as well psychology-based analysis of the term wisdom. New wisdom model is under preparation, taking holistic approach to the phenomenon, and integrated to learning of wisdom. WP2 ‘Wisdom in professional practice’ aims at examining experts’ collaborative pursuit of practical wisdom in the world of work in Finland, Switzerland and Australia. Empirical research is going on how phronesis demonstrates itself in professional practices of several kinds. WP3 ‘Pedagogy for wisdom in higher education’ will develop wisdom pedagogies in higher education through participatory action research. Socratic dialogue is used as pedagogical tool in academic courses in two faculties, and in another study same university students are to be followed throughout their studies regarding learning and teaching experiences of wisdom prerequisites. There is also research project which focus on children’s’ wisdom and its’ development in forestry preschools.

Method: Theoretical and thematic analysis; interviews, questionnaire (based on wisdom model); several other empirical methods

Results: Similarities and differences across studied wisdom models found but rare understanding of theoretical background. Some preliminary empirical findings will be discussed (university students learning of wisdom)

Discussion and Implications: Wisdom research is large study field connected to value-based assumptions. Multidisciplinary research teams with strong theoretical understanding are necessary in further empirical studies of wisdom

Session 7A: Model of Hierarchical Complexity discussion session and workshop

How measuring Hierarchical Complexity can improve your research or practice

Authors: Michael L. Commons and Patrice M. Miller

Background and Aim: The Model of Hierarchical Complexity was introduced in 1981 at the first meeting of the [US-Based] Society for Research in Adult Development. The focus of that meeting, and of the book that resulted from it, was on Postformal or Beyond Formal Operations. A great deal of research on this model has been completed since then. The aim of this workshop/discussion is to make it possible for researchers and practitioners from different backgrounds to come to a more useful understanding about how using the Model of Hierarchical Complexity can add to their research and/or practice.

Method: The workshop will combine brief presentations of concepts and results by the authors, with questions and requests for clarification from participants. Questions help both presenters and audience to further develop their thinking on the material. Time allowing, we may take a particular issue that someone is investigating and use that as a medium on how to apply the Model of

Hierarchical Complexity to either research and/or practice. The presenters will also be available after the conference for further discussions on applying the model.

Results: 1) Measures of hierarchical complexity have predicted a variety of outcomes with very high r 's; 2) From infancy through adulthood 16 orders of complexity (and the resulting 16 stages of performance) have been described; 3) Advantages: a) Characteristics of tasks are independent variables that predict performance [no imprecisely defined constructs]; b) applies to all animals; c) not solely a cognitive theory. More advantages to be discussed in person.

Discussion and Implications. To be determined by the outcomes of the discussions that we have.

Session 7B: Integral Art Lab workshop

Integral Art Lab: Challenges, Motivation and Values - The Trans-Linear Unfolding of Creativity and Consciousness

Author: Ute Weber-Woisetschlager

Background and aim: The Integral Art Lab (IAL) is a u.lab2x prototype that follows Otto Scharmer's Theory U process and focuses on specific themes. Within 90 minutes, the structure leads through a dynamic process with the intention of unfolding individual creativity and intensifying consciousness by integrating feelings, images and the embodiment of new information in being with the world.

Method: We invite the participant:s to mystical and aesthetic experiences with the intention of activating the right hemisphere of the brain and engaging the left hemisphere in new ways. In this specific IAL we focus on "challenges, motivation and values". Through contemplative listening, transparent communication in emphatic dialogue and reflective embodiment, resonant exploration and sharing in the mirror of a work of art, we individually and collectively generate new information, insights and inspirations from ourselves, through others and from the quantum field.

Ute Weber-Woisetschläger introduces and facilitates this creative process. Martina Höss shares a selection of alchemical artworks online via a virtual gallery for mirroring our processes.

Results: The new information from perception informs and expands awareness and sense of connection with others, with nature, with the earth and the universe. This change leads to empowerment, it strengthens the individual's sense of responsibility and their ability to act for the greater good.

Discussion and Implications: The focus on experiences for the individual and in relationship with other people allows an alignment of the essence of being and the meaning of life. It is an offer for a blind spot in our society to find and cultivate personality development in the experience of the true, the good, and the beautiful.

