

Table of Contents

Preface to the English edition	15
Foreword	17
List of figures	19
List of tables	21
Appendices	23
1 Introduction, relevance, and overview	25
1.1 Introduction and relevance	25
1.2 Overview of the work	30
2 Ego development	33
2.1 Detailed presentation of Loevinger's ego development model	33
2.1.1 The ego (the "I") – attempt at a definition	33
2.1.2 The "discovery" and development of the model	38
2.1.3 Stages of ego development	42
2.1.3.1 Early stages of ego development	45
2.1.3.2 Middle stages of ego development	46
2.1.3.3 Late stages of ego development	47
2.1.4 Aspects and areas of ego development	48
2.1.5 Ego development as transformation	51
2.1.6 Levels of development	55
2.1.6.1 Pre-conventional level	56
2.1.6.2 Conventional level	56
2.1.6.3 Post-conventional level	57
2.1.7 Extension of the post-conventional level by Cook-Greuter	58
2.1.7.1 Reinterpretation of the post-conventional level	59
2.1.7.2 The last two stages of ego development according to Cook-Greuter	62
2.1.8 Excursus: Kegan's subject-object theory of the evolving self	64
2.1.8.1 The "discovery" of the subject-object model	65
2.1.8.2 Cognition and emotion as two sides of development	65

2.1.8.3	Subject-object relations as the basis of “meaning making”	66
2.1.8.4	The spiral process of the evolving self	70
2.1.8.5	Main stages of the self	72
2.1.9	Stability and changeability of ego stage	73
2.1.9.1	Age and ego development	73
2.1.9.2	Achieving a stable balance of ego stage	75
2.1.9.3	Mechanisms that promote stability or change in personality with reference to ego development	79
2.1.9.4	Conclusion on the changeability of ego stage in adulthood	87
2.1.10	Distribution of ego development stages in adulthood	89
2.1.10.1	Studies based on Loevinger’s work	89
2.1.10.2	Comparison with studies on Kegan’s model	92
2.1.11	Ego development and personality	94
2.1.11.1	Clarification of the term “personality”	94
2.1.11.2	Ego development and trait approaches to personality	95
2.1.11.3	Ego development in integrative personality approaches ...	97
2.1.11.3.1	Ego development in the context of McAdams’s three level-model of personality	99
2.1.11.3.2	Ego development in Kuhl’s theory of personality system interactions	101
2.1.12	Criticism of Loevinger’s ego development model	105
2.1.12.1	Lack of definitions of the ego and of ego development	106
2.1.12.2	Questioning the unity of the ego	107
2.1.12.3	No hard structure theory in Piaget’s sense	108
2.1.12.4	No method to measure the deep structure	109
2.1.12.5	Insufficient explanation of the mechanisms of ego development	110
2.1.12.6	Not considering mental health	111
2.2	Empirical validation of the ego development model	112
2.2.1	Reliability	113
2.2.2	Validity	117
2.2.2.1	Discriminant and incremental validity	118
2.2.2.1.1	Ego development and socio-economic status	119
2.2.2.1.2	Ego development and intelligence	122
2.2.2.1.3	Ego development and language skills	124
2.2.2.2	Convergent validity	125
2.2.2.2.1	Ego development and other methods and concepts of maturity	126
2.2.2.2.2	Ego development and methods for measuring individual aspects	130
2.2.2.2.2.1	Character as a domain of ego development	132
2.2.2.2.2.2	Interpersonal style as a domain of ego development	136

2.2.2.2.2.3	Conscious preoccupations as a domain of ego development	139
2.2.2.2.4	Cognitive style as a domain of ego development	142
2.2.2.3	Unity of the ego	146
2.2.2.4	Sequentiality of stages	149
2.2.2.4.1	Cross-sectional studies	150
2.2.2.4.2	Longitudinal studies	151
2.2.2.4.3	Intervention studies	153
2.2.2.4.4	Studies on the asymmetry of the understanding of ego development	154
2.2.2.4.5	Studies of the regularity of response patterns	155
2.2.2.4.6	Biographical research based on criteria of ego development	158
2.2.2.5	Cultural universality of ego development	159
2.2.3	Conclusion	161
3	Analyses of coaching/consulting competence and ego development	163
3.1	Questions	163
3.2	Clarification of the terms “coaching” and “consulting”	164
3.3	Clarification of the term “competence”	167
3.4	Substantive parallels between competence requirements for coaches/consultants and aspects of ego development	170
3.4.1	Methodology	171
3.4.1.1	Choice of professional associations	172
3.4.1.2	Choice and evaluation of competence requirements	173
3.4.2	Results: Aspects of ego development in competence requirements of coaching and consulting associations	174
3.4.3	Examples of underlying development requirements implicit in competence models	180
3.4.4	Conclusion	182
3.5	Empirical relationships between coaching and consulting competences and aspects of ego development	183
3.5.1	Studies within coaching and consulting contexts	184
3.5.1.1	Studies with focus on empathy	184
3.5.1.2	Studies with focus on the competence and/or effectiveness of coaching/consulting	186
3.5.1.3	Studies with focus on the fit between coach/consultant and client	191
3.5.1.4	Studies with focus on one's own well-being and self-regulation	194
3.5.1.5	Studies with focus on morality, ethical attitudes and values	196
3.5.2	Other relevant studies outside coaching and consulting contexts	199
3.5.2.1	Studies with focus on self-competence	200

3.5.2.2	Studies with focus on dealing with complexity	205
3.5.3	Conclusion	209
4	Discussion and prospects	211
4.1	Discussion	211
4.1.1	Discussion on the model of ego development	211
4.1.2	Discussion on the relationship between coaching and consulting competence and ego development	216
4.1.2.1	Substantive parallels between competence requirements for coaches and consultants and aspects of ego development ..	216
4.1.2.2	Empirical relationships between coaching and consulting competences and aspects of ego development	217
4.2	Prospects	220
4.2.1	Prospects for further research	220
4.2.2	Prospects for practice	222
	Bibliography	226
	Appendix	257