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Perceptions are Perspectives: Multi-rater Assessment in Integral Leadership Development

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Multi-rater assessments are popular in business organizations as a way of evaluating and developing leaders. The use of 360° feedback to reveal how leaders are perceived by those around them is a particularly powerful tool for self-knowledge and a strong motivator of self-development. These ‘surround sound’ perceptions provide leaders with multiple perspectives on their effectiveness in work roles. From an integral point of view, multi-rater survey feedback is a form of mixed methods research. It incorporates the subjective self-assessment of the leader in comparison with the inter-subjective mapping of behavior within an organizational culture and role by various rater groups. All of this is objectively analyzed and interpreted with the leader by a certified coach within the organization’s talent management framework.

This paper examines the 360° survey process as a multi-rater assessment from an AQAL perspective (Wilber, 2006), outlining the considerations in applying competency-based survey feedback as an integral technology. In particular, quadrants highlight the importance of a multi-perspective view of the 360° process to support leader development. Levels of development emphasize both the reactions to feedback of the leaders at various stages as well as the stage capacity of the coach and others to interpret the report. Leadership competencies are considered lines of development or behavioral intelligences, linked to the leader’s psychograph and a broad norm-group sociograph. Finally, a note on states and types is included. These integral perspectives add significantly to our understanding of multi-rater assessments and allow us to design 360° feedback building on strengths and addressing common concerns. Final reflections are provided for the use of multi-rater survey feedback, drawing on the integral analysis.

What is Multi-Rater Assessment?

The most common type of multi-rater assessment used in organizations is the 360° survey where leaders receive ratings on their performance from a range of co-workers, usually their boss, peers, direct reports and often customers. The various analyses generated in the 360° report based on these ratings are used almost exclusively for leadership awareness and development purposes rather than performance evaluation. The concept of multi-rater assessment has evolved out of organizational experience with employee satisfaction surveys, a bottom-up approach, and individual performance appraisals, a top-down approach (Tornow &

London, 1998). The use of 360° survey feedback has grown exponentially over the past dozen years with the availability of online platforms for completing the surveys and sophisticated analytical capabilities to sort and portray the results. Today, most sizable corporations, governments and non-profits use some form of multi-rater feedback at least at the individual level. More and more, large organizations are extending the process to include broad populations of leaders as part of their ongoing learning and talent management programs.

For consistency purposes, I have used throughout the paper one best-in-class exemplar of a 360° survey called VOICES™ from Korn/Ferry that I have used over the past decade with over 500 leaders across a wide range of organizations, sectors and geographies. Importantly, there are no major differences among the many research-based competency models from respected firms (Lombardo & Eichinger, 2001). Most use roughly 40 to 60 competencies across a 5-point scale including individual skill and job importance as well as written comments. The feedback report usually includes a rank ordering of average ratings by competency which are broken out by rater group, an average ranking by job importance also broken out by rater group, unedited written comments, and a matrix of skill to job strengths and weaknesses which draw attention to development opportunities. Many reports also include distinctive mismatches in self/other perception (blind spots and hidden strengths) as well as score ranges and norms.

I have also assumed throughout the paper that the reader has some knowledge of integral concepts. With regard to 360° surveys, I have assumed no background knowledge although my intent is not to educate about the process itself but rather to analyze it in integral terms. Those who are familiar with organizational multi-rater assessments will perhaps benefit from viewing the process through an integral lens.

At one level, a 360° survey is an Upper Right quadrant external (Zone 6) perspective on behavior. However, when applied as a leadership development initiative as normally happens in organizations, it becomes a much more powerful and comprehensive mixed methods research process. For example, imagine that I am a mid-level high-potential leader in a large corporation who is working with a coach to accelerate my development. We have already spent time reflecting on my current performance and my career aspirations (Zones 1 and 2) and he has suggested that I get some 360° feedback to test my perceptions. We have talked through what I might anticipate from my results based on the organization's culture and values (Zones 3 and 4), who I will ask to rate me, and what will be said in the communication to them about the forthcoming survey. I receive my email link and complete the survey as do my ten raters including my boss, three peers, three direct reports and three customers. My coach arrives with the report to debrief the results with me and we step through each analysis carefully so I understand the different perspectives of the various rater groups and the extent to which they agree on my strengths and weaknesses, how my own ratings confirm or challenge my perceptions of myself, and how I compare to other leaders like me (Zones 5 and 6). The comments are particularly helpful because they provide meaning and texture to the rankings. Once I have thoroughly digested the data, the coach helps me to see the themes and patterns in the report suggesting what I might work on for my development. We complete a development plan focused on networking with senior leaders, building my team, and meditating to enhance my presence and composure. I have action steps, timelines and resources required to get me ready for my potential promotion to general manager next year (Zones 7 and 8). My boss is going to mentor me and agrees with my plan. I also discuss my development actions with my team and several peers, asking for their support in giving me ongoing feedback. Over the next six months, the coach meets me twice a month to support and challenge me in implementing my plan. At the end of our relationship, we do a brief follow up survey that shows my raters have seen noticeable differences in my behavior in the areas I have been working on.

As inquiry, then, these ‘surround sound’ perceptions become perspectives on leadership capacity, informing subsequent thoughts and actions, and directing further investigation. The brief depiction above simply highlights the multiple methods used to generate new awareness and motivate new behavior. The inquiry process is more fully described in the next section.

A Quadrant Perspective

From a quadrivium perspective, putting the 360° survey feedback process in the center of the quadrants and looking through each of the four lenses, the different dimensions can be described as shown in Figure 1. The usefulness of this perspective is that it underlines the complexity involved in even a single 360° survey feedback process, which is magnified many times when a larger team or organization 360° project is undertaken involving numerous participants at once.

<p>INTERIOR Individual:</p> <p>My self-awareness and sense of the 360° process</p> <p><i>Consciousness</i></p>	<p>EXTERIOR Individual:</p> <p>My behavior and ratings by me and others</p> <p><i>Competency</i></p>
<p>INTERIOR Collective:</p> <p>How norms and culture shape the perceptions of my performance</p> <p><i>Culture</i></p>	<p>EXTERIOR Collective:</p> <p>How the organization administers and supports the 360° process</p> <p><i>Context</i></p>

Figure 1. The Four Quadrants

In the Upper Left quadrant are my own internal feelings about the process as a participant, whether resistant or keen to learn about myself, for example, and my intentions, whether I intend to act on the outcomes or simply put up a good face. My own self-awareness and self-confidence will determine how I will engage in the 360° process, who I will ask to be my raters, how I myself will rate my competence, and how I will respond to the results. I may decide to ask my close friends in the hope they will respond positively to the survey questions, or I may include those with whom I have had some conflict so I can assess the state of our relationship. In rating myself on the competencies, I have to decide whether to give myself rather low scores so that others will perhaps rate me higher and I will not look arrogant, or whether to answer as honestly as I can, including both strengths and weaknesses. This quadrant is also my overall experience of the unfolding process, my nervousness at seeing my results, my excitement, surprise, disappointment, and the whole gamut of emotions that accompany being confronted with how others perceive me relative to what I myself believe. And it includes how I react to the information. Am I able to integrate the main messages in the feedback into my sense of self and learn from it? Do I accept too readily what others think? Or reject too quickly their perceptions? Does the process contribute to a deeper self-awareness, does it inspire personal change?

In the Upper Right quadrant are my actual behaviors, what I do day-to-day in my work role that those around me see: my performance, my effectiveness, my competency. For example, how does my boss view my ability to play a strategic role in setting the direction of my unit? To what extent do my peers see me as a team player willing to help out for the good of the whole? Are my customers satisfied with the level of service they receive? And how do I see myself on each of these competency dimensions? Are my own perceptions

consistent with what others observe, and do my raters in each category agree with each other about my performance? In addition, this quadrant includes my behavior throughout the 360° feedback process. For example, I might send that quarterly report information my boss has been asking for, knowing that Informing is one of the competencies being rated. I might put some subtle pressure on a couple of my peers, intimating I will give them more positive scores if they return the favor. When I receive my results, I might challenge the ratings or question the way the survey is designed. I might use humor to cover my discomfort. Or I might be eager to move ahead, to develop a plan, to discuss it with my boss and ask for support in my career development.

In the Lower Left quadrant are the shared norms, values and beliefs that make up the culture of the organization and how they shape the meaning attached to the competencies, the ratings, and the process as a whole. For instance, if there is a high level of trust in the organization, I am more likely to be honest rating myself and others, and to feel the process is credible and worthwhile. If the culture is team-centered and consensual, I will be especially interested in how I am perceived on team competencies and want to learn about any gaps between my own and others' ratings. In this culture, I will expect to understand the purpose of the 360° process, the meaning the organization will assign the results, and what will be expected going forward. One organization may see development as part of the culture and central to its success, conducting 360° reviews of every leader every two years as part of its talent management program. Or, in a different culture, I may have been asked to do a 360° on my own as part of a remedial coaching process where it is unclear to me what issues I need to address. In this environment, it will be obvious to others I have problems, I have been singled out, and if I do not improve I may be let go.

Group norms also come into play in this quadrant, setting the standards for what constitutes effective performance. Each report includes broad norms for leadership populations which, when compared with my scores, tell me where I am stronger or weaker than my peers in other large organizations. I may also be able to compare myself with company norms that focus on the critical performance indicators reflecting our unique culture and values. These collective scores reinforce the importance of key competencies in the leadership population in general and my company in particular. For example, if team skills are ranked highest in importance in my organization, I will pay attention to my ratings on these dimensions because I will not be successful in the culture without them.

In the Lower Right are all the decisions and communications that make up the development and administration of the 360° process as part of the organization's socio-technical systems. For example, what competencies are chosen, who chooses them and how are they communicated to me? What is the maximum number of raters I can choose, who will approve my choices, and how long will they have to complete the survey? Who will communicate with my raters about the process and how will that happen? Is it clear the results will be confidential, who other than me will see the report, and is the feedback only for my development or will the information be used to evaluate me in some way? What will I be required to share with my boss and what level of support can I expect? Will the organization back my development steps, including giving me challenging assignments, sending me to training programs, and perhaps giving me a promotion to stretch my skills? Will I have a coach to debrief the report with me and help me create a development plan? Will I choose my coach or will a coach be assigned to me? How many coaching sessions do I have and who will pay for the service? Is this process part of an ongoing individual coaching relationship where I have requested feedback or is it a larger 360° process being undertaken by my team or organization? If so, is the process driven from the Human Resources function or are the senior leaders not only sponsoring it but engaged in it too?

All of these questions need to be carefully considered and clearly communicated to everyone involved in the process to sustain a climate of trust and support. Many 360° feedback processes fail because an all-quadrant perspective is missing. Further action inquiry using a quadrant approach could reinforce the usefulness of this more comprehensive framework in creating the conditions for successful 360° survey feedback.

A Developmental Levels Perspective

There are at least two important reasons for considering levels of development in the 360° feedback process. The first is that participants will interpret the process and their results according to their level or stage of consciousness development. The second is that the stage of development of sponsors, administrators, bosses and coaches will similarly influence the focus and meaning they give the process. In this section, I examine each of these considerations using Bill Torbert’s (2004) action inquiry levels as shown in Table 1. The four development stages chosen represent the most common levels of leadership in large organizations, where 360° feedback processes for leaders are commonly used as part of their executive development initiatives. However, they rarely incorporate a level of development perspective with the result that individual differences are not anticipated or understood and the outcomes achieved fall far short of the potential. The difficulty is not only that leaders at these different stages interpret the results differently. It is that those driving the process often expect there to be a consistent eagerness to take action emerging from the fact of having completed the process alone, based not surprisingly on their own levels of development. It is more often the case that participants at each development stage need to work through their unique resistance to action in order to move forward (Maurer, 1995). If this aspect of the development process is not adequately supported by the coach, the boss and the organization, there may be no significant change.

Development Stage	Main Stage Characteristics	Participant Interpretation	Coach Interpretation
Diplomat	Conforms to rules and roles; avoids conflict; upholds values; seeks belonging; strives for stability	Feedback is disapproval; I must do what is asked because I don’t want things to change.	The results are a bit confusing so I’ll just agree; I only need to ensure a development plan is created.
Expert/Achiever	Uses reason and logic to achieve goals; pragmatic; seeks results; strives for efficiency and effectiveness	Feedback from people I admire is helpful for getting the results I want; I’ll implement my plan so I look successful.	It’s obvious from the results what needs to happen; let’s not waste time in deep meanings; what are you going to do?
Individualist	Appreciates diverse viewpoints; seeks equality and empowerment; strives for multiple perspectives	Feedback is a gift of multiple perceptions; I need to consider them all carefully before deciding to do anything.	There are many different patterns and potential meanings in the results; how can we co-create a plan to put them all together?
Strategist	Reframes systems based on value principles; integrates; seeks actualization; strives for interdependence	Feedback is a chance to reinvent myself; I will adapt the process to my own needs and integrate what I learn into my self-sense.	Don’t worry about the numbers; what are the key messages that we can integrate into your ongoing personal and organizational plans?

Table 1. Levels of Development

For instance, if I am an Individualist leader, I welcome feedback as a means to greater self-awareness. I want to know about my hidden strengths and blind spots, and how they affect my relationships at work. I want to discover the patterns and themes in the data and discuss them so I can create a current picture of who I am and where I am headed. I want to share this new learning with my team and my boss, and I want to ask them for their support in giving me ongoing feedback as I try on some new behaviors. The resistance I feel is in having to choose two or three specific areas to work on with measured outcomes and timeframes—I would prefer a loose development framework that leaves room for others to engage with me and allows me the flexibility to try different things.

If my coach is also an Individualist, she understands my need for conversation about the deeper themes and patterns in my report, and supports me in adapting the rules to shape a flexible series of relationship experiments designed to help me learn about myself. However, when we meet with my boss who is an Achiever, he sees the plan as ambiguous and incomplete. He wants to know precisely what I am going to do differently, which three competencies I have chosen to focus on, and how I am going to measure my progress. I want to discuss our different interpretations but he is impatient and doesn't seem interested in my point of view. He recommends I take a course at the local university to improve my strategic ability.

This brief example demonstrates a number of levels of development difficulties associated with the 360° survey process. First, each stage encounters resistance to new information about their self-identity. The Diplomat may resist development requiring a significant change in behavior. The Expert/Achiever may resist development that does not result in short-term measurable improvement. The Individualist may resist making limited choices. The Strategist may resist developing a structured plan based on a common template. If the coach understands these forms of resistance are related to the individual's development stage, then the issues can be worked through and commitments to action made that take stage characteristics into account.

However, what if the coach is not at least at the same stage as the leader? Coaches are often assigned based solely on credentials or on a brief interview. Leaders often choose coaches because they like them or want to be challenged by them. But coaches will support and challenge from their own unique stage of development. In the previous example, if the coach is at the Expert/Achiever level, like the boss, she will want to move me as the Individualist to action before I am ready. She will not value the time it takes to work through the complex relationships and meanings in the report. She will see me as resisting action and I will see her as challenging me, but not in a positive or helpful way. On the other hand, if my coach is a Strategist, she may be able to help me reframe the information so I see the key messages and can choose an initial action plan, knowing she will support the reshaping of my continuing learning and growth.

Finally, returning to the levels of development of the sponsors and administrators, there is often a disconnect between these two groups as well as between them and the various levels of the participants. Imagine I am the Strategist CEO sponsor. I see this 360° survey process as an additional tool for making strategic change in the leadership population. I would like my leadership team to undertake some development in areas I feel will emerge as needing attention. I would like to create a developmental culture in the organization, so that each of us is engaged in ongoing learning. I have difficulty with my Expert/Achiever Human Resources Vice President who is in charge of the project, though, as he seems to be more interested in creating complex charts, ensuring that coaching budgets are adhered to, and collecting written plans than in the actual learning and development that is taking place. While all of these are important, I worry that we may be too focused on the data and not enough on the personal growth of our leaders.

These snapshots reflect some of the level-based complexity of organizational life. Although the example used here is 360° survey feedback, the same issues emerge every day in organizations in each process and

project undertaken by a group of people operating at various stages of development. We are, in a development stage sense, bumping into each other in the dark. Further research correlating organizational stages and job types with levels of development similar to Jaques & Clements' (1991) work would be highly beneficial to organization dynamics.

A Developmental Lines Perspective

Turning to developmental lines, or multiple intelligences (Gardner, 1993), there is a good deal of congruence between the AQAL model and its application to the 360° survey process. We see this if we can consider a line as a leadership competency or set of competencies, a behavioral intelligence, developing in relatively independent fashion through the stages referenced in the previous section. For example, we might see the competency Intellectual Horsepower as a measure of a cognitive development line or Self-Knowledge as a measure of a self development line. These competencies can score at the top, middle or bottom of the 360° analysis ranking, demonstrating the differences in capacity in each of the lines. So although leaders have a center of gravity that binds their various lines together into an overall development stage, the 360° feedback process unpacks this overall level to highlight the range of capacities across the multiple behavioral intelligences required for leadership success.

Figure 2 uses broad norm data (Dai, Tang & Meuse, 2009) to graphically represent in a sociograph how various competencies form lines at different levels of capacity based on an average score rated by all others, not including the self-rating, on a 5-point scale. An individual's ratings could similarly be portrayed in a psychograph. What we can see from the norm scores is that although each job may have unique requirements and these requirements change at each organizational level, there are some consistent differences among the various competencies or intelligences required for organizational leadership effectiveness. For example, the highest rated lines include Moral standards, Cognitive ability and an emphasis on Agency. At the weaker end of the spectrum are the Self and Interpersonal lines. This composite sociograph provides broad clues to how leaders' lines of development are expressed in their behavior and their patterns of strengths and

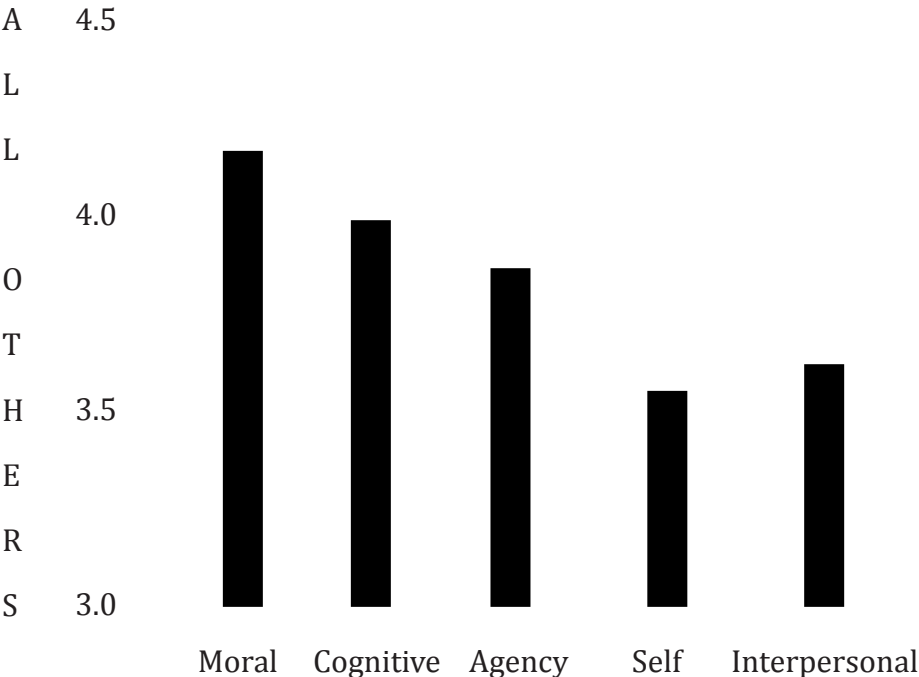


Figure 2. Leadership Sociograph

weaknesses. It is heartening to know, for example, that generally leaders have high moral honesty and integrity, recent exceptions notwithstanding. This competency is known as a ‘price of admission’ trait—anyone with dubious morality is eventually eliminated from the candidate pool for leadership positions. It is also good to know that generally leaders have high intellectual ability, another price of admission trait, as this is a prerequisite for developing several other lines. The lower score in the Self line points to less self-awareness in leaders, perhaps an indication of the lack of attention to the Upper Left quadrant in leadership and organization development.

Most 360° survey reports cluster competencies to analyze broad categories of capabilities, such as strategic, operational, interpersonal and positioning skills as well as courage, energy and drive. These categories help leaders to understand both where the emphasis falls in their particular role and where they have matches and mismatches with these requirements. In a first-line leadership role, for instance, operational skills might be seen as highly important where strategic skills may not be as highly valued. The popularity of 360° survey assessments has provided a wealth of norm data on individual skills relative to their importance in different job types and levels, all of which can be grouped to form population norms at the organization, sector and geography levels. These socioographic representations provide a useful addition to the toolset for analyzing and portraying developmental lines. Further research in this area might focus on the correlations among the stages of development and norm scores across a number of these organizational categories to shed further light on leaders’ development needs.

A Word on States and Types

States in the AQAL model are the least well mapped to the 360° survey feedback process. This is both because of the nature of competencies themselves as objective measurable behaviors and also because it is only quite recently that the work of Goleman (2004), Scharmer (2007) and others has begun to draw attention to the importance of these interior dimensions in leadership success (Fuhs, 2008). For example, how would I as a rater of your behavior assess your subtle or causal state experience? I might evaluate your Personal Learning or Self-Knowledge as behavioral strengths and make an assumption that these competencies arise from a highly developed self-awareness but you could just as easily be a curious learner who is simply interested in the psychology of the self but has never actually practiced states development. This rich landscape of possibilities for the development of consciousness has historically been at least ignored in organizations and often is a taboo, with emotions being something you leave at the door. As a result, most leaders are unaware of their various states of being and how they might contribute to effective and ineffective behaviors.

Phenomenal states--emotions, affect and moods—exist in us as temporary and fleeting feelings and sensations in our day-to-day experience. If I am aware of these ordinary states of consciousness, what triggers them and how they effect my subsequent actions, I can better monitor my behavior and take appropriate steps. If I am not, I am in a sense flying blind. I may not understand why I have blind spots on skills like Composure and Conflict Management when I unknowingly lash out at others in heated moments. One hopeful sign is the inclusion of an Emotional Intelligence (EQ) analysis in the VOICES™ survey report outlining the EQ competencies, such as Listening and Patience, and comparing the overall EQ score with ratings on non-EQ skills such as Business Acumen and Time Management. Although this kind of reporting does not measure states directly, it draws particular attention to these behaviors and allows for coaching conversations to objectively examine them. Follow-up coaching after a 360° review is particularly important in uncovering the states impacting behavior. Because of their interior nature and the difficulty in teasing apart and clearly defining the territory, coaching provides a key opportunity for building states awareness based on the feedback.

these ordinary states of being may also effect the ratings given on 360° surveys. If I am feeling overwhelmed with work at the end of the day but have to meet a deadline for completing a peer's survey, I may not give it the attention it deserves. Or if it is the fifth survey I have done this week in a 360° project involving my whole team, I may no longer be able to focus on the unique characteristics of the individual but rather step through the ratings on auto-pilot. On the other hand, if as a boss I am fresh from a vacation, I may be more generous than otherwise with my ratings of a particular direct report. The 360° survey process is often the first opportunity team members have to give confidential feedback to their boss. Will they take the opportunity to applaud her achievements or instead raise past slights and penalize? Here, too, the levels of development are key in shaping perspectives. These brief examples are just beginning reflections. States need to be more explicitly considered in the design and implementation of 360° surveys and coaches can benefit from a deeper understanding of the underlying states of being of their clients that shape behavior.

To complete the AQAL analysis, types need to be mentioned. A number of studies have correlated competencies with types, the Myers-Briggs Type Indicator (Pearman, 2005) and the Enneagram (Palmer, 1997) as examples. Although these analyses are beyond the scope of this paper, it is important to highlight that integrating types into the analysis of behavior resulting from a 360° survey provides another window into the leader's experience to explore for greater depth of awareness. As a note on gender, it is interesting to observe that in studies of the comparison between males and females on competency dimensions, no distinctive differences have been found (Dai, Tang & Meuse, 2009). Further research in this domain might discover whether distinctions emerge from a more detailed study comparing norms associated with different levels and lines of development with gender.

Conclusion

In conclusion, what can we draw from this analysis? It seems to me there are benefits to both those who use 360° survey feedback processes and to the integral community. First, for 360° survey practitioners, several points emerge from the discussion:

- Surveys in themselves do little to motivate development. The process of designing how the survey will be applied, the orientation and communication surrounding the ratings, the administration of the survey itself, the coaching and follow up on the results, all of these are critical elements in the success of the development effort. A mix of methods of inquiry into the person, the behavior, the surrounding culture and the nature of the role and organization all integrate to make up an effective process. Using a quadrant analysis to help a leader with self-inquiry and using a quadrivium analysis to design and set expectations for the inquiry process are both noteworthy expansions on current application.
- Employing a level of development perspective represents a significant advance in understanding the complex dynamics involved in a 360° feedback process. Not only does it aid in our appreciation of the different ways in which participants, their bosses and their coaches will likely rate behavior and respond to the feedback but it also sheds light on the organizational expectations and interpretations of the process itself. On a broader organizational scale, these stages of development aid immeasurably in personal and interpersonal understanding and teamwork across a wide range of interactions.
- Viewing competencies as behavioral intelligences that can fruitfully be mapped to individual and group scores in key role categories is another advance in application. Comparisons of role requirements with results for individual leaders, organizational units and functions, as well as broader sector and geographic versions, provide easily accessible information for

development. While most 360° surveys cluster scores into common factors, the individual psychograph and group sociograph portray these factors in powerful representations of relative capacities for development purposes.

- Incorporating measures of states awareness and development into 360° processes is an area that is just emerging and ripe for further inquiry. It is critically important for coaches who are working with leaders on 360° feedback to probe for the impact of states on leadership effectiveness and to include practices to build awareness into development plans.

For integral researchers and practitioners, there are also some benefits to considering the 360° inquiry process:

- Multi-rater assessments, especially 360° survey feedback, highlight the self in action, the self in relationship. These tools generate perceptions that are in fact perspectives on a leader's unique reality. Self-assessments are useful windows into individual awareness and behavior but are the least accurate source of information on skill and character (Dunning, Heath and Suls, 2004). Adding a multi-rater assessment or better yet, combining self-assessment and 360° data to form a layered portrait from several viewpoints, gives a feedback-rich, perspective-rich picture of the individual or group.
- The coaching associated with the 360° feedback process, by certified practitioners who not only thoroughly understand the tool but are skillful in its interpretation and meaning-making, provides a scaffolding for development actions. Coaching associated with meaningful data assists with healthy translation at the current level of development and may, for those who are ready, provide the necessary scaffold for transformation to the next stage of development. This is a particular opportunity for integral coaches who understand both domains.
- The wealth of data emerging from the widespread use of 360° surveys in organizations is a rich field for further research from an integral perspective, as noted throughout the paper. Inquiry into the competencies required for each developmental level and the developmental challenges associated with each would be highly beneficial. Creating lines of development based on clustering of competencies and correlating them to current leadership norms would point to critical development needs. And discovering how to include states measures in multi-rater assessments would not only draw attention to the importance of this leadership dimension but would allow practices to be developed for increasing competency in the leadership population.

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