

# KEN WILBER, JOSEPH CAMPBELL, & THE MEANING OF LIFE:

HOW TWO GREAT MEN COLLABORATE TO GIVE US  
THE ULTIMATE HERO'S JOURNEY OF PERSONAL GROWTH & HUMAN DEVELOPMENT  
(aka 'The Human Odyssey')

-- Presented in nine installments on IntegralWorld.net --

Hugh & Kaye Martin's new book *The Human Odyssey* is a unique, new way of viewing personal growth and human development. Extensive excerpts from the Introductory Version of this book will be presented on Integral World in nine installments:

⊗ **Installment #1: Preliminaries and Introduction.**

PRELIMINARIES. What you need to know to make sense of this book: What the book contains, how it's put together, how you should read it. INTRODUCTION. The field of human development: Its immense breadth, depth, and meaning. The Growth Mentality: How we can avail ourselves of all the growth that we have the potential for.

⊗ **Installment #2: Overview of the ADAPT/Life Journey Model.**

The whole model in a nutshell. A comparative overview of the two components: The ADAPT Model (from Ken Wilber) and the Life Journey Archetype (from Joseph Campbell). Thumbnail descriptions of each Domain and Sector of the model from both perspectives.

⊗ **Installment #3: Dimensions of the Growth Continuum.**

The various areas of our life where growth takes place. The various features of that growth. The Stages, Transitions, Developmental Sequences, Realms, Arenas, Impediments, etc. These comprise Domain #1 -- the Map of our Life Journey.

⊗ **Installment #4: Participants.**

The various aspects of Identity or Self that partake in the growth process. These comprise Domain #2 -- the Voyagers of our Life Journey.

⊗ **Installment #5: Processes.**

All the methods and techniques we use to grow and develop. Either General Processes (available to everyone in any situation) or Specific Processes (available only to certain people at certain Stages). These comprise Domain #3 -- the Sailing Ships of our Life Journey.

⊗ **Installment #6: Pathfinders.**

The people and other resources that help us move along our path of growth. These comprise Domain #4 -- the Navigator & Captain of our Life Journey.

⊗ **Installment #7: Systems.**

The mechanisms by which all the Dimensions, Participants, Processes, and Pathfinders work together to produce Growth. These comprise Domain #5 -- the Shipping Systems of our Life Journey.

⊗ **Installment #8. Conclusion.**

Follow the Thread: Ways to get the essence of this book by following just one component. The ADAPT Gallery: Cartoons and illustrations that shed further light on key concepts from the book.

⊗ **Installment #9. Resources for Personal Evolution.**

Annotated outline of books, research studies, and other resources you can use to implement your own personal evolution.

**This issue of Integral World contains Installment #3.**

## WRITE YOUR OWN AMAZON REVIEW OF *THE HUMAN ODYSSEY*

If you would like a free, full-color, digital copy of the entire Introductory Version of *The Human Odyssey*, just send your request to Hugh Martin at [MartinHughCo@Gmail.com](mailto:MartinHughCo@Gmail.com). If you then post a review and rating of the book on Amazon, Hugh will send you a printed B&W copy of the book. If your review is fairly extensive, Hugh will send you a printed color copy. The most extensive reviews will receive copies of the Advanced Version.

This book is currently available only to reviewers in a pre-publication, proof version -- so if you do request the book, the authors ask that you make a serious effort to post a review. Your review can be as short as a few lines, or as long as a whole essay, as you choose. All opinions are welcome, no matter how candid. You need not have read the entire book to post a review -- just browsing through the book is sufficient.

Each Amazon review and star rating will be a big boost for the book's momentum and popularity. Even more important, this exchange of reviews will stimulate dialog on the major themes of the book, and thus increase its impact. Your support of this very exciting project is much encouraged and appreciated!

**ONE BOOK, TWO NAMES.** The Introductory Version of this book (~300 pages) is called by the short title: *The Human Odyssey*. The Advanced Version (two volumes, ~600 pages) is called by the long title: *Ken Wilber, Joseph Campbell, and the Meaning of Life*. To correspond to the interests of Integral World readers, the book will be listed on this website by its long title, but for convenience it will sometimes be referred to by its short title. Both names refer to the same book.



# KEN WILBER, JOSEPH CAMPBELL & THE MEANING OF LIFE

How Two Great Thinkers Collaborate  
To Give Us  
The Ultimate Hero's Journey  
Of Personal Growth & Human Development



HUGH MARTIN  
AMALIA KAYE MARTIN

FRONT COVER...



# OUR HERO'S JOURNEY

## How We Grow and Change Over the Course of a Lifetime

### The Meaning of Life

What is the Meaning of Life? What makes life significant? What gives life purpose? Where are we headed -- and why?

**Youth.** If I am young, and starting out my adult life, what paths are available for me? What should I value most? What choices will make the best use of my talents, my interests, my ideals, my aspirations?

**Middle Age.** If I am in my middle years, what have I accomplished thus far? What have I missed out on? What new joys do I hope to experience while I still have time? How can I immerse myself in a life that is more meaningful, more rewarding?

**Maturity.** If I am older, and approaching my later years, what have I achieved that is truly enduring? What legacy of knowledge & wisdom will I pass along to succeeding generations? How can I use the insights and perspectives of a lifetime to make these years the richest and most satisfying of them all?

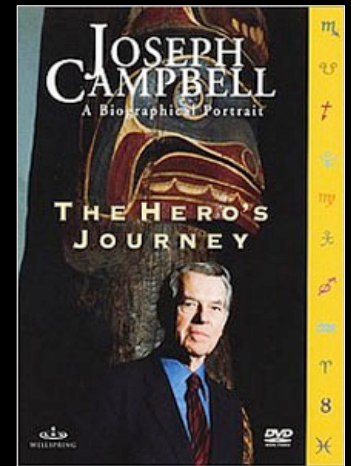
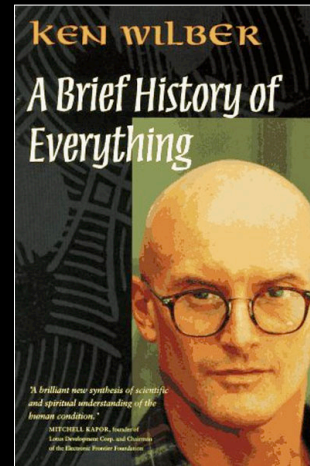
In the course of our life, are we just plodding relentlessly toward our own demise? Or are we in fact progressing toward some higher, more ennobling goal? Are we, like Forrest Gump, just a feather floating through a vast field of purposeless change? Or are we, like Odysseus from Homer's *The Odyssey*, on a great and significant Life Journey -- a Journey from Infancy to Eternity, a Hero's Journey?

### Ken Wilber & Joseph Campbell

Thanks to the work of two great men, we are now in a position to explore systematically the Meaning of Life from a developmental perspective.

From philosopher and systems theorist **Ken Wilber**, we have learned that Life is all about Human Development. Through Wilber's famous **AQAL Model**, and his more extended **Theory of Everything**, we have further learned that all the multitudinous strands of Human Development are in essence the same sequence.

From scholar and mythologist **Joseph Campbell**, we have learned that much of the world's greatest literature and myth describes the Soul's journey through the vicissitudes of Life -- our **Hero's Journey**. Through Campbell's *Hero With a Thousand Faces*, we have further learned that all the multitudinous Hero's Journeys are in essence the same story.



### ADAPT & The Life Journey

When we spin out all the details and implications of Ken Wilber's AQAL and Theory of Everything, we arrive at an all-inclusive Model of Human Development we call **ADAPT** -- a model consisting of five major conceptual Domains, with seven or more Sectors within each Domain.

When we spin out all the details and implications of Joseph Campbell's Hero's Journey, we arrive at an all-inclusive mythic story we call the **Life Journey Archetype** -- a story which is told likewise through five overarching symbolic Domains, with seven or more Sectors within each Domain.

When we compare the extended versions of Wilber and Campbell -- when we trace the parallels between our ADAPT Model and our mythic story of the Life Journey -- we find that in essence the two are the same. The ADAPT Model describes in psychological or conceptual terms the various factors that result in Human Development. The Life Journey describes in symbolic or mythic terms those very same factors. This Journey of the Soul through the Stages of Life -- this Journey which can be described either through conceptual or mythic terms -- is what we call the **Human Odyssey**.



BACK COVER...



# KEN WILBER, JOSEPH CAMPBELL, & THE MEANING OF LIFE

How Two Great Thinkers Collaborate  
To Give Us the Ultimate Hero's Journey  
Of Personal Growth & Human Development  
(aka 'The Human Odyssey')

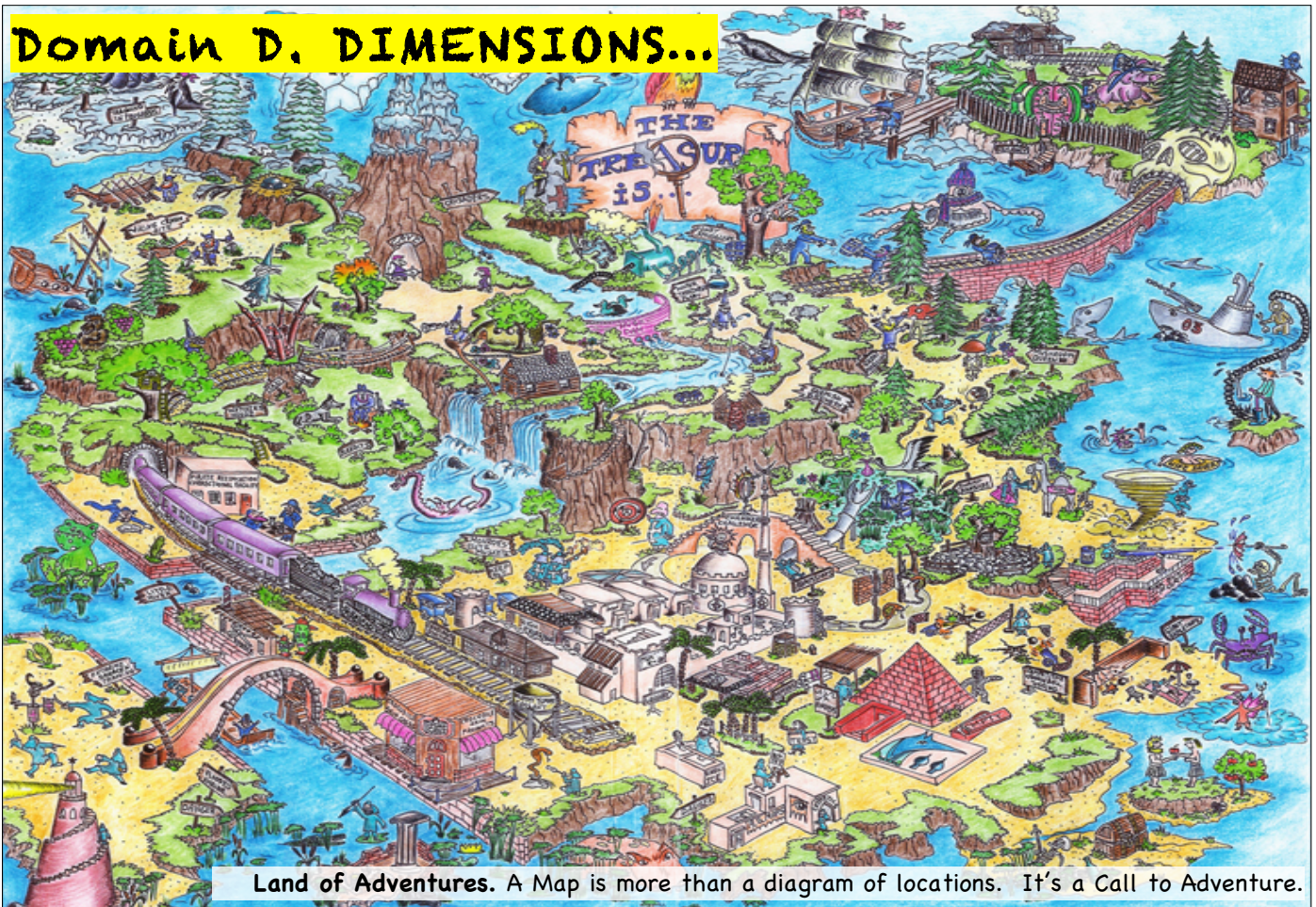
## **Installment #3: Dimensions of the Growth Continuum**

### **Proof & Review Copy**

This is a pre-publication proof and review copy of this book, and is not intended for general sale. Please send your comments, suggestions, corrections, and reviews to [MartinHughCo@Gmail.com](mailto:MartinHughCo@Gmail.com).  
Permissions for some illustrations are pending.



# Domain D. DIMENSIONS...



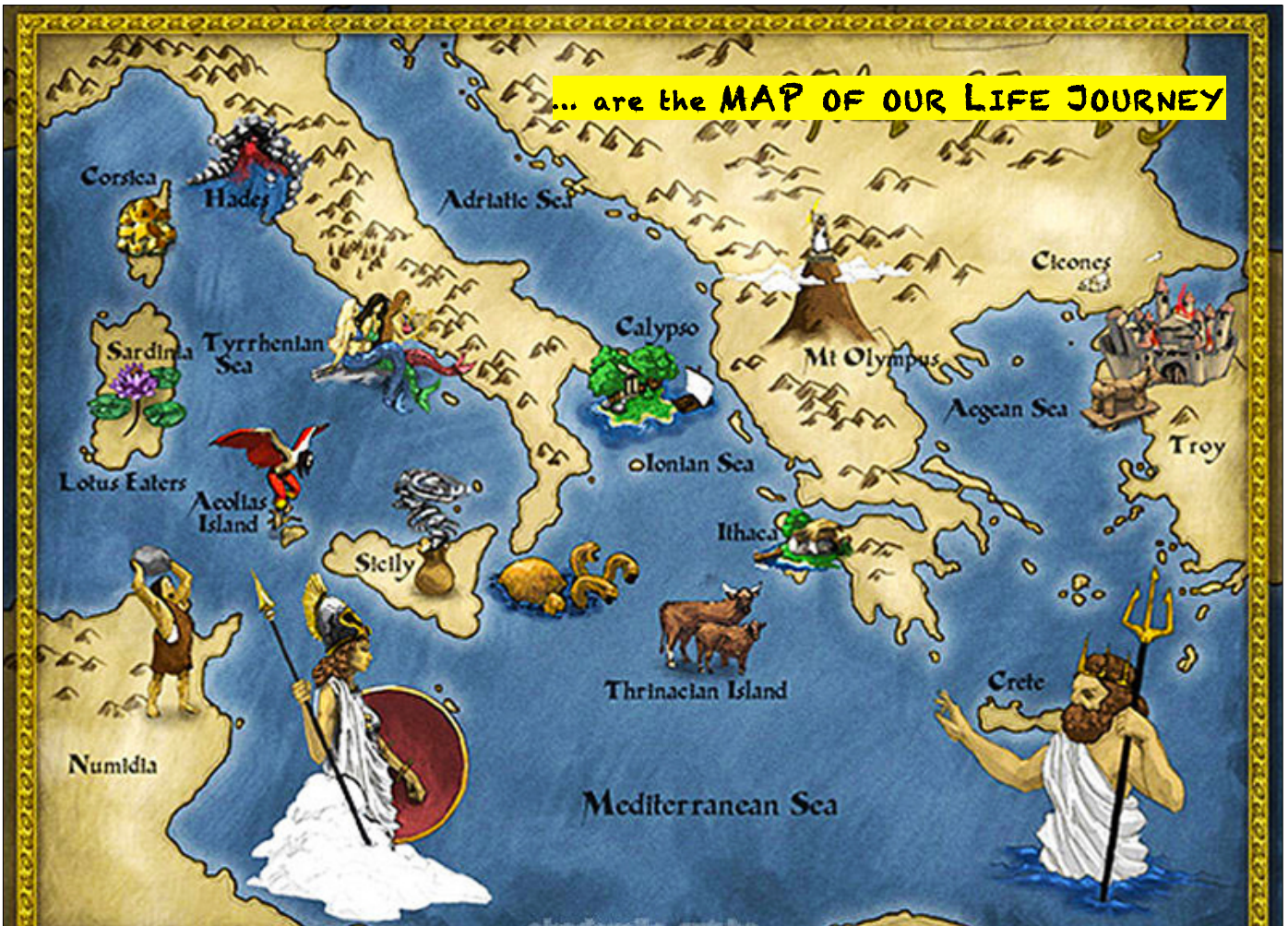
Land of Adventures. A Map is more than a diagram of locations. It's a Call to Adventure.



Pirate's Treasure. A Map is more than a set of directions. It's a set of clues that guide us to Buried Treasure.



... are the **MAP OF OUR LIFE JOURNEY**



The *Odyssey*. Homer's fanciful tales in *The Odyssey* may be based on actual locations in the Mediterranean.



**Dream Maps:** Magical locations, where we encounter fearsome creatures, and engage in daunting adventures.

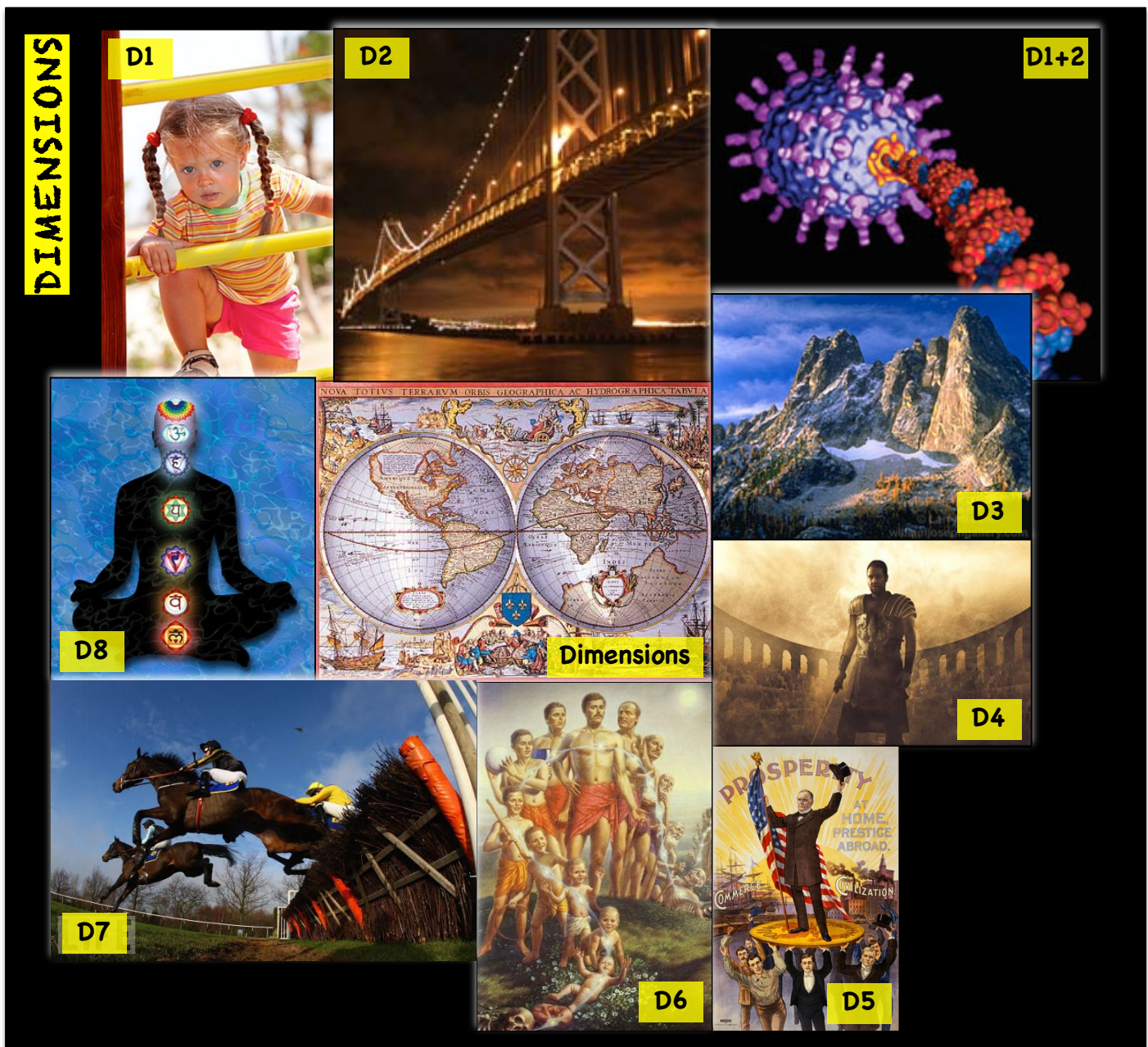


HUMAN GROWTH is the JOURNEY we take across the turbulent seas and exotic lands of life. The GROWTH CONTINUUM is a MAP of all the routes and destinations our Journey of Growth can take. The DIMENSIONS are the COORDINATES and other FEATURES of our Map.

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## DOMAIN D. DIMENSIONS: OF THE GROWTH CONTINUUM

**Human Growth** is the process of moving and progressing along the **Growth Continuum**. The Growth Continuum is a field consisting of eight **Dimensions**. Those Dimensions are the various areas of our life where our Growth takes place – and the various features of that Growth. The eight Dimensions of the Growth Continuum are shown on the facing page.





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# THE DIMENSIONS OF THE GROWTH CONTINUUM

The various areas of our life where our Growth takes place – and the various features of that Growth. The Map of our Life Journey.

1

## D1. Stages (page 68).

The levels of Development, maturity, enlivenment, or enlightenment through which we pass as we grow.

1

## D2. Transitions (page 80).

The quantum leaps that take us from one Stage to the next.

1 2

## D1+2. Developmental Sequence (page 92).

An alternating series of Stages and Transitions. In two forms: Individual and Collective.

1

## D3. Realms (page 102).

The four major spheres of human experience in which Growth and Development can occur: Everyday Life, the Psyche, the Body, and the Spirit.

1

## D4. Arenas (page 112).

The specific areas of activity within each Realm where Growth takes place: At least 12 Arenas in Everyday Life, nine in the Psyche, four related to the Body, and nine associated with the Spirit.

## D5. Perspectives & Paths (page ##).

The four basic points-of-view, or aspects of existence, from which any Growth experience can be observed and interpreted. The four major Life Paths that may be taken, as a result of these Perspectives.

## D6. Directions & Trajectories (page ##).

The two major Directions we can orient our Growth activities: Ascending and Descending. As manifested in each of the four Realms, and over the course of a lifetime.

4

## D7. Impediments (page 124).

The two major ways the Growth process can be impeded or obstructed: The everyday Challenges that are faced by relatively healthy people. The relatively intractable Impasses encountered by people with entrenched 'problems.'

## D8. Transcendent States (page ##).

The higher levels of consciousness experienced by Mystics, Translucents, and others encountering the Divine Presence.

In our Life Journey, STAGES are the ISLANDS or WAY STATIONS we visit in the course of our Journey -- our STOPOVERS or PORTS OF CALL. Here, we encounter strange people, exotic settings, areas to explore.



## 1 D1. STAGES

Stages are the levels of **development, maturity, enlivenment, or enlightenment** through which we pass as we grow. Stages are periods of **Horizontal Translation** – times when we **improve** our skills and abilities, and then **translate** them to other activities.



**Steps of Development.** Stages are **Steps of Development** that lead to greater maturity or a higher consciousness.

**The Ladder of Growth**  
Stages are rungs of a **Ladder** that we ascend as we grow.



**Assimilation.** Stages are periods of **Assimilation** – times when we **digest** and **metabolize** the Discoveries of the previous Transition, turning them into established **Traits**.



Stages (D1) combine with Transitions (D2) to form a Developmental Sequence (D1+2). We proceed from one Stage to the next through a four-phase Process called the Transition Cycle (PPR1). Stages occur in all four Realms (D3), and in all Arenas (D4) within each Realm. Growth within a Stage is called Horizontal Growth (PPR6).

Researchers disagree as to the exact content, number, and age range of Stages. Feel free to modify particular Stages, based on your own understanding and experience. Descriptions of Stages are intentionally kept brief and incomplete – to encourage readers to trust their own observations, rather than 'rely on the experts.'

Stages: Wilber's *Levels, Stages, Waves*. Assimilation: Wilber's *Metabolism*. Traits: *Same term*. Stage Growth: Wilber's *Horizontal Translation*.



THE STAGES OF OUR LIFE JOURNEY



**Stages:** The Enchanted Islands and exotic Ports of Call we visit in the course of our Life Journey.



## 1 D1a. The Stages of Life Passages

The most familiar Stages are the Stages of Everyday Life – what we call **Life Passages** (D3a). Over the course of our lifetime, we develop externally through approximately 15 distinct Stages – along with 14 intervening Transitions. The 15 Stages of Life Passages may be divided into four **Phases** – **Earlier Childhood**, **Later Childhood**, **Earlier Adulthood**, and **Later Adulthood**. Since this is the reader’s first introduction to the specifics of Human Growth, we will explore each of these Phases in detail over the next eight pages.



**The Stages of My Life.** “From my traditional perspective, I viewed life as a repeating cycle – attuned to the recurrent cycle of farming seasons in country life. I now understand the life can also be a progression: We can develop from one Stage to the next, and then pass along the progress we’ve made to the next generation – which in turn progresses even further.”

### The Stages of Life Passages

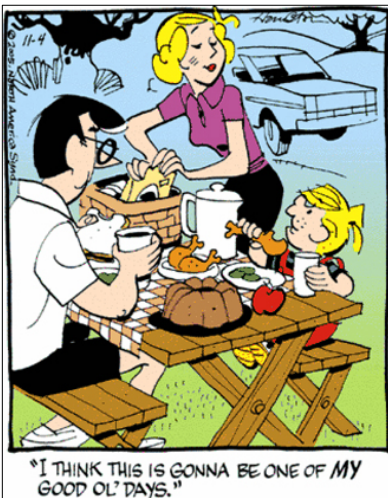
Consider the Stages of Life Passages on the facing page. Which of these Stages seem familiar to you? Which one are you in right now? \*\*\* Which ones are your children in? How about your parents? Your grandparents? Your friends? Your work associates? \*\*\* For each of these people, what makes you categorize them so? \*\*\* Just scan lightly through these Stages for now. They will be explored in detail over the following eight pages.

<b>LIFE PASSAGES: STAGES</b>				
[Read from bottom to top.]				
Phase	Step	Stages	Age of Ascendance	Characteristics
	29	<b>Legacy</b>	After death	The genetic, cultural, psychological, & material endowments we pass on to succeeding generations.
<b>LATER ADULTHOOD</b>	28			
	27	<b>Senescence</b>	90-100+	Diminished capacities of body & mind. Maintenance of basic functions.
	26			
	25	<b>Elderhood</b>	75-90	Communicating experience and wisdom to next generation. Leisure.
	24			
	23	<b>Mature Adulthood</b>	60-75	Shift from success to significance. Internally-validated identity.
	22			
<b>EARLIER ADULTHOOD</b>	21	<b>Middle Adulthood</b>	40-60	Extending life achievements to their maximum potential. Stability at peak levels: Family, position, stature, success.
	20			
	19	<b>Young Adulthood</b>	21-40	Establishing long-term partner, family, career, home. Striving for external life achievements.
	18			
<b>LATER CHILDHOOD</b>	17	<b>Adolescence</b> [college]	18-22	Established independent identity, while supported by home. Advanced cognitive skills/ knowledge.
	16			
	15	<b>Adolescence</b> [high school]	12-18	Formation of contrasting Identity, while living at home. Intermediate cognitive skills/ knowledge.
	14			
	13	<b>Middle Childhood</b> [upper grades]	9-12	Upper grades/ middle schooling. Increased cognitive proficiency. Basic cognitive knowledge. Established in society outside of home.
	12			
	11	<b>Middle Childhood</b> [primary grades]	6-8	Early schooling. Basic cognitive skills. First enrollment in society outside the home.
	10			
<b>EARLIER CHILDHOOD</b>	9	<b>Young Childhood</b>	3-6	Partial independence within home environment. Playgroup.
	8			
	7	<b>Toddler/ Talker</b>	1.5-3	Early self-sufficiency, self-support, communication. Walking, talking.
	6			
	5	<b>Infancy</b>	0-1.5	Total sustenance and bonding outside the womb.
	4			
	3	<b>Gestation</b>	Before birth	Total sustenance and support within the womb.
	2			
	1	<b>Heritage</b>	Before conception	The genetic, psychological, cultural, & material endowments we inherit from preceding generations.



Increasing Age & Maturity





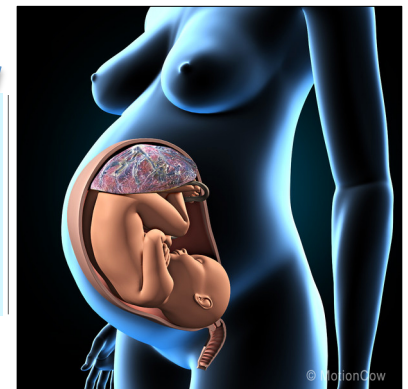
**Young Childhood.** "While my life is centered around my family and home, I always feel safe and protected."



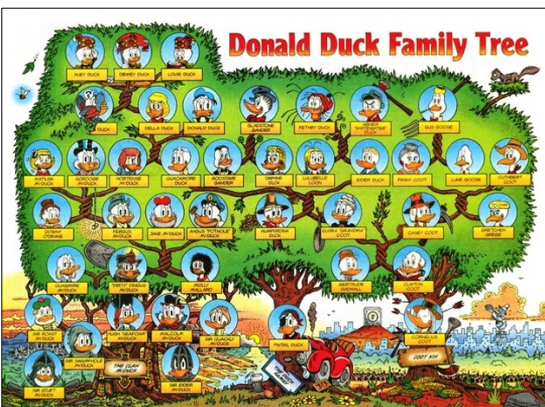
**Toddler/Talker.** "Now that I've learned to walk and talk, I begin feeling like I can do lots of things for myself."



**Infancy.** "I'm dressed up like Dracula - but don't let that fool you. Like all Babies, I'm totally innocent!"



**Gestation.** "In my Mother's womb, I'm literally a part of her. When she breathes, I breath. When she feeds, I feed. When she gets a headache, I feel it. When she gets upset, it upsets me."



**Heritage.** "My life began with my Ancestors - from whom I inherited not only my looks and my physique, but also my psychological makeup, my cultural affinities, and my station in life."



1

## D1aa. Stages of Earlier Childhood

The **Earlier Childhood** Phase of Life Passages consists of four Stages after Conception – **Gestation, Infancy, Toddler/Walker**, and **Young Childhood**. In **Gestation**, our bodies are formed within the womb. In **Infancy**, we have been born, but are totally dependent on mother for sustenance and support. With **Toddler/ Talker**, we first venture toward independence through walking and talking. In **Young Childhood**, we develop significant independence and self-sufficiency within the protected environment of the home. With each of these Stages, we become progressively more self-sufficient, and less dependent upon the attention and support of mother. In addition, there is a Stage prior to Conception called **Heritage**. The Heritage Stage consists of all the genetic, cultural, psychological, and material endowments we inherit from those who came before us.

<b>EARLIER CHILDHOOD</b>				
<b>LIFE PASSAGES: STAGES</b>				
[Read from bottom to top.]				
Phase	Step	Stages	Age of Ascendance	Characteristics
	10			
<b>EARLIER CHILDHOOD</b>	9	<b>Young Childhood</b>	3-6	Partial independence within home environment. Playgroup.
	8			
	7	<b>Toddler/ Talker</b>	1.5-3	Early self-sufficiency, self-support, communication. Walking, talking.
	6			
	5	<b>Infancy</b>	0-1.5	Total sustenance and bonding outside the womb.
	4			
	3	<b>Gestation</b>	Before birth	Total sustenance and support within the womb.
	2			
	1	<b>Heritage</b>	Before conception	The genetic, psychological, cultural, & material endowments we inherit from preceding generations.

### The Stages of Your Earlier Childhood

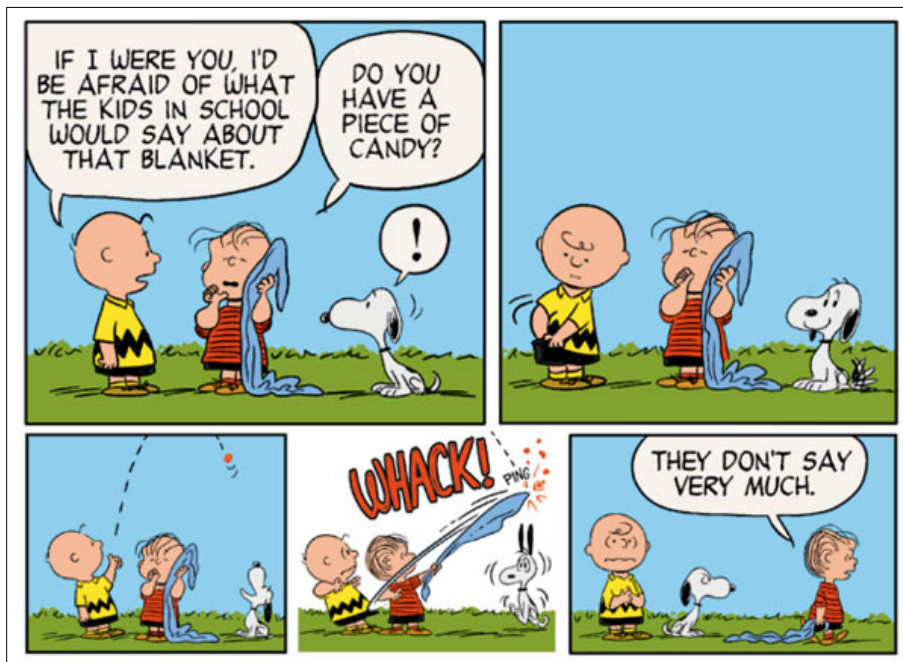
Look back on the four Stages of your Earlier Childhood. Write at least one significant recollection from each Stage you can remember. (Yes, some people can actually remember something of their life in the womb!) \*\*\* What was it about each incident that made it stick in your memory? \*\*\* In the Heritage Stage before your birth, what are the most significant things you inherited? Your physical constitution? Your family traditions? Your material assets? \*\*\* Now think of at least one young child you know (or used to know) who's in each of these Stages. What are their main attributes and attributes? How does one of their Stages differ from the next? Do they become more mobile? More skilled? More independent? More communicative?

**Adolescence** (college). "As an independent-minded college student, I don't just react to my Parents. I form my own opinions and think for myself."



**Adolescence** (high school). "As a rebellious teen, I define my Identity by being different from my Parents, and in conflict with them."

**Middle Childhood** (upper grades). "Now that I'm out in the world beyond my family, I use my curiosity to discover how other people live, and what they can teach me."



**Middle Childhood** (primary grades). "Now that I'm in school, I make lots of new friends. But I'm also learning to set boundaries and protect myself."

1

## D1ab. Stages of Later Childhood

The **Later Childhood** Phase of Life Passages comprises the period of our life when we are normally in school. It consists of two Stages – **Middle Childhood** and **Adolescence**. Each of those Stages in turn is divided into two sub-Stages. In **Middle Childhood (primary grades)**, we first confront the challenges of Society outside the home. With **Middle Childhood (upper grades)**, we then establish our preferred role in that Society. In **Adolescence (high school)**, we first experiment with various self-defined Identities, often in contrast or rebellion against our home environment. With **Adolescence (college)**, we move from home, so that we can more easily establish a preferred Identity – an Identity that derives from our own nature, independent of home and society.

<b>LATER CHILDHOOD</b>				
<b>LIFE PASSAGES: STAGES</b>				
[Read from bottom to top.]				
Phase	Step	Stages	Age of Ascendance	Characteristics
	18			
<b>LATER CHILDHOOD</b>	17	<b>Adolescence</b> [college]	18-22	Established independent identity, while supported by home. Advanced cognitive skills/ knowledge.
	16			
	15	<b>Adolescence</b> [high school]	12-18	Formation of contrasting Identity, while living at home. Intermediate cognitive skills/ knowledge.
	14			
	13	<b>Middle Childhood</b> [upper grades]	9-12	Upper grades/ middle schooling. Increased cognitive proficiency. Basic cognitive knowledge. Established in society outside of home.
	12			
	11	<b>Middle Childhood</b> [primary grades]	6-8	Early schooling. Basic cognitive skills. First enrollment in society outside the home.
	10			

**Middle Childhood.** "Now that I'm outside the protected environment of the home, some kids like to sabotage me, just for the heck of it."



### The Stages of Your Later Childhood

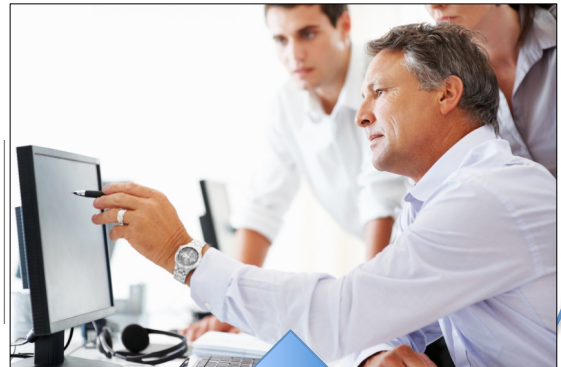
Look back on your school years -- the four Stages and sub-Stages of your Later Childhood. Write at least one significant recollection from each of these Stages. What was it about each incident that made it stick in your memory? \*\*\* Now think of at least one young child you know (or once knew) who's in each of these Stages. What are their main attributes and behaviors? How do they differ from one Stage to the next? Do they become more social? More cooperative? More individual? More self-directed?





**Middle Adulthood.** "As a political strategist, I've reached the pinnacle of my career. My storybook marriage and close family life support my well-established place in the world."

**Middle Adulthood.** "As an executive in upper management, I'm confident in my skills and effective in my abilities to lead others."



**Young Adulthood.** "As a Young Adult, I'm struggling to differentiate myself from my childhood. Mom's not helping."

**Young Adulthood.** "As a Young Adult in the career world, I'm working hard to learn the Game of Success."



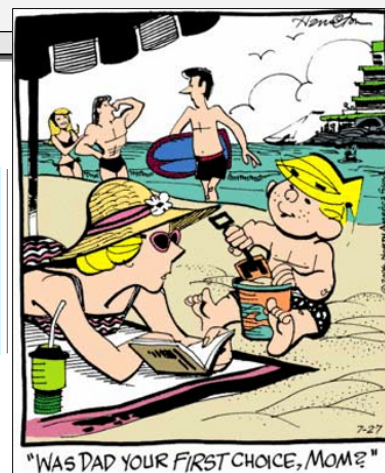
**Young Adulthood.** "After playing the field in high school, I'm ready for a serious, long-term relationship."

## 1 D1ac. Stages of Earlier Adulthood

The **Earlier Adulthood** Phase of Life Passages consists of two relatively long Stages – **Young Adulthood** and **Middle Adulthood**. During **Young Adulthood**, we establish a life for ourselves, independent of the home we grew up in. We develop a relationship with a Long-Term Partner, start a family, build a career, and create a permanent home of our own. During **Middle Adulthood**, we bring that life we have created to its maximum external advancement, and enjoy the fruits of our accomplishments. Throughout Earlier Adulthood, we are riding the external Trajectory (D6b) of our life to its pinnacle of achievement.

<b>EARLIER ADULTHOOD</b>				
<b>Life Passages: Stages</b>				
[Read from bottom to top.]				
Phase	Step	<u>Stages</u>	<u>Age of Ascendance</u> (approx. years)	<u>Characteristics</u>
	20			
<b>E</b> ARLIER <b>U</b> L <b>T</b> - <b>A</b> DULT <b>H</b> OOD	19	<b>Middle Adulthood</b>	40-60	Peak of external life achievements, success. Expanding upon life achievements to their maximum potential. Stability of stature and position.
	18			
	17	<b>Young Adulthood</b>	21-40	Establishing long-term career, partner, family, home. Striving for external life achievements.
	16			

**Earlier Adulthood.** "As I ascend the trajectory of external accomplishment, my physique is not quite what it used to be."



### The Stages of Your Earlier Adulthood

Are you now in one of these two Stages of Earlier Adulthood? Have you already passed through them? Write one significant recollection from each Stage you have passed through, or are currently in. \*\*\* Are either of these Stages yet to come? For any Stage that is yet to come, write a 'recollection' as if you were older, and were looking back at that Stage. \*\*\* Ask yourself questions like these: What was it like, going through the period of striving and ambition? What did you accomplish? In what ways were you later able to enjoy the fruits of your labor? \*\*\* Now think of at least one Adult you know (or have known) who is at each of these Stages. What are their main attributes? How do they differ as they move from one Stage to the next? Do they become more successful? More secure? Less driven? More content?





**Legacy.** "When I take care of our planet, I pass along a priceless Legacy to future Generations. A Legacy of life, health, beauty, compassion, and hope."



**Senescence.** "As I get older, I begin writing little notes to myself - so I can remember things I used to think obvious."



**Elderhood.** "As Scrooge, I am reviled for my grasping selfishness - at just the time in life when I should be most generous and compassionate."



**Elderhood.** "As the Great Depression- and World War-president, I am revered for using my wisdom and experience to guide America through one of the most difficult periods in our history."



**Mature Adulthood.** "Now that we've both passed through our Mid-Life dislocations, our relationship has revived - stronger and closer than ever."



## 1 D1ad. Stages of Later Adulthood

The **Later Adulthood** Phase of Life Passages consists of the three final Stages before Death – **Mature Adulthood**, **Elderhood**, and **Senescence**. During **Mature Adulthood**, we shift our interests and Identity from externals to internals, as we search for meaning and significance. During **Elderhood**, we come to terms with our mortality, and direct our attention and concern to the needs of the next generation. During **Senescence**, we cope with the diminishing capacities of our body and mind. After Death, our presence continues to exert influence as a **Legacy**. In the Legacy Stage, we pass on to succeeding Generations all the genetic, cultural, psychological, and material assets we have accumulated during our lifetime.

<b>LATER ADULTHOOD</b>				
<b>LIFE PASSAGES: STAGES</b>				
[Read from bottom to top.]				
Phase	Step	Stages	Age of Ascendance	Characteristics
	29	Legacy	After death	The genetic, cultural, psychological, & material endowments we pass on to succeeding generations.
	28			
	27	Senescence	90-100+	Diminished capacities of body & mind. Maintenance of basic functions.
	26			
	25	Elderhood	75-90	Communicating experience and wisdom to next generation. Leisure.
	24			
	23	Mature Adulthood	60-75	Shift from success to significance. Internally-validated identity.
	22			

### The Stages of Your Later Adulthood

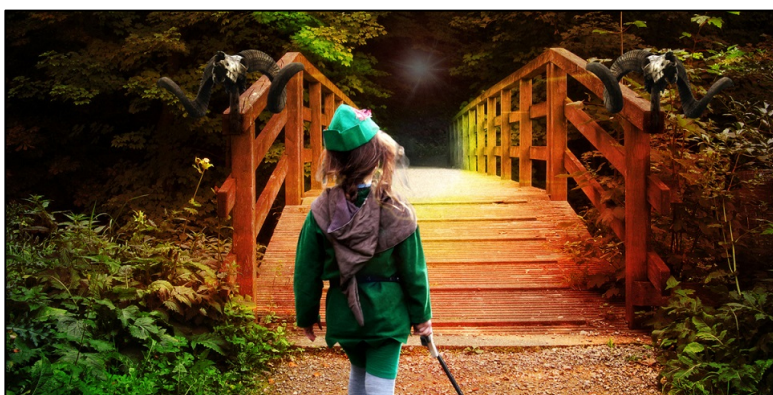
Are you now in one of these three Stages of Later Adulthood? Write at least one significant recollection from each Stage you have passed through or are currently in. \*\*\* Are they yet to come? For any Stage that is yet to come, write a 'recollection' as if you were looking back at that Stage from even later in life, or from beyond the grave. \*\*\* Ask yourself questions like these: In what ways have you become more inner-directed? How are you dealing with physical debilities, or diminished capacities? How do you go about facing your own mortality? \*\*\* In the Legacy Stage, what will you be remembered for? What are the most significant things you are passing along to succeeding Generations?: Your physical constitution? Your material assets? The wisdom you have acquired through a lifetime of experience? \*\*\* Now think of at least one Adult you know (or have known) at each of these Stages. What are their main attributes? How well are they dealing with the difficulties presented at these Stages? Are they hopeful, or resigned? Are they self-absorbed, or concerned for others? What Legacy are they leaving for their descendants?

In our Life Journey, TRANSITIONS are the OPEN SEAS and ROUTES OF PASSAGE our Ship will take between one Port of Call and the next. Here, there is turbulence, uncertainty, danger, risk of death.



## 1 D2. TRANSITIONS

**Transitions** are the quantum leaps that take us from one Stage to the next. Here, we leave the familiar comfort of a prior Stage, and venture into the unknown territory of strange and daunting new **Challenges**. Transitions are periods of **Vertical Transformation** – times when we are becoming something we've never been before.



**Bridges.** Transitions are 'bridges' that enable us to cross over from one Stage to the next.

**Quantum Leaps.** Stages are 'quantum leaps' that take us from one Stage to the next.



**Discovery.** Transitions are periods of **Discovery** -- occasions when we encounter new situations and insights we will assimilate during our next Stage of Development.



Transitions (D2) combine with Stages (D1) to form a Developmental Sequence (D1+2). Transitions occur through a four-phase Process called the Transition Cycle (PPR1). Transitions occur in all four Realms (D3), and in all Arenas (D4) within each Realm. However, they are easiest to identify in the Realm of Life Passages (D3a), where we delineate them in detail.

Transitions: Wilber's *Transformations*. Vertical Transformation: *Same term*. Discovery, Challenges: *No terms*.

Researchers disagree as to the exact content, number, and age range of Transitions. Feel free to modify particular Transitions, based on your own recollections and experience. Descriptions of Transitions are intentionally kept brief and incomplete – to encourage readers to trust their own observations, rather than 'rely on the experts.'



## THE TRANSITIONS OF OUR LIFE JOURNEY



**Transitions:** The Arch, Tunnel (or Birth Canal) we pass through from one Stage to the next.

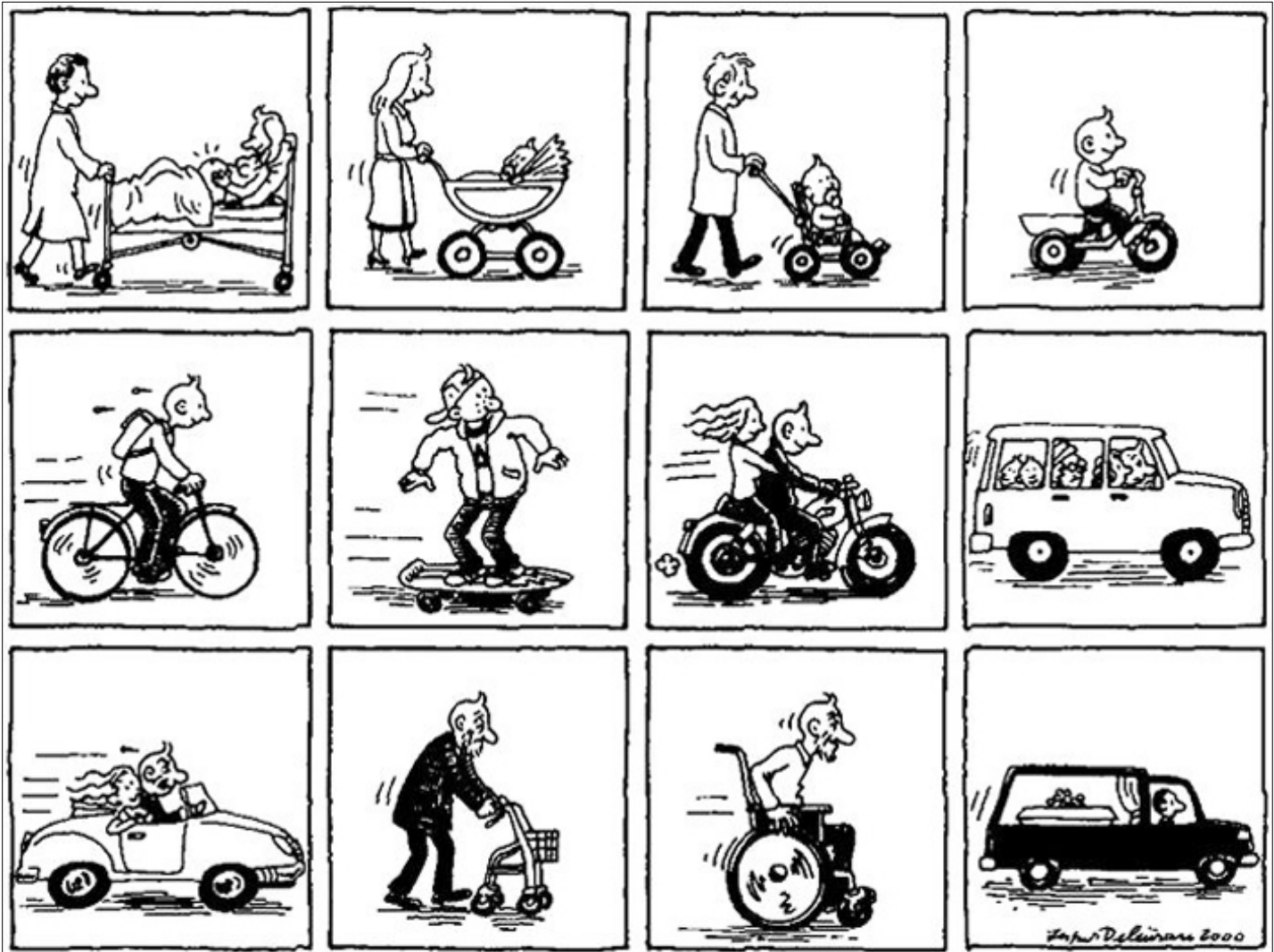


**Transitions:** The experience of Death and Rebirth as we pass from one Stage to the next.



## 1 D2a. The Transitions of Life Passages

The most familiar Transitions are the Transitions of Everyday Life – what we call Life Passages (D3a). Over the course of our lifetime, we develop through approximately 14 distinct Transitions – Transitions which lead from one Stage to the next. As with Stages, the Transitions of Life Passages may be divided into four Phases – **Earlier Childhood, Later Childhood, Earlier Adulthood, and Later Adulthood**. Since this continues to be the reader’s first introduction to Human Development, we will examine each of those Phases in detail over the next eight pages.



Transitions of Life Passages.

Whereas Stages are characterized by stability and consistency, Transitions are times of movement and change.

### The Transitions of Life Passages

Consider the Transitions of Life Passages outlined on the facing page. \*\*\* Which of these Transitions seem familiar to you? Which one have you experienced most recently? \*\*\* What are the latest ones for your children? How about your parents? Your grandparents? Your friends? Your work associates? \*\*\* Just scan lightly through these Transitions for now. They will be explored in detail over the following eight pages.

<b>LIFE PASSAGES: TRANSITIONS</b>				
[Read from bottom to top.]				
<b>Phase</b>	<b>Step</b>	<b>Stages/ Transitions</b>	<b>Age of Ascendance</b>	<b>Characteristics</b>
	29	<b>Legacy</b>	<b>After death</b>	The genetic, cultural, psychological, & material endowments we pass on to succeeding generations.
<b>LATER ADULTHOOD</b>	28	<b>Death</b>		<b>Physical functioning stops. Mental awareness ceases.</b>
	27	<b>Senescence</b>	<b>90-100+</b>	Diminished capacities of body & mind. Maintenance of basic functions.
	26	<b>Debility/ Illness</b>		<b>Significant physical or mental setback. Stroke, heart attack, cancer, accident.</b>
	25	<b>Elderhood</b>	<b>75-90</b>	Communicating experience and wisdom to next generation. Leisure.
	24	<b>Passing-the-Baton</b>		<b>Recognition of mortality. Shift of attention to next generation. Retirement.</b>
	23	<b>Mature Adulthood</b>	<b>60-75</b>	Shift from success to significance. Internally-validated identity.
	22	<b>Mid-Life Passage</b>		<b>Breakdown of externally-validated identity. Marital strife. Financial crisis.</b>
<b>EARLIER ADULTHOOD</b>	21	<b>Middle Adulthood</b>	<b>40-60</b>	Extending life achievements to their maximum potential. Stability at peak levels: Family, position, stature, success.
	20	<b>Making-the-Grade</b>		<b>Ascendance to peak position, honors. First child graduates. Largest home.</b>
	19	<b>Young Adulthood</b>	<b>21-40</b>	Establishing long-term partner, family, career. Striving for external life achievements.
	18	<b>Nudged-from-the-Nest</b>		<b>Graduation. First real job, first owned home. Marriage, first child.</b>
<b>LATER CHILDHOOD</b>	17	<b>Adolescence</b> [college]	<b>18-22</b>	Established independent identity, while supported by home. Advanced cognitive skills/ knowledge.
	16	<b>Leaving Home</b>		<b>Going off to college. Moving in with friends.</b>
	15	<b>Adolescence</b> [high school]	<b>12-18</b>	Formation of contrasting Identity, while living at home. Intermediate cognitive skills/ knowledge.
	14	<b>Coming-of-Age</b>		<b>First adolescent traits – physical, psychological. Graduation to high school.</b>
	13	<b>Middle Childhood</b> [upper grades]	<b>9-12</b>	Upper grades/ middle schooling. Basic cognitive knowledge. Established in society outside of home.
	12	<b>Entering Upper Grades</b>		<b>Graduation to upper grades/ middle school. Big playground.</b>
	11	<b>Middle Childhood</b> [primary grades]	<b>6-8</b>	Early schooling. Basic cognitive skills. First enrollment in society outside the home.
	10	<b>Entering School</b>		<b>First days at school. Grasps basic reading.</b>
<b>EARLIER CHILDHOOD</b>	9	<b>Young Childhood</b>	<b>3-6</b>	Partial independence within home environment. Playgroup.
	8	<b>Onset of Terrible 2s</b>		<b>First actions independent of (or contrary to) mother. First tantrums.</b>
	7	<b>Toddler/ Talker</b>	<b>1.5-3</b>	Early self-sufficiency, self-support, communication. Walking, talking.
	6	<b>Toddling/Talking</b>		<b>First rolling, crawling, toddling, walking. First words.</b>
	5	<b>Infancy</b>	<b>0-1.5</b>	Total sustenance and bonding outside the womb.
	4	<b>Birth</b>		<b>Emergence from the womb. First breath. Cut umbilical cord.</b>
	3	<b>Gestation</b>	<b>Before birth</b>	Total sustenance and support within the womb.
	2	<b>Conception</b>		<b>Sperm meets egg.</b>
	1	<b>Heritage</b>	<b>Before conception</b>	The genetic, psychological, cultural, & material endowments we inherit from preceding generations.

Increasing Age &amp; Maturity



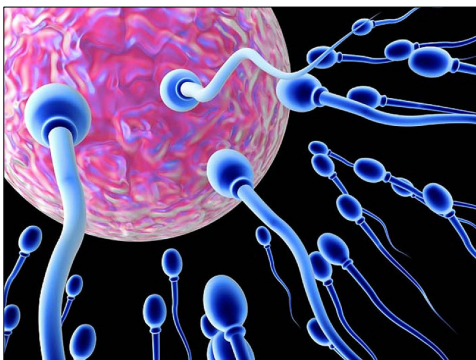
**Onset of Terrible Two's.** "All of a sudden, I don't feel like doing anything Mommy tells me to. Especially going to bed while everybody's still having fun!"

**Toddling/Talking.** "I used to babble and putz. Now I'm starting to understand that sounds have meanings, and I'm beginning to use them."



**Toddling/Talking.** "What a sense of power! First rolling, then sitting, then crawling, and now walking! I can go anywhere!"

**Birth.** "In the conventional delivery room where I'm being born, the passage from comforting womb to harsh reality is quite startling."



**Conception.** "Tough competition! About 200 million of us sperm cells are competing for this one juicy egg!"



## 1 D2aa. Transitions of Earlier Childhood

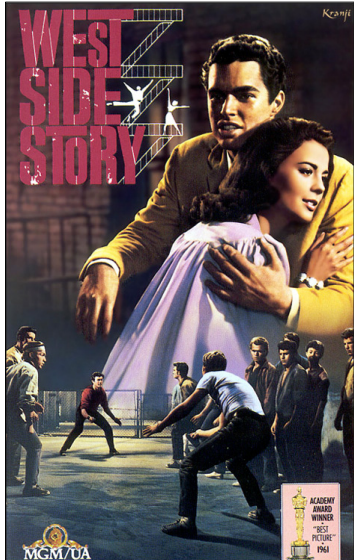
The **Earlier Childhood** Phase of Life Passages consists of four Stages, separated by five Transitions – **Conception, Birth, Walking/Talking, Onset of Terrible Two's**, and **Entering School** [discussed next section]. At **Conception**, the sperm fertilizes the egg. At **Birth**, we emerge into the world. At **Toddling/Talking**, we first develop the ability to move about in our environment and to communicate with words. With the **Onset of the Terrible Two's**, we first venture to become independent of mother. With each of these Transitions, we move into a new Stage where we become progressively more self-sufficient and less dependent upon maternal attention and support.

<b>EARLIER CHILDHOOD</b>				
<b>LIFE PASSAGES: TRANSITIONS</b>				
[Read from bottom to top.]				
<b>Phase</b>	<b>Step</b>	<b>Stages/ Transitions</b>	<b>Age of Ascendance</b>	<b>Characteristics</b>
	<b>10</b>	<b>Entering School</b>		<b>First days at school. Grasps basic reading.</b>
	<b>9</b>	<b>Young Childhood</b>	<b>3-6</b>	Partial independence within home environment. Playgroup.
	<b>8</b>	<b>Onset of Terrible 2s</b>		<b>First actions independent of (or contrary to) mother. First tantrums.</b>
	<b>7</b>	<b>Toddler/ Talker</b>	<b>1.5-3</b>	Early self-sufficiency, self-support, communication. Walking, talking.
	<b>6</b>	<b>Toddling/Talking</b>		<b>First rolling, crawling, toddling, walking. First words.</b>
	<b>5</b>	<b>Infancy</b>	<b>0-1.5</b>	Total sustenance and bonding outside the womb.
	<b>4</b>	<b>Birth</b>		<b>Emergence from the womb. First breath. Cut umbilical cord.</b>
	<b>3</b>	<b>Gestation</b>	<b>Before birth</b>	Total sustenance and support within the womb.
	<b>2</b>	<b>Conception</b>		<b>Sperm meets egg.</b>
	<b>1</b>	<b>Heritage</b>	<b>Before conception</b>	The genetic, psychological, cultural, & material endowments we inherit from preceding generations.

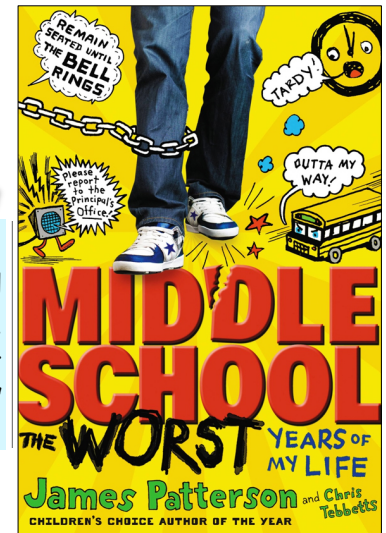
### The Transitions of Your Earlier Childhood

Look back on the four Transitions of your Earlier Childhood. For each Transition you can remember, write at least one significant recollection. (Yes, some people actually have memories of their birth!) \*\*\* What is special that makes each such Transition stick in your mind? \*\*\* For the various Transitions, ask yourself questions like these: What is there about even your Conception that may have influenced your later life? What have you been told about your birth? About your earliest moments of life outside the womb? \*\*\* Do you remember first learning to walk and talk? Can you remember when you first rebelled, or misbehaved? \*\*\* Now think of at least one young child you know (or have known) at each of these Transitions. What are their main attributes? How do they change as they move from Stage to Transition – or from Transition to Stage? \*\*\* Do they become more mobile? More skilled? More independent? More communicative? More volatile? More stable? More secure? \*\*\* Which are more prominent in your memories of Earlier Childhood – your Stages, or your Transitions?

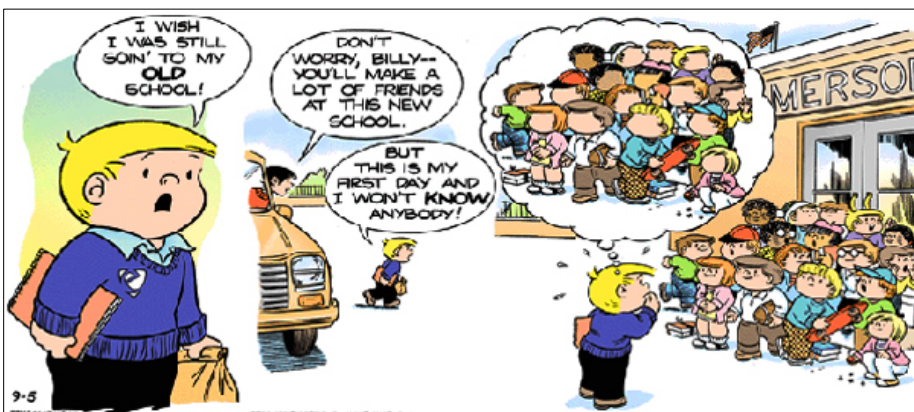
**Leaving Home.** "Now that I'm heading off to college, I feel very independent. But, of course, my parents are still footing all the bills!"



**Coming-of-Age.** "My first serious relationship was the most intense and magical of my life. But like many early infatuations, it was not destined to last."



**Entering Upper Grades.** "These Middle School years may be some of the toughest of my young life. It's not fun and innocent like the Primary Grades. But it's also not free and independent like High School."



**Entering School.** "Now that we've moved to a new school, it's just like starting school all over again. I must figure out who is mean, and who is kind - who is a trickster, and who I can trust."



1

## D2ab. Transitions of Later Childhood

The **Later Childhood** Phase of Life Passages comprises the period of our life when we are normally in school. It consists of four Stages, separated by five Transitions – **Entering School, Entering Upper Grades, Coming-of-Age, Leaving Home,** and **Nudged-from-the-Nest** [discussed next section]. Upon **Entering School**, we are first introduced into the larger Society and develop basic learning skills. With **Entering Upper Grades**, we transition to a more advanced and challenging school environment. In **Coming-of-Age**, we first develop the physical and sexual attributes of adults – but we also begin developing our unique individual and independent Identity. With **Leaving Home**, we extend our independence by establishing our first living environment outside the home.

<b>LATER CHILDHOOD</b>				
<b>LIFE PASSAGES: TRANSITIONS</b>				
[Read from bottom to top.]				
Phase	Step	Stages/ Transitions	Age of Ascendance	Characteristics
	18	<i>Nudged-from-the-Nest</i>		<b>Graduation. First real job, first owned home. Marriage, first child.</b>
<b>LATER</b>	17	<b>Adolescence</b> [college]	18-22	Established independent identity, while supported by home. Advanced cognitive skills/ knowledge.
	16	<i>Leaving Home</i>		<b>Going off to college. Moving in with friends.</b>
	15	<b>Adolescence</b> [high school]	12-18	Formation of contrasting Identity, while living at home. Intermediate cognitive skills/ knowledge.
	14	<i>Coming-of-Age</i>		<b>First adolescent traits – physical, psychological. Graduation to high school.</b>
	13	<b>Middle Childhood</b> [upper grades]	9-12	Upper grades/ middle schooling. Basic cognitive knowledge. Established in society outside of home.
	12	<i>Entering Upper Grades</i>		<b>Graduation to upper grades/ middle school. Big playground.</b>
	11	<b>Middle Childhood</b> [primary grades]	6-8	Early schooling. Basic cognitive skills. First enrollment in society outside the home.
	10	<i>Entering School</i>		<b>First days at school. Grasps basic reading.</b>

### The Transitions of Your Later Childhood

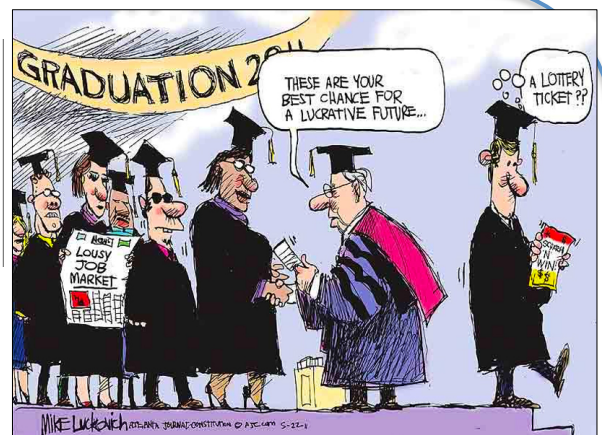
Look back on your school years -- the four Transitions of your Later Childhood. For each of these Transitions, write at least one significant recollection. \*\*\* What makes each Transition stick in your mind? Which were your hardest childhood Transitions? \*\*\* Now think of at least one school-age child you know (or have known) at each of these Transitions. What are their main attributes? How do they change as they move from Stage to Transition – or from Transition to the next Stage? \*\*\* Ask yourself questions like these: Do they become more social? More self-directed? More individual? More reckless and impulsive? More cooperative? More mature and grounded? \*\*\* Which are more prominent in your memories of Later Childhood – your Stages, or your Transitions?

**Making-the-Grade.** "For two immigrant parents with grade school educations, our proudest moment is when Mario graduates from college."



**Making-the-Grade.** "Now that I've been named one of the World's Most Successful Women, I've reached the plateau I've always been striving for."

**Nudged-from-the-Nest.** "Now that I've graduated from college, stark Reality is beginning to set in. The competition for good jobs is intense, but I've got to find some way to cover all my bills!"



**Nudged-from-the-Nest.** "It hasn't been all roses since then. But when I first met Ariel, I knew she was the girl I was destined to spend my life with."



1

## D2ac. Transitions of Earlier Adulthood

The **Earlier Adulthood** Phase of Life Passages contains three relatively prolonged Transitions – **Nudged-from-the-Nest**, **Making-the-Grade**, and **Mid-Life Passage** [discussed in next section]. During **Nudged-from-the-Nest**, we first separate from both home and school. We endeavor to link with a Long-Term Partner -- to establish a home, a family, and a career for ourselves, independent of the home we grew up in. During **Making-the-Grade**, we reach the pinnacle of our external success trajectory. Here, we pause to enjoy the fruits of our external accomplishments.

### EARLIER ADULTHOOD

#### LIFE PASSAGES: TRANSITIONS

[Read from bottom to top.]

Phase	Step	Stages/ Transitions	Age of Ascendance	Characteristics
	22	<i>Mid-Life Passage</i>		<b>Breakdown of externally-validated identity. Marital strife. Financial crisis.</b>
EARLIER ADULTHOOD	21	<b>Middle Adulthood</b>	40-60	Extending life achievements to their maximum potential. Stability at peak levels: Family, position, stature, success.
	20	<i>Making-the-Grade</i>		<b>Ascendance to peak position, honors. First child graduates. Largest home.</b>
	19	<b>Young Adulthood</b>	21-40	Establishing long-term partner, family, career. Striving for external life achievements.
	18	<i>Nudged-from-the-Nest</i>		<b>Graduation. First real job, first owned home. Marriage, first child.</b>

**Creating Our New Nest.** "Now that our first baby has arrived, Dan's getting serious about being a good provider. And I'm getting serious about supporting Dan and the new life we are building together."



#### The Transitions of Your Earlier Adulthood

Are you now in one of the two Transitions of Earlier Adulthood? \*\*\* Have you already passed through them? For each Transition you have passed through, or are currently in, write at least one significant recollection. \*\*\* Are either of these Transitions yet to come? For any that is yet to come, write a 'recollection' as if you were older, and were looking back at that Transition. \*\*\*

In each case, ask yourself questions like these: In what ways were you 'nudged from the nest'? How difficult was it to begin to become independent? \*\*\* What gave you the sense that you had 'made the grade'? In what ways were you then able to relax and rest on your laurels? \*\*\* Now think of at least one Adult you know (or have known) at each of these Transitions. What are their main attributes? How do they change as they move from Stage to Transition – or from Transition to the subsequent Stage? \*\*\* Do they become more aroused and driven? More energetic and ambitious? More expansive? More secure? More content? \*\*\* Which are more prominent in your Early Adulthood memories – your Stages, or your Transitions?



**Death.** "I can't cheat Death - but I can certainly postpone his arrival. I need to take care of my body. But just as importantly, I must nurture my spirit -- because that's my Will to Live."



**Debility/Illness.** "Now that I've had a minor stroke, I can still enjoy life. But I s'pose I'll have to give up hang gliding and motocross!"



**Passing-the-Baton.** "In the movie *Up*, the old codger Carl shares his lifelong dream, an airborne adventure to South America, with little scout Russell - who's earning his final merit badge for assisting the elderly. Carl's dream becomes Russell's reality."

**Mid-Life Passage.** "I now sense that my lifespan has limits. But that frees me to act as I please - even if it's playing silly, undignified playground pranks."



**Mid-Life Passage.** "At this turbulent crossroads, unexpected circumstances are wrenching us from tired, old patterns. Our lives are opening up in marvelous and undreamt-of new directions."



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## D2ad. Transitions of Later Adulthood

The **Later Adulthood** Phase of Life Passages consists of the final four Transitions of our life – **Mid-Life Passage, Passing-the-Baton, Debility/ Illness, and Death**. During **Mid-Life Passage**, an emotional or material crisis may impel us into a reassessment of the direction our life has taken thus far. The importance of external accomplishments fades, and we search for lasting significance. During **Passing-the-Baton**, we recognize that our lifespan has finite limits, and shift our attention to the succeeding generation. With the onset of **Debility/ Illness**, we experience a significant physical or mental setback that limits our participation in life. And at **Death**, our bodies and minds stop functioning – although our influence continues to be felt. Throughout Later Adulthood, we are preparing to pass on to future Generations all the genetic, cultural, psychological, and material assets we have accumulated during our lifetime.

<b>LATER ADULTHOOD</b>				
<b>LIFE PASSAGES: TRANSITIONS</b>				
[Read from bottom to top.]				
Phase	Step	Stages/ Transitions	Age of Ascendance	Characteristics
	29	<b>Legacy</b>	<b>After death</b>	The genetic, cultural, psychological, & material endowments we pass on to succeeding generations.
	28	<b>Death</b>		<b>Physical functioning stops. Mental awareness ceases.</b>
	27	<b>Senescence</b>	<b>90-100+</b>	Diminished capacities of body & mind. Maintenance of basic functions.
	26	<b>Debility/ Illness</b>		<b>Significant physical or mental setback. Stroke, heart attack, cancer, accident.</b>
	25	<b>Elderhood</b>	<b>75-90</b>	Communicating experience and wisdom to next generation. Leisure.
	24	<b>Passing-the-Baton</b>		<b>Recognition of mortality. Shift of attention to next generation. Retirement.</b>
	23	<b>Mature Adulthood</b>	<b>60-75</b>	Shift from success to significance. Internally-validated identity.
	22	<b>Mid-Life Passage</b>		<b>Breakdown of externally-validated identity. Marital strife. Financial crisis.</b>

### The Transitions of Your Later Adulthood

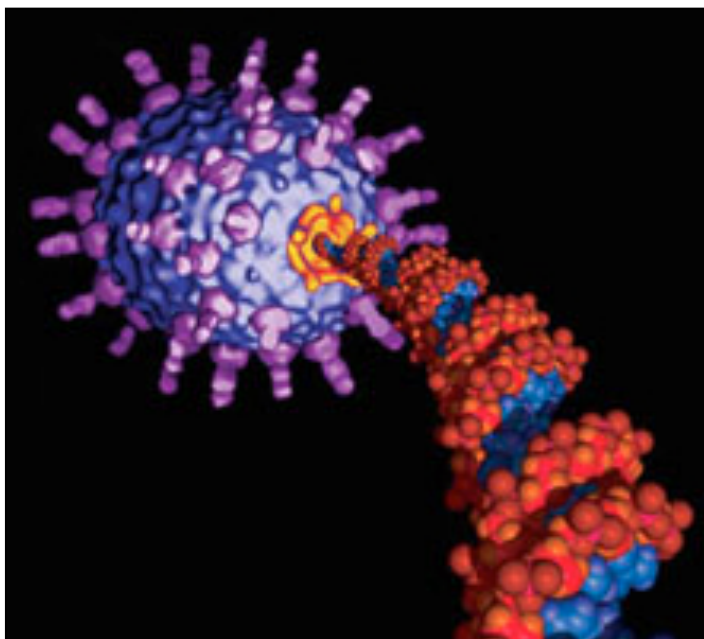
Are you now in one of these four Transitions of Later Adulthood? For each Stage you have passed through, or are currently in, write at least one significant recollection. \*\*\* Are any of these Transitions yet to come? For any that is yet to come, write a 'recollection' as if you were looking back at that Transition from still later in life, or from beyond the grave. \*\*\* Ask yourself questions like these: Does the significance of your most cherished accomplishments seem to crumble like sand? In what ways is your focus shifting from external or internal? From success to significance? What caused you to realize you were not going to live forever? How does that realization disturb you – and also benefit you? \*\*\* Now think of at least one Adult you know (or have known) at any of these Transitions. What are their main attributes? How has Mid-Life changed their lives? How do they deal with the difficulties of later life? \*\*\* Are they hopeful, or resigned? Self-absorbed, or concerned for others? Have they found ways to give life renewed meaning and purpose? Are they more anxious? More content? More comfortable? More secure?

The DEVELOPMENTAL SEQUENCE is our entire LIFE JOURNEY – from Open Sea, to Port of Call, to Open Sea again, until our Ship reaches its final destination.



## 1 D1+2. THE DEVELOPMENTAL SEQUENCE

The **Developmental Sequence** is a series of alternating Stages and Transitions – of Stage, followed by Transition, followed by Stage, and so forth. This Sequence is often represented as an **Ascending Spiral** (below and facing page) – or as the **Tree of Life** (p. 94).



**Spiral of Growth.** The **Developmental Sequence** can be depicted as an **Ascending Spiral** – with each turn of the spiral representing one Stage plus its corresponding Transition.

**Spiral of Desolation.** In human culture, the most famous **Ascending Spiral** was the **Tower of Babel** – an experiment in human collaboration that went dreadfully wrong, because it was built on conflicting values.



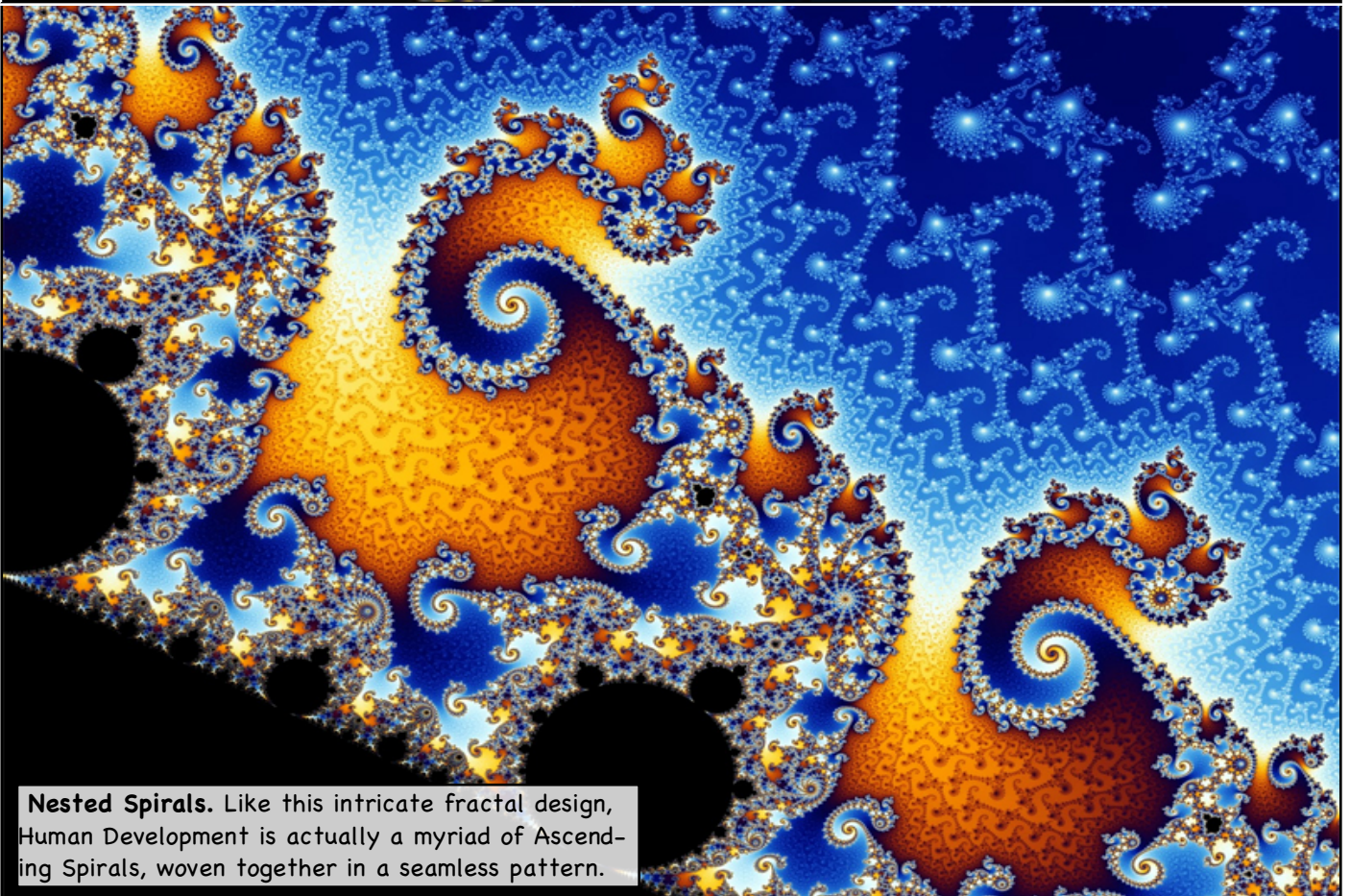
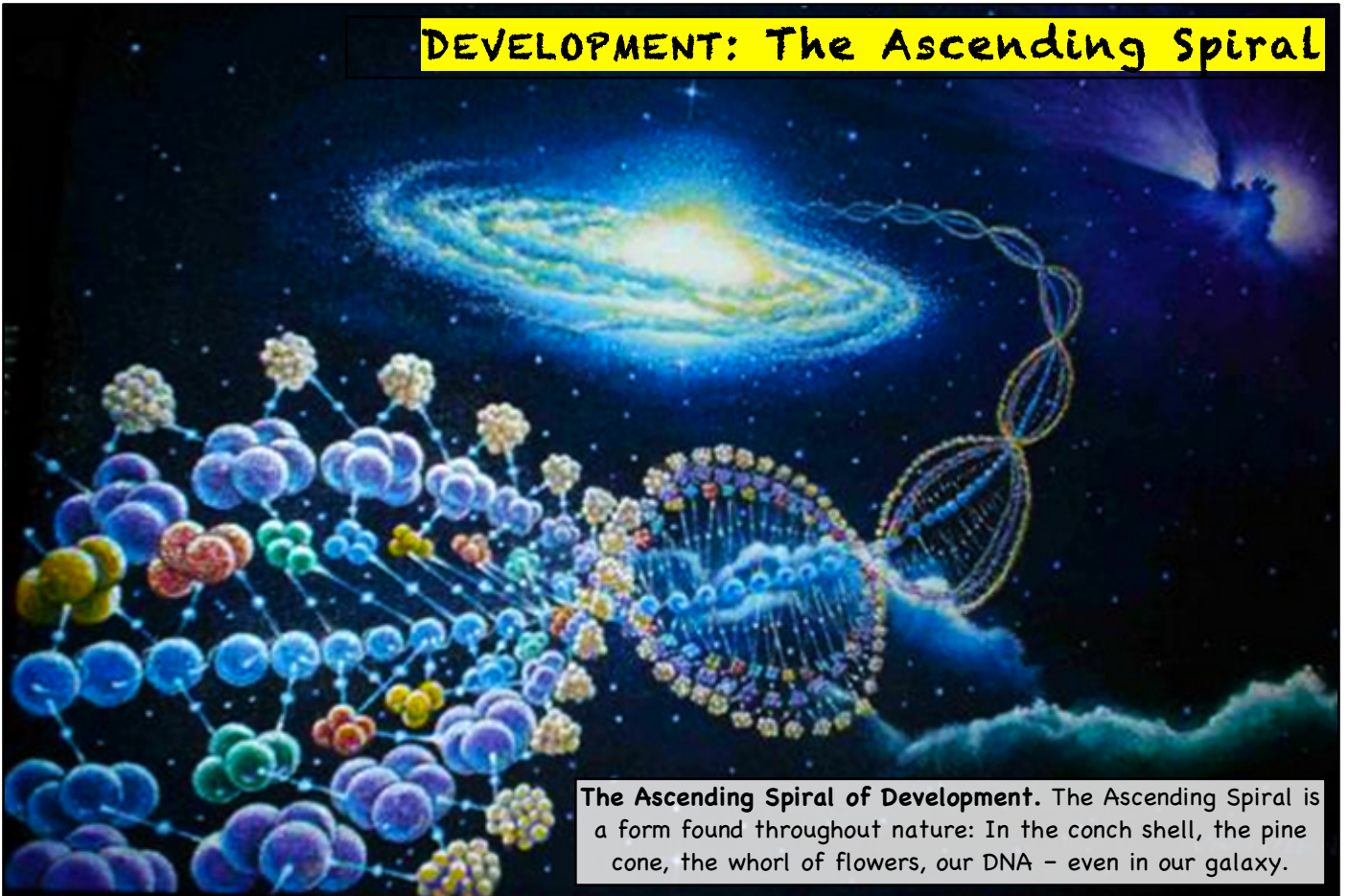
The Developmental Sequence (D1+2) is composed of alternating Stages (D1) and Transitions (D2). The Sequence is navigated by the Self System (P1), through the mechanism of the Transition Cycle (PPR1). A full-size version of the Life Passages table on the facing page is displayed in Appendix A8a -- along with the full set of Developmental Sequences for all 12 Life Passage Arenas.

Developmental Sequence: Wilber's *Ladder, Nest, Holistic Pattern*, series of *Fulcrums*. Vertical Transformation: *Same term*.

Opinions differ widely as the nature, content, number, and age ranges of Stages and Transitions in any Developmental Sequence. Any such Sequence in this book is presented merely as a suggestion of how a given progression might take place.



## DEVELOPMENT: The Ascending Spiral





## 1 D1+2a. The Life Passages Developmental Sequence

When we combine all the Stages and Transitions discussed in D1 and D2, we arrive at a complete **Developmental Sequence** – a Sequence that outlines all the steps of Growth we pass through over the course of a lifetime. In the most familiar complete Developmental Sequence, Life Passages, we proceed through 15 Stages (in **bold**) --- separated by 14 intervening Transitions (in *italics*):

**Tree of Life.** The **Developmental Sequence** can also be conceived as the *Great Tree of Life* - with each layer of growth a new Stage that adds to and reinforces the whole.



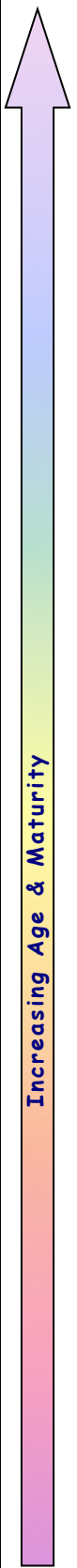
Of the two forms of Growth described in Appx A7f, the Spiral represents Succession Growth, while the Great Tree represents Accumulation Growth.

### The Development Sequences of Your Life

Consider the Developmental Sequence on the facing page. This table shows in simplified form the Stages and Transitions of Everyday Life. At this moment, which Stage are you yourself in? How would you describe it? Is it comfortable and secure? Or unsettling and challenging? \*\*\* Now look back on your previous Stage. How did that differ? How did you go about transitioning to your current Stage? \*\*\* What Stage is coming up next for you? How is that next Stage likely to affect your life? \*\*\* Try to envision your entire Developmental Sequence from Conception all the way up to the present. Try next to envision the potential Developmental Sequence for the rest of your life. What alternative future Sequences are possible? How does each potential future make you feel? What can you do right now to influence the course of your future? \*\*\* Now consider other members of your family – your spouse, your children, your parents, your friends, your work associates. What Stage is each of them at? What attitudes and behaviors do they exhibit that are characteristic of their Stage? \*\*\* Who has gone through some especially difficult Transitions? Who is gearing up for the next Transition? \*\*\* Who is stuck at a Stage they can't get out of? What might help them to break free?



<b>LIFE PASSAGES: DEVELOPMENTAL SEQUENCE</b>				
[Read from bottom to top.]				
Phase	Step	Stages/ Transitions	Age of Ascendance	Characteristics
	29	<b>Legacy</b>	After death	The genetic, cultural, psychological, & material endowments we pass on to succeeding generations.
<b>LATER ADULTHOOD</b>	28	<i>Death</i>		<i>Physical functioning stops. Mental awareness ceases.</i>
	27	<b>Senescence</b>	90-100+	Diminished capacities of body & mind. Maintenance of basic functions.
	26	<i>Debility/ Illness</i>		<i>Significant physical or mental setback. Stroke, heart attack, cancer, accident.</i>
	25	<b>Elderhood</b>	75-90	Communicating experience and wisdom to next generation. Leisure.
	24	<i>Passing-the-Baton</i>		<i>Recognition of mortality. Shift of attention to next generation. Retirement.</i>
	23	<b>Mature Adulthood</b>	60-75	Shift from success to significance. Internally-validated identity.
	22	<i>Mid-Life Passage</i>		<i>Breakdown of externally-validated identity. Marital strife. Financial crisis.</i>
<b>EARLIER ADULTHOOD</b>	21	<b>Middle Adulthood</b>	40-60	Extending life achievements to their maximum potential. Stability at peak levels: Family, position, stature, success.
	20	<i>Making-the-Grade</i>		<i>Ascendance to peak position, honors. First child graduates. Largest home.</i>
	19	<b>Young Adulthood</b>	21-40	Establishing long-term partner, family, career, home. Striving for external life achievements.
	18	<i>Nudged-from-the-Nest</i>		<i>Graduation. First real job, first owned home. Marriage, first child.</i>
<b>LATER CHILDHOOD</b>	17	<b>Adolescence</b> [college]	18-22	Established independent identity, while supported by home. Advanced cognitive skills/ knowledge.
	16	<i>Leaving Home</i>		<i>Going off to college. Moving in with friends.</i>
	15	<b>Adolescence</b> [high school]	12-18	Formation of contrasting Identity, while living at home. Intermediate cognitive skills/ knowledge.
	14	<i>Coming-of-Age</i>		<i>First adolescent traits – physical, psychological. Graduation to high school.</i>
	13	<b>Middle Childhood</b> [upper grades]	9-12	Upper grades/ middle schooling. Increased cognitive proficiency. Basic cognitive knowledge. Established in society outside of home.
	12	<i>Entering Upper Grades</i>		<i>Graduation to upper grades/ middle school. Big playground.</i>
	11	<b>Middle Childhood</b> [primary grades]	6-8	Early schooling. Basic cognitive skills. First enrollment in society outside the home.
	10	<i>Entering School</i>		<i>First days at school. Grasps basic reading.</i>
<b>EARLIER CHILDHOOD</b>	9	<b>Young Childhood</b>	3-6	Partial independence within home environment. Playgroup.
	8	<i>Onset of Terrible 2s</i>		<i>First actions independent of (or contrary to) mother. First tantrums.</i>
	7	<b>Toddler/ Talker</b>	1.5-3	Early self-sufficiency, self-support, communication. Walking, talking.
	6	<i>Toddling/Talking</i>		<i>First rolling, crawling, toddling, walking. First words.</i>
	5	<b>Infancy</b>	0-1.5	Total sustenance and bonding outside the womb.
	4	<i>Birth</i>		<i>Emergence from the womb. First breath. Cut umbilical cord.</i>
	3	<b>Gestation</b>	Before birth	Total sustenance and support within the womb.
	2	<i>Conception</i>		<i>Sperm meets egg.</i>
	1	<b>Heritage</b>	Before conception	The genetic, psychological, cultural, & material endowments we inherit from preceding generations.



In our Life Journey, the COLLECTIVE DEVELOPMENTAL SEQUENCE is the travel experience that all the Voyagers (or certain Groups of Voyagers) share in together.

## 2 DD1+2. THE COLLECTIVE DEVELOPMENTAL SEQUENCE

**Groups** can follow a Developmental Sequence comparable to the Sequence for individuals. Such Groups range in size and complexity from couples and families to Ethnic Groups and whole Cultures (P2b). For instance, the two members of a couple can each grow as individuals -- but they can also grow collectively as a **Couple**.



### Relationships Develop

"As our Relationship matures, we grow from acquaintanceship, to friendship, to temporary involvement, to permanent partnership, and on through the Stages of life."

Developmental  
Sequence



Collective Developmental Sequence:  
Not mentioned by Wilber, except as  
*Cultural Evolution.*

Groups are aspects of the Collective Self (P2b), that grows through the Process of Collective Growth (PPR5). Specialized Arenas like Relationships are explained in Life Passage Arenas (D4a). The full set of 12 Developmental Sequences for the Life Passage Arenas is displayed in Appx A8a, including a duplicate of this table.

### Your Relationships Over a Lifetime

Consider the Relationships Sequence on the facing page. What is the main Relationship in your life right now? Spouse? Parent? Child? Friend? \*\*\* What Stage is that Relationship at right now? What previous Stages have you lived through together? What Stages do you expect to share together in the future? \*\*\* Is your Relationship in Transition? Has there been a difficult Transition in the past? How has the ease or difficulty of Transitions affected the stability and satisfaction of your Relationship? \*\*\* Now consider the Relationships of others. At what Stage is your parents' Relationship? Your grandparents? Your siblings? Your children? Couples you may know? Relationships at the office? \*\*\* Which Relationships are thriving? Whose Relationship is dysfunctional, blocked, destructive? \*\*\* What characterizes a good relationship? A bad one? How can we go about improving a bad Relationship?



## 2 DD1+2a. The Relationships Developmental Sequence

The Relationships Developmental Sequence is a version of the Life Passages Sequence we have already shown (p. 94). In this Sequence, Relationships proceed through the 13 **Stages** (in **bold**) – separated by 12 *Transitions* (in *italics*) that take us from one Stage to the next.

<b>LIFE PASSAGES: RELATIONSHIPS</b>			
[Read from bottom to top.]			
<u>Step</u>	<u>Stages/ Transitions</u>	<u>Age of Ascendance</u>	<u>Typical Situations, Typical Issues</u>
<b>27</b>	<b>Legacy</b>	<b>After death</b>	<b>Influence on descendants.</b> Maintaining genetic line. Passing along a lifetime of wisdom and experience. Adding to family and cultural traditions.
26	<i>Death</i>		
<b>25</b>	<b>Senescence</b>	<b>90-100+</b>	<b>Loss of partner.</b> Facing, mourning, & recovering from loss of loved one's presence, whether thru death or diminished capacities.
24	<i>Debility or Illness</i>		
<b>23</b>	<b>Elderhood</b>	<b>75-90</b>	<b>Partners support and assist.</b> Supporting one another both physically & psychologically with compassion and trust.
22	<i>Passing-the-Baton</i>		
<b>21</b>	<b>Mature Adulthood</b>	<b>60-75</b>	<b>Relationship rejuvenates.</b> Surviving & resolving storms of mutual mid-life passage. Restoring passion & intimacy, starting afresh.
20	<i>Mid-Life Passage</i>		
<b>19</b>	<b>Middle Adulthood</b>	<b>40-60</b>	<b>Relationship stabilizes.</b> Continuing commitment & shared Growth, despite emerging differences. Remaining close while maintaining individuality, growing separately. Resolving differences & conflicts maturely, constructively.
18	<i>Making-the-Grade</i>		
<b>17</b>	<b>Young Adulthood</b>	<b>21-40</b>	<b>Long-term partnership. Formally-committed relationship. Marriage.</b> Finding & building solid, authentic, long-term or lifelong relationship based on meaningful shared values & goals.
16	<i>Nudged from the Nest</i>		
<b>15</b>	[college]	<b>18-22</b>	<b>Committed partnerships.</b> Serious relationships predominate. Discovering desired qualities in long-term partner.
<b>14</b>	<b>Adolescence</b> [high school]	<b>13-18</b>	<b>Temporary partnerships.</b> Experimentation and experiencing casual & serious relationships. Playing the field.
13	<i>Coming-of-Age</i>		
<b>12</b>	[upper grades]	<b>9-12</b>	<b>Fast friends, social groups.</b> Solidifying, deepening friendships. First romantic infatuations.
<b>11</b>	<b>Middle Childhood</b> [primary grades]	<b>6-8</b>	<b>Friends, schoolmates.</b> Relationships in society take precedence. Building friendships. Adjusting to others, acculturation. Rules of interpersonal behavior.
10	<i>Entering School</i>		
<b>9</b>	<b>Young Childhood</b>	<b>3-6</b>	<b>Bonding with father.</b> Degree and quality of father's attentiveness. Detachment, domination, abuse.
8	<i>Onset of Terrible 2s</i>		
<b>7</b>	<b>Toddler/ Talker</b>	<b>1.5-3</b>	<b>Semi-independence from mother.</b> Over-protectiveness or inattention. Initial bonding with father.
6	<i>Crawling/ Walking</i>		
<b>5</b>	<b>Infancy</b>	<b>0-1.5</b>	<b>Bonding with mother.</b> Quality and availability of attention. Maternal neglect, unresponsiveness.
4	<i>Birth</i>		
<b>3</b>	<b>Gestation</b>	<b>Before birth</b>	<b>Union with mother.</b> Uterine environment: Nourishment, body chemistry, toxicity, responsiveness, moods, expressions of care.
2	<i>Conception</i>		
<b>1</b>	<b>Heritage</b>	<b>Before conception</b>	<b>Influence of ancestors.</b> Genetic endowments. Heritage of family traditions – cultural, religious, behavioral, anecdotal. Family dynasty, lineage. Patterns of connection, privilege, distinction, abuse.

## 2 DD1+2b. The Developmental Sequence for Cultures

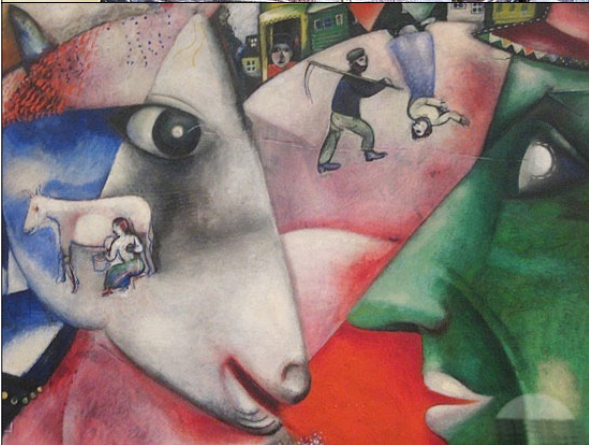
As with Couples, whole Cultures and Civilizations can undergo development – but with the Stages spread over eons of time. Only certain Cultures develop. Static Cultures (below) remain stuck in fixed patterns that may not change for centuries. Dynamic Cultures (facing page and following) proceed from Stage to Stage in a recognizable Sequence.

### 2 STATIC CULTURES

**Static Cultures** often remain the same over centuries of time. For instance, **Primitive Cultures** (such as Amazonian tribes) and **Traditional Agrarian Societies** (like medieval Europe) generally do not progress and evolve. Rather, they change over time in accordance with natural cycles – the daily movement of the sun, the monthly movements of the moon, the annual movements of the seasons and the stars. **Bureaucratic societies** (like ancient China) and **Tyrannies** (like Soviet Russia) remain static because their natural process of growth is smothered or suppressed.



**Primitive Cultures** change with the cycles of day, month, and season. They seldom progress from one Cultural Stage to the next.



**Traditional Agrarian Societies** live according to the cycles of seedtime and harvest.

**Bureaucratic Society.** China's vast 'treasure fleet' was dismantled in the 15<sup>th</sup> century – because it didn't conform to the Confusion idea of an insular, agrarian society.



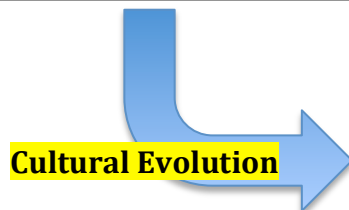


## 2 DYNAMIC CULTURES

Unlike Static Cultures, **Dynamic Cultures** (like much of Western Civilization) often progress through the Stages & Transitions of a Developmental Sequence. We call this process **Cultural Evolution**. According to Don Beck's *Spiral Dynamics*, Dynamic Cultures evolve from Instinctive, to Animistic, to Power Gods – continuing all the way through to Integrative and Holistic. The Spiral Dynamics model of Cultural Evolution is displayed on the following two facing pages.



**Dynamic Cultures.** Modern cities like New York evolved from ancient cultures like Greece and Rome.



Cultural Evolution: Wilber Same term. Static,  
Dynamic Cultures: Not distinguished by Wilber.

The table on the following two pages describes the Evolution of Cultures over eons of time. Over the shorter term, Cultural Evolution can occur through Collective Growth (PPR5), using the four-phase Process of the Generation Cycle (PPR5a).

Just because a Culture evolves does not necessarily mean it improves. Ancient Greece was in many ways a society far superior to modern New York City. Likewise, Religious Fundamentalists may lead a healthier lifestyle than Hippie Communes.

### Cultural Layers in Modern America

Consider the table of Cultural Stages on the following two pages. Pay especial attention to the Cultural Layers shown in the right-hand column. \*\*\* This column describes an interesting phenomenon: The previous Stages of our Culture still persist as remnants in present-day society. Mountain climbers & Street People are the modern Survival Bands. Motorcycle gangs are the modern Kinship Clans. NFL teams & Mafia clans are the present-day Strong Man Societies. And so forth. \*\*\* Which Cultural Layer do you belong to? What makes you think so? \*\*\* Were you previously in some other Cultural Layer? How did you make the Transition? \*\*\* Are most of your close friends from the same Cultural Layer? Who do you know from other Cultural Layers? \*\*\* Are there any of these cultural groups that you would categorize differently? What other groups would you add? \*\*\* What difficulties of communication are there between people from different Cultural Layers? What can they do to communicate better? \*\*\* How does a Society with diverse Cultural Layers enhance our quality of life? When does such Diversity create factionalism and conflict?

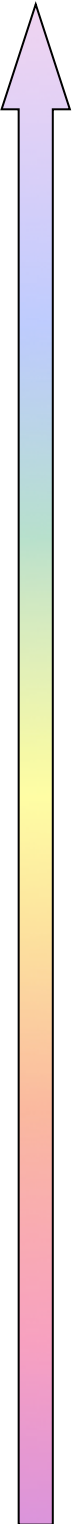
[Increasing advancement. Read table from bottom to top, beginning with bottom right-hand page.]

**2**

**CULTURAL STAGES**

(Beck & Cowan, *Spiral Dynamics* + Martin)

<u>Cultural Stages</u>	<u>Social Structure</u>	<u>Period of Ascendance</u>	<u>Stage Description</u>	<u>Cultural Layers in Modern America</u>
<b>[Next Awakening?]</b> (Coral)	[Harmonious civilization orchestrated by Zeitgeist, Providence, Holy Spirit]	[2000+ AD?]	[Awaken to a Divine Presence that informs and orchestrates all human activity. Recognize of sacredness of all creation. Recognize of multiple levels of reality beyond the material. Reason subordinated to revelation. Living beyond ego.]	Translucents, intelligent design, vibrational medicine, saints
- transition -				
<b>Holistic Organism/ Global</b> (Turquoise)	Voluntary World order arising from common interests of humankind	1970 AD	Blend and harmonize a strong collective of individuals. Focus on the good of all living entities as integrated systems. Expanded use of human brain/mind tools and competencies. Self is part of larger, conscious, spiritual whole that also serves self. Global (and whole-Spiral) networking seen as routine. Acts of minimalist living, where less actually is more.	Cultural Creatives, integral psychology, globalism, Bioneers, Esalen, Gaia
- transition -				
<b>Systematic Process/ Integrative</b> (Yellow)	Global economies coordinated by networks	1950 AD	Accept the inevitability of nature's flows and forms. Focus on functionality, competence, flexibility, and spontaneity. Find natural mix of conflicting 'truths' and 'uncertainties.' Discover personal freedom without harm to others or excesses of self-interest. Experience fullness of living on an Earth of such diversity in multiple dimensions. Demand integrative and open systems.	Deep ecology, appropriate technology, form follows function, Biomimicry, Permaculture
- transition -				
<b>Social Network/ Relativistic</b> (Green)	Interactive networks initiated by individuals	1850 AD	Explore the inner being of self and others. Promote a sense of community and unity. Share society's resources among all. Liberate humans from greed and dogma. Reach decisions through consensus. Refresh spirituality and bring harmony.	Co-ops, communes, Peace Corps, organic gardeners, sensitivity training, affirmative action, idealistic crusaders, Olympic Village
- transition -				Silicon Valley, Google, dot-com entrepreneurs, software programmers





## CULTURAL STAGES (cont.)

<u>Cultural Stages</u>	<u>Social Structure</u>	<u>Period of Ascendance</u>	<u>Stage Description</u>	<u>Cultural Layers in Modern America</u>
<b>Strategic Enterprise/ Individualistic-Achiever</b> (Orange)	Mercantile nations run by machines	1500 AD	Strive for autonomy and independence. Seek out 'the good life' and material abundance. Progress through searching out the best solutions. Enhance living for many through science and technology. Play to win and enjoy competition. Learn through tried-and-true experience.	Multi-national corporations, Wall Street, government bureaucrats, assembly-line workers, foot soldiers
<i>- transition -</i>				
<b>Authority/ Absolutist-Religious</b> (Blue)	Agrarian empires ruled by dominant god	4000 BC	Find meaning and purpose in living. Sacrifice self to the Way for deferred reward. Bring order and stability to all things. Control impulsivity and respond to guilt. Enforce principles of righteous living. Divine plan assigns people to their places.	Religious Fundamentalists, family farmers, Amish communities, Boy Scouts, orthodox Jews, 12-Step members
<i>- transition -</i>				
<b>Strong-Man/ Power-Gods</b> (Red)	Militaristic hordes driven by pagan gods	20,000 BC	In a world of haves and have-nots, it's good to be a have. Avoid shame, defend reputation, be respected. Gratify impulses and senses immediately. Fight remorselessly and without guilt to break constraints. Don't worry about consequences that may not come.	NFL teams, neo-Nazis, Black Panthers, Mafia clans
<i>- transition -</i>				
<b>Tribe/ Magical-Animistic</b> (Purple)	Nomadic kinship clans controlled by spirits	50,000 BC	Obey desires of the mystical spirit beings. Show allegiance to elders, custom, clan. Preserve sacred places, objects, rituals. Bond together to endure and find safety. Live in an enchanted, magical village. Seek harmony with nature's power.	Street gangs, Star Trek groupies, Masonic lodges, herbalists
<i>- transition -</i>				
<b>Survival Band/ Instinctive</b> (Beige)	Hunting bands united for survival	Dawn of humanity	Automatic, autistic, reflexive. Centers around satisfaction of human biological needs. Driven by deep brain programs, instincts, and genetics. Little awareness of self as a distinct being (undifferentiated). Lives 'off the land' much like other animals. Minimal impact on or control over environment.	Mountain climbers, cowboys, street people, terrorists, Rambo

[Read table from bottom to top, beginning here.]

Our Life Journey takes place in four REALMS – the Realm of ORDINARY REALITY, the Realm of ENCHANTMENT, the Realm of ORDEALS & TRIALS, and the Realm of THE GODS.



## 1 D3. REALMS

The Realms are the four major spheres of human experience in which Growth and Development can occur:

- ☸ **Everyday Life.** What we do all day: Get up, shower, get dressed, eat, go to work, etc. Includes our Physical Body, the body that grows and changes over the course of a lifetime. (p. 105)
- ☸ **Psyche.** The thoughts and emotions that go through our minds, while Everyday Life is taking place. (p. 107)
- ☸ **Body.** Our Internal Body, the Body as experienced from the inside. The physical sensations and bodily feelings that accompany our mental life. (p. 109)
- ☸ **Spirit.** The supernatural aspect of human life that exists beyond the concerns of Everyday Life, the Mind, and the Body. (p. 111)

Each Realm contains its own series of Stages & Transitions (or its own set of Chakra Levels) through which Growth takes place.



### Realms

The Realms are like a landscape with four highly distinct regions.

Realms: Wilber's Realms, Planes, Domains, Spheres, Axes

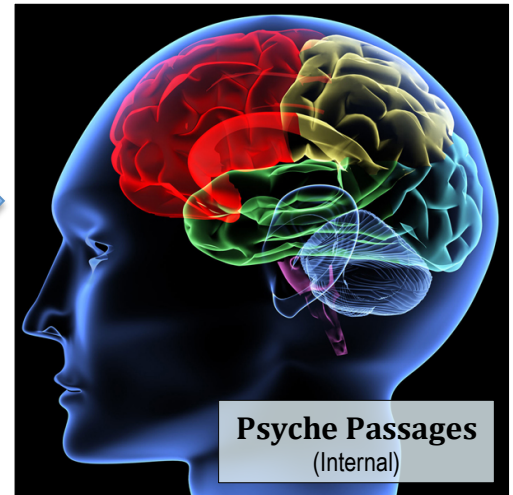


# 1 Realms: The Four Passages

Corresponding to these four Realms, there are four major paths of Human Growth (called **Passages**) -- one External and three Internal. (The Internal Realms are explained in more detail on page ##.)



**Life Passages**  
(External)



**Psyche Passages**  
(Internal)



**Body Passages**  
(Internal)



**Spirit Passages**  
(Internal)

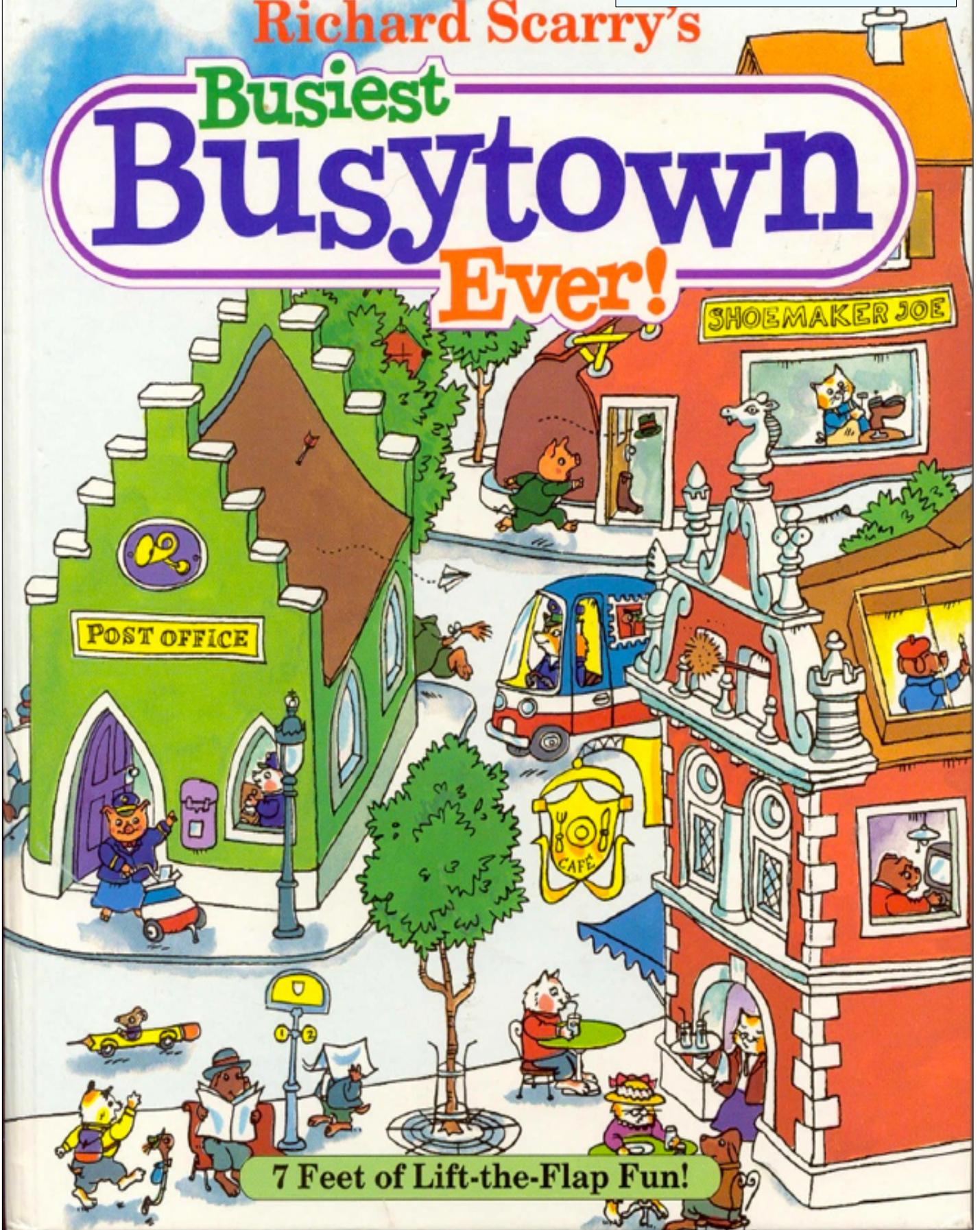


REALM OF EVERYDAY LIFE

Our Own Busytown.  
What people do all day to 'keep busy.'

Richard Scarry's

# Busiest Busytown Ever!



7 Feet of Lift-the-Flap Fun!



## 1 D3a. Life Passages

**Life Passages** are the external phases of **Accomplishment** or **Achievement** that occur as we progress through the biological Life Cycle.



**Everyday Life.** "In my **Life Passages**, I develop through a series of external life Stages - from infancy, through childhood, through adolescence, and on through various phases of adulthood."

*Life Passages: Wilber's Terrestrial Realm, Plane of Existence, Realm of the Material Self.* Wilber relegates Life Passages to the status of Horizontal Growth (PPR6: *Translation*). In the authors view, Life Passages is another form of Vertical Growth, co-equal with Growth in the Psyche or Spirit (PPR3: *Transformation*).

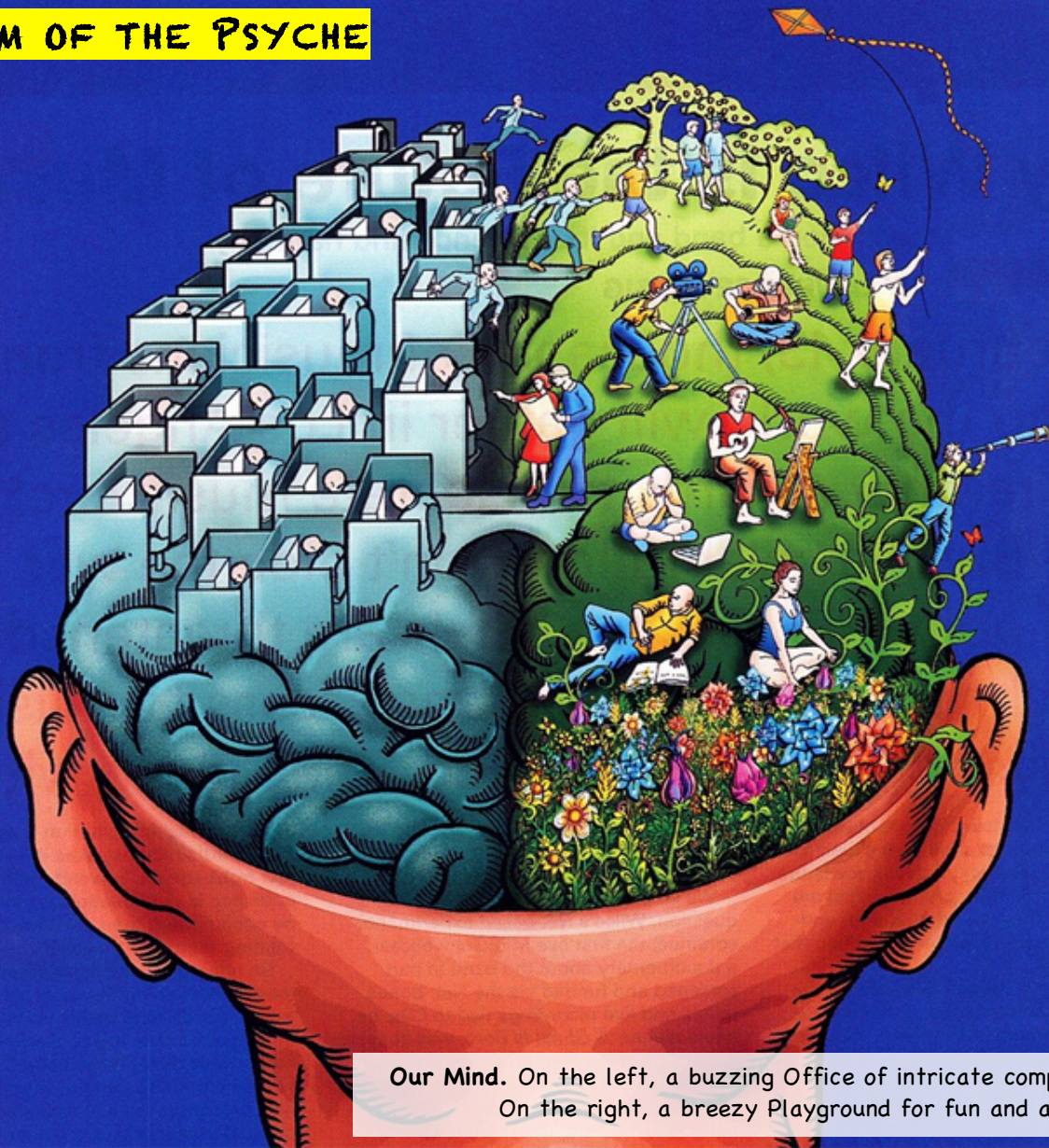
Life Passages (D3a) will be explored in more detail under Life Arenas (D4a). The External Development Sequence of Life Passages is described in D1+2b.

### Your Realm of Everyday Life

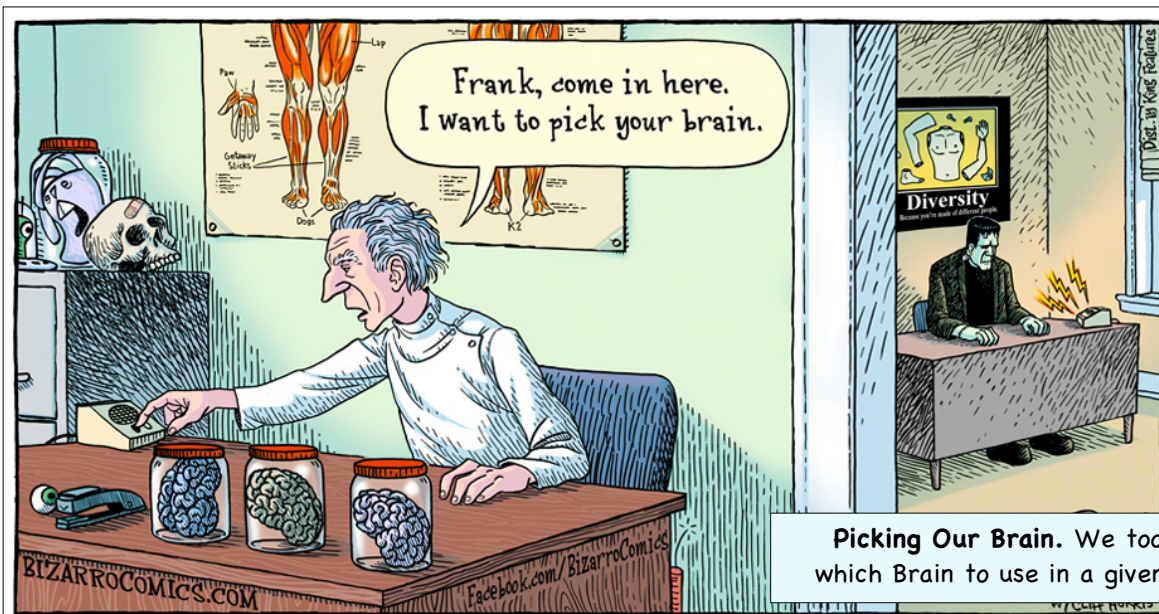
Life Passages is probably the Realm of life we are most aware of. Think of the various things you do all day, from the time you wake up until you go to bed. \*\*\* Write down some of the major activities that occupy your time: Wake up, shave and shower, have breakfast, commute to work, check recent messages on computer, meet with colleagues, run errands, unwind in front of the TV, etc. \*\*\* Now try to collect this multitude of activities into broad categories - personal hygiene, physical sustenance, household chores, career, relationships, recreation, etc. All these Arenas of attention occupy the External Realm of your Everyday Life.



# REALM OF THE PSYCHE



**Our Mind.** On the left, a buzzing Office of intricate computations. On the right, a breezy Playground for fun and adventure.



**Picking Our Brain.** We too can 'pick' which Brain to use in a given situation.



## 1 D3b. Psyche Passages

**Psyche Passages** are the internal phases of mental **Maturation** that occur as we progress through the Stages of Psychological Development.

**The Psyche.** "In the **Thinking** aspect of my **Psyche Passages**, I develop my cognitive abilities from pre-conceptual and intuitive, to concrete operations, to formal operations, and finally to polyvalent logic."



*Psyche Passages: Wilber's Noosphere, Intelligibilia, the Realm of the psychological Self. (Example in graphic drawn from Piaget, *The Growth of Logical Thinking from Childhood to Adolescence* (1958).)*

Psyche Passages (D3b) will be explored in more detail under Psyche Arenas (D4b). The Internal Development Sequence of Psyche Passages is described in D1+2b-c, then discussed in detail in Appx A7.

### Your Realm of the Psyche

Refer back to the activities and their categories listed in Everyday Life (D3a). What things go through your mind as you engage in these activities? \*\*\* Describe some of these thoughts and emotions in specific detail. For example: Reluctance to move as the alarm awakens you; a sense of curiosity as you review a dream you just had; a combination of resignation and relief as you take your morning shower; a sense of gratitude and caring as you eat the breakfast prepared for you; a sorting through of details as you plan out your day; resentment at the ordeal of commuting through freeway traffic; dejection or frustration as you settle into another day at work; an awakening of optimism and enthusiasm as you meet with colleagues, etc. \*\*\* Now try to collect this multitude of mental activities into broad categories – basic needs, emotions, logical thought, creativity, etc. All these areas of mental attention occupy the Internal Realm of your Psyche.



**REALM OF THE BODY**



**The Felt Body.** Not just the External Body of our Anatomy. But the **Internal Body** of our own Proprioceptive Awareness.



## 1 D3c. Body Passages

**Body Passages** are the internal phases of physical **Enlivenment** that occur as we activate and connect the Energy Centers of our body.



**The Body.** "As I direct my attention upwards through the seven Chakras of **Body Passages**, my body becomes progressively activated and enlivened in seven regions -- beginning with the Base Chakra functions of food and comfort, and culminating in the Brow and Crown higher-thought functions of my central nervous system."

Body Passages: Wilber's *Sensibilia*, *Physio-Biosphere*, the *Realm of the Bodyself*, or *Felt Body*.

Body Passages (D3c) will be explored in more detail under Body Arenas (D4c). The Internal Development Sequence of Body Passages is described in D1+2b-c, then discussed in detail in Appx A7. We are referring here to our Internal Body -- also called our Proprioceptive, Experienced, or Felt Body. The distinction between our Internal Body and our external Physical Body is also discussed under Body Arenas.

The Realm of Body Passages is particularly abstruse and esoteric. This topic is currently under development and subject to revision. Comments and suggestions from readers are welcome.

### Your Realm of the Body

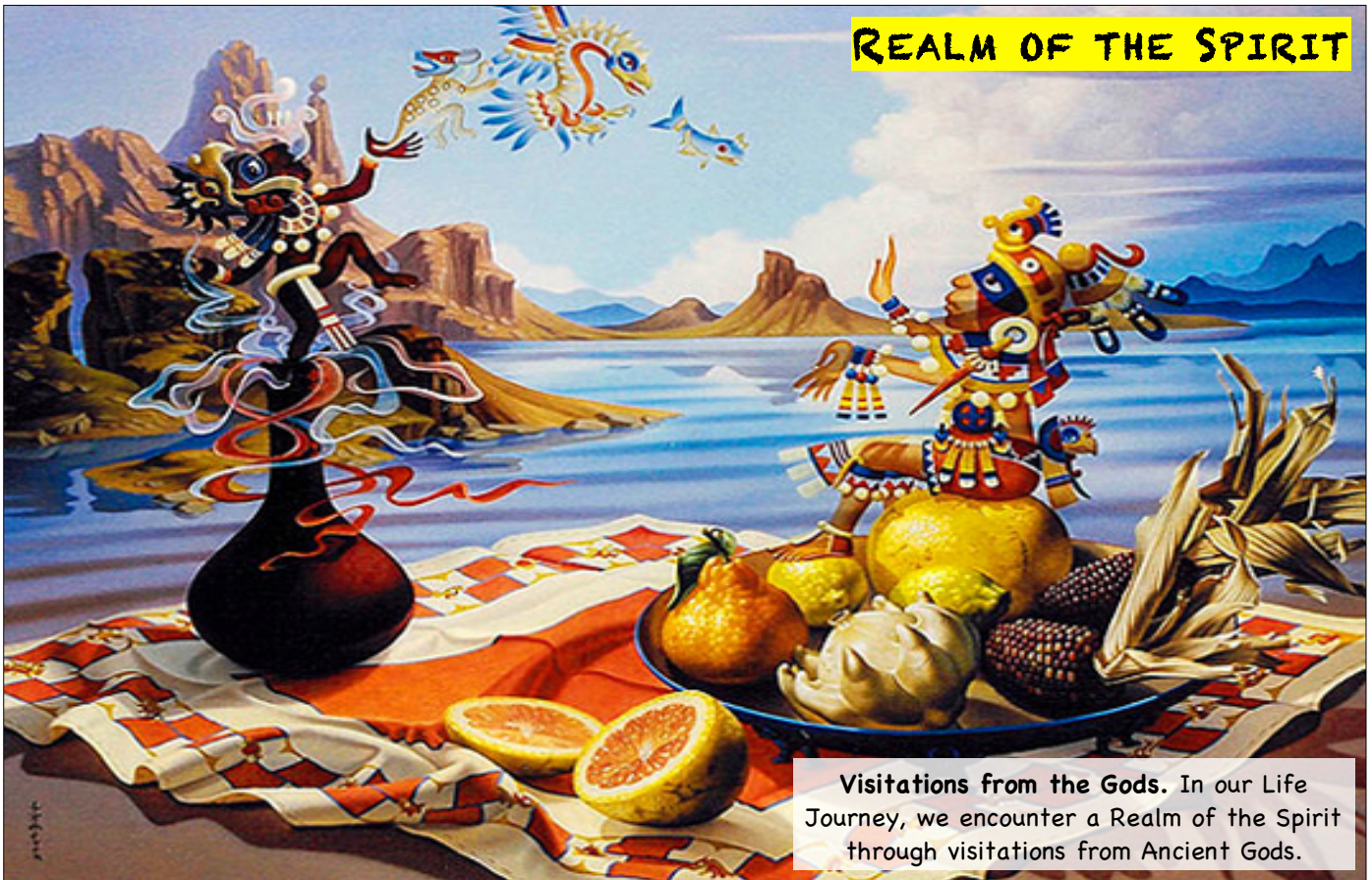
Refer back to the external and mental activities you recalled for the Realms of Everyday Life and Psyche (D3a-b). As you go about the activities of your day, and experience a range of mental processes, what are some of your predominant physical sensations and awarenesses?

\*\*\* Describe some of these inner sensations in specific detail: A faint pain as you leave the warm covers; soothing comfort as you take your morning shower; a spreading vigor and aliveness as you eat your breakfast; head pressure and tension in your arms and hands as you commute through freeway traffic; dull torpor as you settle into another day at work; an increased brightening of your eyes and pulsing of your heart as you meet with colleagues, etc.

\*\*\* Now try to collect this multitude of physical awarenesses into broad categories – sensations in your muscles, your nervous system, your bodily organs, your spinal regions, etc. \*\*\* All these areas occupy the Internal Realm of your Body.



## REALM OF THE SPIRIT



Visitations from the Gods. In our Life Journey, we encounter a Realm of the Spirit through visitations from Ancient Gods.



**Starry Night.** Van Gogh depicts a fiercely brilliant **Realm of the Spirit**, pouring its Blessings on the peaceful village of **Everyday Reality** – the upward-pointing steeple (echoed in the dark cypress) acknowledging the Lordship of that Heavenly Realm.



## 1 D3d. Spirit Passages

**Spirit Passages** are the internal phases or modes of spiritual **Enlightenment** that occur as we rise to Transcendent States of Consciousness (D8), Awaken to the Divine Presence (P7), or attune ourselves to the Holy Spirit (PF12).

**The Spirit.** "As Christians, we honor the **Spirit Passages** of life through seven Sacraments - ranging from Baptism, Communion, and Confirmation to Marriage, Confession, and Ordination - and finally to Extreme Unction at death."



*Spirit Passages: Wilber's Transcendentia, Theosphere, or Celestial Plane.* (Example drawn from Myss, *Anatomy of the Spirit* (1996)).

Spirit Passages (D3d) will be explored in more detail under Spirit Arenas (D4bd). The Internal Development Sequence of Spirit Passages is described in D1+2b-c, then discussed in detail in Appx A7.

The Realm of Spirit Passages is particularly abstruse and esoteric. This topic is currently under development and subject to revision. Comments and suggestions from readers are welcome.

### Your Realm of the Spirit

Refer back to the external, mental, and physical activities you recollected for the Realms of Everyday Life, Psyche, and Body (D3a-c). As you go about the activities of your day, what do you experience that might be thought of as Spiritual, transcendent, beyond material reality?

\*\*\* Describe some of these inner Spiritual processes in specific detail: A significant dream that you awake from; a brief sense of peace and well-being as you take your morning shower; an elevated sense of gratitude for small blessings as you eat your breakfast; the fierce resolve of a challenged hero as you commute through freeway traffic; a sense of cosmic despair or alienation as you settle into another day at work; a revived sense of greater purpose as you meet with colleagues, etc. \*\*\* Aside from your normal activities, what other experiences detach you from everyday life, or connect you with the Infinite? An ongoing sequence of significant dreams? Impromptu moments of reverie and contemplation? Experiences of utter peace during your formal spiritual practice? \*\*\* Now try to collect this multitude of spiritual experiences into broad categories - Transcendent States, encounters with the supernatural, rituals in honor of your personal deity, participation in the great myth of the human condition, etc. \*\*\* All these areas occupy the Internal Realm of your Spirit.

In our Life Journey, ARENAS are the AREAS OF ACTIVITY at every Port of Call – the waterfront, the downtown shops, the pubs, the red-light district, the residential area, the countryside.



## 1 D4. ARENAS

The four Realms described in the previous section (D3) delineate in general the four spheres of human experience where Growth takes place. However, we actually live our lives within specific areas of activity within those Realms. Those areas of activity are called **Arenas**.



**Arenas.** "Like the gladiators of ancient Rome, my greatest struggles and triumphs take place in Arenas. In my case, these are the Arenas of my Life."

For the social scientist, there are three levels of investigation to be considered: Arenas, Lines, and Studies. An **Arena** is a specific area of activity within a given **Realm** where Growth takes place. A **Line of Inquiry** ('Line') is a particular path of investigation taken within that Arena. A **Study** is a particular piece of research in that Line of Inquiry. \*\*\* For example, in the **Realm** of the Psyche, and within the **Arena** of Self & Ego, psychologist Erik Erikson's **Line of Inquiry** was Psycho-Social Development, and his **Study** was the book *Childhood and Society*.

Arenas: Wilber's *Lines, Streams*. Line of Inquiry: Wilber's *Lines*. Study: Wilber No specific term.

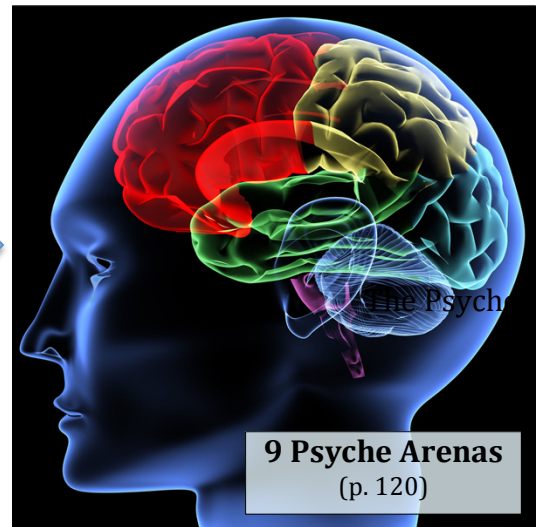


# 1 The Four Sets of Arenas

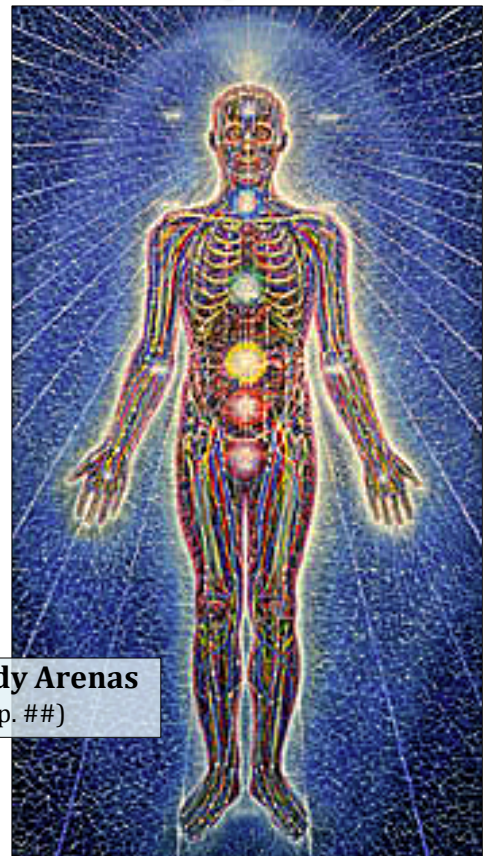
Each of the four Realms (D3) has its own set of Arenas. In this section, we describe each of these Arenas in more detail.



**12 Life Arenas**  
(p. 114)



**9 Psyche Arenas**  
(p. 120)



**4+ Body Arenas**  
(p. ##)



**9 Spirit Arenas**  
(p. ##)

## 1 D4a. Arenas in the Realm of Life Passages

Within the Realm of Life Passages (D3a), the **Life Arenas** are the spheres of activity in which we live our Everyday Life. The counseling and coaching professions address at least 12 major Life Arenas – eight individual and four collective. These Arenas are summarized on the facing page.



**Life Arenas.** "During the course of the day, I apportion my time among various Arenas. I spend time attending to my work, maintaining my health, managing my money, nurturing my children, and contributing to my community."

The Life Arenas (D4a) derive from the Realm of Life Passages (D3a). Developmental Sequences for all 12 Life Arenas are shown in Appx 8a.

Opinions differ widely as to what goals are appropriate for a given Life Arena. For instance, people have different opinions on the importance of marriage and children. Readers should feel free to substitute their own goals (or even their own Arenas), where desired.

Life Arenas, Wheel of Life, Career & Calling, Developmental Sequences for Life Arenas: Not covered.

### The Arenas of Your Everyday Life

Refer back to your Exploration of Life Passages (D3a) – your list of everyday activities and the categories they fall into. \*\*\* Now re-categorize those activities according to the 12 Life Arenas shown on the facing page. If some of the Arenas are sparse or left blank, what other activities do you engage in that might fit there? \*\*\* Now consider these Arenas from the perspective of personal progress. In each category, how far along are you – compared to where you'd like to be? \*\*\* How far has your Education progressed – compared to your ultimate educational goal? How about your career? Your finances? Your health? \*\*\* For each Arena, rate your progress (or your level of satisfaction) from 1 (lowest) to 10 (highest). [Save this information. You'll need it for the next Exploration.] \*\*\* Which of your Life Arenas need the most work? Which are you especially pleased with? Where could the most improvement be made with the least time and effort?



## ARENAS OF LIFE PASSAGES

INDIVIDUAL ARENAS	
1	<i>Education &amp; Skills-building</i> Obtaining the education and training we need to achieve our life goals.
2	<i>Career &amp; Calling</i> Discovering what work we are meant for, how to succeed in it, and how to adjust to changing work conditions.
3	<i>Finances &amp; Investments</i> Building and maintaining the financial resources we need to live comfortably and to achieve our life goals.
4	<i>Health &amp; Well-being</i> Maintaining, enhancing, and restoring our health, vitality, and wellbeing.
5	<i>Recreation &amp; Enjoyment</i> Savoring life to the fullest. Taking pleasure in everything we do.
6	<i>Nature &amp; Environment</i> Enjoying the beauty and harmony of nature. Creating living environments and engaging in life activities that are natural, harmonious, and authentic.
7	<i>Emotions &amp; Personal Growth</i> Opening up to our feelings and emotions. Actualizing our full potential as human beings.
8	<i>Religion &amp; Spirituality</i> Expanding our capacity for spiritual experience. Raising our consciousness of a Higher Power.
COLLECTIVE ARENAS	
9	<i>Relationships &amp; Marriage</i> Building intimate relationships that are happy, stable, mutually supportive, and lasting. Finding the right lifetime partner.
10	<i>Sensuality &amp; Sexuality</i> Enjoying the world around us as a pleasure-filled, sensory experience. Sharing a sexual relationship with a beloved partner that is intimate, meaningful, and satisfying.
11	<i>Family &amp; Children</i> Birthing and raising children who are happy, healthy, well-adjusted, creative, responsible, and successful. Creating a family that is close, caring, and supportive.
12	<i>Friendships &amp; Community</i> Developing deep, lasting friendships with kindred spirits. Contributing to the strength and vitality of our communities.

## 1 D4aa. THE WHEEL OF LIFE

In the Coaching profession (PR6ba), the Life Passages are often depicted as a **Wheel of Life**. The Wheel of Life takes the form of a set of concentric circles, divided into several pie-shaped wedges. The wedges represent the various Arenas of Life Passages, while the circles represent the potential levels of progress within a given Arena. Coaching clients keep track of their progress within a particular Arena by shading in that portion of the wedge that indicates where they stand at a given time. The center of the circles marks the beginning point; the outer circle marks the highest level of potential achievement. Clients assess their own progress based on their own aspirations. They themselves decide what goals they will be happy with, and how far they have progressed in achieving those goals.

The diagram on the facing page displays a typical Wheel of Life -- consisting of ten circles (levels of progress) and 12 wedges (Life Arenas).

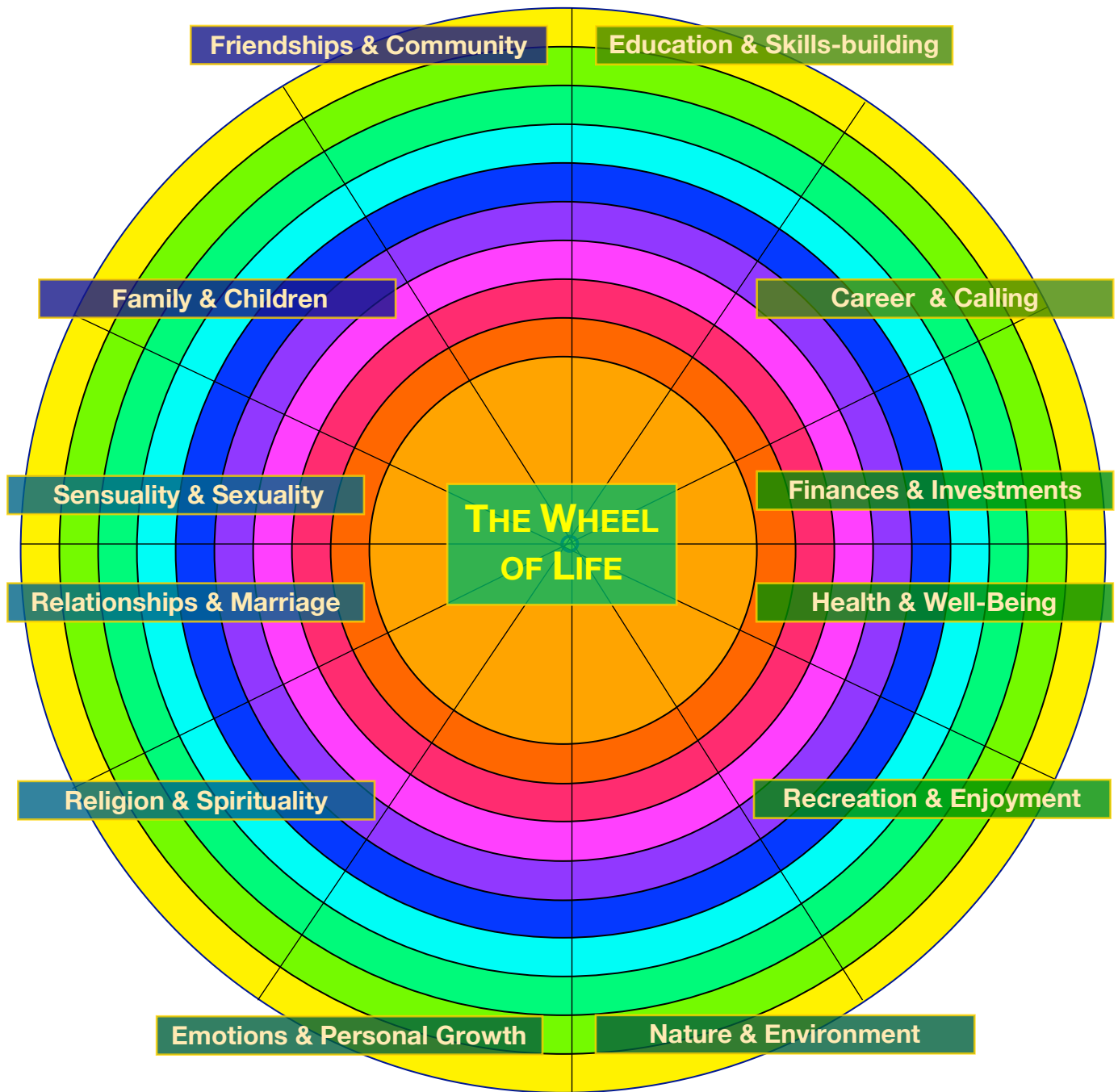


**Wheel of Life.** "Like this Wheel of Samsara of Tibetan Buddhism, the Wheel of Life helps me identify the many ways I can grow and develop over the course of my Everyday Life."

### Your Wheel of Life

On a large artist's pad, create your own Wheel of Life. Draw ten concentric circles; divide the circles into 12 wedges; label the wedges with the 12 Life Arenas. \*\*\* On the outside of each Arena (wedge), write down a few goals you would be happy with. \*\*\* Beginning with the innermost circle, and on a scale from 1 to 10, shade in a portion of each Arena to indicate the progress you've made thus far. (For starters, you can use the numerical evaluations you made in the previous Exploration.) No need to be too rigorous here; just make an intuitive assessment of where you stand. \*\*\* When you have finished shading in all 12 Arenas, choose one Arena to explore further: Finances, for example. On the same sheet of paper, write down some additional goals for that Arena. \*\*\* Now ask yourself questions like these: What are my very top financial goals? What would I hope to do with that money? How will that improve the quality of my life? \*\*\* How far have I progressed toward meeting my financial goals? What is still left to be done? How can I get started? What will help me to make continuing progress? \*\*\* If necessary, adjust the amount of shading for that wedge. \*\*\* As time permits, move on to another wedge, and ask yourself similar questions. \*\*\* As you complete a given Arena, step back and notice how you feel about it. Does this Exploration help you become clearer about your goals and your course of action? Do you feel inspired and encouraged? Frustrated or disheartened? How can you support your positive feelings – and counteract the negatives? \*\*\* In any Arena where you experience difficulty, visualize yourself in very specific ways as successful there. Let that very tangible vision be your guiding light to self-actualization. \*\*\* As time permits, move on to other Arenas.





**Reaching the Summit.** "Using the **Wheel of Life**, my Life Coach helps me achieve goals I could never manage on my own."

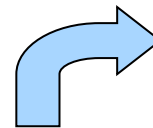


## 1 D4ab. CAREER & CALLING: AN ARENA OF LIFE PASSAGES

Let's pause to combine the concept of Arenas with the four other Dimensions (and sub-Dimensions) we've discussed thus far: Stages, Transitions, Realms, and Developmental Sequence. These five Dimensions all function together as a **System** of Growth (Domain S). That is ...

- ✿ A **Developmental Sequence** (D1+2)...
- ✿ Consists of **Stages** (D1)
- ✿ And **Transitions** (D2).
- ✿ That Sequence occurs in each **Realm** (D3)...
- ✿ And in each **Arena** (D4) of that Realm.

That System operates to move us along the Developmental Sequence in every Arena of our life. For instance, our Growth in the Life Arena of **Career & Calling** follows the same general Sequence as our overall Growth in Life Passages (see table, p. 70). That Sequence is outlined on the facing page.



**My Career & Calling.** "When I was young, I was fascinated by Tinker Toys and Lego. Now I've chosen an occupation where I can play with life-size 'Tinker Toys' all day!"



This page shows a portion of System 1, the Transition Cycle. The Developmental Sequences for all 12 Life Passage Arenas are displayed in Appx A8a. The Sequence for the Relationships Arena is shown on page 97.

### Your Growth in the Arena of Career & Calling

Consider the Career & Calling Sequence on the facing page. Without being too analytical, scan the table from bottom to top – noting in general how our relationship to Work changes over the course of a lifetime. \*\*\* Choose one particular Stage of Childhood to explore further: Young Childhood, for example. Ask yourself questions like these: As a Child, what chores or jobs did you do around the house? Were you given increasing levels of responsibility? How were you rewarded? How were you held accountable? \*\*\* Now choose one particular Stage of Adulthood to explore further: Young Adulthood, for example. What kinds of Work were you doing then? What progression did you make from job to job? \*\*\* How did your early Work experiences affect your later choice of Career? \*\*\* Where has your Career blossomed? Where has it gotten stuck? What might be the next step in your Career? \*\*\* Is your current Career consistent with the Calling you believe you were intended for? What Career paths do you wish you had explored more fully? What other Careers or Callings might you consider at this Stage of life?



## A8-a2. Developmental Sequence: CAREER & CALLING

In the Career & Calling Arena, we discover what work we are meant for, how to succeed in it, and how to adjust to changing work conditions. This table demonstrates that a person's Career & Calling Trajectory is grounded, influenced, and inspired by their earliest childhood career- and work-related experiences – the jobs and careers of our parents, household chore assignments, schoolwork study habits, gardening jobs around the neighborhood, etc.

[Read from bottom to top.]

Step	Stages/ Transitions	Age of Ascendance	Typical Situations, Typical Issues
27	<b>Legacy</b>	<b>After death</b>	<b>Career/ calling accomplishments provide standard for future generations.</b> Material accomplishments vs. contributions of greater significance. Conveying decision-making capacities to those choosing future careers.
26	<i>Death</i>		
25	<b>Senescence</b>	<b>90-100+</b>	<b>Living off fruits of career.</b> Availability of successors to provide support. Adequate accumulation of assets. Support from other career veterans.
24	<i>Debility/ Illness</i>		
23	<b>Elderhood</b>	<b>75-90</b>	<b>Passing on career skills/ wisdom to others.</b> Family succession. Availability of protégés or apprentices. Capacity to translate one's own experience to those following. Lasting consequences of career/ calling choices.
22	<i>Passing-the-Baton</i>		
21	<b>Mature Adulthood</b>	<b>60-75</b>	<b>Evaluation of rewards and satisfaction of chosen career path.</b> Evaluating and integrating career & calling. Adequacy of original career choice. Changing priorities. Exploration of alternative career paths. Return to school to change careers.
20	<i>Mid-Life Passage</i>		
19	<b>Middle Adulthood</b>	<b>40-60</b>	<b>Developing career to full proficiency and earning power. Career vs. calling issue on back burner.</b> Adequacy and satisfaction of career path chosen. Time allocation between career & home. Level of prominence and success achieved.
18	<i>Making-the-Grade</i>		
17	<b>Young Adulthood</b>	<b>21-40</b>	<b>First career-oriented jobs. First training for specific jobs. First major career/ calling decisions.</b> Adequacy of career track chosen. Satisfactory performance evaluations and progressions on early career path. Awareness and implementation of career vs. calling.
16	<i>Nudged from the Nest</i>		
15	<b>Adolescence</b> [college]	<b>18-22</b>	<b>Internships. Introductory jobs pertaining to ultimate career.</b> Seeking ultimate work that offers challenge, material rewards, satisfaction. Working with mentors, supervisors, bosses.
14	<b>Adolescence</b> [high school]	<b>13-18</b>	<b>First outside jobs. First specific work skills. Introduction of career/ calling issue.</b> Level of challenge, remuneration, success in outside work. Levels of aptitude & progression in basic and work-related academic skills.
13	<i>Coming-of-Age</i>		
12	<b>Older Childhood</b> [upper grades]	<b>9-12</b>	<b>Formal schooling: Advancing skills preparation for work. Increasing home responsibilities.</b> Consistent progression in advancing skills. Improving work habits. Consistent socialization. Teaching profession modeled. Work expectations and benefits shown in home.
11	<b>Older Childhood</b> [primary grades]	<b>6-8</b>	<b>Formal schooling: Basic skills preparation for work. Home chores.</b> Consistent progression in basic skills. Introduction to work habits & socialization. Teaching as work modeled by teacher. Work expectations introduced in home.
10	<i>Entering School</i>		
9	<b>Young Childhood</b>	<b>3-6</b>	<b>Introduction of gender-specific occupations.</b> Awareness and emulation of working parent/s. Imitation and playing at adult work. Work models from parents & media.
8	<i>Onset of Terrible 2s</i>		
7	<b>Toddler/ Talker</b>	<b>1.5-3</b>	<b>First participation in maternal work.</b> Participation and imitation of maternal work.
6	<i>Toddling/ Talking</i>		
5	<b>Infancy</b>	<b>0-1.5</b>	<b>Observing and experiencing mother's work patterns.</b> Reliability and competence of maternal efforts.
4	<i>Birth</i>		
3	<b>Gestation</b>	<b>Before birth</b>	<b>First work of staying alive.</b> Regularity and adequacy of sustenance.
2	<i>Conception</i>		
1	<b>Heritage</b>	<b>Before conception</b>	<b>Typical family and ancestral careers.</b> Family career expectations & opportunities.

## 1 D4b. Arenas in the Realm of the Psyche

Within the Realm of Psyche Passages (D3b), the **Psyche Arenas** are the themes of Psychological Development that characterize our mental life. There are at least nine separate Psyche Arenas – as outlined on the facing page.



**Arenas of the Psyche.** “Some people value feelings; others like to think. Some people are creative; others like action. We travel through similar Stages in all the Arenas – but some people travel further, or get there quicker.”

Psyche Arenas: The nine Psyche Arenas are derived from the tables in the appendix of Wilber's *Integral Psychology*. For details, see the authors' study *Arrays of Light*.

The Psyche Arenas (D4b) derive from the Realm of Psyche Passages (D3b). The relationship of the Psyche Developmental Sequences to the Chakras is explained under Developmental Sequences (D1+2b-c) and explored in detail in Appx A7. Developmental Sequences for all nine Psyche Arenas are shown in Appx 8b. The Sequences are consolidations of Wilber's 38-Stage FDS, as shown in his *IP* tables.

### The Arenas of Your Psyche

Refer back to your Exploration of Psyche Passages (D3b) – your list of thoughts and feelings that accompany Everyday Activities, and the categories they fall into. \*\*\* Now re-categorize those activities according to the nine Psyche Arenas shown on the facing page. For any Arenas that are sparse or left blank, what other mental experiences might fit there? \*\*\* As you look over these Arenas, how far along are you? How satisfied are you? How much have you progressed in your emotional maturity? In your self-confidence, and sense of self-worth? In your thinking abilities? In your creative capacities? In your ethical or moral principles? \*\*\* Which of your Psyche Arenas need the most work? Which are you happiest with? \*\*\* For each Arena, rate your progress from 1 (lowest) to 10 (highest). Create a Wheel of Life for your Psyche, incorporating these evaluations. \*\*\* Where could you make the most improvement with the least time, effort, or stress?

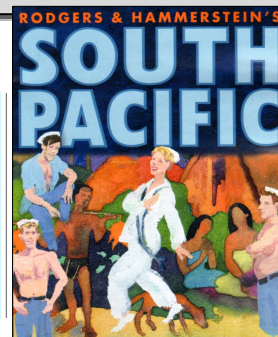


## ARENAS OF PSYCHE PASSAGES

9	<b><i>Worldviews</i></b>	The broad perspective from which we perceive, interpret, and interact with the world.
8	<b><i>Ethics &amp; morals</i></b>	Ethics: The mental framework through which we determine what is good or bad, right or wrong. Morals: The social standards derived from our Ethics.
7	<b><i>Art, aesthetics, &amp; creativity</i></b>	Art: The skill of expressing the beautiful through perceptible media. Aesthetics: The philosophical study of the nature of Beauty, and of its expression in Art. Creativity: The mental process of generating artistic or conceptual entities that contain an important element of Beauty.
6	<b><i>Cognition</i></b>	The mental faculty for processing information and applying knowledge. Associated with thinking, reasoning, learning, and intelligence.
5	<b><i>Leadership</i></b>	The ability to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization or other social unit with which they are affiliated.
4	<b><i>Self &amp; ego</i></b>	Ego: The conscious portion of our mind -- relating to control, planning, coping with reality, and social role. Self: The core Identity of the individual, from which the Ego arises.
3	<b><i>Affect &amp; emotions</i></b>	Emotion: A mental state that arises involuntarily – consisting of conscious subjective feeling, physiological arousal, and behavioral expression. Affect: The observable, external display of that Emotion.
2	<b><i>Sexuality</i></b>	The expression of sexual sensation and related intimacy between human beings -- as well as the expression of Identity as influenced by or based on gender.
1	<b><i>Basic needs</i></b>	The fundamental psychological drives that arouse a person to action toward a goal and provide the reason for the action -- giving purpose and direction to behavior.

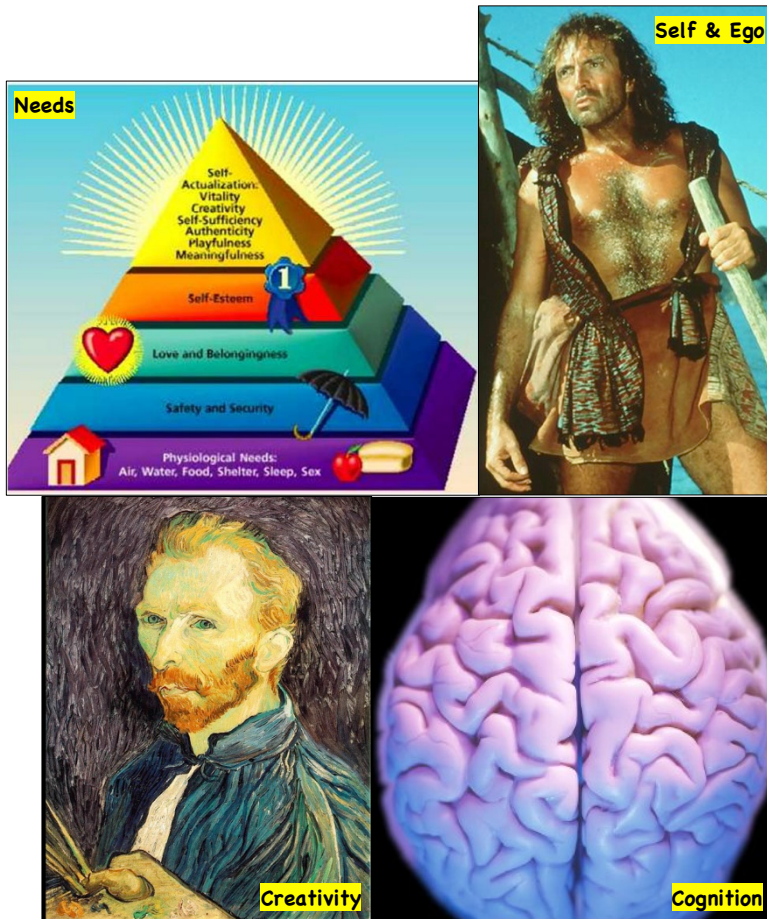
Higher Functions

**Art & Creativity.** "Over the course of my acting and singing career, I am developing in my performance skills. But even more importantly, I'm developing in the depth of my appreciation of the roles I am performing."



## 1 D4b1. THE PSYCHE ARENAS: SEQUENCES OF GROWTH

For the Internal Realm of the Psyche, the path of Development can be approximated by the seven Chakras (D1+2c, D3b-d). In like manner, Growth in the Arenas within the Realm of the Psyche will also follow the Chakras. The table on the facing page displays examples from four Psyche Arenas – showing how each tracks the Chakras in its approximate pattern of Development.



**Psyche Arenas.** "We can study development in the human Psyche by concentrating on any of nine different Arenas - including Needs (Maslow), Self & Ego (Erikson), Cognition (Piaget), or Creativity (Wilber)."

### The Arenas of Your Psyche: Developmental Sequences

Consider the Developmental Sequences for the Psyche Arenas on the facing page. Without being too analytical, scan these four Developmental Sequences from bottom to top. Get a general, intuitive sense of the Growth that can take place in each. \*\*\* Now choose one Arena for further exploration -- Creativity & Art, for example. \*\*\* Ask yourself questions like these: What Stage am I at in my appreciation of Art? What forms of Art do I like the best? What Art don't I care for - or appreciate, or understand? What Art makes me uncomfortable, or angry, or bored, or depressed? \*\*\* How have my tastes in Art evolved over the years? \*\*\* What kinds of Art does my spouse like? My kids? My parents? My friends? \*\*\* How do my tastes in Art compare to my views on other aspects of life?: Are my tastes in art reflected in my politics? In the types of relationships I prefer? In my degree of self-absorption, or self-awareness? \*\*\* What kinds of Art do I produce myself? Viewed objectively, at what Stage is my own Art? \*\*\* In what other ways do I express my Creativity? How can I bring Art and Creativity more fully into my life?



## ARENAS OF THE PSYCHE: 1, 4, 6, 7

[Read from bottom to top.]

ARENA. Line >> (Investigator) >>	FUNDAMENTAL NEEDS	SELF/EGO Psycho-Social Dev	COGNITION Cognitive Stages	CREATIVITY Art
<u>Chakras</u>	Needs (Maslow)	(Erikson)	(Piaget)	(Wilber)
<b>7. WISDOM</b> Understanding, knowing, transcendence, peace	Self-Transcendence	Immortality vs Extinction		ARCHETYPAL Thangka, bhakti expressivist SYMBOLIST Psychic perceptual Fantastic realist
- transition -				
<b>6. VISIONARY THOUGHT</b> Clairvoyance, imagination, psychic experiences, inspiration	Self-Actualization	Integrity vs Despair Generativity vs Stagnation	Polyvalent Logic	APERSPECTIVAL Cubist, abstract
- transition -				Impressionistic
<b>5. EXPRESSION</b> Communication, creative expression, synthesis of ideas into symbols/ words	Self-Esteem	Intimacy vs Isolation Individual Identity vs Role Confusion	Formal Operational	PERSPECTIVAL Conceptual, formal Naturalistic, empirical- representational
- transition -				
<b>4. LOVE</b> Relationships, emotions, affinity, compassion, self- acceptance	Care Belongingness	Group Identity vs Alienation Industry vs Inferiority	Concrete Operational	MYTHOLOGICAL- LITERAL Concrete religious art, icons
- transition -				
<b>3. POWER</b> Will, purpose, autonomy, identity, self-esteem	Security	Initiative vs Guilt-Anxiety	Intuitive Conceptual	MAGICAL IMAGERY Cave art, dream imagery, surrealist
- transition -				
<b>2. SEXUALITY</b> Urges, desire, passion, pleasure, feelings		Autonomy vs Shame-Doubt	Pre-Conceptual	EMOTIONAL- EXPRESSIVIST Feeling-expression
- transition -				
<b>1. SURVIVAL</b> Grounding, security, stability, trust, vitality physical health	Safety	Trust vs Mistrust	Sensorimotor	SENSORIMOTOR Initial aesthetic impact

In our Life Journey, IMPEDIMENTS are all the OBSTACLES that stand between us and our destination. CHALLENGES are Obstacles we can overcome through courage and perseverance: Raging seas, adverse winds, mutinous crews, hostile tribes.

## 4 D7. IMPEDIMENTS

**Impediments** are all the ways the Growth process can be impeded or obstructed. There are two kinds of Impediments: Challenges and Impasses.

### 4 D7a. Challenges

**Challenges** are everyday obstacles faced by relatively healthy people. Such obstacles may come in the form of ordinary life difficulties (stubbing your toe), demanding tasks, or tests of one's abilities or resolve.

When such Challenges are engaged and overcome, the result is **Realization** of our **Opportunities**, or **Actualization** of our **Potential**. When these Challenges are not engaged and overcome, the Growth process may be limited, restricted, diverted, denied, neglected, un-actualized, or avoided. Failed Challenges become **Limitations**, which may eventually lead to in Atrophy or **Blight**. The result is **un-Realized Opportunities**, or **un-Actualized Potential**.

The Developmental Sequence on the facing page shows the typical Challenges we may face at various Stages of life. The textbox gives specific examples of some of the most important of those Challenges.

**The Challenges of Life.** Challenges are like hurdles in a steeplechase: With adequate preparation and effort, we can face and overcome them.



**Challenges at Work.** "Landing this job will be a big challenge. I'll have to prepare well and do my best in the interview today."

Challenges (D7a) may be overcome through a four-phase Process called the Actualization Cycle (PPR3a) – often with the help of a Counselor (PF6a), Life Coach (PF6aa), a Spiritual Guide (PF7), a Mentor (PF8), or an Integral Life Guide (PF10).

Impediment: Wilber's Pathology. Challenge: No Term.



## LIFE PASSAGES: TYPICAL CHALLENGES

[Read from bottom to top.]

Step	Stages/ Transitions	Age of Ascendance	Typical Challenges
27	Legacy	After death	Preparing your legacy in a form that future generations can access it
26	<i>Death</i>		<i>Dying with comfort and dignity</i>
25	Senescence	90-100+	Living comfortably within imposed limits
24	<i>Debility/ Illness</i>		<i>Coping with shock of diminished capacities</i>
23	Elderhood	75-90	Collecting and passing along accumulated wisdom
22	<i>Passing-the-Baton</i>		<i>Realistically accepting signs of mortality</i>
21	Mature Adulthood	60-75	Discovering work and relationship that is authentically meaningful
20	<i>Mid-Life Passage</i>		<i>Facing the shallowness of previous ambitions</i>
19	Middle Adulthood	40-60	Maintaining or increasing external success and significance
18	<i>Making-the-Grade</i>		<i>Recognizing you needn't strive so hard anymore</i>
17	Young Adulthood	21-40	Achieving increasing success in career & marriage
16	<i>Nudged-from-the Nest</i>		<i>Meeting life partner, landing first real job</i>
15	[college]	18-22	Becoming an even more independent person, while supported by home
14	Adolescence [high school]	13-18	Becoming an independent person, while living at home
13	<i>Coming-of-Age</i>		<i>Coping with physical &amp; psychological changes</i>
12	[upper grades]	9-12	Finding a niche in classroom and playground
11	Middle Childhood [primary grades]	6-8	Becoming comfortable in the classroom and playground
10	<i>Entering School</i>		<i>Facing a strange group of children</i>
9	Young Childhood	3-6	Dressing & feeding oneself
8	<i>Onset of Terrible 2s</i>		<i>Testing mother's boundaries</i>
7	Toddler/ Talker	1.5-3	Improving walking ability
6	<i>Toddling/ Talking</i>		<i>Getting up on all fours</i>
5	Infancy	0-1.5	Clinging to mother's breast
4	<i>Birth</i>		<i>Struggling to emerge from womb</i>
3	Gestation	Before birth	Receiving nutrients in womb
2	<i>Conception</i>		<i>Fertilizing the egg</i>
1	Heritage	Before conception	Inheriting a deficient genetic and cultural endowment

### TYPICAL CHALLENGES At Various Stages of Life

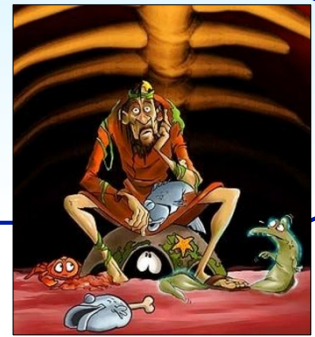
[Read from bottom to top.]

- ✿ Making amends for past wrongs.
- ✿ Coping with a life-changing illness.
- ✿ Accepting the disparity between your dreams and accomplishments.
- ✿ Sharing your success & prosperity with others.
- ✿ Campaigning for a major pay raise or promotion.
- ✿ Proposing to your future spouse.
- ✿ Interviewing for your first big job.
- ✿ Getting into a good college.
- ✿ Asking someone out on your first date.
- ✿ Standing up to the bully on the playground.
- ✿ Learning to read phonetically.
- ✿ Facing your first day at nursery school.
- ✿ Eating Pablum with a spoon.
- ✿ Taking your first step.
- ✿ Surviving a difficult birth.

### Meeting the Challenges of Your Life

Consider the table and list above. What Stage are you at now? \*\*\* What are some Challenges you currently facing?: In your work? In your primary relationship? Your health? Your finances? (Refer back to the Arenas of Life Passages (D4a) for more ideas.) \*\*\* How can you go about meeting these Challenges? \*\*\* Go back to the Stage just prior to your present one. What major Challenges were you then faced with? How did you meet those Challenges (or fail to meet them)? \*\*\* As time permits, continue to explore Challenges, both large and small, that you have met a various Stages of your life. \*\*\* Now turn your attention to a family member or close friend. What major Challenges have they had to overcome? How has that changed them? \*\*\* Who has failed to confront a major Challenge? Who has failed to overcome a Challenge they did confront? What might they have done to achieve greater success with those Challenges? \*\*\* How does meeting Challenges (or failing to) affect one's future? How does it affect one's character, one's self-esteem, one's peace of mind?

In our Life Journey, **IMPASSES** are Obstacles that imprison and conquer us, unless we are saved by Grace or Divine Intervention: Sealed caves, dank dungeons, defeat in combat, irresistible spells, deadly potions.



#### 4 D7b. Impasses

**Impasses** are submerged or subconscious difficulties encountered by people with entrenched 'problems.' These **Blocks, Hang-ups, or Pathologies** can cause the Growth process to become obstructed, thwarted, blocked, repressed, distorted, split off, repressed, or damaged. Often, they can only be resolved with professional assistance.

The Developmental Sequence on the facing page shows the typical Impasses we may face at various Stages of life. The textbox gives specific examples of some of the most important of those Impasses.

**The Impasses of Life.** Impasses are like the walls and bars of a maximum security prison: Without some high-quality assistance, it's unlikely you'll ever escape.



**Impasses at Work.** "I've been hung up on authority issues that began in early conflicts with my father. Now I take my problems out on my employees. With my Therapist's help, I'm learning not to treat my people just like my father treated me."

Impasse: Implicit in Wilber's *Pathologies* and *Shadow Self*.  
(See Wilber's Table of *Pathologies & Treatments* (P4).

Impasses (D7b) may be overcome by engaging the Shadow Self (P4) through a six-phase Process called the Restoration Cycle (PPR4a) -- often with the help of a Therapist (PF6d), Spiritual Guide (P7), Integral Life Guide (PF10), or Providence (PF12).



**INDICATIONS OF IMPASSE  
At Various Stages of Life**

[Read from bottom to top.]

- ✿ Chronic depression. Viewing life as failure or disappointment.
- ✿ Retaining grudges and resentments from distant past.
- ✿ Obsessive preoccupations regarding diminished health, poor living situation, failed relationships.
- ✿ Chronic health issues from unexplained causes.
- ✿ Extreme miserliness. Inability to share success and prosperity with others.
- ✿ Clinging to hopes and dreams with no basis in reality.
- ✿ Unintentionally alienating the affections of children.
- ✿ Stuck in dead-end job. Accepting undue abuse from boss or co-workers.
- ✿ Series of failed relationships.
- ✿ Inability to hold job – or to progress beyond menial level.
- ✿ Inordinate self-consciousness. Absence of confidence with opposite sex.
- ✿ Alienation from schoolmates. Inability to form friendships.
- ✿ Excessive fears and anxieties. Inability to venture beyond mother.
- ✿ Reluctance to care for self. Requiring infantile attention.
- ✿ Deadness. Absence of affect or expression.

**LIFE PASSAGES: INDICATIONS OF IMPASSE**

[Read from bottom to top.]

Step	Stages/ Transitions	Age of Ascendance	Typical Indications of Impasse
27	<b>Legacy</b>	After death	<b>Failure to provide any legacy of value. Negative legacy. Inaccessible legacy</b>
26	<i>Death</i>		<i>Dying in discomfort and loneliness</i>
25	<b>Senescence</b>	90-100+	<b>Failure to provide for debility</b>
24	<i>Debility/ Illness</i>		<i>Becoming distraught by shock of diminished capacities</i>
23	<b>Elderhood</b>	75-90	<b>Failure to recognize duty to succeeding generations</b>
22	<i>Passing-the-Baton</i>		<i>Pathetic attempts to perpetuate fading youth, unneeded cosmetic surgery</i>
21	<b>Mature Adulthood</b>	60-75	<b>Clinging to shallow pleasures &amp; ambitions</b>
20	<i>Mid-Life Passage</i>		<i>Inability to face internal doubts &amp; turmoil</i>
19	<b>Middle Adulthood</b>	40-60	<b>Unstable or inadequate external success</b>
18	<i>Making-the-Grade</i>		<i>Continuing to strive after urgent need diminishes</i>
17	<b>Young Adulthood</b>	21-40	<b>Inability to maintain increasing success and satisfaction in career &amp; relationship. Serial partners</b>
16	<i>Nudged-from-the Nest</i>		<i>Failing to attract life partner, inability to land steady job</i>
15	[college]	18-22	<b>Rabid rebellion or excess docility, while supported by home</b>
14	<b>Adolescence</b> [high school]	13-18	<b>Rabid rebellion or excess docility, while living at home</b>
13	<i>Coming-of-Age</i>		<i>Preoccupation or obsession with physical &amp; psychological changes (or denial of them)</i>
12	[upper grades]	9-12	<b>Inability to develop relationships in the classroom and playground</b>
11	<b>Middle Childhood</b> [primary grades]	6-8	<b>Alienation from other children in the classroom and playground</b>
10	<i>Entering School</i>		<i>Fear or avoidance of other children</i>
9	<b>Young Childhood</b>	3-6	<b>Continuing to require infantile care</b>
8	<i>Onset of Terrible 2s</i>		<i>Excess rebelliousness or passivity</i>
7	<b>Toddler/ Talker</b>	1.5-3	<b>Failure to walk confidently, chronic fear of risk</b>
6	<i>Toddling/ Talking</i>		<i>Overwhelming fear of falling, anxiety at risk</i>
5	<b>Infancy</b>	0-1.5	<b>Deprivation of mother's breast, hunger</b>
4	<i>Birth</i>		<i>Birth crisis, breach, tangled cord</i>
3	<b>Gestation</b>	Before birth	<b>Deprivation of nutrients in womb</b>
2	<i>Conception</i>		<i>Infertility, impotence in parent</i>
1	<b>Heritage</b>	Before conception	<b>Inheriting a blighted or impoverished genetic and cultural endowment</b>

**Confronting the Impasses of Your Life**

Consider the table and list above. Direct your attention first to people you know well. \*\*\* Who do you know with some glaring Block or Hang-up? What are the outward symptoms? What might be the inner cause? \*\*\* Who has resolved some major Impasse? How has that changed them? \*\*\* Who remains trapped in some significant Impasse? What might they do to resolve it, or at least mitigate it? \*\*\* Now direct your attention to yourself: What Stage are you at now? Are there intractable conditions in your life that could be characterized as Impasses? \*\*\* How have you tried to cope with such Impasses? What outside assistance are you receiving – from a Counselor, Therapist, Spiritual Guide, etc.? What additional assistance might you benefit from? \*\*\* Where do you draw the line between Challenges (where a Counselor might help) and Impasses (where a Therapist is needed)? \*\*\* What Impasses have you dealt with in the past? How have you overcome them? How have you compensated for Impasses you could not overcome? \*\*\* How does meeting Impasses (or failing to) affect one's future? How does it affect one's character, one's self-esteem, one's peace of mind?