



Guiding Transformational Journeys: An approach to Leadership Development

Guiding Transformational Journeys allows for a journey over time and involves a process that has a number of interrelated components and is capable of adapting to the changing circumstances of an organisation.

The central focus is always on the leadership that is required to support transformational change, but the starting place is responsive to the present, identified needs of the organisation. These might include;

- Leading and Managing Change,
- Strategic Planning,
- Project Management,
- Team Development as well as;
- Clinical and Corporate Governance,
- Quality and Safety,
- Service Development,
- Economic or Legislative Reform and
- Organisational Restructure.

This approach offers some processes that can be adapted to support and wrap around the more specific areas of required targeted work within the organisation. These include;

- transformational leadership development,
- peer group learning and problem solving,
- reflective practice,
- storytelling and
- individual coaching.

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As the Consultant

As a qualified Occupational Therapist, experienced senior leader/manager and academic teacher/researcher, I have a longstanding interest in *guiding journeys of transformation, healing wounded leaders and life-changing conversations*. I enjoy assisting people as they seek to re-imagine their effectiveness as leaders, discover their true vocation and live lives of meaning, purpose, and value.

I know the challenges of leadership first hand, having decades of experience as a Senior Executive, managing >1200 staff with budgets >\$250 million. In my earlier career I steered significant policy and service reform in health & human services including deinstitutionalisation in disability, mental health and aged care; acted as the principal crown witness in coronial enquiries that led to major developments in forensic mental health service delivery; led the development and implementation of the State Government's strategy for the management of complex and exceptional needs; and the design of the State Government's Clinical Engagement Model with development of ten Clinical Networks across Tasmania.

Known as a global leader in guiding transformational journeys for leaders at all levels, I am a published author on *Transformational Leadership and Guiding Transformation*, facilitating forums, providing interactive workshops, and giving public presentations on leadership, managing change and transformation.

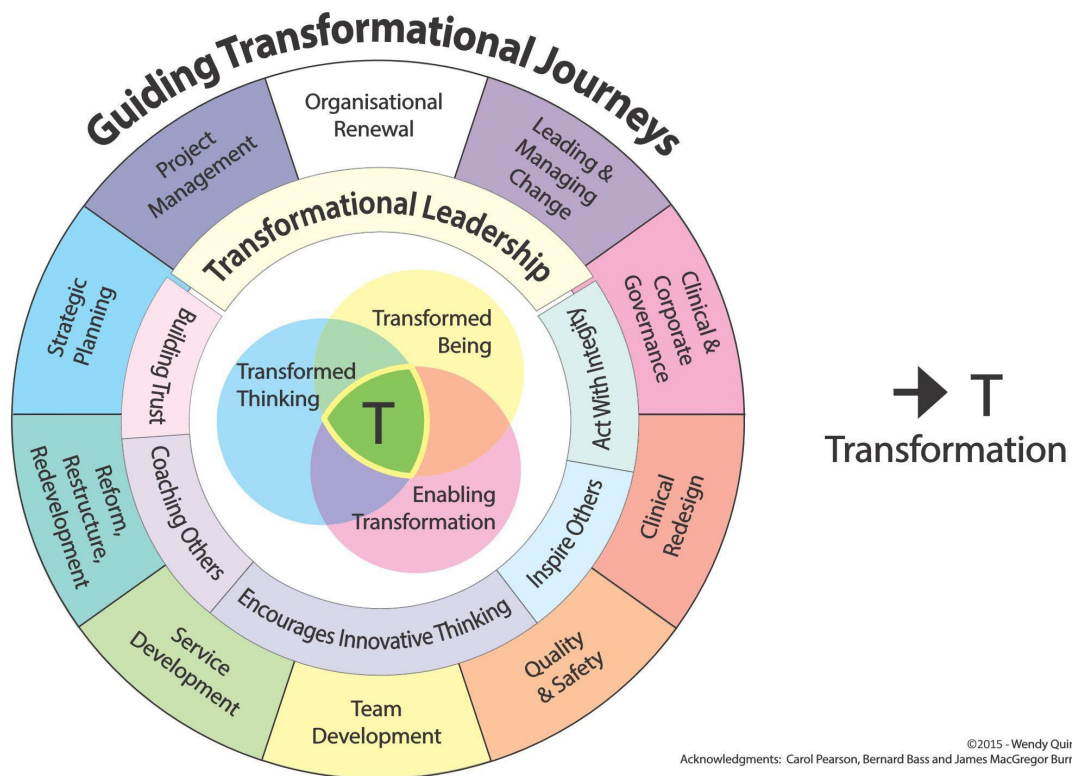
My experience led me to design and develop an innovative and now, internationally acknowledged framework, *The Quinn Model for Guiding Transformation*. This framework is used to guide the design and development of customised individual and team leadership development through private consulting work as well as the design and delivery of tertiary level, transformational leadership post-graduate courses through her work with the University of Tasmania.

Drawing on a unique mix of knowledge and skills, including my current academic teaching/research in transformational leadership, I used this in depth understanding of people and organisations, together with high-level interpersonal skills, to create safe environments for reflective self-discovery, peer learning, change and development.

In my work with organisations, and with the University of Tasmania (UTAS) over recent years, I continued to refine my work, using the lens of *leadership for transformation (Quinn, 2015) and Prior.S (2022) Development of the Quinn Model for Guiding Transformation*.

The Quinn Model

The Quinn Model for Guiding Transformation has been utilised to design and develop an award-winning Professional Practice Pathway 12 month Master's program, offered since 2021 to UTAS students studying the Master of Leadership (Health & Human Services) and Master of Healthcare Redesign. Under a Licensing Agreement with UTAS the Quinn Model for Guiding Transformation is also utilised to offer integrated programs for executive level leaders individually or in groups.



This work has been evolutionary in nature and has continued to be adapted as I have worked with different organisations and within the university.

There are key components drawn from the *Transforming Leadership Framework* (Quinn 2015) that have underpinned the work. These include the alignment of activities and focus on the three requirements that act as catalysts for transformation within organisations (Pearson 2012):

1. Transformed Thinking
2. Transformed Being, and
3. Enabling Transformation in others.

Key Features of the Quinn Model

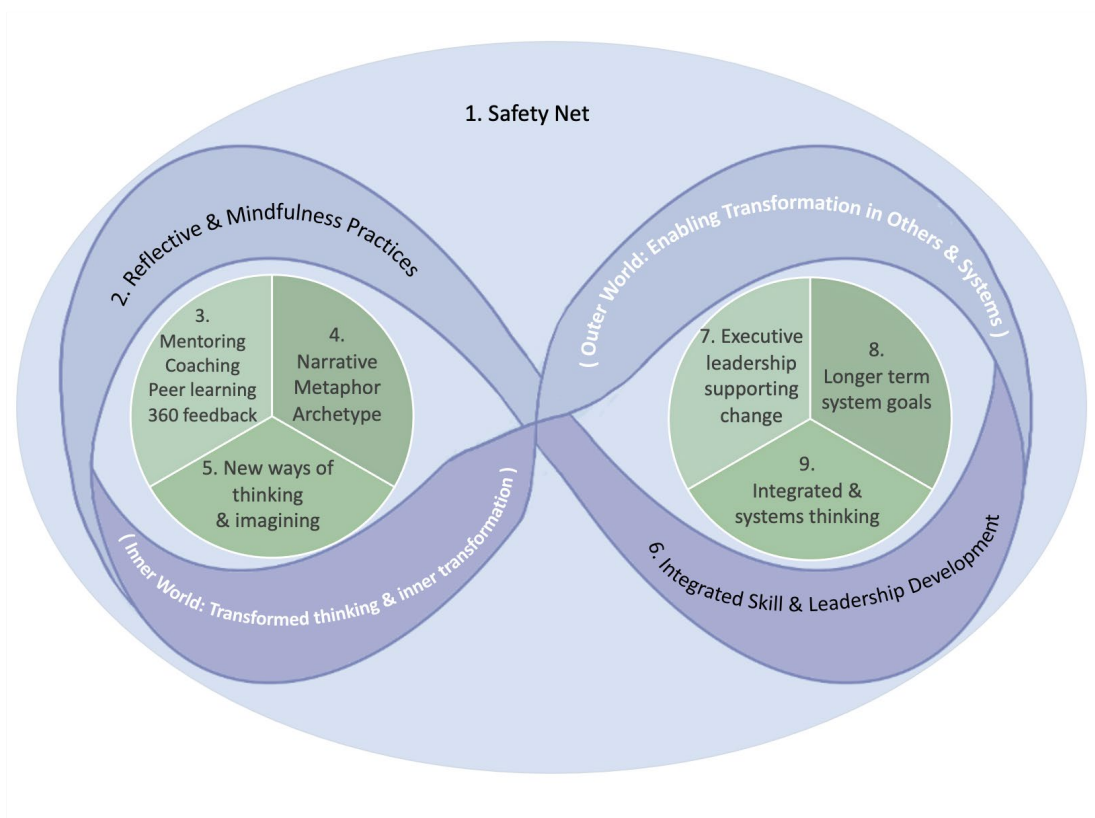
The Key features of the model include:

1. Transformation is at the centre of this model reflecting transformation as the desired outcome of all activities and interventions supported by this approach.
2. Transformation involves a permanent change of state or being and usually is regarded as being a transition to a higher level of function.
3. Transformation can relate to individual people, teams of people, units, organisations, or communities.
4. The inner layer of the model represents transformation as the outcome that is achieved when leaders are exposed to transformed thinking whilst at the same time undergoing processes that enable inner transformation and capacity to be part of enabling the same process of transformed thinking and inner transformation to begin to occur in other leaders. (Pearson)

5. The middle ring is the representation of the impact of the four component parts of the Full-Spectrum Transformational Leadership Model (Bass and Burns)
6. The outer ring is representing the external circumstances that are acting as the driving motivation for transformation (Quinn).
7. Transformation can commence as an inner journey for a leader(s), exploring inner transformation and transformed thinking as well as, enabling transformation in others (as represented by the inner ring in the model) (Pearson 2012).
8. Alternatively, it can commence with a compelling presenting need within an organisation for any, or all, of the challenges represented in the outer ring (Quinn).
9. Transformation is best supported by an interplay of all the elements in the model, often simultaneously (Quinn).
10. Transformation should always be reflective of an inner and outer process of learning (Quinn).
11. 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 (Quinn).
12. 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).

Guiding Transformation Program Design Features

Program design components are presented in the diagram (Acknowledgements to Clare Raffety) in a way that indicates the interdependent and non-linear nature of the transformational process.



Component 1:

Foundational to this process is the established and articulated presence of a safety net within which inner and outer world transformations are supported and contained. Within the safety net, a Möbius strip (i.e., a three-dimensional object with a single continuous surface) is used to indicate that shifts in the inner world of thinking and being and shifts in the outer world that transform others and systems are interconnected, inseparable, and influential to each other.

Component 2:

Located on the left side of the diagram relates to the Inner World. Mindfulness and reflective practices develop self-awareness and the ability to self-regulate resulting in a state of consciousness where leaders attend to situations and relationships in a way that is in the present moment, receptive and non-judgemental. Leader mindfulness has been correlated with the wellbeing of followers and the fostering of interpersonal skills (Arendt, Verdorfer & Kugler, 2019).

Components 3, 4 and 5:

Held within this reflective and mindful awareness, in the inner left circle are ways to support transformed thinking and being.

Component 3:

Mentoring, coaching, peer learning, along with 360 feedback, broaden a leader's understanding of themselves and how they are perceived and received).

Component 4:

We are by nature meaning makers (Marsen, 2008) and storytellers. Narrative, metaphor, and archetype exploration can act as a reflective mirror, aid sense making, offer a cautionary or inspiring perspective by which we see the world and our place in it through a different lens.

Component 5:

Increased awareness, and the tempering of reactivity that likely results from components 3 & 4 allows for new ways of thinking and imagining (component 5) to emerge. These emergent transformations of thinking and being from the inner world express themselves to the outer world, and in turn receive feedback that results in further reflection and refinement.

Component 6:

On the right-hand side of the diagram is a focus on the outer world, where transformation of other individuals, organisations and systems occurs. Integration of skills and leadership development results in more considered choices made from a broader and often less personalised perspective.

Components 7-9:

Integral to practical manifestation of transformational leadership in the workplace is support from within the organization by executive (component 7).

Broader, multi-dimensional and integrated thinking can then expand temporally to longer term goals (component 8) and spatially to whole systems (component 9). From these components a leader expands their ability to engage with and enable transformation of others.

As indicated by the möbius, a congruence between the inner realm of values, connection and vision and the outer actions of leaders, teams, and organisations becomes possible, realised and integrated. Looping back and round with greater skills and awareness one finds oneself at a familiar place or situation but with a new insight, understanding or perspective.

Key Components for Individuals and Organisations

There are key components of the model that are applicable to individual and organisational leadership journeys:

1. **Executive Leadership Coaching.** This is a minimum one hour monthly at a venue of client's choice. Additional coaching sessions or varied frequency is likely in the early months due to the nature of the programs. The time of the coaching sessions to be agreed with the client. (See brochure on Leadership Coaching for more detail)
2. **Learning Circle Membership.** This is either membership to an Executive Leadership Pathway Companion Learning Circle, or a customised Learning Circle for the organisation. Learning Circles are a monthly two hour meeting (currently Tuesday or Thursday evening 7.00-8.30pm) or as negotiated by the Learning Circle Group. The Learning Circle utilises Guiding Transformation approaches. (See brochure on Pathway Companion Learning Circles and brochure on Guiding Transformation).
3. **Specialised Assessments.** There are a range of assessments that can aid with a development plan, focusing on Leadership, Personality, Change or Health. These include:
 - a. ph360 Health Precision Assessment¹
 - b. MLQ 360 Transformational Leadership Assessment
 - c. PMAI (Pearson Marr Archetype Instrument)
 - d. RHETI 2.5 (the Enneagram)
 - e. IRVEY (Change Readiness Assessment)
4. **Texts.** Five textbooks to support the Guiding Transformation Program.²

¹ph360 assessment includes 12 month access to the SHAE Platform - Health Precision Alliance. Request a brochure for more information.

² Request a brochure for details. Prices as per suppliers.

