

Applying an integral approach to leadership development for an Australian public health service

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This article describes a leadership development program designed for clinicians and senior health managers working in a complex and highly challenging public health service organisation within New South Wales, Australia. The article provides a longitudinal evaluation of this evolving program as conducted between 2004 and 2008. The author's intent is to share the insights gained through implementation of this leadership development program which utilises the Integral Leadership conceptual framework. An Appendix provides an Evaluation of the latest Inner Leadership Program conducted in 2010.

Keywords: integral leadership, leadership development program, health sector, inner leadership

BACKGROUND

In 2004 an innovative leadership program was piloted in the Northern Sydney Central Coast Health Service. This is a significant geographical area encompassing Sydney's northern beaches suburbs, up to and including the Central Coast regional city of Gosford and surrounds. The health service includes one of Australia's leading research and teaching hospitals and has a total staff of some 16,000, providing comprehensive health services to a population of 1.2 million. The program, "*Inner Leadership*", was initially designed and piloted as an experiment in the development of improved leadership capability. Adding to this context was a culture of bullying behaviours and high levels of a generally defensive disposition by managers and staff at all organisational levels. With each successive version of the program, modifications and enhancements are incorporated for content and learning processes.

Why "Inner Leadership" and what does the "Integral Model" contribute?

Inner Leadership is defined as the capacity to respond to the real needs of each situation with curiosity, openness, acceptance and compassion. This requires a deep self-knowledge and an understanding of leadership as being a process in relationship with others. And in accord with Drucker (1999), "*the only definition of a leader is someone who has followers.*" For all of us who accept leadership roles in life, it is our ability to truly connect with others in such a way that they are willing to follow. This capacity for engagement requires an ongoing process of reflection and self-awareness which is the essence of inner leadership.

An underlying premise of the program is that all leadership is firstly self-leadership. This means our personal beliefs, attitudes, values and sense of purpose provide the internal foundation for being an effective leader: "*A leader's most compelling leadership tool is who he or she is: a person who understands what he or she values and wants, who is anchored by certain principles, and who faces the world with a consistent outlook.*" (Lowney, 2003)

The inner-leadership program provides a series of applied practices and principles – a discipline for personal growth and learning. This involves a commitment to an unfolding and re-integration of the self, leading to a personal transformation. For as Deming (1986) stated, "*Nothing changes without personal transformation.*"

The Integral Model, as defined by Wilber (2001), provides a deeply insightful and holistic means of actualising the inner-leadership learning in our roles as workplace leader/managers. The four-quadrant model as adopted, (see figure below) enables participants to absorb and apply learning outcomes to their leadership practice, and to progressively reflect on their lived experience.

THE INNER LEADERSHIP INTEGRAL MODEL

Individual's Interior

- Subjective experience – thoughts, feelings, bodily sensations
- Values, ethics, belief systems
- Maps through which you interpret and create meaning
- State of being – emotional and spiritual intelligence

Individual's Exterior

- Observable behaviours – what I say and do, body language, tone of voice, interpersonal style
- Self-management – goal setting, time management, prioritisation
- Task management (transactional)
- Team leadership
- Change management (transformational)

Organisation's Interior

- Culture – workplace attitudes
- Collective values, understandings
- Myths of the given
- Corporate memory and traditions
- Leadership styles
- Feedback culture

Organisation's Exterior

- Observable behaviours: clinical systems and protocols, strategic directions, management processes, social interactions, reward and recognition structures
- Patient-centred outcomes

Integral theory is a complex philosophical system. I have applied some fundamental constructs and principles as a means of enabling program participants to realise the absolute criticality of their own self-leadership for their effectiveness as workplace leader/managers. This Integral approach is proving to be highly effective for participants' identifying and implementing behavioural change in sustainable and self-actualising ways. Applied intensively through the individual coaching sessions which form a key ingredient in the program, the integral approach enables leader-managers to approach a current workplace problem, for example, finalising the implementation of a significant change in a clinical team's service delivery, by reframing the situation through the four-quadrant model.

THE INNER LEADERSHIP PROGRAM

The program approaches leadership development through an action learning methodology, based on an inside-out approach to creating deep and lasting behavioural change. Traditional ideas on leadership are challenged, and an emerging concept of leadership as behaviour rather than role, is explored from individual/personal and cultural/collective perspectives – an integral approach.

This program refers to the Leader/Manager role, based on a premise that managers have to lead and leaders have to manage: *"Effective leadership inspires more than empowers, it connects more than controls; it demonstrates more than decides. It does all this by engaging – itself above all, and consequently others."* (Mintzberg, 2004)

The role of leader/manager in the Health setting is critical to organisational effectiveness – it is a difficult and demanding role and presents numerous challenges, yet it provides a pathway to inner-leadership and mastery of skill. The work of a leader/manager requires the merging of knowledge and experience, and then applying them through action – the Integral Model provides the framework for this process. The learning outcomes flow from the belief that leadership is neither a science nor an art, it is a state of consciousness in which we discover the path to our self-actualisation.

Enrolment for the Inner Leadership Program is solely on the basis of self-selection. Participants are required to have completed the Diploma in Business (Frontline Management) or an equivalent management qualification and be team leaders. Reflecting the demographics of the Health workforce, 73% of participants are female, and range from Nurse Unit Managers to Department Heads.

The Inner Leadership Program is conducted over an eight-month period, with eight half-day workshops and individual executive coaching sessions every three weeks.

Participants maintain a reflective journal, and need to complete assigned readings and a variety of reflective exercises designed to enhance their self-awareness and enable them to consciously grow their self-leadership.

Participants are also expected to buddy-up with one or more others and have conversations between the workshops. A 360-degree feedback process is now being incorporated into the Program, being conducted as a pre- and post-program exercise.

Applying the Integral Leadership Framework and utilising a process known as psycho-synthesis, (Assagioli, 1965), participants go on a leadership journey which is both confronting and empowering. **Psycho-synthesis**, as developed by Dr Assagioli, is a synonym for human growth, the ongoing process of integrating all the parts, aspects, and energies of the individual into a powerful harmonious whole. This natural process is enhanced and facilitated by self-awareness, understanding gained through the application of metaphor and conceptual frameworks, and specific behavioural techniques as practised during the Inner Leadership Program.

Emotional and spiritual intelligence capabilities are explored, as are concepts of leadership and “followership”. Individual and collective mindsets/roles and their consequent behaviours, as experienced in the workplace, are identified and explored for their impact on organisational performance – again from an integral perspective.

The Program provides insights from research findings in neuroscience and levels of consciousness (Hawkins, 1995). Concepts such as the formation mystery (Van Kaam, 1983); psycho-synthesis (Assagioli, 1973); emotional intelligence (Goleman & McKee, 2002); spiritual intelligence (Wilber, 2001; Zohar, 2000); consciousness (Chatterjee, 1998); and transcendent leadership (Heider, 1985; Collins, 2001) are explored in some depth.

“Being emotionally intelligent” is defined as “tuning into emotions, understanding them and taking appropriate action” (Orme, 2001). *Spiritual intelligence* is referred to as living relationships – with self, with other people, with events and things of our world, and with the Great Mystery beyond the Mystery (Van Kaam, 1975). An integral worldview recognises that these relationships do not just happen – they are the outcome of constant work and sacrifice.

Transcendent leadership is referred to in the Program as leading consciously, a process whereby we discover and nurture the infinite possibilities in another. By not allowing any self-imposed limitations on their own transcendent reality, leaders spontaneously allow followers to transcend themselves, to rise to their individual potential, to exceed the limits of their capability, and to achieve peak performance (Chatterjee, 1998).

Conscious Leadership as explored via the integral model has the following qualities:

- Conscious leadership assumes Transactional and Transformational leadership. A conscious leader is a good leader/manager and has high-level intra- and inter-personal skills and undefended awareness.
- A conscious leader is powerfully present, that is, mindfully aware and intentional at all times.
- The conscious leader has re-integrated any disassociated aspects of themselves (fearful, reactive, defensive).
- This inner leadership foundation is the basis of their integrity and ability to take an ethical stand in the pressures of day-to-day workplace life.

The pervasive framework that underpins the program is the Integral Model (Wilber). This enables participants to clearly identify their own leadership behaviours and that of their line managers, and understand the impact on themselves, the team culture, the patient journey, and employee engagement. The dynamic of organisational systems, processes and mindsets are explored through this framework.

The Integral Model provides the operational lens for the program. For example, all quadrants and all lines facilitate participant thinking about levels of consciousness as applied to their leadership practice, particularly around change management, and differentiating between transactional and transformational leadership. Integral consciousness gives structure to ideas of the person as Willing, Thinking, and Feeling (Van Kaam, 1969) – as explored through the workshops.

DESIGN AND CONTENT OF PROGRAM WORKSHOPS

The half-day workshops provide an opportunity for everyone to share their insights and reflections from the assigned readings and exercises. This conversation usually occupies the first half of the workshop. The second half is utilised with small groups working on the emotional and spiritual intelligence capabilities, and then presenting back to the whole group, their thoughts about how these capabilities could be, or are being, developed and applied in their workplaces.

Participants learn a simple meditation technique (Vipassana = bare attention) at the commencement of each workshop, which they are encouraged to practise daily. A process called “Focusing” (Gendlin, 1981) is also taught as a means of getting in touch with the wisdom of the body. Participants found this a powerful and practical exercise, particularly for dealing with stress and dysfunctional work settings. Focusing is a process in which you make contact with a special kind of internal bodily awareness called “*the felt sense*”.

Focusing – concentrating on the way your body senses an unresolved problem – changes the way you deal with problems and improves creativity, because it deepens understanding of how things are from your perspective. From a neuroscience perspective, Focusing is a reading of the neuronal signals in the heart and gut.

An outline of the Inner Leadership Program is provided in Appendix 3.

A detailed questionnaire is emailed to participants three months following completion of each program. (A copy is provided Appendix 2.) These are open-ended questions designed to obtain a qualitative sense of the each participants’ insights and degree of behavioural change. To date the Program has been conducted five times with an average of 16 participants. The average response rate of completed questionnaires is nine per program– or 56% and this is reflected in the following data.

Analysis of the feedback from completed questionnaires reveals learning outcomes in two areas: individual leadership behaviour and organisational outcomes.

Individual leadership behaviour

- Participant feedback indicates a significant change in their understanding and practice of leadership behaviours. 68% of respondents express the view that their leadership effectiveness is increasing as a result of more flexible thinking, higher levels of trust in their team, and a lessening of defensive, push-back behaviours.
- 76% of respondents report that they are now far more responsive than reactive, through practising self-awareness and reflecting, both before and after, acting.
- 61% of respondents indicate that they are leading consciously, or mindfully, and are aware of the assumptions and values they bring to a situation. The reflective disciplines, e.g. the reflective journal commenced during the program, are enabling this practice to further develop and reach habit stage.
- 77% of respondents report that they are now more comfortable with opposing views, ambiguity and uncertainty. A more grounded sense of self, one-on-one conversations with other participants, improved listening and the practice of meditative techniques are identified as enabling this ongoing learning experience.
- 69% of respondents report that they are gaining a better understanding of their strengths and limitations as a leader. Exercises and readings in the primary text (*Inner Leadership* by Simon Smith), completed and recorded in their reflective journal, provided a basis for this insight.
- 64% of respondents report that the Program facilitated achievement of a more effective balance between personal and professional life through a clearer, holistic focus on their physical, emotional and spiritual well-being.
- Describing changes in behaviour, 54% of respondents report that self-awareness with a disciplined practice of reflection and feedback has enabled them to improve existing leader skills, develop new skills and inspire their team members.

Organisational outcomes

- 75% of respondents report that the program enabled them to form relationships with other participants which facilitated their learning at a deeper level, sharing individual experience and personal insights. Several of these relationships are continuing as mutual support networks beyond the program, and are helping to address long-standing issues such as the bullying behaviours of senior executives.
- 68% of respondents indicate that they are better equipped to effectively and creatively manage change processes within their departments. Participants are achieving this through awareness of their “*mindsets and constituents*”, which enables an applied and ongoing sense of exercising inner

leadership.

“Mindsets” refers to the deep beliefs, attitudes, filters, assumptions, views and self-image that we hold about ourselves and our world, and which fundamentally shape our behaviours. *“Constituents”* refers to the roles we play, the semi-permanent and semi-autonomous aspects of our personality. We are simultaneously whole, integrated beings and a number of parts (Assagioli, 1973).

- With the reflective application of the emotional intelligence competencies, 31% of respondents report that they experience their work environment becoming more collaborative, with improving levels of engagement.
- Comments from 12% of respondents reveal that they have moved from being a controlling manager, where their behaviour is guided by a belief that their position is constantly being threatened, to one where they are comfortable showing their feelings and risk being somewhat vulnerable. This is facilitating significant improvements in team relationships and functionality.
- 59% of respondents report that their decision-making processes are more grounded, in that they are aware of their own values and perceptions, how they are reacting emotionally to a situation, and the potential impact of their action(s) on various internal and external stakeholders.
- 23% of respondents report that they are now willing to engage with groups and individuals outside their own department to pursue initiatives that will benefit the whole organisation; and that this experience is furthering their own learning and empowering others to develop their leadership skills.
- 7% of respondents report that they have been able to effectively challenge the publicly stated views of clinical specialists, achieving outcomes that directly benefited the delivery of patient care. These participants state that they would not have been able to do this prior to having undertaken the Inner Leadership Program.
- Participant feedback confirms that the Program challenged their assumptions about leadership through exposure to different leader-skill models (Farey, 1993) and the frameworks of emotional and spiritual intelligence. 64% of respondents indicate that reflection on their own experience in light of the conceptual ideas explored in the Program was a powerful leverage for changing their behaviour.
- 66% of respondents indicate that they have developed action plans to ensure a discipline of practice and ongoing personal development using the integral approach.

Participant feedback

Feedback from the program evaluations included the following comments:

“The content of the course is just wonderful and is what I desire... it takes practice and time to embody them.”
Nurse Unit Manager

“I have found the Program to be beneficial in my personal and professional life. I am more aware of my thinking process. I feel a change, a calmness – being more able to lead without apology and be clearer and more definite in my requests of staff and family.” Manager, Palliative Care

“The course has helped me to change some of my practice. I can be very reactive at times, which is my nature, but not always the best option... I have used strategies from the course to help me really separate personal and professional feelings towards staff.” Manager, Child Health Nursing

“I find this form of interaction and learning very good, where you have a combination of reading, class interaction and also the reflective side of things.” Manager, Admissions

“I have found the Program to be fantastic. I am starting to discover the inner me. Wish I had done it twenty years ago. I have found the more I read and understand, the more I want to participate in discussions in class and in our group. It has assisted with developing a greater understanding of the inner me and my subsequent behaviour. I’m definitely learning and changing my behaviour, more so in my personal life than professional, but feel that will flow in time.” Clinical Nurse Manager

“I have undertaken significant work before in this area; what I have gained is the reinforcement of the benefits of engaging in reflective practice and the investment in the self, which when busy often does not become the priority. I want to congratulate Paul on recognising and responding to the need for such a program in the health care setting.” Manager Clinical Leadership, Nursing Education

"I have told people including my manager that it is the best course I have ever done and that she should think about doing it too. She knows some of the staffing issues I have had to deal with and she sees that I am better able to manage them now. I've been able to use lots of the insights in the workplace and at home. I feel much more confident with my own work and I think that comes across. I enjoy the group work too. I think that is a good way for me to test my own thoughts with a group of peers. The Program is a great mix of activities, some reading, notes, work book, group work, visual models, scenarios to think about and discuss." Manager, Dementia Advisory Service

"Am enjoying the course very much and it is having a significant impact on my management practice and leadership style." Manager, Mental Health

"The coaching was quite informative. I had done some preparation beforehand and that made the process more valuable, I would come away with some ideas to work with, especially using the Integral Model." Nurse Unit Manager

"In my position of department manager, I was able to apply these skills on a daily basis, to controlling my reaction to the work presented before me. I found personally that the reading, group conversation and coaching assisted in developing the knowledge for what is possible when you apply yourself, and the personal reflection and journal writing facilitated where I saw myself within these goals. Through my experience, my focus has changed from one of self-concern to team development and achieving targets for the profession and the organisation." Manager, Business Services

SUMMARY

The Inner Leadership Program, although a tiny pebble in a very large pond, is creating ongoing waves. Participants report continuing changes in their personal and professional perspectives, and that these insights have positive impact on their workplace leader/manager behaviours. (Fortunately, I regularly encounter past participants through my continuing work within the Learning & Development Service of NSW Health). Participants are recommending the Program to others, particularly their own managers!

I stress that this Inner Leadership Program is evolving, and is not by any means the only one of its kind currently available in Australia, Europe or the US. In responding to an organisational need, I bring my own biases and perspectives to a leadership development initiative, which is very much an outcome of my own experience, reading and reflection. Awareness of the fullness of our experience awakens us to the inner world of our mind, making possible the fulfilment of our potential as leaders in relationship with others. The perspective of self-understanding enabled through the Inner Leadership program directly creates ways of knowing that can be truly transformative.

There is a growing interest in the Inner Leadership Program amongst senior health executives. It is my great hope that continuation of the Inner Leadership Program will result in the evolution of leader/managers across the Health Service who are able to realise their true potential, and the potential of their followers, through self-leadership and authentic engagement. And that a deepening understanding and application of the Integral Model will be the catalyst for this renewal.

Paul van Hauen has worked within NSW Health since 1999, first as Corporate Training Manager, then as Manager of the NSW Health Executive Leadership Program, and for the past three years as Leadership and Management Development Consultant for Sydney West Area Health. He has reviewed and redesigned leadership/management development strategy and programs. He is an accredited Executive Coach and has extensive experience in learning and development, gained in both private and public sector organisations. His background includes academic qualifications in philosophy and adult education. He is currently undertaking studies in spirituality and theology and is an advocate of the Integral model of adult learning.

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Appendix 1

Sydney West Health Service

INNER LEADERSHIP PILOT PROGRAM 2010

EVALUATION REPORT

17 January 2011

Background

Following approval from the Executive Director of Workforce to undertake a pilot, the Inner Leadership Program was conducted from August 2009 to April 2010.

A longitudinal Evaluation Questionnaire was sent to Participants in late October 2010. [See Appendix 2.]

The Inner Leadership Program is conducted over a nine-month period with 8 half-day, monthly workshops, and individual executive coaching sessions every three weeks.

Participants maintain a reflective journal, and need to complete assigned readings and a variety of reflective exercises designed to enhance self-awareness and enable effective leadership.

Applying the Integral Leadership Framework and utilising a process known as psycho-synthesis, this Program takes participants on a leadership journey which is both confronting and empowering. Emotional and Spiritual Intelligence capabilities are explored, as is the concept of leadership and followership. Individual and collective mindsets, and their consequent behaviours, as experienced in the work place, are identified and explored for their impact on individual effectiveness and organisational performance.

[An outline of the Inner Leadership Program is provided in Appendix 3].

Ten individuals enrolled in the Program, and six completed the Program. Workshops were conducted after hours and in the participants' own time.

Analysis of the feedback from completed questionnaires reveals the following outcomes:

Individual Leadership Behaviour:

- Participants report that the Program contributed significantly to their life-long learning around leadership through challenging their own leadership ideas and styles. Participants also state that they continue to utilise the skills learned to reflect upon their own practise, and how they can further strengthen and develop their leadership capability.
- Participants report that the readings, workshops, reflective journalling, and coaching conversations contributed significantly towards their individual development.
- Participants report that the Program coincided well with where they were in terms of both their professional and personal journey. For example: "The learning enables one to manage better through understanding one's actions and reactions." Most participants had completed the SWAHS Transformational Leadership Program, and felt this Program was a natural follow-on from the previous one.
- Participants report that they are continuing with some form of meditative practice which they find absolutely helpful. The reflective journalling is less practised. However, the intention is to do more of this in the future.
- Participants indicate that they continue to use the practices learned in the Program on a daily basis, which have sustained them through a highly challenging period over the last several months.
- Describing changes in behaviour, participants report that the Program opened up their thinking in the areas of emotional and spiritual intelligence – this is enabling them to manage themselves and challenging issues from different perspectives.

Organisational Outcomes:

- Participants report that the Being/Knowing/Doing Framework is a very useful conceptual model,

particularly when confronted by setbacks and stressful situations. It enables a grounded sense of self-confidence.

- Participants have requested ongoing group work, even though the program finished several months ago, and report that when dealing with the more challenging aspects of change, knowing someone who has completed the program with you provides a valuable source of understanding.
- Participants report that this aspect of the Program was taken up in the coaching sessions. Undertaking the Program has improved confidence for most participants, particularly in terms of progressing organisational change, while acknowledging that this is a perennial self-development issue.
- Comments from participants indicate that the program definitely contributed to their sense of self as a leader/manager.
- Participants report that their workplace relationships have improved. There is an increasing level of respect for their role and they now possess a much better understanding of individual perspectives within the organisation.
- All aspects of the program challenged participants in constructive ways. The Integral Model is seen as providing a framework that they can develop over time as a means of ongoing individual leadership development process.
- Ongoing exploration and reflection on their own experience in light of the conceptual ideas explored in the program is providing participants with a powerful leverage for changing their behaviour.

Further Comments:

“The program content and its approach is arguably critical to leadership in the health sector, especially given the system pressures and competing agendas that need to be balanced.”

“The program was well-run, researched and supported.”

“After working many years in the public mental health services I’ve seen many people touted as leaders, but really most have been managers. Some have been very forceful and not paid too much attention to how staff felt or who seemed concerned about their impact on staff. There are others that mean well, but are unable to lead. The Program has given some focus for me about the, at times elusive, concepts of leadership. I would not say that I am a good leader, but I now have a great understanding of the dimensions of leadership and tools to use in my interactions with staff, developing ideas, and focusing on better care of patients, and promoting creative thinking in other staff.”

Recommendations for Improvement

- The Program utilised the Human Synergetics Life Styles Inventory (LSI) 360 Feedback instrument. That each Participant complete this process (survey and debrief) prior to the commencement of the Program, and again at the completion of the Program.
- Following completion of the Inner Leadership Program, participants continue the application of the practices learned and this is sustained through ongoing executive coaching for one year after the Program.
- Participants are trained in mentoring skills in order to facilitate behavioural change in the workplace which effectively raises awareness about “controlling” leadership behaviour, and provides practical solutions to enable positive cultural change.
- A Community of Practice group be established for each cohort as they complete the Program. This will enable participants to share their growth experiences and their set-backs, and provide ongoing mutual support.

Recommendation to the Executive

That the Inner Leadership Program be included in the Leading Together Strategy as one offering in a coherent leadership and management development framework aligned with the Workforce Strategic Plan 2007–2010. That individuals seeking to undertake the Program be interviewed to ascertain their suitability for the Program.

Appendix 2: Questionnaire

INNER LEADERSHIP PROGRAM 2009/2010

LONGITUDINAL EVALUATION

Individual Leadership Outcomes

1. The Inner Leadership Program was designed to change our thinking about leadership, from primarily an individual capability to leadership as a verb, being in relationship with others? Did the Program achieve a shift in your concept of leadership, and how is this now continuing to shape your leadership thinking and behaviour?
2. To realise the process of self-awareness and self-discovery, the Program required reading, personal reflection, journal writing and one-on-one coaching conversations. What learning has resulted in furthering your development? Please specify
3. The focus of the Inner Leadership Program is on the interior processes of adult development, identity development and self-management. In your view has this assisted with your own development as a leader? If so, how is this still emerging?
4. Have you continued to regularly include a meditation practise into your week, and have you continued with your reflective journaling? If so, are these proving to be useful?
5. The Program provided conceptual frameworks and behavioural practices to explain some of the cognitive structures and processes underlying leadership. How useful have these proved in your day-to-day leadership several months after the Program?

Organisational Outcomes

1. The Program explores Leadership Capability in terms of what a Leader must BE, (values, attributes, character), what a Leader must KNOW (competencies), and what a Leader must DO (influencing, operating, improving). Have you been able to further develop your leadership practise as a continuing application of this idea?
2. Did you find the relationships you formed with other Program participants to be an enabling part of the learning process? Do you think these relationships will endure beyond the Program leading, to collaborative partnerships or support networks?
3. Having undertaken the Program, how confident are you to effect organisational change through challenging with creative ideas, actions, and collaborative processes?
4. How has the Program improved your level of self-awareness (leader identity), and is this having a positive impact on your performance as a leader/manager?
5. Leaders initiate the leadership process, but they do not complete it – followers do. Have you been able to develop followers through the development of their self-views, current goals and potential selves? Have your workplace relationships improved?
6. Did the Program challenge your underlying assumptions through exposure to:
 - different behavioural models and frameworks to understand our behaviours
 - the applied concepts of emotional and spiritual intelligence
 - the Integral Model of Leadership
 - a different approach to leadership development?

What further comments on the Program you would like to make?

It is optional for you to include your name on this evaluation.

Please indicate whether or not you are agreeable for your feedback to be referenced in reports to senior management, names will not be included in any such references.

Thank you for your time and effort in completing this evaluation.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE TO:

Paul van Hauen, LEARNING & DEVELOPMENT SERVICE

Appendix 3: Outline of the Program

Inner Leadership Program 2011

Outline of Workshops & Reading Schedule

Text Book: *Inner Leadership: Realize Your Self Leading Potential* by Simon Smith, Nicholas Brealey Publishing, London, 2000.

Workshop 1: Recognising Yourself – Emotions and thoughts, servants or masters.

- Introduction – what is leadership?
- Exploring what Leaders actually do
- The concept of the Leader/Manager
- Self-Leadership and developing mindfulness
- Introducing the R.E.A.L. Model
- Leadership and consciousness
- Introducing the practices of 'focusing' and meditation

Text Reading: Preface & Chapter 1

Supplementary Reading No.1: Developing Leadership Skills

Workshop 2: Recognising Your Qualities – Changing Behaviour Through Awareness

- Self-awareness – our physical, emotional and mental reactions – neuroscience and leadership
- Changing behaviour through awareness
- Recognising and developing our qualities
- Emotional Intelligence(EQ) and resonant leadership
- Self-actualisation and our need for meaning
- The EQ competencies and self-assessment
- Developing a discipline of reflection

Text Reading: Chapters 2 and 3

Supplementary Reading No. 2: Emotional Intelligence

Workshop 3: Exploring – Our Mindsets, Organisational Mindsets and Their Impact

- Deeper self-awareness and how we become who we are
- Exploring our constituents and mindsets
- Our defences against anxiety
- Leadership and self-deception – an organisational problem

- Introducing the Integral Model – how does this contribute to our understanding of leadership?

Text Reading: Chapters 4 and 5

Supplementary Reading: Leadership and Self-Deception

Workshop 4: Discovering Your Values and Knowing Your Purpose

- Human values – the deep structure of leadership
- Aligning personal decisions with organisational values
- Discovering your purpose – linking values with purpose
- Unlocking the spiritual dimension of leadership
- The concept of Spiritual Intelligence and its Capability Framework - Self-assessing your spiritual intelligence
- The Four Quadrants of the Integral Model and Values

Text Reading: Chapter 6

Supplementary Reading No.4: Spiritual Intelligence (SQ)

Workshop 5: Actualising – Our Centre of Identity and Changing Attitudes & Behaviour

- Your centre of identity – an Integral approach
- How we can change – freeing ourselves from habitual patterns
- Applying the SQ Capabilities – practising self-awareness
- Self-Awareness – recognising our thought patterns
- Human formation – how we relate
- Applying the SQ Capabilities: Spontaneity – the use of questions and creative thinking in action
- Applying the SQ Capabilities: Being Vision and Value Led – the personal bottom line
- Applying the SQ Capabilities: Being Holistic – the dimensions of human consciousness

Text Reading: Chapters 7 and 8

Supplementary Reading No. 5: Applying SQ Capabilities Part I

Workshop 6: Exercising Will and Self-Acceptance, Stronger Resolve and Flexibility

- *Adapting to change by adapting your self-concept*
- *Freeing ourselves from constituents and mindsets*
- *Working with contradictions and conflict*
- *Developing a deeper understanding of others*
- *The person as Willing – transcendent and functional possibilities*
- *Applying the SQ Capabilities: Being Open to Diversity*
- *Applying the SQ Capabilities: Being Field Independent*
- *Applying the SQ Capabilities: Asking fundamental 'why' questions*
- *Applying the SQ Capabilities: The ability to reframe*

Text Reading: Chapters 9, 10 and 11

Supplementary Reading No. 6: Applying SQ Capabilities Part II

Workshop 7: Self-Leading – Practising Inner Leadership

- *Changing attitudes and behaviours*
- *Responding to the real needs of a situation*
- *Transformation and integral leadership*

practice

- *Human dispositions and healthy life formation process*
- *Applying the SQ Capabilities: Positive use of adversity*
- *Applying the SQ Capabilities: Gratitude*
- *Applying the SQ Capabilities: Humility*
- *Applying the SQ Capabilities: Compassion*

Text Reading: Chapter 12 and 13

Supplementary Reading No. 7: Applying SQ Capabilities Part III

Workshop 8: Transforming Inner Leadership Into Leadership

- *Realising Your Self-Leading Potential*
- *Transforming inner leadership into leadership*
- *Shared Values: Leadership as relationship*
- *Three laws of leading consciously*
- *Individual Action Plans – Applying Inner Leadership in the workplace*

Text Reading: Chapters 14 and 15

Supplementary Reading No. 8: Leading Consciously – Integral Being and the Practice of Inner Leadership