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13

The Challenges of Advanced Professional Development

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A *festschrift* to honor an esteemed colleague seems an ideal place for an essay on advanced professional development. This is particularly so when that person is my mentor and friend, Morris Keeton. As an advocate for adult experiential learning, the father of CAEL is our leader in moving lifelong learning from the realm of rhetorical poetry to operational reality. Personally, Morris has been both inspiration and guide in introducing me to the special challenges and wider responsibilities of mature adulthood. I would like to use this happy occasion to share some thoughts about learning and development in the second half of life. My research for the last ten years has focused on the comparative study of professions and professional education, so these reflections will be based on studies of men and women I call "advanced professionals."

Advanced professionals have specialized in their early career as engineers, physicians, nurses, lawyers, managers, educators, social workers, accountants; the list of professional specialties and sub-specialties goes on and on. They are highly educated, many with postgraduate degrees. They share an in depth, intense education in a specialized knowledge area giving them highly refined skills and a corresponding commitment to a world view that gives these skills great value. They have been educated as specialists. If the future we are concerned about is the 1990s, then 90 percent or more of tomorrow's advanced professional leaders are currently working. They are employed as individual professional contributors, functional managers and administrators, general managers, executives, entrepreneurs, political and community leaders. Many are in leadership positions of growing complexity. Their preparation for future and greater leadership responsibilities will depend on how they learn from their experiences and develop as adults in their work organizations, in their communities, and in their private lives.

My interest in adult learning and development grew out of earlier work on learning styles, where we saw that an adult's basic approach to learning is shaped by his or her educational background, and that knowledge disciplines and professions are characterized by a typical learning style. Learning styles in this perspective are higher order heuristics for learning how to learn and represent the deep structure of the knowledge that is imparted in knowledge specialties and professions. Early adult career paths can be characterized by selection into and socialization by these knowledge specialties and professions.

In 1979, Donald Wolfe and I began a series of studies to investigate adult development at mid-life and beyond. The National Institute of Education supported us in our study of advanced professional learning and development, and the Spencer Foundation helped in our investigation of the mid-life transition process in professional men and women. Over a four-year period these projects included some 20 researchers

and 70 professional men and women in mid-life transition who engaged with us as co-inquirers in a continuing dialogue about their life situation and personal development. The studies also included questionnaire data, interviews and psychological testing with a cross-sectional sample of 400 professional engineers and social workers, alumni of our university in the years 1955, 1960, 1965, 1970 and 1975 (Kolb & Wolfe, 1981).

Carl Jung provided conceptual guidance. In the perspective of history, Freud's work has had its greatest impact on our understanding of child development, while Jung spoke most powerfully about the challenges and potential of adult development. What was impressive was how accurately Jung's theory described the dynamics of professional development as we observed them in our studies. Jung divided adult life into an early stage where processes of specialization and individualistic orientation were dominant, a period of mid-life transition, and a late life stage where collective integration processes dominate. This proved to be a powerful organizing framework for our data. The model fit the retrospective life histories and future aspirations of our mid-life transition panel. It also fit the "constructed" professional development stages represented in the cross-sectional sample of engineering and social work of alumni 5, 10, 15, 20 and 25 years beyond their formal professional education.

Our most significant finding was that advanced professional development presents integrative challenges to mid-life professionals that are markedly different from the specialized demands of their early careers. In addition, mid-life professionals reach this transition point relatively unprepared for the integrative life challenges that lie ahead. Most professional education programs are vocationally oriented, focused on training for entry-level, specialized, professional roles. Problems of transition from specialization to integration were most evident in the science-based professions such as medicine and engineering, where intensely specialized professional education programs seem, in some cases, to produce a dysfunctional allegiance to a specialized professional mentality, even when that approach is no longer the best way to operate (Sims, 1983).

Recently our team has been joined by Richard Boyatzis, and our attention has focused on the nature of post mid-life challenges and the mature developmental responses that advanced professional leaders make to them. This essay offers a sketch of our current challenge/response framework in the context of experiential learning theory (Kolb, 1984). The experiential learning theory of development seeks to define a trans-professional perspective on adult learning and development that identifies common life issues and work challenges across professional careers for men and women, younger and older persons. The theory has two orienting propositions:

1. *Adult careers are characterized by an early stage of specialization, a period of mid-life transition and a later adulthood stage of integration.* Our studies of professionals during mid-life transition showed this to be a major life-turning point involving changes in personal values, work and family life.
2. *Adult development is a process of learning from experience.* Growth toward the realization of one's potential comes from actively engaging with life challenges and consciously learning from the experiences.

The concept of challenge comes from Nevitt Sanford's (1981) challenge/response theory of adult development. Development occurs primarily in response to the challenges of adult life. Those who, by choice or fate, do not face these challenges are less likely to develop mature responses to them. With regard to the challenge of learning, for example, Gypen (1981) found that engineers in integrative management positions developed an integrated learning process, while those who remained engineering specialists maintained the specialized convergent learning style typical of the engineering profession. Sanford argues that self-insight is critical. The absence of opportunity for self-examination and dialogue with others about life challenges and the appropriate responses is a significant barrier to development.

We have identified eight arenas of life challenge for advanced professionals. They are overlapping and interrelated. They exist on the borderline of objective life circumstance and subjective experience; there in some measure because we wish them there. The mature, growth producing responses to challenge seem to be reflected more clearly in values and attitudes than behavior. They are less the behavioral norm than normative ideal—our aspirations for ourselves as human beings.

— The challenge of wholeness/The response of centering
— The challenge of generativity/The response of caring
— The challenge of change and complexity/The response of learning
— The challenge of time/The response of vision
— The challenge of moral leadership/The response of valuing
— The challenge of interdependence/The response of teamwork
— The challenge of ordinary life/The response of humility
— The challenge of facing challenge/The response of courage

1. The Challenge of Wholeness/The Response of Centering

It is in the life priorities of advanced professionals that the challenge of wholeness can be seen more clearly. Figure 1 (following page) compares the life priorities of early-career, mid-life, and advanced professionals in our alumni sample. For the young professionals (age twenty-four to forty), career is most important. They spend most of their time polishing their expert skills and establishing a professional identity, "making it" in their respective organizations. In mid-life (forty-one to forty-five), family gains top priority. Mid-life is dominated by a host of personal life events—marriage, divorce, parents, children, education, finances. The advanced professional brings family and work into balance with a generative priority, a desire to make a contribution to society. He or she seeks a balance among career, family, personal well being, and a desire to contribute to society.

Advanced professional work is filled with challenges for wholeness. Typically, successful young professionals rise to the peak of their professional specialty by perfecting their specialized professional skills in a work environment that is competitive and oriented toward rewarding the individual. At this peak, advanced professionals face a number of new tasks, requiring new skills—skills that in some cases are the opposite of the survival skills one has learned as a professional specialist. As Sir Noel Hall, the founder in postwar Britain of one of the first executive colleges, put it,

> Here we come to the central paradox. It is from individuals who necessarily have undergone this process of specialization, who have carried limited and restricted responsibilities that we have to draw for the higher posts those who are to be the synthesizers, the coordinators, those who have the quality of behavior which will draw other people to accept their guidance (1958, p. 9).

For professionals, these "higher posts" often come in the form of executive responsibility. The challenge for wholeness is seen most clearly as one assumes responsibility for an autonomous system—for example, as a general manager or CEO. The prime task here is to weld the functional parts of the organization into a coherent and effective whole, to give direction and purpose to the total enterprise. Advanced individual contributors, however, also experience a need to fit their specialty into the whole, to speak publicly for their profession, to mentor and lead younger professionals, and to serve society.

The process of advanced professional work is holistic, involving more synthesis than analysis. Problem solving is cooperative, typically involving integrated teamwork across different functions and professional specialties. Less time is spent solving problems, and more is spent selecting which problems should be solved, through agenda setting and priority setting. The environment outside the organization becomes more focal than the inside. The organization seen as a whole must find its place in the environmental whole. Generalized technical knowledge, the bread and butter of early professional life, must be coordinated with local knowledge—the unique situation-specific knowledge of opportunities, traps, resources, personalities, and techniques for getting things done in the organization's current environmental situation. Immense amounts of time in the executive role are spent networking, communicating, and representing in order to accumulate this local knowledge.

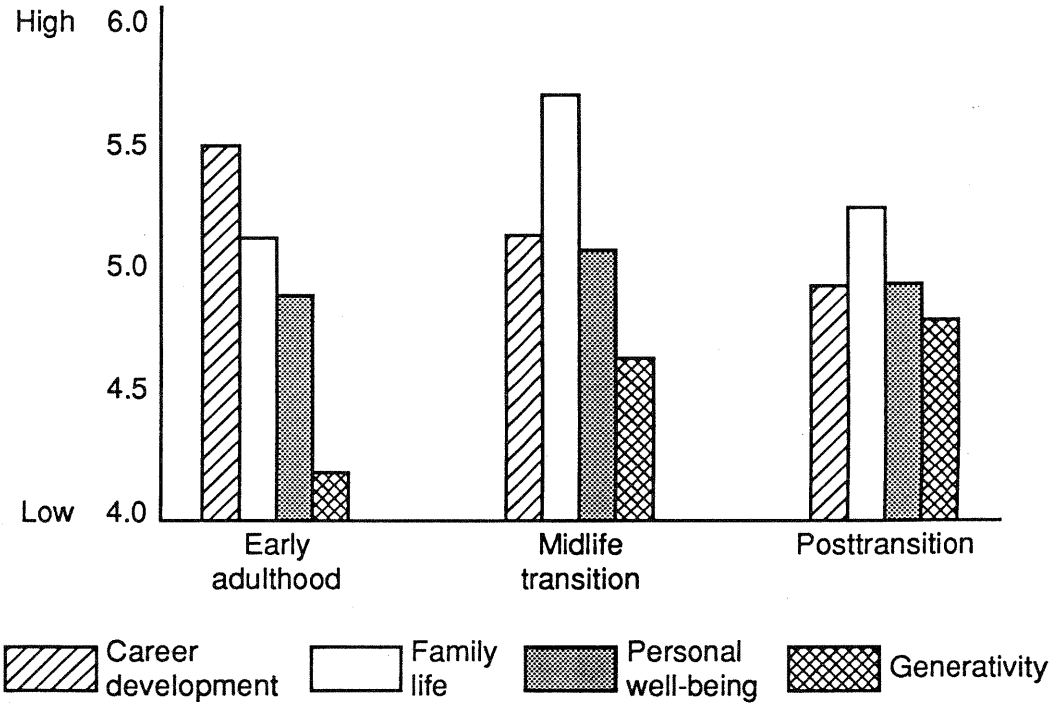

Figure 1. Importance of Major Developmental Tasks by Phases of Adulthood.

The developmental challenge to find wholeness has more personal dimensions. Finding a balance between "masculine" instrumentality/aggressiveness and "feminine" nurturance/expressiveness is often difficult in male-dominated organizations. The balance of body and mind becomes important, particularly when physical health becomes an issue or when work is heavily intellectual and abstract. Immersion in the straight lines and mechanical tools of the man-made world can cause one to lose connection with the curves and rhythms of the natural world where organic processes of growth and development thrive. Concern for self needs to be balanced with concern for and intimacy with others.

The growthful response to these challenges for wholeness is a process of centering. It requires a new attitude toward differences. Early adult development is fueled by the embrace of similarities, a process called "accentuation" because the effect of embracing similarity is to intensify and develop a particular skill or attitude—for example, by reading only opinions you agree with or specializing your performance in areas you are good at. This accentuation, unchecked by integration, inevitably leads to an imbalance, a one-sidedness, an over-investment of the person's life energies in one area. This, in turn, creates an internal need, a counterforce, to balance oneself and regain one's center.

The path to the center lies in awareness and appreciation of differences. In the embracing of differences there is not only new stimulation and interest but also a renewal process that stimulates higher-order systems thinking. Jung called this process *enantiodromia*, the Heracletian philosophical term meaning that everything turns into its opposite:

> I use the term *enantiodromia* for the emergence of the unconscious opposite in the course of time. This characteristic phenomenon practically always occurs when an extreme one-sided tendency dominates conscious life; in time an equally powerful counterposition is built up which first inhibits the conscious performance and subsequently breaks through the conscious control (Jung, 1923/1966, p. 426).

> The problem of opposites usually comes up in the second half of life when all the illusions we projected upon the world gradually come back to haunt us. The energy streaming back from these manifold relationships falls into an unconscious and activates all the things we had neglected to develop. . . . in the second half of life, the development of the function of the opposites lying dormant in the unconscious means a renewal (Jung, 1923/1966, pp. 59–61).

In fully appreciating the different parts, one comes to understand the whole. With holistic thinking comes the ability to be choiceful in the way problems are selected and defined. Instead of operating by implicit assumptions, choiceful problem framing is possible. This process of choosing the perspective from which to view problems, of issue formation, becomes more important in advanced professional work than specialized functional problem solving.

With centering comes a deep sense of personal authenticity and self-confidence. It often comes with a sense of purpose, a sense of calling, in which one's past, present and future are integrated into a meaningful life plan. Jensen (1988), for example, found such a concept of centering to be characteristic of the most effective managers in his sample of physician administrators in a large clinic.

2. The Challenge of Generativity/The Response of Caring

As a species, humans have two biological functional imperatives, two basic instincts—to preserve oneself as an individual and to preserve the species as a whole. The increasing concern for generativity in advanced professionals, as shown in Figure 1, suggests that the relative importance of these objectives changes from early to later adulthood. Childhood is for the definition of self and early adulthood for the development of self. But in later life it is the collective, species perspective that gains ascendance. This view is corroborated by a recent study of professional career development by Dalton and Thompson (1986), who found the early adult career to be divided into an apprenticeship stage and an independent contributor stage. In early adulthood the primary developmental task is moving from dependence to independence. Advanced professional development is divided into an initial mentoring stage and a more advanced director stage. The developmental tasks for the mentor and director are assuming responsibility for others and exercising power. These are the challenges of generativity.

For Erik Erikson, caring is the virtue that is born from the struggle to take responsibility:

> Care is a widening commitment to *take care* of the persons, the products, and the ideas one has learned to *care for.* All the strengths arising from earlier development. . . hope and will, purpose and skill, fidelity and love now prove. . . to be essential for the generational task of cultivating strength in the next generation. For this is, indeed, the "store" of human life (Erikson, 1982, p. 67).

Care is expressed in advanced professional work through caring relationships and through careful work. Caring relationships are the most concrete and intimate forms of caring. The mentoring relationship, in which one shares knowledge and skills with younger colleagues, fulfilling a need to teach and be a role model for others, is one such relationship. All relationships, in fact, prosper in the appreciative attention of care. In careful work there is a desire to create something worthwhile, to make a contribution. Generative caring is often first experienced in family life, where the natural response to care for the children is seldom experienced as self-sacrifice but more often as a fulfillment, a source of meaning and purpose. What is less widely recognized is the pervasiveness of this need to serve others outside the family arena. Recent research on the key role that mentoring processes play in organizational life has shown that advanced professionals derive much personal satisfaction from the mentor role. But focus on the mentor has somewhat overshadowed how pervasively the generative instinct is woven into the fabric of organizational life. Work itself is often motivated

by this need for meaning and for a sense of contribution. Organizational hierarchies, formal and informal, receive their fundamental legitimization from identification with the generative collective view "to promote the common good." The generative social contract is: Accept responsibility for the world and you are given the power to change it. As Chester Barnard said, "In a free society the reward for good service is a demand for more service." The generative challenge for each of us is: How much responsibility will I, can I, take?

3. The Challenge of Change and Complexity/The Response of Learning

The Club of Rome in their report on global issues in human learning, described the "human gap" as humanity's most serious concern. "The human gap is the distance between growing complexity and our capacity to cope with it. . . .We call it a human gap because it is a dichotomy between a growing complexity of our own making and a lagging development of our own capabilities" (Botkin, et al., 1979, pp.6–7). The most obvious challenge for advanced professionals is to cope with this increasing change and complexity. In the rapidly evolving information society, jobs are becoming more knowledge intensive. Professional obsolescence is very real, particularly in fields such as engineering and medicine where technological change creates new occupations as rapidly as old specialties die. Change and complexity are multiplied for successful professional leaders as they take on expanded responsibilities in higher posts.

Learning is the key to managing change and complexity. Performance is not enough for sustained effectiveness in a world of change and complexity; one must develop the ability to learn from experience. The performance and learning orientations differ in four dimensions: time span, complexity, participation, and executive control. The time perspective of the performance orientation is short. The learning perspective enlarges the time frame through two processes. Protolearning, the formulation of scenarios, hypotheses, beliefs, and intentions, anticipates the future. The more articulated those expectations and models of the future are, the more quickly course deviations can be signaled. Retrolearning, the reexamination and debriefing of past experiences, establishes general operating principles, adding a cumulative quality to work and a sense of historical continuity.

High performance is often achieved by simplicity and predictability, while learning requires a search for requisite complexity—matching the complexity of one's response to the complexity of the problem situation. For example, the choice of an appropriate time span in which to view an issue is perhaps the most important decision in defining a problem and finding a solution to it. To manage a complex situation in a simple framework is like trying to clear a fog with a hand grenade. Power is not the problem; the problem is the refinement of its application. With a simple framework, actions are too crude and the time span is too short.

Participation in the performance orientation is typically hierarchical and motivated by individual reward systems. It focuses mainly on specialized professional problem solving and implementation. Participation in the learning orientation focuses on issue formulation and problem definition as well as problem solving and implementation. It is a cooperative enterprise to share ideas and develop common vision, labeled "egalitarian" by Srivastva and Cooperrider (1986).

The control process of the performance orientation is a goal-seeking, first-order feedback loop typically called "management control," where deviations from given performance targets are the trigger for management attention and corrective action. The learning orientation adds a second-order feedback loop concerned with goal selection. This defines an executive process involving strategic goal selection based on an overall system awareness. Both a performance and a learning orientation are essential for organizational effectiveness. Performance improves the efficiency of specialized organizational responses, and learning promotes integration and coordination at the strategic and developmental levels (see Table 1, following page). Successful advanced professionals have to work in both these orientations, much as a sports team moves from game to practice to game in a continuing cycle of self-development.

Table 1. Characteristics of the Performance and Learning Orientations

Characteristic	Performance Orientation	Learning Orientation
Time span	Immediate	Extended in future by proto-learning; grounded in history by retrolearning
Tolerance for complexity and uncertainty	Predictability and simplicity maximized	Development of requisite complexity
Participation	• Focused on problem solving and implementation • Competitive/independent • Hierarchical	• Focused on issue formulation and problem definition • Cooperative/interdependent • Egalitarian
Control process	Management control • First-order feedback • Goal seeking	Executive control • Second-order feedback • Goal selecting

4. The Challenge of Time/The Response of Visioning

Advanced professionals are preoccupied with time. The assumption of generative responsibilities brings a loss of control over one's personal time. To be responsible for people and projects requires responsiveness to their time demands and deadlines. Effective mentoring requires availability. The successful professional sees the financial value of his or her time increase as expertise increases. "Free" time correspondingly becomes very expensive. All this occurs at a time in life when one is more aware that one's own time is finite. Gallup's survey of successful professionals reports an average 63-hour work week, with a few top achievers working as many as 90 or 100 hours a week. It is little wonder that time management is one of the most frequently mentioned learning needs among advanced professionals.

More fundamentally, a change occurs in the advanced professional's conception and experience of time itself. It was Kurt Lewin who first observed that psychological development involves expansion of consciousness in the dimensions of time and space. The child's world is first the crib, then the room, the home, the neighborhood, and so on, in an expanding scope of awareness. Elliott Jacques (1979) maintains that a broad scope of time awareness, what he calls a long time span of intention, is the primary executive capability needed for advanced professional work. He argues that the hierarchical dimension of work, the "size" of a job, is best measured by its time span of discretion, the amount of time the person has to complete a task before his or her work is reviewed. Time span is measured by the time it takes to complete tasks in one's job role. A factory worker's output, for example, may be reviewed at the end of each eight-hour shift. An intermediate-level chief executive may take a year to introduce new machinery, or three years to open a new market, or five years to develop and market a new product. Higher-level CEOs will engage in formulation of strategic alliances and long-term projects with time spans of ten years or even more before results are evaluated.

To effectively meet the challenge of operating autonomously over long time spans requires the development of a correspondingly long time span of intentional action. With increased time discretion comes increased autonomy, and with that comes a need for intentional action skills—the ability to envision a project and carry it out. Vision is the key to intentional action. It is at once the target, the plan and the motive force for self-directed, purposeful action. To maintain intentional action over long time spans is an effort of willpower that produces continuity and stability through focused commitment and persistence. The dynamics of willpower have been no better understood than by William James. His ideomotor theory of action states that an idea

held firmly in conscious focus issues forth automatically in behavior. The challenge of vision, therefore, is literally to keep the dream alive, to keep one's vision as the primary object of conscious attention.

5. The Challenge of Moral Leadership/The Response of Valuing

Eric Erikson describes the challenge of moral leadership thusly: "An adult must be ready to become a numinous model in the next generation's eyes and to act as a judge of evil and a transmitter of ideal values." The challenges of moral leadership are the most difficult in advanced professional life—to be a public person, to represent others, to serve as a model for others, to be a leader and creator of culture, to choose right from wrong in the most complex of circumstances. All these activities require the management of values, while earlier career activities focused primarily on the management of factual knowledge.

From the point of view of advanced professionals themselves, value-intensive decision making is of primary importance. In Gallup's study of successful advanced professionals listed in *Who's Who* (Gallup and Gallup, 1986), "a strong sense of right and wrong" was the personal characteristic that 67 percent of the subjects said best described themselves. Furthermore, this was true for 78 percent of the most highly successful persons in the sample.

Professional education typically has offered little preparation for this focus on value-intensive decision making. In addition, the wider social context of Western society has seen deterioration of value-forming institutions such as religion and the family. The value neutrality of positivistic science encourages leaders to avoid dialogue about value issues, while at the same time fanatical single-value movements are on the rise. Morality and ethics, the "sciences" of value choice, are seldom discussed outside religious circles.

The tasks of moral leadership are to make judgments about value priorities, to promote them in one's activities, and to preserve these values through the creation of a culture that sustains them. It is important to distinguish the growthful process of valuing from the dogmatic imposition of one's own values on others. Valuing is a creative process based on open and receptive dialogue with others. Values are the collective statements of belief generated by the valuing process. Whenever these value statements are generalized and applied outside of the context and process that created them, the danger of value imposition is present.

Valuing is the medium for caring. In caring relationships one values and prizes the other, creating value in the relationship and feelings of self-worth in the other. The goal of careful work is to create value, to make a contribution. Moral leadership is leadership in creation, promotion, and preservation of value. For Jung, the process of self-actualization that he called "individuation," was dependent on the creation of value:

> Individuation cuts one off from personal conformity and hence from collectivity. That is, the guilt which the individual leaves behind him for the world, that is the guilt he must endeavor to redeem. He must offer a ransom in place of himself, that is, he must bring forth values which are an equivalent substitute for his absence in the collective personal sphere. Without this production of values, final individuation is immoral and—more than that—suicidal. The person who cannot create values should sacrifice himself consciously to the spirit of collective conformity (Jung, 1971, p. 450).

6. The Challenge of Interdependence/The Response of Teamwork

These days I use the term "leadership" with ambivalence, for some of the images it conjures up about the nature of human relationships are profoundly misleading. To mention leadership is to emphasize the vertical power dimension of human relationships at the expense of the horizontal functions of solidarity and cooperation. Particularly in American society, the most individualistic society in the world according to Hofstede's data (1980), leadership is seen as a characteristic of individual leaders, not as a collective group process. The

leader is the mythic hero, the creator and agent of action, who is given credit for success and blame for failure. That leadership is a two-way relationship where leaders are made by followers is overlooked; as is the importance of the reactive side of the leader role—reacting to the wishes of followers, receiving their communications and reflecting their values. The challenge of inter-dependence is in many ways a challenge to see through these illusions of leadership. While professionals are educated in a performance system that is individual and competitively oriented, much professional work requires cooperative team work. Entry-level professionals in our sample of engineering alumni reported this need to work as a member of a team as a major part of the "job shock" they experienced on entering the work force. As we have seen, advanced professional leadership requires effective work in muiltidisciplinary teams in order to integrate diverse knowledge specialties into a coherent plan of action.

Teamwork emphasizes the horizontal integrative dimension of leadership. In this view, leadership is the collective responsibility of the group. It is a dynamic process whereby power is given to those on the team whose capabilities best respond to the particular requirements of the moment. Differences among members are valued for they strengthen the team's capacity to adapt and create. Working together in this way, teams can produce synergy—where the product of the whole is greater than the sum of its parts.

7. The Challenge of Ordinary Life/The Response of Humility

The space shuttle Challenger disaster was a reliving of the Icarus myth where Daedalus, the master technologist, hoped to have his son fly to the sun on wings of wax and feathers. The lesson is that of all Greek tragedy—a warning of the dangers of human pride, hubris. In this case the warning is about confusing the ordinary and the extraordinary. Time magazine paid homage to the Challenger astronauts in this way:

> . . .Christa McAuliffe, the school teacher, received most of the attention. . .a reminder to everyone of what classroom experiences were or should have been. . .she called herself an ordinary person and that is how many. . .came to think of her. . .They were, all of them, human like us. Their courage and ambition took root in the familiar, sustained by circumstances and routines that everyone can recognize. On that last morning they were in preflight isolation but still a part of us. They got up and dressed, had breakfast and went to work.

The challenge of ordinary life has particular significance for advanced professionals who with highly specialized skills, enhanced by modern technology, create superhuman accomplishments. For many of these men and women the disjuncture between professional role and personal life can be disorienting; for some, work is all consuming. To become specialized is also to become special. With that sense of specialness comes two dangers. The first is a tendency to see specialized knowledge as universal knowledge, to see knowledge as wisdom. The problem with specialized knowledge is that it has no sense of priority and hence it tends to presume its own preeminence. This tendency to extend knowledge beyond its assumptions and field of application needs to be balanced by the humble recognition that begins with the discovery of the limitations of knowledge, and that confusion marks the beginning of learning. The second danger is elitism. Specialists associate with other specialists and together create a world view that gives their values priority. Others are deemed laymen, while a few are called "intelligent laymen" worthy of an occasional communication. Yet we are all laymen or women outside of our specialties. Ordinary life is important because it is the common meeting ground of all humanity. It is the source of agreement on fundamental value priorities that we all share as human beings—food and shelter, clean air to breathe, peaceful relationships with our neighbors. In ordinary life, value judgments are common sense.

8. The Challenge of Facing Challenge/The Response of Courage

The inevitable concomitant of advanced professional development is age. Age results in aging when adults disengage from social relationships and the life challenges they face. Yet it is clear that when aspirations are realistic and one stays engaged in life, learning and development continue in old age. Older adults can learn complex material such as memory mnemonics, although they are somewhat slower at it. When aged rats who have spent their lives in ordinary cage environments are placed in enriched environments, they become more active, healthier and their brains increase in the number of synapses per neuron over controls.

To face life challenges requires the courage to stay positively engaged in the social world and to find stimulation in the mastery of life circumstances. I use the term "courage" to summarize the elements of what Maddi and Corbasa call the hardiness response to stress. Their studies show that individuals who see themselves in control of their lives, committed to the world around them and challenged by life, are less debilitated by stressful life events than those who feel alienated and controlled by fate.

The rewards of facing challenge can be healing, even transcendent. Recently I saw an interview of Barbra Streisand by Gloria Steinem on the "Today Show." The interview took place after Streisand's "One Voice" concert, her first live public performance in years. She described how her increasing perfectionism and desire to exceed expectations had made it impossible for her to perform publicly. When asked how she was able to do the "One Voice" concert, she replied that she had come to the realization that the causes her singing would support were far more important than whatever personal discomfort and embarrassment she might feel. Her caring had enabled her to sing. What I witnessed that morning was not only a living example of Jung's enantiodromia and the salvation that comes by adding value, but also a numinous model willing to share her personal learning with us all.

Conclusion

The challenges described here describe a lifelong learning agenda for advanced professionals and, indeed, all adults. Surveying the developmental challenges of the second half of life, Jung raises a provocative question:

> The worst of it all is that intelligent and cultivated people live their lives without even knowing of the possibility of such transformations. Wholly unprepared, they embark upon the second half of life. Or are there perhaps colleges for 40-year olds which prepare them for their coming life and its demands as the ordinary colleges introduce our young people to a knowledge of the world?

The developmental challenges described here represent an important educational agenda for higher education. H.G. Wells observed many years ago that "Human history becomes more and more a race between education and catastrophe." Advanced professional leadership in corporations and public institutions is at the forefront of this race, facing complex issues that require not only decisiveness but creativity, not only managerial control but visionary leadership, not only the technical skills necessary to achieve the organization's mission but the integrity to resolve the value conflicts inherent in shaping that mission. While there are many new vendors addressing the lifelong learning needs of advanced professionals, the university has a special role and responsibility. Organizational education can be limited by narrow self-interest, and professional associations suffer from the myopia of specialization in their educational agenda. The university alone has the mission to universalize knowledge—to make the whole of accumulated human wisdom available to everyone. A college for 40-year olds would have to address the knowledge infrastructure neglected by vocational professional education—the arts and social sciences, literature, philosophy and history—for the wisdom

of these fields bears directly on the challenges of adult development. Its campus needs to be global, probably electronic, and interwoven with the life and work of its students. It should be a community of learners dedicated to inquiry and dialogue across the special interests of age, profession, class and culture; a community actively involved in creating humanity's common future.

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