



## The Quinn Model: Guiding Transformational Journeys®

### **Introduction**

The Quinn Model, or what has come to be known as The Quinn Model, evolved from a process of reflection, inquiry, discovery, integration, and creation about six years ago.

### **Background**

Ten years ago, I emerged from a long and rich career in the Tasmanian State Government, Health & Human Service Department.

My career in Tasmania began as an Occupational Therapist, arriving from Sydney in 1983 with a husband and two small boys, to be offered a part time position working at a rehabilitation centre where I was to focus on children's developmental therapy. An experience designing an alternative approach for children's therapy services, that emerged from being involved with creating a therapy home-based program, inadvertently led to a changing direction in my career. A desire to move into positions that could engage with system leadership was born.

Following an opportunity to be part of a Senior Executive Development Program, my Principal Occupational Therapist career quickly expanded. A series of middle management positions and rapid promotions culminated in 15 years working in state-wide director roles as part of the Tasmanian Government Senior Executive Service. These positions were predominantly in the human services space leading strategy, policy, and operations for services such as mental health, disability, aged care, and rehabilitation as well as creating a complex and exceptional needs strategy. A final position in the health department involved being responsible for developing and managing a set of ten clinical and community networks spread across the health and human service system focussed on enabling service innovation and collaboration.

In 2011 I decided that it was time to conclude my employment with the Department of Health and Human Services and transition into the next chapter of my life. It was not long before the shape of my next career began to unfold with a major focus on teaching postgraduate leadership through the University of Tasmania and developing a career as a consultant in leadership and change management.

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## Reflections

My new roles and the work that I was being invited to do involved sharing leadership knowledge and experience that I had accumulated over many years. This opportunity gave me cause to reflect on what I had come to learn about leadership in my many years of experience engaged with leading people and shaping system reform. What was my career in the Health Department all about? What did I know about leadership? Who or what had influenced my ideas and beliefs? What did I know about what worked and did not work when leading significant reform with people? What were the circumstances that allowed for successful change, reform, innovation and even transformation to occur? What theoretical frameworks had shaped or influenced the way that I worked as a leader? What is important about leadership to convey to new or aspiring leaders just setting out on their careers? What would I have benefitted from knowing at the beginning of my leadership career? How might it be possible to teach this to others?

It was not long before my reflections on these questions about leadership were being focussed by the intersection of three things occurring in my world in 2013. Firstly, the requirement to progress my doctoral study on leadership; secondly, a request to develop a series of leadership workshops for a non-government organisation on transformational leadership; and thirdly, an invitation to develop a post-graduate advanced leadership course based on evidence while reflecting my leadership style.

## Discovery

These three occurrences catalysed my curiosity in the direction of a scoping review of the academic literature related to transformational leadership. My discovery phase was beginning in earnest.

My first real discovery was the heavily researched work related to the multifactorial transformational leadership model through the work of George MacGregor Burns (J. M. Burns, 1978) and Bernard Bass (Bass & Riggio, 1994) utilising the MLQ standardised assessment. The model presented three broad leadership approaches that could be proportionally applied and balanced for the most effective and productive outcomes in a range of circumstances. These three approaches are laissez-faire, transactional, and transformational leadership. These three are in turn further divided into sub-components. The MLQ instrument assesses the level that each of the sub-component qualities is demonstrated by the leader. The model proposes that the most effective leadership that is likely to lead to transformative outcomes in people and organisations has proportionally higher levels of expression of the transformational leadership qualities and conversely proportionally lower expression of transactional or laissez-faire approaches. The research related to the transformational leadership model is extensive and robust and includes available literature on educational programs and interventions that have been demonstrated to increase the level of transformational leadership qualities being expressed by participants across many different industry settings. This looked promising for my quest to be able to present a theoretical model of leadership, develop an educational program, and measure the effectiveness of the intervention.

*Transformational Leadership* has rapidly become the approach of choice for a significant proportion of the research and application of leadership theory.

In 1978, James MacGregor Burns published *Leadership* (J. Burns, MacGregor., 1978; Freedman, 2011). In this seminal work he conceptualized leadership as either transactional or transformational. Transactional Leaders are those who lead through social exchange. For example: Denial of rewards for lack of productivity. He hypothesised that in the post-industrial age a more inspirational style of leadership was needed, a change that required leaders to work in new and different ways with their followers.

If Burns was the original instigator of transformational leadership then Bernard Bass (Bass & Bass, 2008) became the driving force. Bass and his colleagues developed the model of *transformational leadership* and the means to measure it.

Bernard Bass's legacy is undoubtedly the explosion of research investigating and developing transformational leadership in multiple settings.

Transformational Leaders are those who stimulate and inspire followers to achieve extraordinary outcomes and, in the process, develop their own leadership capacity (Bass & Riggio, 2006). Transformational leaders help followers grow and develop into leaders. Transformational leaders respond to individual followers' needs by empowering them and by aligning the objectives and goals of the individual followers, the group, and the larger organization.

Transformational leadership can move followers to exceed expected performance, as well as lead to higher levels of follower satisfaction and commitment to the group and organization. Transformational leadership provides a better fit for leading in today's complex work groups and organizations, where followers not only seek an inspirational leader to help guide them through an uncertain environment, but where followers also want to be challenged and to feel empowered, if they are to be loyal, high performers. Research has accumulated that demonstrates that transformational leadership is effective in every sector and every setting (Bass & Bass, 2008).

THE FULL RANGE LEADERSHIP MODEL as developed by George Bass. Each of the components are measured in the MLQ (Bass & Avolio, 1994):

The full range leadership model, as measured in the MLQ developed by Bernard Bass includes Laissez-Faire, Transactional and finally Transformational components that can each be separately tested, analysed and developed.

#### 1) LAISSEZ-FAIRE & TRANSACTIONAL LEADERSHIP (Bass & Avolio, 1994)

Transactional Leadership occurs when the leader rewards or disciplines the follower, depending on the adequacy of the follower's performance

1.1 Laissez-Faire (Avoidant) Leadership or non-Leadership is a style where the leader avoids taking any initiative. Most leaders exhibit this behaviour infrequently and when they do, it almost always has a negative effect on effectiveness and satisfaction.

1.2 Management-by-Exception (Passive) is a style where leaders act only when something goes wrong. They do not search out mistakes and only monitor matters that are brought to their attention. Their focus tends to be on letting things alone if they work in the usual and standard ways.

1.3 Management-by-Exception (Active) leadership is a form of transactional leadership. These leaders detect mistakes, are on the lookout for variances, and take corrective action when they detect a problem. This style works when safety is paramount but can handicap willingness to take calculated risks to do what is needed.

1.4 Contingent Reward. If you achieve the objective I've set, I will recognise your accomplishment with the following reward....".

This style is effective in motivating higher levels of development and performance but not as effective as any of the transformational components. It can however be transformational when the reward is psychological, such as praise.

## 2) TRANSFORMATIONAL LEADERSHIP

(Bass & Avolio, 1994; Bass & Riggio, 2006; Bass & Bass, 2008; J. Burns, MacGregor., 1978; Burns, 2003)

Transformational leaders behave in ways that achieve superior results by employing one or more of the four core components of transformational leadership (Diagram 1. Quinn 2015)

### 2.1 Individualised Consideration (*Coaching others*)

Leaders pay special attention to individual followers' needs for achievement and growth by acting as a coach or mentor. Followers are developed to successively higher levels of potential. Individualised consideration is practiced when new learning opportunities are created along with a supportive climate. Individual differences in terms of needs and desires are recognized. A two-way exchange in communication is encouraged. Interactions with followers are personalised and the leader sees the individual as a whole person rather than as just an employee. The leader listens effectively and delegates tasks as a means of developing additional direction.

### 2.2 Intellectual Stimulation (*Encouraging Innovative Thinking*)

Leaders stimulate their followers' efforts to be innovative and creative by questioning assumptions, reframing problems, and approaching old situations in new ways. Creativity is encouraged. There is no public criticism of individual member's mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions. Followers are encouraged to try new approaches, and their ideas are not criticized because they differ from the leader's ideas.

### 2.3 Inspirational Motivation (*Inspiring Others*)

Leaders behave in ways that motivate and inspire those around them by providing meaning and challenge to their follower's work. Team spirit is aroused. Enthusiasm and optimism are displayed. Leaders get followers involved and excited about envisioning attractive future

states; they create clearly communicated expectations that followers want to meet and demonstrate commitment to goals and shared vision. They use simple words with imagery, providing meaning to a mutually attractive future state, engaging the attention and imagination of followers.

#### 2.4 Idealised Influence (Attributes and Behaviours): (*Acting with Integrity and Building Trust*)

Leaders behave in ways that allow them to serve as role models. Leaders are admired, respected, and trusted. Followers identify with the leaders and want to emulate them; leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination. There are two aspects to idealised influence: the leader's behaviour, and the elements that are attributed to the leader by others. Leaders are willing to take risks and are consistent rather than arbitrary. They can be counted on to do the right thing, demonstrating high standards of ethical and moral conduct.

My second key discovery unfolded when I came across the Fetzer Institute's publication , *The Transforming Leader; New Approaches to Leadership for the Twenty-First Century* , edited by Carol S Pearson (Pearson, 2012). This book presents the work of a range of other authors and researchers in 18 different chapters under three broad themes:

1. Transformational thinking for twenty-first century leaders.
2. Being the change: Inner work for transformational leaders; and
3. The art of working with and transforming groups.

##### 1. Transformed Thinking:

Becoming conscious of what we want our leadership to be like, rather than just unconsciously enacting old patterns, can speed up our participation in a paradigm shift that is taking place in virtually all fields today.

Thinking in a more transformative ways can free us from being distressed by continuous change and the impact of global interdependence and allow us to recognize these realities as opportunities.

The essays in the first section cover transformational leadership theory, positive psychology, organizational development, social networking theory and contemporary science.

##### 2. Transformed Being: Inner Work for Transforming Leaders:

Changing the content and structure of our thinking is not enough. Leadership success today depends equally on developing our inner capacities in ways that fundamentally change who we are. The second section explores topics such as the inner work for adaptive challenges, wisdom beyond certainty, mindful leadership, the development of the observing self, transmuting suffering, responding creatively to challenges in a complex world, deepening and expanding Inner capacities for 'becoming the change'.

### 3. Enabling Transformation in Others: The Art of Working with and Transforming Groups:

Leadership today is no longer just about directing people and energy toward solving problems. It is about creating settings and an atmosphere that enables people to flourish and grow and become leaders themselves.

The last section explores how leaders can access their own unconscious knowledge to help others become aware of the impact of external influence, and how to align energies and connections in groups of people sharing the wisdom they know.

The wisdom being imparted by the collection of authors and researchers brought together in this book was deeply resonant with me and my experiences and experiments with leadership in the complex world of health and human services that I had been working in for the last 20 years. I re-read this book three times in quick succession, becoming more excited and more convinced with each reading. My conclusion being that it might serve as a useful textbook for the course that I was committed to developing. What also emerged during this time was an increasing realisation of the profound wisdom of the basic premise presented in the book. The basic premise being, in my interpretation, that if you want to be in the business of transforming anything (be it people, teams, organisations or communities) that you need to have three dimensions of development in play at the same time. Firstly, a group of people exposed to transformed thinking. Secondly, this same group exposed to a set of conditions and experiences that might enable inner transformation. Thirdly, that same group of leaders, who have been exposed to some things that have begun to transform their thinking and who have at least begun the process of inner transformation, now begin to be exposed to processes, tools and approaches that equip them to work with others and, in turn, begin to enable them to also be transformed.

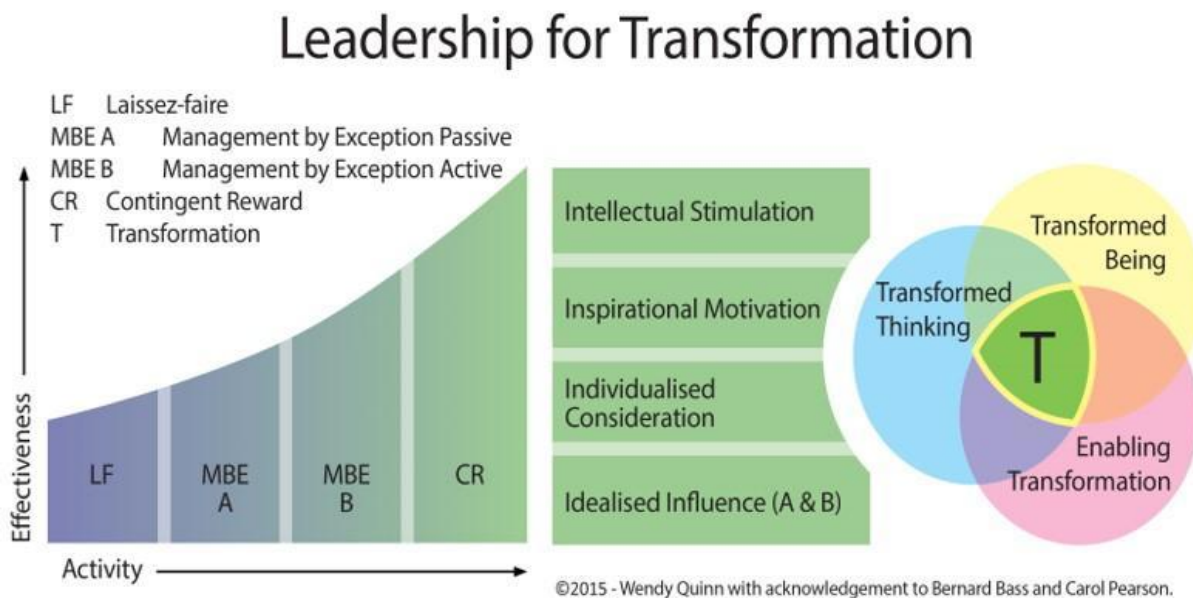
The resonant wisdom of this looping sequence caused me to pause and reflect on the times in my leadership career when I had experienced real transformation as an outcome. Each experience of real transformation did, indeed, have these three forces in place.

It seemed to me that the basic premise presented in *The Transforming Leader* publication could provide a useful framework on which to base a transformational leadership course. This framework could in turn act as a structure to incorporate a range of other tools, approaches, and materials that I had gathered over the course of my leadership career. These could enrich the course program under the three broad themes of transformed thinking, inner transformation and enabling transformation.

## Integration

In developing the original transformational course for delivery in 2014, I did not want to abandon the importance of my first discovery regarding the Multifactorial Transformational Leadership model and the MLQ assessment. The process of integration had begun with the development of a *Leadership for Transformation Framework* (Wendy Quinn, 2015). This integrated the work of George MacGregor Burns, George Bass, and that of Carol S Pearson.

Diagram 1: Leadership for Transformation



The single unit course on Transformational leadership, designed as an elective for Postgraduate Diplomas in Counselling and Chaplaincy, offered by Tabor College in Hobart included the following:

1. The use of *The Transforming Leader* framework to define the three themes for the course. Transformed Thinking, Inner Transformation, and Enabling Transformation.
2. The use of *The Transforming Leader* (2012) as the major textbook.
3. The embedding of the Burns and Bass, Multifactorial Transformational Leadership model and theory including testing students with the MLQ standardised assessment.
4. A range of other resources, tools and leadership modalities that could be aligned to one or more of the three themes including Joseph Campbell's, *The Hero's Journey* (Campbell, 2008), *The Enneagram* (Daniels & Price, 2000), and Warren Redman's *Emotional Fitness Coaching* (Redman, 2012).

The single unit was delivered as an Intensive course over a six-week period in mid-2014. Course results and student evaluation demonstrated that the designed learning outcomes were largely achieved, and feedback was extremely positive. The quality improvement feedback indicated that the main areas that should be adjusted in any future delivery were building in additional follow-up group sessions for the students and more focus on providing an ongoing safety net for the students to work through issues that had come to the fore in the final week of the course. The final day of the course program was the very intense day of student viva presentations of their *Hero's Journey* and receiving feedback from peers. For several students, the level of vulnerable sharing necessary in these presentations raised issues that were not able to be adequately addressed in the timeframe or format of the assessment day. Additional support was established for a few of the students once we were aware of the needs. In retrospect, it would have been better to have planned this as part of



the structure, timing, and components of the course. A follow-up circle group and individual sessions with students should have been included in the course schedule.

## **Implications**

Following the success with development and delivery of the transformational leadership unit, and use of the *Leadership for Transformation Framework* (Quinn, 2015b) it was clear to me that there were some very real implications for health and human service organisations wanting to achieve transformation, and for health professionals aspiring to move into leadership and management positions. The implications included the following:

1. Change strategies need to be mindful of the importance of transformational leadership to support transformation of systems.
2. The process of transforming systems requires an integrated focus on developing transformed thinking, supporting the inner transformation of leaders, and supporting their capacity to enable the development of others.
3. Paradoxically, to transform the outer world, we will need to focus on the inner world of leaders
4. Different kinds of leadership development will be required to support the transformation in our leaders of the future and their role enabling transformation of systems, organisations, and the people within them. This will need to include a focus on inner development, self-awareness, and capacity to enable that process to occur in others.
5. The Transformational Leadership (MLQ) provides an objective standardised method of measuring baseline and trend changes in transformational leadership collectively and by individual components and includes a balance of self-assessment and assessment from others.
6. There is strong research evidence that transformational leadership dimensions respond to training and intervention.
7. There are several tools and strategies (with a strong research evidence base) that can be utilised to support leadership development programs to increase the effectiveness of transformational leadership in our health and human service systems.

## **Expansion and Development of The Model**

Throughout the latter part of 2014 and into 2015, I continued my consultation and educational work but discovered that it was impossible to ignore the learning from my transformational leadership discoveries. It appeared that my thinking and beliefs about transformation and leadership had been transformed. It was now impossible to think about leadership, leadership development, and required change within organisations, without this new lens that I had developed through the experience of discovery, design, and delivery of the transformational leadership course for Tabor College. I began to work with organisations utilising components of the *Leadership for Transformation Framework* through my consultancy work. My work in tertiary postgraduate leadership education through UTAS was

equally impacted. What emerged consistently was an integration of the *Leadership for Transformation* (2015) framework with several other organisational development modalities, depending upon the presenting need of the organisation. The integrated transformational leadership approach appeared to provide added benefit for organisations resolving a wide range of issues. It seemed to me that transformation, and how to achieve it, was at the heart of most presenting problems.

The presenting problem offers an entry point that meets the identified needs of the organisation, but at the same time allows for the central importance of *leadership for transformation* to be developed and guide the ongoing process of development and change within the organisation. What was becoming clearer to me was that the journey of transformation was very three-dimensional. The impetus for transformational change within an organisation could commence as a process being led by a leader(s) with an internal motivation for inner transformation and change, influencing others. Alternatively, it could focus on the development of new leadership approaches that support transformation throughout the organisation. Finally, it could occur as a mechanism to support any number of organisational needs such as project management, organisational renewal, restructuring, strategic planning, major change, clinical redesign, cultural change, leadership and team development, and service reform, restructure, and development.

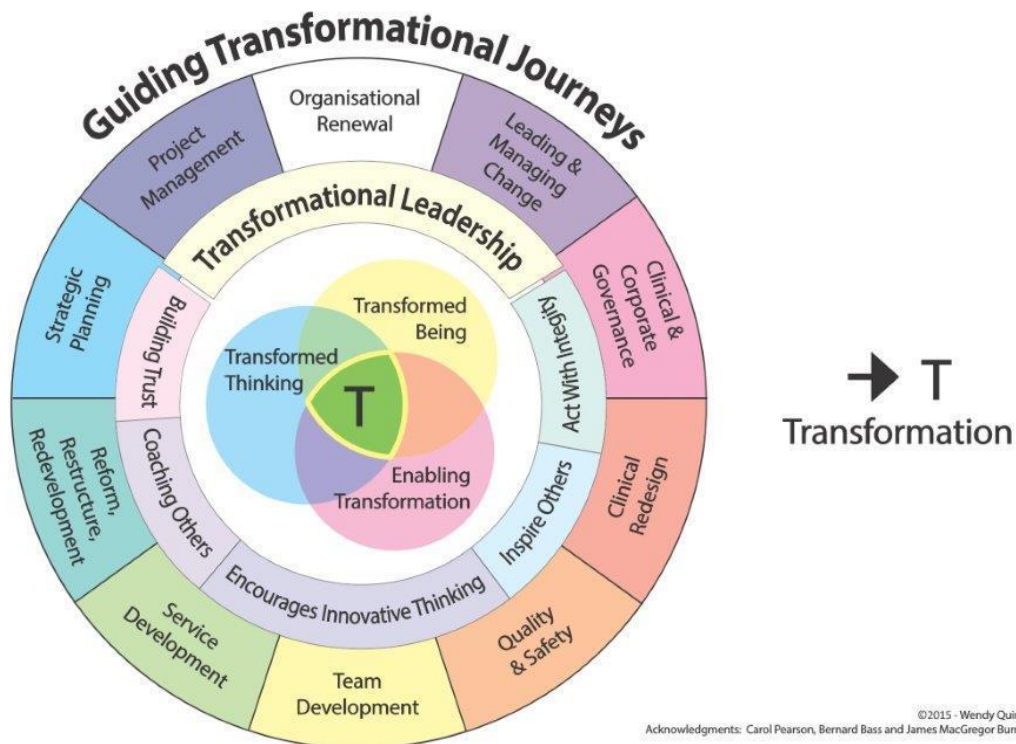
In working with different workplaces utilising this expanding model during 2015- 2017 the following **principles** of design and development focus were determined as critical to negotiate with executive sponsors in each workplace to further support the outcome of transformation within the organisation.

1. The longer-term needs and goals of the organisation.
2. The integrated function of the organisation rather than more isolated functions.
3. The role of leadership in defining, supporting, and driving the required changes.
4. Skill development of the leadership team in an integrated manner with addressing the needs of the organisation including leadership, leading change, project management, emotional fitness coaching, archetypal journeys, and storytelling.
5. New ways of thinking and dreaming (e.g., Appreciative Inquiry, Disruptive Technology, Upside-Down Thinking, Lateral Thinking, Futures Planning and Dreaming).
6. The importance and power of storytelling and changing narratives.
7. The development of reflective and mindfulness practices supporting greater self-awareness and self-regulation, including modalities such as generative change, emotional intelligence, emotional fitness coaching (power listening, group dialogue, action learning, problem solving) and resilience.
8. Use of peer group learning, individual coaching and mentoring and use of self-survey and 360 feedback standardised leadership and personality tests.

I started to call this process '*Guiding Transformational Journeys*' (Quinn, 2015a) as represented in Diagram 2. More recently this has begun to be referred to as *The Quinn Model for Guiding Transformational Journeys* as incorporated into the design and development of the UTAS Advanced Leadership for Guiding Transformation: Professional Practice Pathway

Diagram 2: The Quinn Model: Guiding Transformational Journeys

## The Quinn Model: Guiding Transformational Journeys ®



### Key Features of the Model for Guiding Transformational Journeys

Features include:

1. Transformation can relate to individual people, teams of people, units, organisations, or communities.
2. Transformation is at the centre of this model reflecting transformation as the desired outcome of all activities and interventions supported by this approach.
3. Transformation can commence as an inner journey for a leader(s) exploring inner transformation and transformed thinking and enabling transformation in others as represented by the inner ring in the model (Pearson 2012).
4. Alternatively, it can commence with a compelling and presenting need within an organisation for any, or all, of the challenges represented in the outer ring.
5. Transformation is best supported by an interplay of all the elements in the model, often simultaneously.
6. The journey to transformation is non-linear and often experienced in a spiral-looping manner with a need to repeat a process, represented when a new stage of learning, or level of consciousness is achieved.

7. Transformation should be supported with the full spectrum of transformational leadership components of building trust, coaching others, encouraging innovative thinking, inspiring others, and acting with integrity (Bass & Burns).
8. The eight defined Design and Development Focus Principles are critical to guiding an effective use of the model within organisations: -
  1. Longer-term goals.
  2. Integrated function and systems thinking.
  3. Executive Leadership to support the required changes.
  4. Skill development and Leadership development in an integrated manner.
  5. New ways of thinking and imagining.
  6. Importance of Narrative.
  7. Reflective and Mindfulness practices.
  8. Peer group learning, individual coaching and mentoring and use of self- survey and 360 feedback.

## **Development of the Professional Practice Pathway**

An opportunity to develop a course based on the original Tabor Transformational Leadership unit emerged as part of the restructuring of the UTAS College of Health & Medicine's Master of Leadership (Health & Human Services) in 2018. The Master of Leadership had been in place since 2015 in the School of Medicine providing postgraduate, distance education in a nested set of courses for multidisciplinary health professionals who are wishing to expand their career options with a contemporary qualification in leadership and management. The course had an established track record of providing high quality education to students across Australia. It was demonstrating growth of greater than 10% each year in student load and revenue. There was however consistent feedback from prospective students that they were looking for more flexibility in the course offering for the final component of the course.

In the 12 unit or 150-point master's course the final four units or 50 points is referred to as the master's pathway. The first four units are the equivalent of a Graduate Certificate with eight units providing students with a Graduate Diploma. In the course structure approved for implementation in 2016 there was only one option for students wishing to proceed to the final 50 points (Master's Pathway). This required students to undertake a work-place related academic research project and prepare a journal article for publication. This was well suited to a few students, but feedback was regularly received from students that alternative options would be highly valued.

The opportunity to add a Professional Practice Pathway as one of the two new pathway options was investigated and built into the design of the new version of the course. It was agreed that an Advanced Leadership Professional Practice Pathway should be developed. My chance to utilise the earlier work on the Quinn Model Guiding Transformational Journeys was suddenly a real possibility.

Fortunately, I retained intellectual copyright for the material that was developed for Tabor and a Licensing arrangement was negotiated with UTAS to enable appropriate use of the

Model and the material. After a hiatus of five years my original work was about to see the light of day again. The original single postgraduate unit and my five years of experience utilising the model in my consultancy work with individual leaders and organisations was now about to form the basis for the design and development of a four-unit two semester pathway. The Pathway was also approved to be added to the course structure for a second course, the Master of Healthcare Redesign.

More detailed design and development of the Advanced Leadership for Guiding Transformation: Professional Practice Pathway was undertaken throughout 2020 with the first pilot cohort of eight master's students commencing in 2021. During 2020 the development was led by me as Director of the Leadership Program and Professional Practice Pathway Coordinator but supported by a Project Development Team of six people and aided by an external Course Advisory Committee providing feedback on the proposed approach.

The extended format of the Professional Practice Pathway allowed for lots of scope to expand the original transformational leadership unit offering and include a range of additional elements that cater for the further refinement of the Quinn Model elements and principles. In many respects this has turned into the course that I wish that I had, had access to in the early stages of my leadership career.

## **Overview of the Professional Practice Pathway**

An innovative master's Pathway was offered for the first time in 2021. The Professional Practice Pathway: Advanced Leadership for Guiding Transformation (PPP) is an opportunity for students who have completed the required earlier levels of either the Leadership, Health & Human Services, or the Health Care Redesign courses to complete their master's degrees in a unique way.

The PPP provides an intensive, work-integrated learning experience including advanced study in leadership, workplace projects and reflective learning to support mastery of leadership skills that can be applied in the broad fields of health and human service settings.

This program aims to provide students with an opportunity to experience transformation in levels of self-awareness and thinking as well as to develop the knowledge and skills to know how to create environments where others can flourish and where systems can be transformed.

A plethora of leadership research has demonstrated that traditional classroom training does not provide organisational leaders with the transformational skills required for senior roles in industry settings. Taking this notion into consideration, leadership development initiatives should entail links to the real-world of practice. Lectures by themselves change very few people at any deep or long-lasting level. This Pathway includes a variety of different learning experiences and modalities designed to make it more likely that students will experience a level of transformation and begin to know how to create environments where they can, in turn, also act as catalysts for transformation.

The Pathway has been developed under the guidance of the Program Directors of Leadership and Healthcare Redesign. Students from both courses will study this pathway in a combined setting.

## Entry Requirements

The formal requirement for entry into the Professional Practice Pathway is as follows:

- 1) Leadership (Health & Human Service) Students are required to have satisfactorily completed the Post Graduate Diploma in Leadership (Health & Human Services) including a pass in CAM720 (Health Research Methods).
- 2) Health Redesign students need to satisfy the requirements for completion of either the Graduate Diploma or Professional Honours level of the Healthcare Redesign course.

There are no other formal requirements but due to the commitment to offer the pathway to small cohorts of students supporting the intensive and unique requirements of the Pathways. There is a requirement for students to demonstrate that they have a capacity and a willingness to meet the core requirements of the Pathway.

This is determined through the exchange of documentation, including verification from the student's workplace and a discussion between each prospective student and the Pathway Coordinator.

Students need to commit to their capacity and willingness to meet the following requirements:

- 1) Time commitment to study a double-weighted unit in both Semesters in the one academic year.
- 2) Capacity to attend a weeklong face-to-face Intensive in each of the Semesters, possibly in Hobart or in Sydney.
- 3) Participation in Leadership and Personality Assessment Surveys at the beginning and end of the Pathway
- 4) Two-year membership of the Institute of Managers and Leaders (IML)
- 5) Involvement in the IML Mentoring Program.
- 6) Participation in a facilitated Learning Circle Group meeting once each two weeks throughout the Pathway.
- 7) Participation in a Master Class program with the Pathway Companions supporting the PPP.
- 8) Commitment to establish a regular practice of mindfulness practice and readiness to undertake a program designed to increase levels of self-awareness and transformation in thinking and being.
- 9) Articulation of a suitable work-placed project in change management, service development, leadership development, or service redesign requiring levels of transformation in the workplace.
- 10) Evidence of work-place support for involvement in the Pathway and supervision/support for the project.

## Structure of the Course

The Pathway is undertaken as two double-weighted (25%) units studied in sequence in the one academic year. Each semester has one week of intensive tutorials (in person or via zoom) with other activities supported via the on-line learning platform for distant study. Cohorts will be limited to 30 students. Each cohort will be divided into groups of up to 10 students for small group work, which will take place in the face-to-face intensives and in the on-line platform. Growth of reflective practice will be actively supported through the program via facilitated Learning Circle Groups and access to mentors.

**Learning Circle Groups** are facilitated by Leadership and HealthCare Redesign academic staff. They offer peer-learning experiences through face-to-face sessions or via digital technology supported learning platforms. Confidentiality is exercised to develop a safe environment for group members to share their personal learning journey and to develop greater levels of self-awareness through shared reflection. Members are required to meet regularly to discuss leadership/management experiences, consider new material, reflect on their learning, discuss their project development, as well as to engage in a range of group learning experiences and activities.

A Learning Circle is a group of 6 – 12 people who are matched together with a facilitator(s) from the academic staff for the duration of the Professional Practice Pathway. Members contract to meet regularly throughout the Program engaging in in-depth discussion related to their transformational leadership journey. Through deep dialogue, greater levels of self-awareness and mindfulness are developed through presence, vigilant attention and learning from others exploring both success and failure. Skills and competence in communication, problem solving, listening, working with silence, coping with complexity, ambiguity and expressing vulnerability are refined through observation and practice within the small group setting.

Groups meet in person as part of the face-to-face intensives or with the support of digital technology.

## Benefits of Learning Circles

- Research findings on the nature of transformational leadership, stress the importance of the so-called soft skills of leadership (emotional intelligence, inspiration, communication, mentoring and coaching) that requires self-reflection, insight and development of contemplative practices and different forms of learning. Learning Circles provide an ideal and unique environment for this to occur.
- Learning Circles provide a safe and effective place to engage in peer-learning and gain higher levels of self-knowledge. They allow for exploration of complexity and ambiguity and support the development of transformational leadership.
- Learning Circles provide an opportunity to learn from others' experiences and expressed styles of leadership.

## **Role of Facilitator(s)**

- Models a welcoming, accepting, open tone for engagement
- Does not allow individual participants to dominate or transgress ground rules agreed by the group
- Listens carefully to what participants are saying
- Is open to exploring difficult questions and does not avoid disagreement or discomfort
- Models embracing of silence as an important part of the process
- Summarises and focuses discussion where appropriate
- Introduces new content related to transformational leadership for the group to consider

## **Personal Guidelines for participants**

- Come with a welcoming, accepting, open attitude
- Practice active listening and seek to understand with a willingness to learn and to potentially be changed by what you hear
- Ask for clarification if confused and use open questions
- Use practices for personal self-regulation when needed to maintain safety for oneself and all group members
- Cultivate courage to share one's own opinions and beliefs
- Speak honestly
- Let go of any need to fix or judge another or yourself
- Be willing to not know and embrace silence as an important part of the group learning process
- Be willing to be surprised
- Speak succinctly, aware of the time and the size of the group

## **Draft Rules of Engagement (to be developed by each group)**

- Agree to arrive on time to respect everyone in the group
- Agree to take responsibility for one's own process including nervous system self-regulation and call on help from coaches, mentors, and facilitators when needed
- Agree to double confidentiality: participants of the learning circle agree to never speak of what is shared within the learning circle to anyone and additionally to not discuss what occurs in the learning circle with participants within the learning circle outside of the learning circle environment.
- Agree to always show respect for diversity and differences of opinion

Agree to give each person in the group the space to contribute to every session, and honour that the contribution could be silence itself. If it is silence, that will be held and respected by the group

All students in the pathway are provided with a Two-Year Membership of the Institute of Leaders and Managers (IML) providing access to a Mentoring Program and the IML 360-degree Leadership Assessment as well as access to the leadership/management web-based resources and sponsored leadership events offered through the membership-based organisation.



## Leadership and Personality Assessments

Students in the Pathway will undertake a series of **Leadership and Personality assessment surveys at the beginning of the program and towards the end of the program**. Assessment Survey Tools will include the following 360-degree and self-assessments:

1. The Multi Leadership Quotient (MLQ 360 Plus Transformational Leadership Questionnaire)
2. The IML 360 Leadership Assessment
3. The Barlow and Barlow IRVEY Change Readiness Assessment
4. The Carol S Pearson PMAI Archetype Indicator Instrument
5. The RHETI 2 Enneagram Assessment

## Transformational Workplace Projects

Students are required to identify a suitable leadership, change management or service redesign project where a level of transformation in the system is required. These projects are undertaken throughout the program with support from the workplace. Students are required to have a workplace mentor for their project.

## Learning Outcomes

Students will develop professional competencies in Advanced Leadership for Guiding Transformation through a program of work integrated learning in professional practice.

Competency will be assessed by a Portfolio of varied competency assessment tasks and Viva relevant to Advanced Leadership for Guiding Transformation

Students will develop inner transformation by:

1. Using self-assessment and reflection to demonstrate transformed thinking.
2. Showing evidence of changed behaviours, describing, and explaining how this applied in their leadership.
3. Demonstrating the capacity to create an environment in which others can flourish and engage positively with change.

## Major Textbook

Carol S Pearson's edited book from 2012, *The Transforming Leader; New Approaches to Leadership for the Twenty First Century*, 1<sup>st</sup> Edition, Fetzer Institute, is the major text for the Pathway. This text is utilised to support the exploration of the three themes throughout the Pathway. The three themes are studied in a spiral rather than sequential manner. A range of additional materials are utilised to complement each of the themes, including companion textbooks on the Enneagram, Emotional Fitness Coaching, and Narrative Archetype.

## Themes and Frameworks

### Theme One: Transformed Thinking

Exploring the nature and understanding of transformation and how it relates to leadership. Examining the historical development of the theory of transformational leadership and the environmental context for continued development over the last 40 years. This module

explores the related themes in neuroscience, positive psychology, social networking theory, organisational development, complexity theory, and contemporary sciences that contribute to the understanding of environments that support innovation and transformative change.

### **Theme Two: Transformed Being-Inner work for Transforming Leaders**

This Theme moves from understanding the 'thinking' about transformation to the exploration of the requirement for leaders, who seek to be involved in transformation, to first be transformed themselves. Students are encouraged to move beyond theoretical exploration of the academic literature and theories into self-knowledge and application, developing inner capacity for leadership through profound personal change. Also included is the exploration of connected topics such as the inner work for adaptive change, depth psychology, wisdom beyond certainty, mindful leadership, the development of the observing self, generative change, transmuting suffering and responding creatively to challenges in a complex world. Students explore the leadership implications of Jung's heroic archetypes through the lens of Joseph Campbell's *Hero's Journey* and Carol Pearson's *12 Heroic Archetypes*.

### **Theme Three: Enabling the Transformation of Others and systems**

Leadership today is no longer just about directing people and energy toward solving problems. It is about creating settings and an atmosphere that enables people to flourish, grow, and become leaders themselves. This theme explores how transformational leaders can access their own unconscious knowledge to help others become aware of the impact of external influence and how to align energies and connections in groups of people sharing the wisdom they have, become aware of the impact of external influence, and learn how to align energies and connections in groups of people sharing wisdom to support personal, organisational and system change.

Overlapping work in the Three themes is used by students to plan, conduct, and evaluate transformational projects related to their workplaces. Students are required to undertake a range of Learning Activities as they progress through the Themes to support their personal learning and the progression of their transformational projects. A Portfolio of activities, assessments and reflections are maintained by students throughout the pathway.

### **Frameworks**

Three frameworks of leadership development are used to support the three themes and to assist a transformational learning experience. The following frameworks are included:

1. Transformational Leadership (Bass and Burns)
2. Archetypal Narrative (Joseph Campbell and Carol Pearson)
3. Second Order Generative Change : Marvin Oka (Soosalu & Oka, 2012)

The Advanced Leadership for Guiding Transformation pathway also features the inclusion of leadership theories from the two Program Directors.

1. Dr Pieter Van Dam: Nursing Leadership Four Stage Learning Process (Reflecting, Discovering Desirable and Undesirable Behaviours (2019). Known as the Van Dam Model.

2. Ms Wendy Quinn: Guiding Transformational Journeys Framework (2015) based on integrating and expanding the work of Bass & Burns and Carol Pearson within an organisational context. Known as the Quinn Model.

## **Academic Assessment**

Assessment is via a Pass or Fail method utilising ungraded passes.

Academic progress is assessed by a Portfolio of written assessment tasks adding up to 75% (15,000 words and two Practical Viva Presentations in Semester 2 totalling 25% (equivalent to one hour in total)).

Written and Viva Assessable items will include an equal balance between Reflective Leadership Journey tasks and Workplace Project Management Outcomes. Components of the written portfolio will be assessed on an ongoing basis in Semesters One and Two with feedback provided to students to assist learning.

## **Research Framework**

This unique leadership development program, in an academic setting, provides a rich opportunity for measurement of individual student growth and development, as well as research related to the effectiveness of the style and program of learning, the effectiveness of the included leadership frameworks and the transformational impact of students and their projects within their workplaces.

A research program, developed by academic staff, is in place to evaluate the outcomes and effectiveness of the pathway. Research includes:

1. Measurement of the effectiveness of the stated Learning Outcomes for students longitudinally, including leadership development, career progression and impact.
2. Exploration of the Organisational impact for organisations supporting students in the Pathway.
3. Exploration of the effectiveness and impact of the Van Dam and Quinn Leadership Models.

All students accepted into the program are invited to participate in the research components related to the Pathway. Academic performance and assessment tasks are strictly separated from the qualitative and quantitative aspects of the research framework associated with the Pathway. Preservation of confidentiality related to academic assessment and performance will be in place for all students until the completion of their academic requirements.

## **Evaluation**

It is too soon for any formal evaluation data either from the UTAS learning and teaching eVALUate system or the research project.

The first cohort of students are nearing the completion of their second semester so the battery of five leadership and personality surveys will be repeated at the end of September

so that students have the results in time to inform their final Leadership and Project Reports. These results will also form part of the data to be evaluated in the formal research project.

Despite this there are a few observations and anecdotal information that is already indicating positive outcomes for the Pathway. These include:

- Students who have been willing to share deeply at extraordinary levels of vulnerability in the fortnightly Learning Circles.
- Student observations about themselves during Learning Circle discussions that they can see observable and very noticeable signs of change and growth in each other since the beginning of the pathway.
- Student reflections that have been recorded for conference presentations and marketing purposes that reveal self-reported evidence of significant growth, resilience, and transformation in their approaches to life, work, and leadership that they attribute to their involvement in the pathway.
- Two students who have reported being nominated by their teams for organisational Employee of The Year awards.
- Student comments that the pathway has been of such significance to them that they would like to recommend it to people in their organisation, including their managers.

## Further Reflections

There is much to reflect on as the first year of delivery for the Advanced Leadership for Guiding: Professional Practice Pathway. My reflections include the following:

- It has been a privilege and a vocational joy to be able to design and deliver the leadership course that I have believed for so long is the type of course that will make a profound difference in the lives and careers of health professionals who choose to step into leadership roles.
- The resources of the university and the level of willingness to support and encourage such an innovative leadership course, and all its components, have made the process much smoother, despite all the hard work.
- The support of my academic colleagues in the Leadership Program, Healthcare Redesign and Tech Education have been an unexpected bonus. They have willingly attended weekly project team meetings for much of 2020 and performed the role of 'critical friends', adding significantly to the robustness of the pathway preparation and teaching philosophy. Through this process the interest and willingness to develop an associated formal Research Project was seeded and enacted. This adds to the strength of the pathway and will enable its effectiveness to be thoroughly evaluated and results disseminated widely.
- Although much was prepared and planned prior to the commencement of the pathway, operating during the second year of COVID-19 has meant a constant need to be flexible and adaptable. The pathway was designed with two face-to-face intensives to support the development of relationships and personal interaction that make it more likely that in-depth conversations and vulnerable disclosures that are so important to inner transformation might occur. COVID -19 has meant that having all students together for the intensive was not possible, so rapid adaption and flexibility

led to a hybrid face-to-face and zoom program offered in the first intensive and is also planned for the second intensive. To my delight the students rapidly formed relationships with those physically present but also those only able to connect via Zoom. This has enabled a level of relatively instant depth in communication to be achieved in the Intensive but also carried through to the fortnightly Learning Circle discussions.

- The first Intensive week appeared to be successful in allowing relationships to form as well as providing an opportunity to provide rapid coverage of a lot of leadership material very early acting as a base for subsequent learning in the pathway.
- The Learning Circles have worked spectacularly well with strong attendance and the distance platform not interfering with the capacity to achieve authentic, deep levels of communication that allow for the level of vulnerability in communication that is so vital in supporting inner transformation. The importance of peer learning has led to the students creating additional methods of communication and negotiating to keep the Learning Circles running in semester breaks.
- The preparation work that was undertaken on the Safety Net and rules of engagement for Learning Circle communication have been well respected and students have reported feeling well supported in these discussions.
- The importance of providing a rich array of resources and options for the students has been well received with some commenting that it is very useful to have a range of things to try and then choose those that match their needs.
- Workplace projects have proved to offer unexpected challenges for many of the students. Circumstances changed for some, requiring readjustments to their plans, others, though their own personal transformation, have adjusted their projects to meet their needs for a truly authentic contribution.
- Two semesters initially felt very luxurious, but it is amazing how rapidly the time goes and how much more we could have included if there was only time. On reflection we could make better use of the early weeks in Semester One. This will form part of our planning for 2022.
- The students have embraced the embedded mindfulness program, heavily utilising the materials, and commenting on the benefits of their developing habits. They have utilised a growing witness perspective (embedded in mindfulness practices) to change their approach to leadership and have reported positive outcomes. As an example, one student, who expressed difficulty in some interpersonal communication, deliberately interrupted her tendency to cross her arms while speaking with a team member and was pleased to share with the group the outcome of improved communication this member of her team.
- I have been blessed with the gift of a dedicated University Associate, skilled around Mindfulness, who has designed the program but has also done so much more. She has become my apprentice and has creatively assisted with Learning Circle, Master Class, Pathway Companion, and Intensive Schedule design, delivery, debriefing, reflection, and quality improvement. This has made such an extraordinary difference, and the concept of co-facilitating the Learning Circles, with matching of an experienced person, and an adjunct learning the role, is likely to continue to be built into the program into the future.

- Additional features that were not originally planned have emerged for a variety of reasons throughout the two semesters adding more value and creativity to the pathway offering. These include:
  1. An understanding of the importance of double loop learning where students are encouraged to revisit material and reflect on the differences in their understanding and learning. This has become a regular feature of Learning Circle discussion but also built into the design of Semester 2's Reading List.
  2. The amazing richness of experience and wisdom that can be added to the program through the growing collection of university associates who provide their time on a voluntary basis. There are now seven university associates supporting the program. All have a lived experience of leadership in health and human service settings, including deep awareness of transformational leadership, and a desire to support the growth and development of emerging leaders. They do this through mentoring, attendance at the Intensives, and more recently attendance at the Master Class series. Some may be willing to present Master Classes and into the future facilitate Learning Circles as the number of students grow.
  3. These university associates have been invited to participate in a training Learning Circle called the Pathway Companions where they can experience the nature of the Learning Circles, be exposed to some of the leadership material for the pathway and practice facilitation. These have proved to be very popular with several associates declaring that they are the best developmental experiences they have been involved in for many years.
  4. Areas of additional leadership content have been identified throughout the pathway that will be useful the students to encounter. Consequently, we have begun to develop a suite of Master Classes offered once a month to the mixed group of Pathway Companions and Pathway students. Several Pathway Companion university associates have volunteered to run one of these Master Class. An added benefit of these classes (run via Zoom platform) is that the students have extra interaction with the Pathway Companions. This has led to an added richness in the learning environment and a few requests for coaching or mentoring as the two groups get to know each other more deeply. This has also laid a platform for student agreement to having the Pathway Companions attend the final Intensive week where students will be delivering their leadership and project presentations.

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