

# Faculty Development A Primer



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# Immunity to Change

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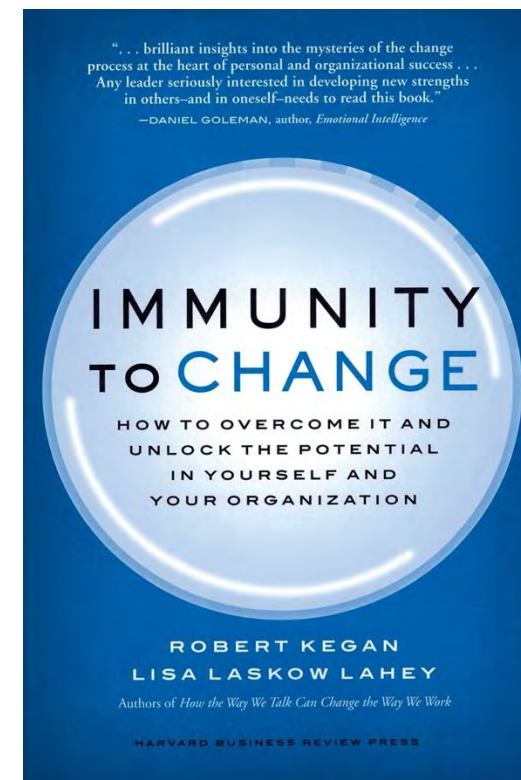


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Harvard  
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# Adult learning

*Learning is an element of human personal and professional development that occurs in a variety of informal and formal contexts.*

- *Informal learning*
  - *Meaning making*
- *Formal learning*
  - *Adult learning*
  - *Lifelong learning*



# Informal learning

Our *meaning making* equates to *informal* learning that develops through an interpretive lens by which we *construct* the meaning of our experiences.

*“We don’t see things the way they are,  
we see things the way we are.”*

Anais Nin



# Informal learning

***Meaning making*** occurs when we *construct* the meaning of events and experiences that are a part of and shape our existence in that thinking and reflecting is all that is required to accomplish this type of learning.

***Experiential learning = constructive development***



Many adults live out their entire lives constructing reality according to a mental system not significantly more complex than the one they evolved in adolescence.



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# Three increasingly complex meaning-making systems

- Socializing mind
- Self-authoring mind
- Self-transforming mind



# **Socializing mind**

## ***3<sup>rd</sup> order of consciousness***

- Motivated externally.
- Shaped by the definitions and expectations of one's interpersonal environment.
- The self coheres by its alignment with/loyalty to that with which it has uncritically become identified.
- Primarily expresses itself in relationships with people, or ideas and beliefs, or both.



# **Self-authoring mind**

## ***4th order of consciousness***

- Motivated internally.
- Able to step back sufficiently from the social environment to generate an internal seat of judgement or personal authority that evaluates and makes choices about external expectations.
- The self coheres by its alignment with its own belief system/ideology/personal code by its ability to self-direct, take stands, set limits, create and regulate its boundaries on behalf of its own voice.



# **Self-transforming mind**

## ***5th order of consciousness***

- Shaped by the ability to step back and reflect on the limits of one's own ideology or personal authority with the knowledge that any one system or self-organization is in some way partial or incomplete.
- Looks favorably toward contradiction and oppositeness, seeking to hold onto multiple systems rather than projecting all but one onto the other.
- The self coheres by its ability to distinguish internal consistency from wholeness or completeness, aligning with the dialectic rather than either pole.



# Frequency of orders of consciousness

Complexity level	%
3 <sup>rd</sup> order	3%
Between 3 <sup>rd</sup> and 4 <sup>th</sup> order	36%
4 <sup>th</sup> order	44%
Between 4 <sup>th</sup> and 5 <sup>th</sup> order	15%
5 <sup>th</sup> order	2%

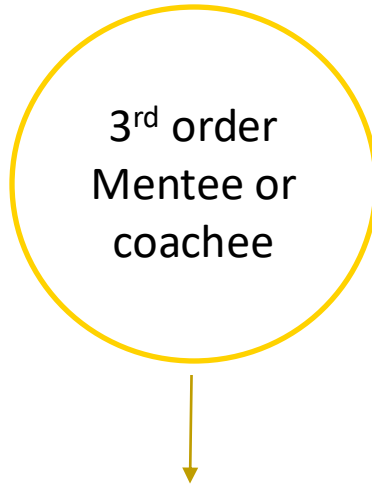
Bushe GR, Gibbs BW: Predicting organization development consulting competence from the Myers-Briggs type indicator and stage of ego development. J Applied Behavioral Science 26: 337-357, 1990.





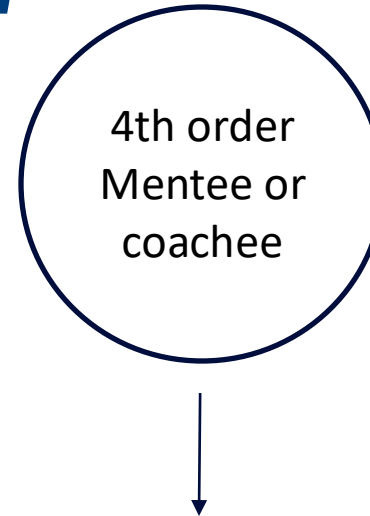
# Faculty Development

## *The mentee/coachee's expectations of the mentor/coach*



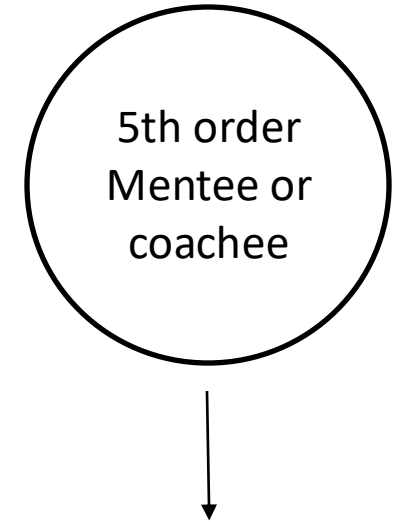
Looks to the mentor/coach to be:

- A worthy source of authority and expertise that will provide direction.
- A special guide.
- A partner to create my purpose.



Looks to the mentor/coach to be:

- A respectful perceiver of my way.
- A special resource.
- A partner to my effectiveness.

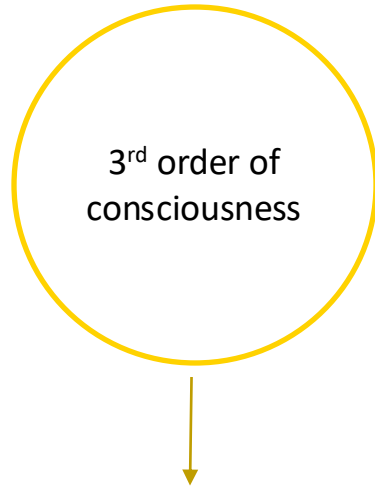


Looks to the mentor/coach to:

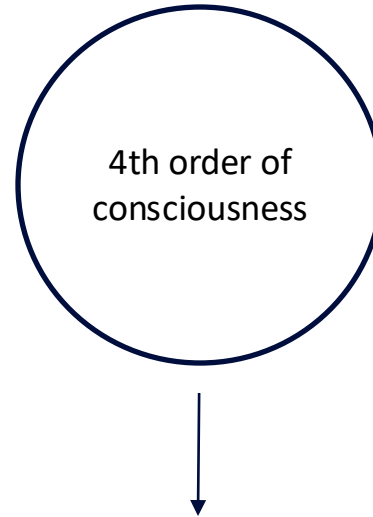
- Support my efforts to develop my opposite or externalized sides.
- A special collaborator.
- A partner to my development.



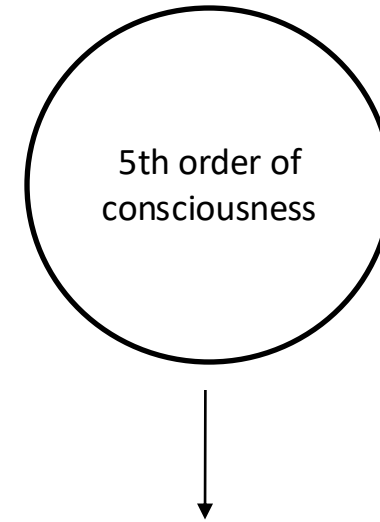
# Views of success



- I am responsible for my success according to the organization's standards.
- Success is satisfying the organization's standards.
- Looking outside myself for direction.



- I am responsible for working out my own definition of success.
- Success is satisfying my standards and definition of success.



- I seek connection with less developed sides of myself that were formally seen as opposite or externalized.
- I am more open to different metrics in evaluating quality, intelligence, effectiveness – recognizing that for all the strengths of any metric, it is inevitably partial.



# Immunity to Change (ITC)

- Assists individuals in addressing adaptive challenges with adaptive means.
- The overarching concept of constructive developmental adult learning is that we increase our mental complexity, enabling ourselves to see more deeply into ourselves and our world.
- We develop through our gradual and successive ability to step back and look at the lenses we were formerly looking through.
- We create a subject to object shift.



# Subject-object theory of adult learning

## SUBJECT

That which we unquestionably assume to be true, something with which we are fused, and therefore something we are unable to reflect or question.



## OBJECT

Something that is separate or distinct from oneself, and something that we can organize and potentially change.



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# Immunity to Change (ITC)

- The Immunity to Change approach reinforces a mind-shift in one's way of thinking by helping individuals move aspects of their thinking and feeling from a place where they are *subject* to them (they run that individual) to a place where they become *object* for them (they can make choices about them).





# The amygdala

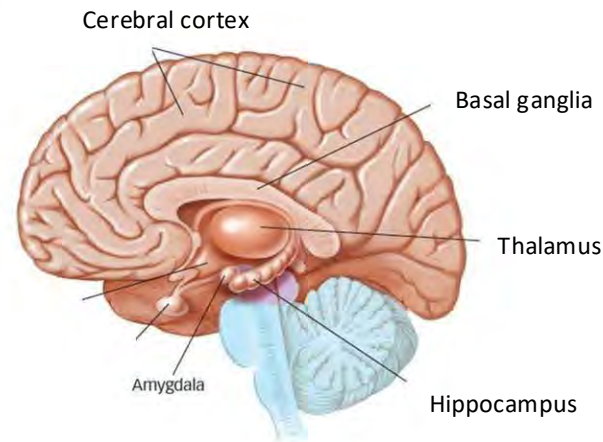
## Amygdala

### LOCATION

In the temporal lobe,  
part of the limbic  
system

### FUNCTION

Primary role in  
processing memory,  
storage of memories  
associated with  
emotions, and decision  
making



Under normal circumstances, sensory stimuli move from the thalamus to the neocortex.

- Amygdala is activated when emotionally stressed.
- Simultaneously, the hippocampus compares that emotion with what it already has on the danger list.
- The brain has emotion before reason is activated.
- The rational area of our brain cannot stop the emotion detected by our limbic system.

Neocortex is the seat of judgement of the brain.  
The place where we analyze and reflect.  
Can be over-ridden by the amygdala during fight response.

Immunity to Change  
requires involvement of the  
neocortex and the amygdala



**1. Improvement Goal**

**2. Doing/not doing**

**3. Competing/hidden  
Commitment**

**4. Big Assumptions**

Worry box

## 1. Improvement Goal

## 2. Doing/not doing

## 3. Competing/hidden Commitment

## 4. Big Assumptions

What is the optimal area  
for you to improve in order  
to be an even more effective  
\_\_\_\_\_?  
Turn this into a goal  
Statement.

***I am committed to becoming  
better at .....***

Worry box

### Column criteria

- It's true for you.
- Implicates you.
- It's stated affirmatively.
- There's room for improvement.
- It's important to you (4 or 5).
- Mindset change is required.

1. Improvement Goal

2. Doing/not doing

3. Competing/hidden  
Commitment

4. Big Assumptions

What is the optimal area for you to improve in order to be an even more effective \_\_\_\_\_?  
Turn this into a goal Statement.

*I am committed to becoming better at .....*

What are you currently doing and not doing that gets in the way of your column 1 commitment?

Worry box

Column criteria

- It's true for you.
- Implicates you.
- It's stated affirmatively.
- There's room for improvement.
- It's important to you (4 or 5).
- Mindset change is required.

Column criteria

- Behaviors (not inner states).
- These behaviors get in the way of or work against column 1 commitment.

## 1. Improvement Goal

What is the optimal area for you to improve in order to be an even more effective \_\_\_\_\_?  
Turn this into a goal Statement.

***I am committed to becoming better at .....***

### Column criteria

- It's true for you.
- Implicates you.
- It's stated affirmatively.
- There's room for improvement.
- It's important to you (4 or 5).
- Mindset change is required.

## 2. Doing/not doing

What are you currently doing and not doing that gets in the way of your column 1 commitment?

### Column criteria

- Behaviors (not inner states).
- These behaviors get in the way of or work against column 1 commitment.

## 3. Competing/hidden Commitment

### Worry Box

Imagine doing the opposite of your column 2 behaviors.  
What fears come up for you?

Then, drawing on the idea that you may have a commitment to keep that fear from happening, turn your fear into a "commitment" statement.

### Column criteria

- Follows from fear.
- Commitment to self-protection.
- Shows why column 2 behaviors make good sense.
- Feels powerful, you can see the *Immune System*.

## 4. Big Assumptions



## 1. Improvement Goal

What is the optimal area for you to improve in order to be an even more effective \_\_\_\_\_?  
Turn this into a goal Statement.

## 2. Doing/not doing

What are you currently doing and not doing that gets in the way of your column 1 commitment?

## 3. Competing/hidden Commitments

### Worry box

Imagine doing the opposite of your column 2 behaviors.  
What fears come up for you?

Then, drawing on the idea that you may have a commitment to keep that fear from happening, turn your fear into a “commitment” statement.

## 4. Big Assumptions

What assumptions must you be making that make your column 3 make perfectly good sense?  
Or, complete an “if, then”: (opposite of column 3), then \_\_\_\_\_?

### Column criteria

- It's true for you.
- Implicates you.
- It's stated affirmatively.
- There's room for improvement.
- It's important to you (4 or 5).
- Involve an adaptive challenge.
- Require a mindset change.

### Column criteria

- Behaviors (not inner states).
- These behaviors get in the way of or work against column 1 commitment.

### Column criteria

- Follows from fear.
- Commitment to self-protection.
- Shows why column 2 behaviors make good sense.
- Feels powerful, you can see the *Immune System*.

### Column criteria

- Makes column 3 goal absolutely necessary.
- Has a big-time bad conclusion for you.
- Displays a contracted world
- Feels powerful (4 or 5).

## 1. Improvement Goal

I am committed to becoming better at serving as an adaptive leader with collaboration in my academic department.



### ***Adaptive leader***

Empowers people to do the work while remaining engaged in the process.

Harvard Business Review   
www.hbr.org

Followers want comfort, stability, and solutions from their leaders. But that's babysitting. Real leaders ask hard questions and knock people out of their comfort zones. Then they manage the resulting distress.

BEST OF HBR

### The Work of Leadership

by Ronald A. Heifetz and Donald L. Laurie

## 2. Doing/not doing

I am not effectively mentoring faculty to become better teachers by insisting that they do things my way.

I am not delegating sufficient responsibility to my faculty.

I am not permitting faculty in my department to serve as agents of favorable change.

I am not leading the department in a collaborative fashion.

## 3. Competing/hidden Commitment

### WORRY BOX

I fear that education will not improve if I permit the faculty to do things their way.

I fear that if I delegate responsibility to my faculty that they will not accomplish tasks in an acceptable time frame.

I fear that if I encourage my faculty to be agents of educational change, their recommendations for change will be unacceptable to me.

### HIDDEN COMMITMENTS

I am also committed to not being perceived as not permitting my faculty to afford their own changes.

I am also committed to not sending the message that the delegation of responsibility will not be able to be accomplished in a timely fashion.

I am also committed to not sending the message that the recommendations for change will not be acceptable to me.

## 4. Big Assumptions

I assume that if I am perceived as forcing change on my faculty, then they will intentionally not engage in this process and not favorably develop as better teachers.

I assume that if I delegate responsibility to my faculty then they will not accomplish their tasks in a timely fashion.

I assume that if I encourage my faculty to be agents of change, their recommendations will be unacceptable to me.

I assume that if I fail in this exercise, then my Dean will look unfavorably upon my leadership skills.