

# Transition Design Leadership

## Leading In A Time Between Worlds (Stein 2018)



Woman Facing the Future n.d.

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INTEGRAL DESIGN

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*Susanna Carman*

## Message From The Researcher

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Welcome to Transition Design Leadership!

I am a Strategic Design research/practitioner providing essential support, expertise and partnership to leadership, change and design practitioners who are committed to fulfilling potential in others.

My role is to translate emergent leadership & design theory into accessible practice so that practitioners are fully equipped to stay on purpose achieving impact at a time when the world needs it most.

I extend my deepest gratitude to a broad spectrum of cognitive scientists, leadership specialists, action researchers, complexity and systems theorists, designers, futurists, practitioners and collaborators who influenced this research. I offer Transition Design Leadership as timely contribution to their prescient work.

# Introduction

## Statement Of Objective

The purpose of this research was to explore how Transition Design, Vertical Leadership Development and Speculative Design could be combined to inform a trans-disciplinary praxis that enhanced skilful leadership of self and others in a volatile, uncertain, complex and ambiguous (VUCA) world. The research established shared ontology between these disciplines in order to facilitate an exchange of wisdom for a common goal - the transition toward more sustainable societies.

**HOW MIGHT WE design a learning experience for practitioners that enhances our capacity for reflexivity in order to skilfully lead self and others in a VUCA world?**

## Investigation Focus

Leaders and the consultants who work with them are experiencing the pull of the future, the push of the present & the drag of the past in unprecedented ways. The convergence of the 4th Industrial Revolution, the dawn of the Anthropocene & cultural polarisation is amplifying VUCA conditions (Carrington 2017; Stein 2018). With bushfires, floods, pandemics and a global stand for social justice the new normal, our capacity to skilfully lead self & others amidst a world in transition is paramount.

In response to this challenge, I partnered with futurist and foresight specialist, Kieran Murrihy, to translate theory into practice. We designed an online workshop targeting leadership, change and design practitioners with the influence and agency to fulfil potential in others. The workshop was a timely catalyser for needed transformation; COVID-19 served as crucible, reflexivity as metal, and collaboration as alchemist.

## Methodology

I led the research component using a methodology that combined Human Centred Design with Action Research to evaluate **reflexivity**, a capacity linked to skilful leadership described as, "when you come to see yourself (others and systems) in a way you didn't before" (H Bradbury 2020, pers. conv., 10 April). Information was gleaned via: (i) interviews with expert/practitioners, (ii) videoed and photographed co-design/workshop activities, (iii) Zoom whiteboard, (iv) surveys, and (v) auto-ethnographic journaling.

## Findings

Research results indicated that leadership, change and design practitioners had a strong appetite for the topic. They also suggested that at least 50% of workshop participants who engaged with the trans-disciplinary ontology demonstrated reflexivity and applied insights in the three weeks that followed.

The workshop produced three key findings. Firstly, COVID-19 transformed VUCA from the abstract into the concrete, which fortuitously made skilful leadership amidst a global crisis THE hot topic. Secondly, appreciating the interdependence between skill sets and mindsets in the online learning context was critical; competency using Zoom influenced our ability to practice reflexivity and hold transformative space for others. Thirdly, designing opportunities to practice reflexivity provided high value to a select cohort with the potential for exponential impact.

## Reflections

The research project invited three key reflections on practice: (i) I discovered my capacity to maintain reflexivity with playfulness and irony, (ii) we discovered that leaning into intersubjective tension with curiosity and patience deepened the transformative space, and (iii) the role of a Transition Design Leader is to serve as torchbearer, guide and partner in an increasingly VUCA world.

# Methodology

The research methodology was trans-disciplinary, integrating Human Centred Design (HCD) and Action Research (AR) into a singular approach. The project required trans-disciplinary methodology because the research was as much about reflection on practice as it was about discovering a surprising solution to an external challenge, or contributing to an established field of design research. The integration of HCD and AR enabled all three objectives to be achieved.

## Human Centred Design

HCD is an approach to identifying and solving complex problems for services, systems and interactions that puts people at the centre of design. (Azer, Liedtka & Salzman 2017). Those facing the problems hold the key to solving them (IDEO 2015). As both research and design methodology, it invokes leadership acts that are empathetic, curious and comfortable with ambiguity. I experimented with the HCD lenses of desirability, feasibility and viability in order to determine if the workshop was an effective solution to an external challenge (IDEO 2015).

## Action Research

AR methodology seeks to include the researchers' subjective and intersubjective perspectives in the sense-making process (Kemmis & McTaggart 2005). As such, my independent and our shared insights were equally considered alongside the perspectives of prototype participants and other experts in the field.

Interestingly, the literature featured reflexivity as a fundamental capacity for doing effective AR. It also linked reflexivity to skilful leadership in a VUCA world, which correlated with my research question. Thus, employing AR methodology for this project required



Figure 1: Red and White Colour Pink Ink Drops in Water by Puzurin Mihail, n.d.

that I engage my own reflexivity whilst simultaneously seeking to enhance this capacity in others.

## Method Integration

Integrating HCD with AR called for a deepened understanding of the two approaches in terms of differentiation and overlap. Based on feedback from practitioners across both fields, HCD methodology is applied to complex problems on a project basis with beginning and endpoints, whereas AR methodology is applied to complex dynamics that required ongoing management and adaptation (AO Aragon 2019, pers. convs., 11 March).

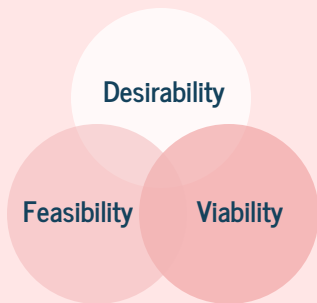
## Both methods share an ontology & epistemology steeped in early 20th century Pragmatism:

- learn-by-doing
- observation, experimentation, reflection
- insight AND application
- researching 'with' rather than 'on', 'to', or 'for'
- empathetic perspective taking

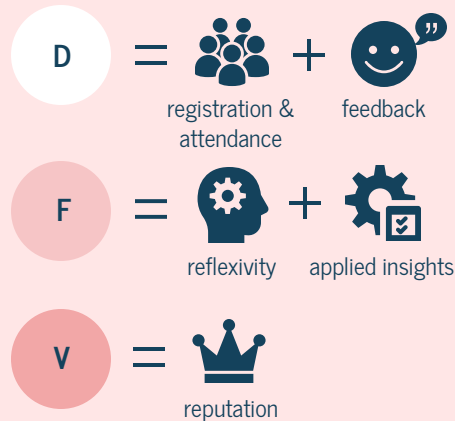
(Adelman 1993; Bradbury 2016; Dalsgaard 2014; Kemmis & McTaggart 2005; Peters & Robinson 1984).



## HUMAN CENTRED DESIGN



## EVALUATION METRICS



## REFLEXIVITY RUBRIC

Examining the complexity of our logic:

- ✓ take a perspective on a perspective
- ✓ name the physical, emotional & observational
- ✓ weave together I, WE & IT perspectives
- ✓ hold polarities as simultaneously true
- ✓ transfer knowledge across experiences

Figure 2: The Three Lenses of Human Centred Design by IDEO, 2015.

### METHOD APPLICATION - HCD

The three HCD lenses of desirability, feasibility and viability were used to determine the effects of research effort.

#### Desirability - did people want it?

Desirability was measured via Eventbrite workshop registration numbers and unsolicited participant satisfaction responses.

#### Feasibility - did it work?

Feasibility was measured based on participants' written responses to a question posed during the workshop. Responses were benchmarked against the Reflexivity Rubric (see figure 3) to determine if the complexity of participant logic met the criteria that was linked in the literature to skilful leadership in a VUCA world.

Anonymous participant data was reviewed by myself and a leadership specialist with expertise in identifying capacity for reflexivity via language analysis. The specialist was also a participant in the

Figure 3: The Reflexivity Rubric by Dana Carman & Susanna Carman, 2020.

workshop and a personal relative. As such, the HCD and AR principle of researching/designing 'with' rather than 'on', 'to' or 'for' was enacted.

Data collected within three weeks after the workshop via anonymous surveys was used to determine if workshop activities enhanced the application of insights.

#### Viability - was it profitable?

Viability was measured in terms of social rather than financial capital. Changes in thought leadership reputation were tracked, which was gauged via the number of invites received to join leadership development projects following the completion of the workshop and research publication.

### METHOD APPLICATION - AR

Auto-ethnography was practiced to invite self-reflection on independent and collaborative activities, which included personal journaling and video recordings of conversations.

# Literature Review

## TOPIC STATEMENT

The following literature review examines research in the fields of Transition Design, Vertical Leadership Development and Speculative Design in order to understand the relationship between skilful leadership and a world in transition. The literature review explores: (i) the context and conditions of transition, (ii) theory and application for enhancing skilful leadership amidst a world in transition, and (iii) a rationale for conducting the research.

## INTRODUCTION

We are living in a Time Between Worlds (Stein 2018). The convergence of the 4th Industrial Revolution, the dawn of the Anthropocene and the cultural tension between modern reductionism and postmodern pluralism is amplifying the conditions of volatility, uncertainty, complexity and ambiguity (Carrington 2017; Stein 2018).

### Volatility

when small changes in a system have large, unexpected consequences

### Uncertainty

when the behaviour of a system is hard to predict

### Complexity

when social systems are unable to adapt to changing conditions

### Ambiguity

when it is difficult to identify a clear path between cause & effect

(AMA Thornton 2017, email, 14 August).



Figure 4: Corona Coronavirus Virus by Gerard Altmann, n.d.

As practitioners with influence and agency working across the domains of leadership, change and design, we have a responsibility to grow our own capacity to skilfully lead ourselves and others amidst VUCA conditions. The purpose of this literature review is to establish a shared ontology that deepens our understanding of what skilful leadership in a VUCA world requires so that together we can grow this capacity in ourselves and in others.

## TRANSITION DESIGN

The scope, scale and pace of the Time Between Worlds context exceeds the knowledge and expertise of any one research discipline (Stein 2018). Consequently, Irwin, Kossoff and Tonkinwise (2015b) developed a trans-disciplinary response, one that includes and transcends design by reaching across a range of research and learning fields. That response is Transition Design, an emergent field of research and learning that argues for a, "design led societal transition toward more sustainable futures" (Irwin, Kossoff & Tonkinwise 2015a, p. 1).

## TRANSITION DESIGN FRAMEWORK

Four mutually reinforcing and co-evolving areas of knowledge, action and self-reflection

Visions for transitions to sustainable societies are based upon the reconception of entire life-styles that are human scale, place-based, but globally connected in their exchange of technology, information and culture. These visions are based upon communities that are in symbiotic relationships to the ecosystems within which they are embedded.

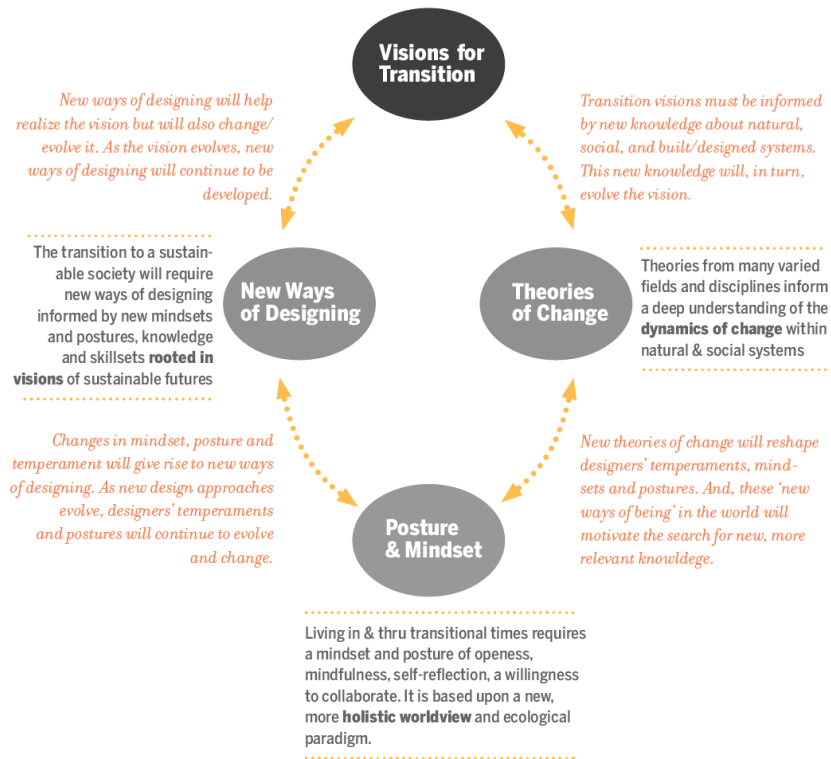


Figure 5: Transition Design Framework by Terry Irwin, Gideon Kossoff & Cameron Tonkinwise, 2015b.

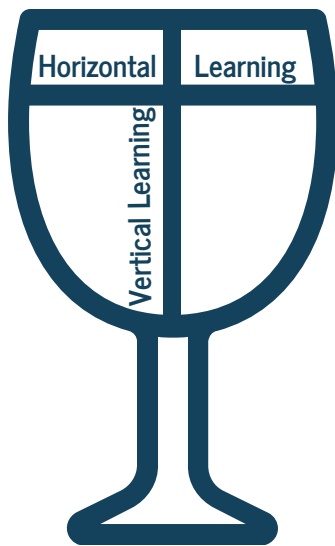
Irwin, Kossoff and Tonkinwise (2015a) offer the Transition Design Framework, an interdependent, reinforcing approach to research and learning that draws from multiple fields of knowledge. The Framework prioritises **Posture and Mindset** as one of four critical pillars for facilitating skilful leadership of self and others toward fundamental change (Irwin, Kossoff & Tonkinwise 2015b).

Irwin (2015) defines **posture** as ways of interacting with the world, **mindset** as constructed ways of understanding the world, and **holistic** as openness, mindfulness, self-reflection, a willingness to collaborate

and an ability to recognise complex interdependencies. Transition Design's call for, "a new, more holistic," way of understanding and interacting with the world suggests that a deficit of holistically informed perspectives currently exists (Irwin, Kossoff & Tonkinwise 2015b, p. 20).

Research in the field of Vertical Leadership Development addresses this holistic thinking deficit by introducing a meta-frame for how people construct ways of understanding and interacting with the world, as well as practices for evolving them.





**Vertical Learning = Mindset Transformation**



**Horizontal Learning = Competence Development**



Figure 6: Horizontal Versus Vertical Learning by Barrett Brown, 2013.

### VERTICAL LEADERSHIP DEVELOPMENT

Evolving postures and mindsets toward, "new, more holistic," ways of understanding and interacting with the world invites an exploration of how adults learn (Irwin, Kossoff & Tonkinwise 2015, p. 20). Brown (2013) identifies two types of learning: (i) Horizontal Learning and (ii) Vertical Learning. According to Brown (2013), Horizontal Learning focuses on competence development that increases knowledge and skills in order to strengthen technical expertise. In contrast, Brown (2013) describes Vertical Learning as emphasising how we know rather than what we know - how one thinks and interprets a situation.

Kegan (1994) links Vertical Learning to Adult Development, which he defines as the processes of individual meaning-making that are embedded in cultural experience (Kegan 1994). Kegan (1994) contextualises Adult Development into three stages of meaning-making illustrated by the following diagram:

#### The Socialised Mind



"I am my relationships,  
I follow the rules"

#### The Self Authoring Mind



"I have an identity,  
I make choices"

#### The Self Transforming Mind



"I hold many identities,  
I embrace paradox"

Figure 7: Constructive Developmental Theory by Robert Kegan, 1994.

According to Kegan (1994), each new level of thinking embraces higher orders of complexity in how people make meaning of the world around them; a shift from one stage to the next facilitates a capacity to increasingly embrace and operate within more ambiguous, contradictory contexts.

At the Self Transforming stage, adults hold multiple, contradictory perspectives with greater ease (Kegan 1994). They are also able to recognise co-arising interdependencies in complex systems and engage in self-reflection, which aligns with Irwin's (2015) depiction of holistic postures and mindsets.

Starr and Torbert (2005) identify a specific reflective capacity at the Self Transforming stage of development called, **Double Loop Learning**. Bradbury refers to this same capacity as **reflexivity**, which she defines as, "when you come to see yourself (others and systems) in a way you didn't before; it's a loosening of self-identity made possible practically" (H Bradbury 2020, pers. conv., 10 April). Torbert and Bradbury argue that capacity for reflexivity is enhanced through regular practice.

## ACTION INQUIRY

"all of our actions, including those we are most certain about and are most committed to, are in fact also inquiries" (Torbert 2001, p. 1).



## REFLEXIVITY

"when you come to see yourself (others and systems) in a way you didn't before; it's a loosening of self-identity made possible practically"

(H Bradbury 2020, pers. conv., 10 April).



Consequently, Torbert developed the reflexivity practice of **Action Inquiry**, which facilitates Vertical Learning via the ongoing enactment of genuine curiosity whereby, "all of our actions, including those we are most certain about and are most committed to, are in fact also inquiries" (Torbert 2001, p. 1).

Transition Design argues that holistic postures and mindsets are essential for the skilful leadership of fundamental change amidst a world in transition (Irwin 2015).

Vertical Leadership Development provides both meta-frame and practice for how practitioners can facilitate posture and mindset transformation within ourselves and others toward a more holistic orientation.

Speculative Design offers insight into how to create the conditions for Vertical Learning so that as practitioners we can practice Action Inquiry to enhance our reflexivity in order to hold, "new, more holistic world views" (Irwin, Kossoff & Tonkinwise 2015b, p. 20).

## SPECULATIVE DESIGN

Speculative Design is concerned with, "changing reality rather than defining or maintaining it" (Dunn & Raby, 2013, p. 69/1596). As a design discipline, it involves the creation of interactive, sensory and visceral experiences that provoke audiences into challenging their own assumptions about reality (Auger 2013). The purpose of Speculative Design is, "to act as a catalyst for collectively redefining our relationship with reality" (Dunn & Raby 2013, p. 59/1596).

Ron Laurie is an organisational consultant and lead facilitator of the We R One World Game, a Speculative Design project created by 20th century futurist, Buckminster Fuller. The game is an interactive, role playing simulation in which 100 participants are tasked with solving the world's most vexing political, economic and social challenges - in an afternoon. Laurie (2019, pers. conv., 16 August) argues that a deliberately designed disturbance in a system's equilibrium, or **perturbation**, catalyses reflexivity in ways that can permanently reorganise our assumptions about ourselves, others and the world around us.

Mature speculative designers will introduce perturbation into a constructed field of human

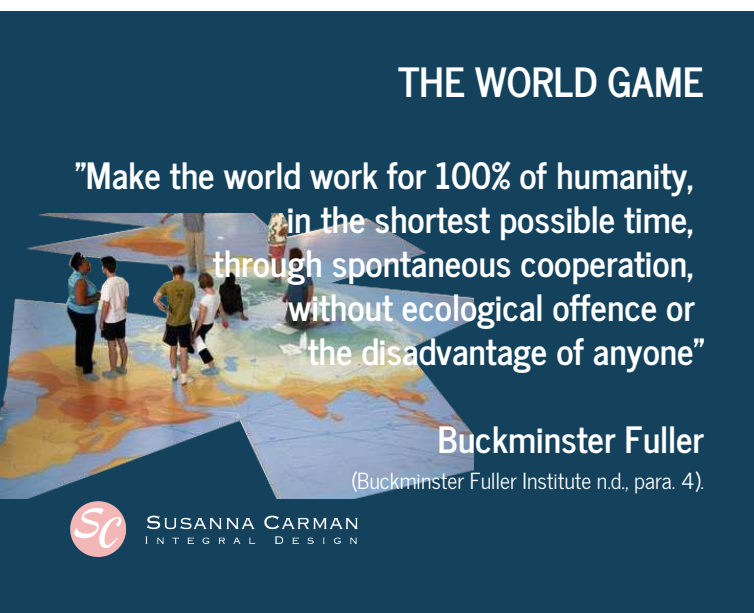


Figure 8: Social Presencing Theatre, n.d.

interaction in order to invoke embodied, sensory responses that deepen the learning experience.

Choreographer, performer and educator, Arawana Hayashi, combines perturbation, embodiment and learning in a process she calls, Social Presencing Theatre (Sharmer 2015). Similarly to the We R One World Game, a group of individuals interact to explore and resolve a disturbance in a system's equilibrium. Interdependencies are represented through intuitively formed, body-based sculptures that make visible tacit, intersubjective experiences. The process invites participants to think about and interpret complex, systemic challenges in new ways. Together participants explore where a system is stuck and the hard-to-see obstructions making it so.

Speculative Design has the potential to invoke Vertical Learning by integrating a variety of techniques that encourage participants to examine, challenge and evolve firmly held perspectives. Perturbation, embodiment and making the tacit visible enhances capacity for reflexivity so that participants can develop the holistic postures and mindsets required for skilful leadership in a rapidly changing world.



## THE WORLD GAME

"Make the world work for 100% of humanity,  
in the shortest possible time,  
through spontaneous cooperation,  
without ecological offence or  
"the disadvantage of anyone"

Buckminster Fuller

(Buckminster Fuller Institute n.d., para. 4).

Figure 9: World Game, n.d.

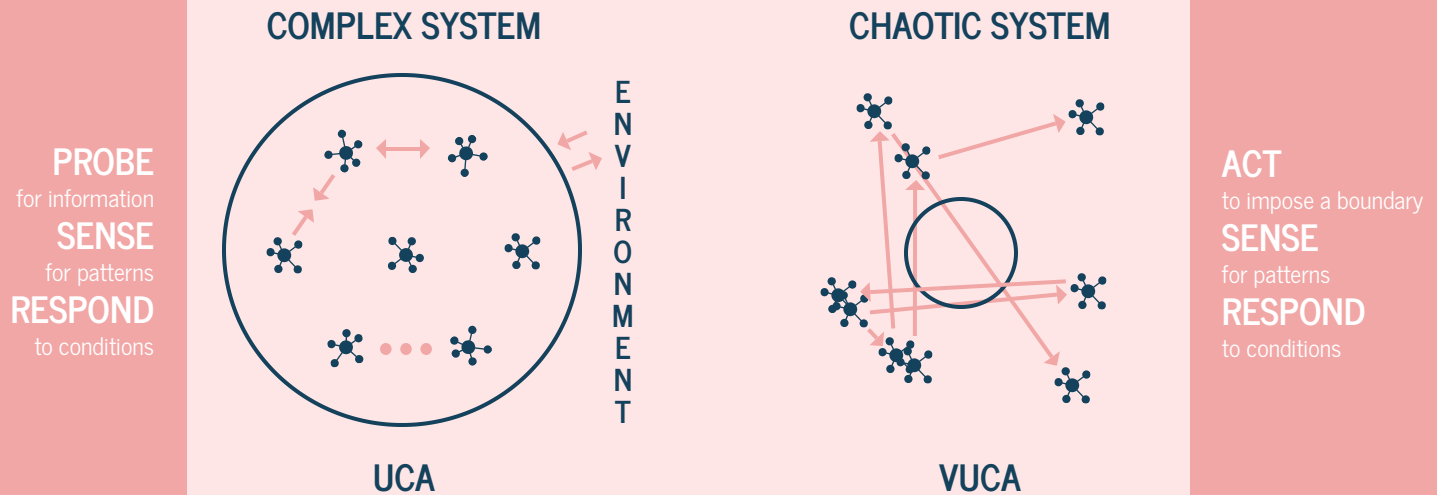


Figure 10: Drawing Systems Diagrams by UNESCO UNITWIN and Behaviours For Complex and Chaotic Systems by Dave Snowden, 2002.

## RATIONALE

Petrie (2014) associates skilful leadership with an ability to navigate rapidly changing environments. Snowden (2002) describes rapidly changing environments as either complex or chaotic systems.

Uncertainty, complexity and ambiguity (UCA) are the conditions in a **complex system**, or a network of individual agents influencing one another in non-linear and unpredictable ways (Holland, 2002). Complex systems have boundaries, which enable patterns to emerge over time (see figure).

When volatility is introduced, a complex system transforms into a **chaotic system** whereby the boundary is overshoot, no singular agents, leaders or individuals are coordinating the actions of others, and consequences are erratic (Holland, 2002). Snowden (2002) identifies behaviours for VUCA conditions as:

- **ACT** by imposing a boundary to nudge the system from chaotic to complex
- **SENSE** for emergent patterns once the boundary is secure
- **RESPOND** to conditions

Leaders with the capacity for reflexivity are better equipped to navigate complex and chaotic systems because of their ability to, "examine the underlying motives for action and reflect on the logic behind the strategy to take that action" (D Carman 2020, pers. conv., 23 May). Without reflexivity, leaders struggle to recognise the system they are a part of, the logic needed to respond strategically, and the set of behaviours appropriate to the conditions.

In our rapidly changing world, the ability to differentiate and then skilfully navigate complex and chaotic systems is essential. Transition Design's call for holistic postures and mindsets is a well intended ideal that requires a contribution from Vertical Leadership Development to realise. A trans-disciplinary research and learning approach that integrates Vertical Leadership Development with Transition Design and Speculative Design builds shared ontology so that leadership, change and design practitioners can work together to enhance reflexivity (in ourselves and in others) at a time when the world needs it most.

# Project Report

## Transition Design Leadership: Leading In A Time Between Worlds (Stein 2018).

### RESEARCH QUESTION

How might we design  
a learning experience for practitioners  
that enhances reflexivity in order to  
skilfully lead self & others amidst VUCA conditions?

The following Project Report articulates a practical, learning-by-doing exploration of the research question. The purpose of the exploration was threefold: (i) to introduce an integrated ontology through The Time Between Worlds narrative so that practitioners could locate their shared purpose inside the bigger story of transition, (ii) to create a field of learning that invited visceral experience so that participants could deepen understanding and apply insights in their lives, (iii) to introduce practices that enhanced reflexivity so that participants had a practical toolkit to work with after the Lab completed (Stein 2018).

The workshop prototype (Lab) discussed throughout the report serves as a catalyst for achieving these objectives. The report outlines preparation, design and evaluation activities, as well as key findings.

### SCOPE

The research project was limited to a four month timeline. Therefore, scoping the research question down to a manageable scale of engagement was a critical first step.

The research question evolved through multiple iterations beginning with, **how do I skilfully lead amidst a world in transition?** The question scaled at the level of societal transformation, which was great for steering professional purpose but exceeded what could be achieved in a four-month timeline.

Iteration two applied to systems innovation; **how can I exercise and transfer skilful leadership with and to my design clients who are seeking solutions to complex problems in the education sector?** Although a stimulating driver of my overall masters research journey, further refinement was required.

Iteration three scoped in on an achievable, stand-alone project; **how might WE design a learning experience for practitioners that enhances reflexivity in order to skilfully lead self and other amidst VUCA conditions?**

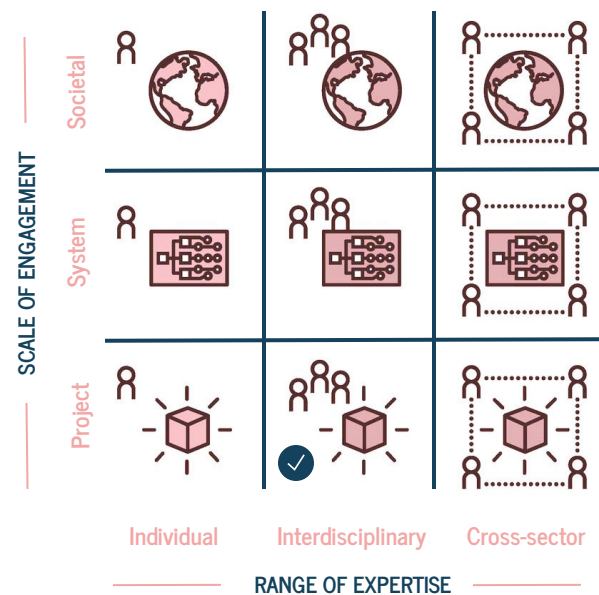


Figure 11: Pathways in Social Design by The Winterhouse Institute, 2013.

To draw on expertise from outside of design, I reached out to my colleague, Kieran Murrehy, a Victorian-based foresight specialist who I met during a nine-month leadership development course in 2015. Together we formed an interdisciplinary thinking partnership that progressed the research.

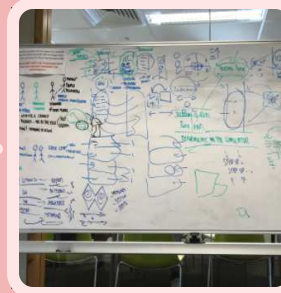


# PRE PROJECT DESIGN ACTIVITIES

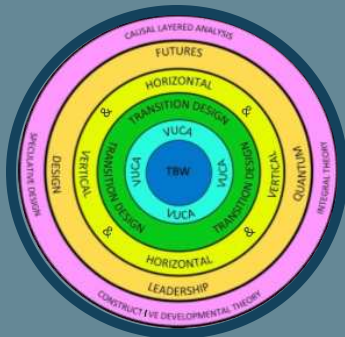
## Simulator Learning Lab August 2019

01

Kieran and I started our research partnership in August of 2019 in order to establish the theoretical underpinnings for the project. We met in Byron Bay, NSW for 2 days of ideation. We converged on a learning simulator concept whereby we could pull different levers to create the conditions for reflexivity that the literature linked to skilful leadership of self & others in a VUCA world.



\*Figure 12: Simulator Sketches by Susanna Carman & Kieran Murrehy, 2019.



\*Figure 13: Transition Design Leadership Framework by Susanna Carman, 2019.

## 02 Transition Design Leadership Framework September 2019

We consolidated theory into the Transition Design Leadership Framework (TDLF), a transdisciplinary, organising structure that evolved the Transition Design Framework to include the Time Between Worlds context, VUCA conditions, & curated theories, tools & practices from Futures, Quantum, Leadership & Design.

## 3 Horizons Simulator Test October 2019

03

I developed a Speculative Design activity that integrated embodiment with the 3 Horizons Framework. Each horizon represented a perspective in a system undergoing change: H1 - Business As Usual, H2 - Adaption & Transformation, H3 - Visions of the Future. What happened when we embodied each perspective? How did we interact? What were the tensions? How did we resolve them?



\*Figure 14: The Embodied 3 Horizons by Susanna Carman & Volunteers, 2019.

04

## Ideal Participant December 2020

To secure high value event sponsorship from RMIT MDF, we pivoted away from direct engagement with leaders inside organisations toward those leadership, change & design practitioners who consulted to organisations. In doing so, the Lab contributed to the advancement of design research by choosing to learn "with" practitioners rather than design a workshop "for" or "to" them.



Figure 15: Why Human Centred Design Is A Key Future Skill by RMIT University, 2020.

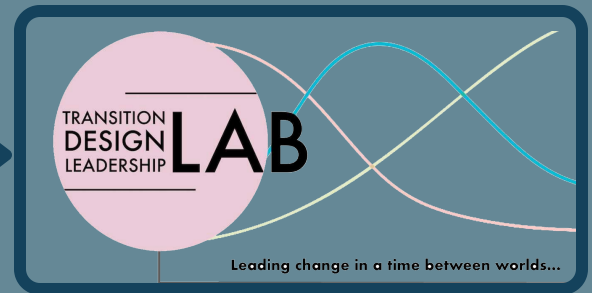
\*See Appendices for details of figures 12, 13 & 14.

## PROJECT DESIGN ACTIVITIES

### Marketing Collateral & Promotion January 2020

05

We partnered with MDF to book the Garden Building at RMIT Melbourne campus on March 30th for a cohort of 16 participants. We then developed a compelling offer based on the relationship between cohort needs & research themes, designed marketing collateral to match, and pushed out promotional materials across MDF, Service Design & RMIT social media channels.



\*Figure 16: Transition Design Leadership Lab Logo by Susanna Carman, 2020.



Figure 17: Zoom Collaboration by Susanna Carman, 2020

06

### Co-Design February 2020

We collaborated via Zoom & asynchronously to co-design a Transition Design Leadership Lab that would: i) conduct research "with" participants, ii) translate theory into practice, iii) be informed by the Transition Design Leadership Framework, and iv) generate engaging & embodied experiential learning opportunities via a one-off, stand-a-alone, four-hour live workshop format.

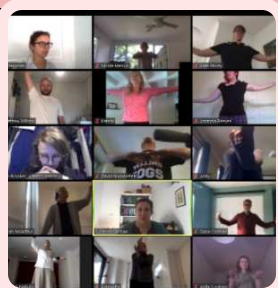
### COVID - 19 March 2020

07

With COVID-19, we became research subjects; how DO we lead amidst VUCA conditions? What does OUR Action Inquiry practice look like? As registration numbers rose, social distancing required that we either cancel the event, or move to Zoom. We chose Zoom & faced a Horizontal Learning challenge; how DO we generate engaging & embodied experiential learning - via a computer screen?



Figure 18: Coronavirus by Denis Magilov, n.d.



\*Figure 19: 3 Horizons On Zoom & Model Making Materials by Participants, 2020.

### 08 Transition Design Leadership LAB On Zoom March 2020

We shorted the Lab to 90 minutes, introduced a somatic meditation practice to enhance embodied awareness & ran dyadic reflection in breakout rooms. I adapted the 3 Horizons Simulator so that participants could independently embody each archetype in Gallery View & share insights. We closed with haptic model making to imagine skilful leadership using pre-sourced materials.

\*See Appendices for details of figures 16 & 19.

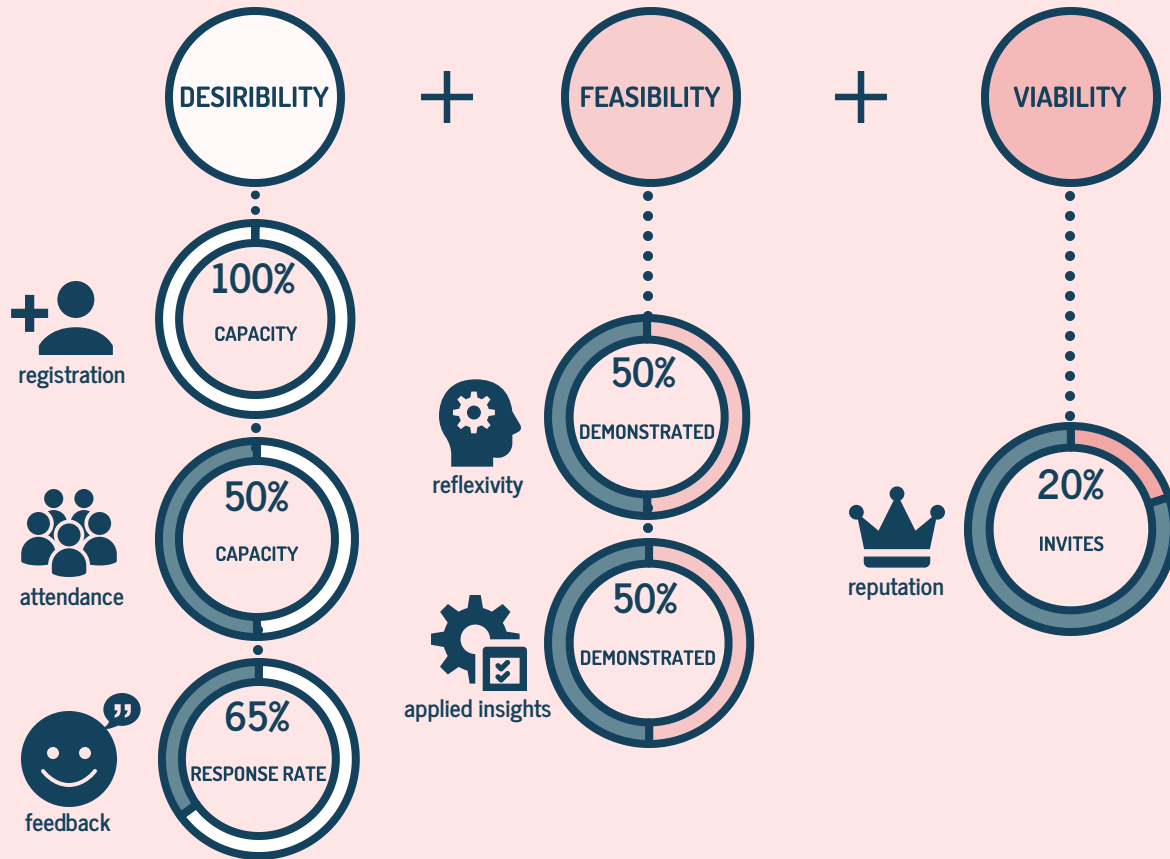


Figure 20: Transition Design Leadership Research Evaluation by Susanna Carman, 2020.

## EVALUATIONS

Project efficacy was evaluated based on prototype desirability, feasibility and viability. A combination of qualitative and quantitative data was collected before, during and after the Lab in each of these domains.



### Desirability - Registrations

Desirability was measured by tracking Eventbrite registration numbers and the time it took to fill the event. Within 72 hours of launching the promotional campaign, we exceeded our registration cap of 16 participants and opened up another 14 spots to accommodate interest. By early March, we notified participants and social media channels that we were switching to Zoom delivery. Interest continued to grow and by March 23rd, we reached 100% capacity at 40 participants with a waiting list of 8 people.



### Desirability - Attendance & Feedback

20 out of 40 registrations participated in the Lab, an expected result given that it was a free event. 13 of those who attended offered unsolicited feedback within 24 hours of event completion. Below is representative of the overall feedback theme:

**"Thank you for the frameworks (thinking) and exercises (doing); the Horizon exercise really helped me to embody & connect to my practice, my research & better understand the systems in which it is all located"**

(PhD Research Candidate 2020, email, 1 April).



## Feasibility - Reflexivity

Throughout the 90-minute Lab, multiple activities and corresponding follow up questions were designed to invoke participant reflexivity. Question responses were captured via Zoom chat or whiteboard functions.

I teamed up with Dana Carman, Lab participant and leadership consultant with deep expertise in recognising capacity for reflexivity. Co-analysis and expertise served as counter-balance to the potential for subjective bias whilst enhancing analysis accuracy.

Together we designed the Reflexivity Rubric, which we used to analyse responses to the first-person reflective question, **how did you experience the (3 Horizons) tension inside of yourself?** This question elicited 23 responses, the highest rate of engagement. Although this number indicated multiple responses per participant, the clunkiness of using Zoom whiteboard and limited activity time made this behaviour unlikely for more than 2 participants. In addition, this was the only question that captured anonymous responses, potentially contributing to the high response rate. Ultimately, focusing on one question eliminated variables and increased consistent application of the rubric.

50% of responses demonstrated capacity for reflexivity by meeting one or more of the Reflexivity Rubric criteria (see figure 3).

## RESPONSES DEMONSTRATING REFLEXIVITY

**"Playing multiple roles, having multiple perspectives & being sensitive to others; I had never reflected on how huge that is until now"** (2020, Zoom whiteboard, March 31).

**"I've been drawing upon my hobby of climbing; the movement termed as static & dynamic. There is a need in climbing to use both types of movement, have respect for both. I feel that the 3Hs exist at the same time & I need to be mindful of that"**

(2020, Zoom whiteboard, March 31).



## EXAMPLES OF APPLIED INSIGHTS

**"I've introduced more interaction into team trainings"**

(2020, anonymous survey response, April 17).

**"I've accepted a voluntary role as a 'connector' on a COVID-19 related systems change initiative"**

(2020, anonymous survey response, April 17).

**"I've given myself more time for reflection to ensure I'm ok inside"**

(2020, anonymous survey response, April 17).



## Feasibility - Applied Insights

12 out of the 20 participants responded to the follow up survey sent out 2-3 weeks post the Lab. Survey questions captured application of insights gleaned during the Lab in the weeks that followed. 10 out of the 12 survey responses demonstrated application of insights, or 50% of Lab cohort (that I am aware of). I was unable to determine if the 50% who applied insights were the same 50% who demonstrated reflexivity because both Zoom whiteboard and follow-up survey responses were anonymous.



## Viability

I am measuring changes in my thought leadership reputation following Lab completion and publication of the dissertation by tracking the number of invites I receive to join design and leadership development projects. In particular, I am targeting projects in need of my integrated knowledge and expertise across transition, design and leadership for VUCA conditions. The target is 15 invites across a 12 month timeline from the March 30th Lab completion date.

Since Lab completion, I was invited into exploratory discussions with co-founders of a learning network platform supporting foresight, design and strategic practitioners. I was also engaged by two leadership development consultancies to provide strategic design support in response to COVID-19 conditions.



## KEY FINDINGS

### COVID-19 Mayhem: Our Timely Topic

It was surprising how fast the event started to fill, even before the pandemic hit. By mid-March, we reached 35 registrations after originally planning for 16! Clearly we'd tapped a vein. Social media turned into a sense-making smorgasbords with neuroscience 'how to tips' and work-from-home 'top 10's' amplifying the already noisy media arena. Quiet time to practice Action Inquiry seemed absolutely necessary and totally illusive. Our offer grew increasingly compelling for those who needed space to digest, share and locate their own purpose amidst a situation that had transformed VUCA from abstraction (or more likely, catastrophe that happened somewhere else to other people) into something everyone could relate to.

At the same time, explicit case studies emerged that brought the imperative of skilful leadership amidst VUCA conditions to the fore. A divergence grew between those countries that accurately identified COVID-19 conditions as reflective of chaotic systems and those that did not. New Zealand, Taiwan and South Korea contained transmission early, acting first to put boundaries in place by closing borders, enforcing changes to social behaviours, and ramping up testing regimes. In contrast, the U.S., U.K and Italy - with limited experience of the 2003 SARS outbreak - questioned COVID-19's veracity and were ill prepared for swift action. Instead, they probed for information and imposed incremental responses in the face of escalating volatility. By the time action was taken to close borders, secure PPE and ventilators, enforce physical distancing and amplify testing, community transmission in many of these countries had already taken hold.

The Transition Design Leadership Lab was on point as totally relevant. Practitioners already working in the

transition and design spaces were keen to explore the topic as the need for skilful leadership in a rapidly changing world was playing out in real time.

### The Horizontal Zoom-ba

Although there was some concern regarding how we would deliver embodied, Vertical Learning opportunities over Zoom, we knew it could be done. We had combined experience as recipients of either leadership development or somatic psychotherapy courses that relied on ecosystems of online technologies to achieve Vertical Learning outcomes. In addition, I'd already been working remotely with international and metropolitan clients using Zoom and related technologies.

Kieran and my shared confidence working online made the pivot to Zoom a no-brainer. However, the combination of Zoom AND rising participant numbers posed new challenges. **How would we set up the 3 Horizons activity as a body sculpture without participants in physical proximity of one another? How would we troubleshoot technology issues for 40 people AND invite opportunities for Action Inquiry?**

Like many others, we engaged in a rigorous regime of Zoom up-skilling and practice. We also redesigned the 3 Horizons activity to work within the Zoom context. Finally, Kieran offered to have a staff member from his consultancy host the Lab. Together we trained her to be the Zoom technician so we could focus on co-facilitation. Ultimately, we were a case-in-point for the interdependence between Horizontal and Vertical Learning; to create the conditions for reflexivity we needed to build competency so that technology facilitated rather than distracted from the learning experience.



"Thank you for the session today it was so great to take time to look at the current world and my leadership from so many different angles"

**CX Designer**

(2020, email, 1 April).

"Thank you for the session this morning. I enjoyed the thoughtful design and the impact it had on my purpose at this time"

**Director Education & Innovation**

(2020, email, 1 April).

"Thank you... You've done an incredible job translating a somatic inter-personal workshop to the circumstances we find ourselves in"

**Foresight Practitioner**

(2020, email, 1 April).

”

### If You Build It, They Will Come

All who participated in the Transition Design Leadership Lab may have had the same capacity for reflexivity. The evaluated data suggested that 50% of participants demonstrated this capacity during the Lab. According to research in the field of Vertical Leadership Development, approximately 15% of the U.S. population orients at the level of stage development with the capacity for reflexivity (Cook-Greuter 2010; Cook-Greuter 2013; Herdman-Barker et al. 2010). If this is the case, then why were our statistics higher in comparison to those in the U.S.?

Any number of reasons may have given rise to this outcome, including: (i) the quality of the question, (ii) a flaw in the design of the Reflexivity Rubric, (iii) an inconsistent assessment methodology, (iv) the assessors' skills in evaluating reflexivity through language, and/or (v) the researcher's bias for favourable results. Regardless of causality, the outcome did invite the following questions:

- **Did we design a learning experience that was so transformative, participants couldn't help but demonstrate capacity for reflexivity?**
- **Did we discover something totally unique about how to create conditions for reflexivity?**

My answer to both questions was a resounding "no." More plausibly, we designed conditions that invited reflexivity, then targeted a cohort that already had this capacity who showed up on the day with an appetite to do the work.

The key finding was that practitioners who already had the capacity for reflexivity were seeking support and opportunity to practice Action Inquiry with their peers. Moving forward, the innovation is in offering Action Inquiry co-labs to leadership, change and design practitioners who are keen on strengthening their reflexivity muscles.

# Reflections



## REFLEXIVITY STRETCH

### My Pivot

Action Research methodology invites researchers, "to acknowledge the systems of interconnection we live within, and how they have operated over time, then see how to remove trenchant obstacles to collaboration" (Bradbury 2016, p. 7). Removing trenchant obstacles to collaboration requires a capacity for reflexivity from three perspectives:

**1ST PERSON** - how do I acknowledge something about myself that I couldn't see before?

**2ND PERSON** - how do WE acknowledge something about ourselves that WE couldn't see before?

**3RD PERSON** - how is IT acknowledged as something about the system that couldn't be seen before?

Learning how to DO Action Research meant translating concept into practice. I was a designer leading a project about reflexivity whilst using Action Research methodology, which demanded that I perpetually flex my own reflexivity muscles.

As a parent, wife, self-employed consultant and graduate student with family in the States, COVID-19 turned perpetual reflexivity into quite the stretch. I felt overwhelmed by the effort it took to lead myself and the project through VUCA, a disturbingly ironic twist given the research topic. **Did I have the horizontal skills AND the vertical mindset to simultaneously practice first, second and third person reflexivity in the middle of a pandemic? What did I need to see about myself, the co-design dynamic and the system in order to remove obstacles for collaboration?**



Figure 21: Conversation With Hilary Bradbury by Susanna Carman, 2020.

### My Practice

I reached out to Action Research aficionado, Hilary Bradbury, for guidance. She encouraged me to hone in on three key learnings and offered a structure for evaluating my discoveries. I was reminded of just how essential organising structures are when ambiguity is amplified, especially during a divergent thinking phase.

I was also reminded of the mastery I had working with measurement and mapping tools from social impact and complexity disciplines. In fact, integrating these tools into the design lexicon would contribute to research and learning more generally. Ultimately, I realised the project was developing shared ontology between Transition Design, Vertical Leadership Development and Speculative Design that could enhance future collaboration efforts to achieve common goals.

### My Work

Growing into a more easeful relationship with perpetual reflexivity resulted in third, second and first person transformations that influenced my client work. I developed a trans-disciplinary toolkit with structures and replicable processes that surfaced systemic interdependencies and enhanced complex problem solving. I also positioned myself as a Thinking Partner rather than coach or consultant. As such, I built client relationships based on mutuality and learning - which included insights about the partnership dynamic itself - to inform designed solutions. Finally, I grew more courageous, combining trans-disciplinary expertise with a willingness to walk beside clients into the unknown, trusting that together we would fulfil organisational purpose.



## COLLABORATION TANGO

### Our Pivot

Kieran and I had been collaborating since 2016. We shared a passion for Vertical Leadership Development, Social Innovation Design and Strategic Foresight. In particular, we were thinking partners committed to translating trans-disciplinary theory into practical application across education, health and community development sectors. The Transition Design Leadership Lab was our first collaborative effort to design a prototype informed by our respective knowledge and expertise.

With Action Research methodology, our collaborative dynamic was as much a part of the project as the designed solution. However, early attention on the prototype neglected shared reflection on the co-design relationship. This changed a few days before the Lab when a significant polarising tension emerged.

With a pivot to Zoom delivery, I grew increasingly fixated on technology and detailed planning. The greater my intensity, the more Kieran relaxed. We started to split from one another, his relaxed approach amplified my intensity and vice versa. We were stuck in an uncomfortable, viscous loop. Then, ten minutes before the Lab our curiosity kicked in:

**"Why aren't WE practicing the same reflexivity we are researching?"**

**What could WE learn from our intersubjective dynamic that would inform the research?**

**How might WE find an elegance in our collaboration tango?"**

(S Carman & K Murrehy 2020, pers. conv. 31 March).



Figure 22: Collaborating On Zoom by Susanna Carman, 2020.

With curiosity came objectivity. We were able to name the discomfort between us, making visible a potential obstacle to holding a transformative space for others. We also agreed to stay present and curious about our dynamic throughout the Lab to see what learnings might arise, particularly since our main visceral activity was all about embodying-to-make-visible polarising tensions in a change process.

### Our Practice

We debriefed after the Lab to identify key insights about our practice:

**PROTOCOLS in advance make diverse working styles more compatible;**

**COLLABORATION doesn't mean doing & deciding everything together;**

**TENSIONS are rich opportunities to grow and discover, so lean in;**

**SKILFUL LEADERSHIP is the maturity to know when to lead and when to follow**

(S Carman & K Murrehy 2020, pers. conv. 30 April).

### Our Work

Futures & Foresight disciplines teach patience and trust in emergence. Kieran and I agreed to apply this thinking to our collaboration by continuing to distill a trans-disciplinary practice, connecting our learnings to a longer game, engaging our reflexivity, and designing the conditions for our clients to do the same. We also agreed to support one another to step into something bigger; WE ARE thought leaders and practitioners translating knowledge into pragmatic solutions that build sustainable societies.



## CO-EVOLVING PROBLEM-SOLUTION

### The Pivot

Quantum Theory suggests that the very act of observing something changes it (Laszlo A, Laszlo C & Laszlo E 2010). My research and design experience epitomised this phenomena. The more I tried to define the research question, the more it morphed. The solution was equally illusive. As the question evolved, so too did the answer. Ultimately, the two existed as interdependent agents attracting one another toward the unexpected.

In my case, the problem statement became known once the solution presented itself, and even then, neither were particularly surprising. Of course the question was about leadership in a VUCA world. Of course the solution was about designing a learning experience that invited reflexivity. That neither question nor solution clarified until after the Lab completed WAS the surprise. **How would I guide my clients through a design process that revealed its full purpose ex post facto?** Only by asking this question did the designer's true role reveal itself. We are the Hierophants - curators and translators of the mystery, torchbearers through the descent, the search and the ascent. This the most surprising discovery of all.

### The Practice

I flicked the surrender switch. I DID NOT divorce myself from organising structures, but rather, flexed the be-here-now muscle that enabled me to stay with the discomfort of not knowing long enough to allow something surprising to surface. This practice created space for the co-arising of question and solution, a non-linear emergence that transcended tool, application or canvas. In essence, the practice was to be spacious, hold both attention and intention on how

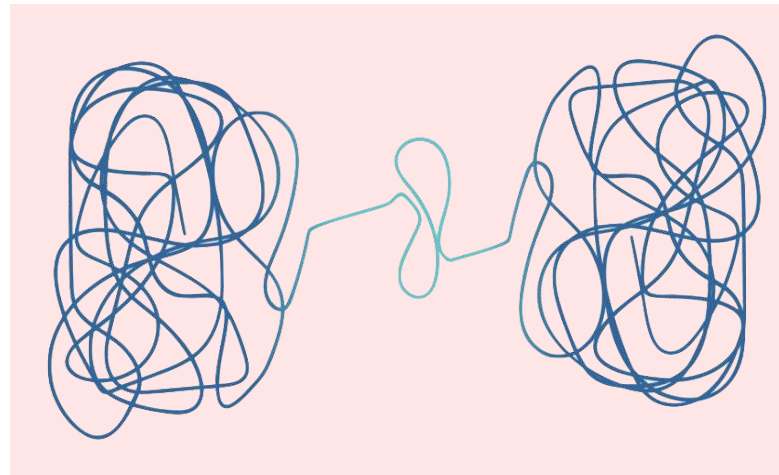


Figure 23: Design Thinking Uncertainty, Patterns, Insights, n.d.

and when to apply organising structures, and to remember Alfred Korzybski's famous quote, "a map is not the territory" (Wikipedia n.d., para. 1).

### The Work

As COVID-19 unfolded, I was attracting clients with increasingly more complex design challenges. Unsurprisingly, external conditions were disrupting the internal mindsets, behaviours, cultures and systems of their business-as-usual operations. After all, co-arising networks of individual agents influencing one another in non-linear, uncoordinated, unpredictable and erratic ways is what happens when VUCA conditions are amplified (Holland 2002).

I was called into the role of Hierophant. My job was to: (i) hold the not knowing space whilst contributing expertise, (ii) make the discomfort of not knowing comfortable and (iii) bear the torch through the darkest bends in the tunnel. It meant engaging the full capacity of my own reflexivity and creating opportunities for my clients to do the same.



Figure 24: Woman Facing the Future, n.d.

## FUTURE PRACTICE

### What Changed

The MDF program was a crucible for both Horizontal and Vertical Learning, which had the effect of transforming my practice. In terms of Horizontal Learning, I developed the skills and competencies to activate the designer's toolkit. I also curated for and experimented with my own trans-disciplinary toolkit, which drew from design, leadership, complexity, systems and embodiment disciplines. Over the course of the MDF, I tested, twisted and improved my practice until I felt confident applying my own replicable AND flexible trans-disciplinary approach to complex systems innovation.

From a Vertical Learning perspective, the MDF program wrapped an elegant bow around a personal transformation journey that began in 2015. I grew into the fullness of a new identity, one with a deeper, more playful appreciation for life's ironies and an awareness of, "the limits of conscious efforts toward knowing and clarity" (Cook-Greuter 2010, p. 313). I learned how to call uncertainty, complexity and ambiguity my 'happy place' whilst revelling in what lurked beneath the waterline: the interdependencies I was a part of, the postures and mindsets I clung to, and the unconscious motivations that informed my actions.

### What Will Change

Horizontal and Vertical Learning made visible how best to provide value in a VUCA world. As consequence, I am repositioning my offer to those clients with the influence, agency and readiness to enhance their own reflexivity. Moving forward, my consultancy will provide strategic design support, expertise and partnership to practitioners who are committed to fulfilling this same potential in others.

In addition, I will engage in ongoing Action Research to develop shared ontology and facilitate the exchange of knowledge between transition designers, vertical leadership development specialists and speculative designers so that their combined impact can support humanity's transition toward sustainable societies.

### Who Influenced Change

Learning is relational. Working remotely but never alone, supervisor, **Marius Foley**, relentlessly nudged me toward the abyss, ever confident in my levitation skills; uncle and Vertical Leadership superstar, **Dana Carman**, offered a lifetime subscription to reflexivity coaching; futurist and collaborator, **Kieran Murrihy**, extended himself as THE most patient reflexivity partner; Action Research inspiration, **Hilary Bradbury**, pulled me toward the pragmatic; Change Management experts, **Sylvia Vorhauser-Smith**, **Lisa Ainsworth**, **Vicky King** & **Lab participants**, volunteered as willing prototype testers/co-learners; designer-torchbearer, **Lisa Norton**, revealed the cave's entrance; Integral extraordinaires, **Ken Wilber** and **Sean Esbjorn-Hargens**, bestowed kick-ass organising structures; **Zachary Stein** provided the eloquent, Time Between Worlds frame; Vertical Development luminaries, **Susan Cook-Greuter** and **William Torbert**, stewarded Loevinger's legacy and introduced Action Inquiry; and the **MDF Community** shared a generous embrace. Thank you.



# Conclusion

Leaders and the consultants who work with them are experiencing the pull of the future, the push of the present & the drag of the past in unprecedented ways. The convergence of the 4th Industrial Revolution, the Anthropocene & cultural polarisation is amplifying volatility, uncertainty, complexity & ambiguity (Carrington 2017; Stein 2018). With bushfires, floods, pandemics and a stand for social justice the new normal, our capacity to skilfully lead self & others amidst a world in transition is paramount.

Leading in what Stein (2018) calls, a Time Between Worlds, requires those with influence and agency to invest in developing their reflexivity, or, “when you come to see yourself (others and systems) in a way you didn’t before; it’s a loosening of self-identity made possible practically” (Bradury per conv). The literature links reflexivity to the skilful navigation of complex, volatile systems - when interdependent agents interact in non-linear, uncoordinated, unpredictable and erratic ways (Holland, 2002).

Transition Design identifies holistic postures and mindsets as necessary for navigating VUCA conditions in order to successfully transition toward more sustainable societies. Vertical Leadership Development argues that holistic mindsets and postures are reflective of a capacity for reflexivity, offering a meta-frame and set of practices to enhance it. Speculative Design advocates for embodied fields of learning within which leaders can practice strengthening their reflexivity muscles.

The purpose of the Transition Design Leadership Lab prototype was threefold: (i) to introduce an integrated ontology through The Time Between Worlds narrative so that practitioners could locate their shared purpose

inside the story of transition, (ii) to create a field of learning that invited visceral experience so that participants could deepen understanding and apply insights in their lives, (iii) to introduce practices that enhanced reflexivity so that participants had something practical to work with after the Lab completed (Stein 2018). Research results indicated that leadership, change and design practitioners had a strong appetite for the topic. They also suggested that at least 50% of participants who engaged with the narrative demonstrated reflexivity and applied insights in the weeks that followed.

The prototype test revealed three key findings. Firstly, COVID-19 transformed VUCA from abstraction into reality, which made skilful leadership in a Time Between Worlds a hot topic. Secondly, Kieran and I experienced interdependency between Horizontal and Vertical Learning; creating conditions for reflexivity in the Zoom environment depended on our team’s technology skills. Thirdly, the percentage of people with the capacity for reflexivity may be small, but the clarion call to enhance this capacity was heard by those ready to stretch their reflexivity muscles.

The research invited 1st, 2nd and 3rd person reflections: (i) I discovered my capacity to maintain perpetual reflexivity with playfulness and irony, (ii) we discovered that leaning into intersubjective tension with curiosity and patience deepened transformative space for others, and (iii) the whole process revealed the Hierophant as archetype for skilful design leadership.

In summary, this dissertation argued for an integration of Transition Design, Vertical Leadership Development and Speculative Design in order to facilitate the skilful leadership of self and others in a VUCA world. Further research will focus on transition as a relational process requiring the support of trans-disciplinary research and learning communities.

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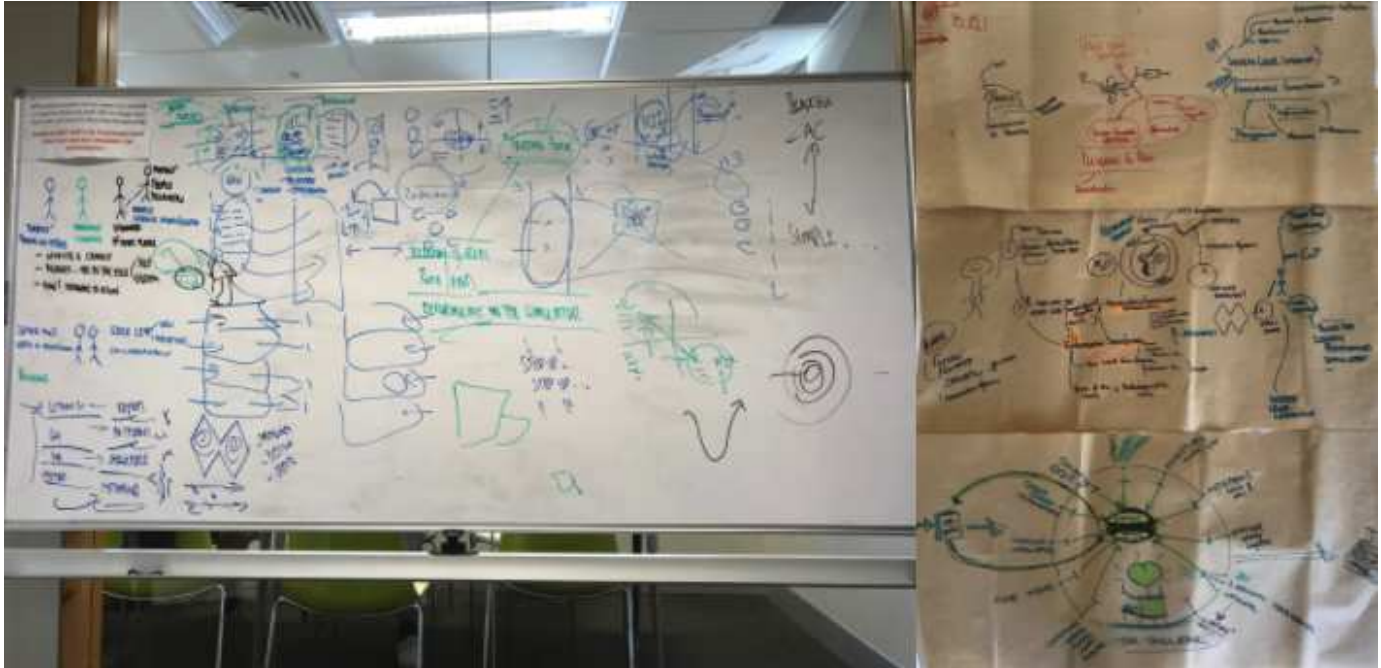
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\**Woman facing the future*, n.d. photograph, viewed on 26 May 2020, <<https://hbrascend.org/topics/why-do-we-spend-so-much-developing-senior-leaders-and-so-little-training-new-managers/>>.

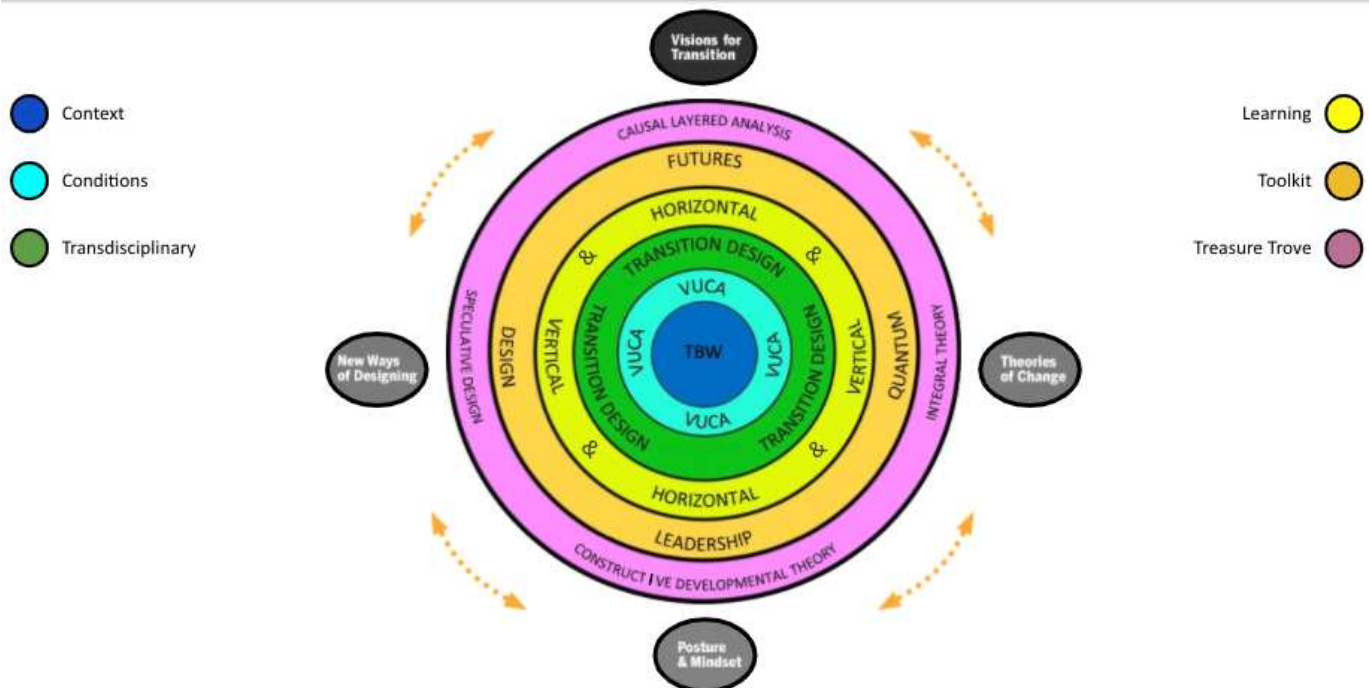
\**World game*, n.d. photograph, viewed 29 May, 2020, <<http://rbf-i.blogspot.com/2012/07/24-26082012-world-game-lab-beim.html>>.

Write, D & Meadows, DH 2008, *Thinking in systems: a primer*, Chelsea Green Publishing Company, White River Junction, VT.

# Appendices



Appendix A: Simulator Sketches by Susanna Carman and Kieran Murrihy, 2019



Appendix B: Transition Design Leadership Framework by Susanna Carman, 2019.



Appendix C: The Embodied 3 Horizons by Susanna Carman with Volunteers, 2019.



# TRANSITION DESIGN LEADERSHIP LAB

**Leading change in a time between worlds...**

The Great Transition is here.

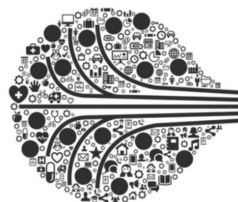
Design is necessary AND insufficient to meet the challenge on its own.

The demand for a transdisciplinary approach to complexity and change is growing.

**Join us for an experiential learning LAB that combines Design, Futures & Leadership to:**

- Make sense of our changing world
- Transform our resistance to change into opportunities for learning
- Skilfully navigate the 'business as usual' vs. 'innovation' dynamic in organisations

MDF is partnering with Transition Design research/practitioner, **Susanna Carman** and Foresight Lane Futurist, **Kieran Murrihy** to deliver this half day learning lab as part of a capstone research project.



**Foresight  
Lane** Insight to  
action

**Expect to walk away having contributed to:**

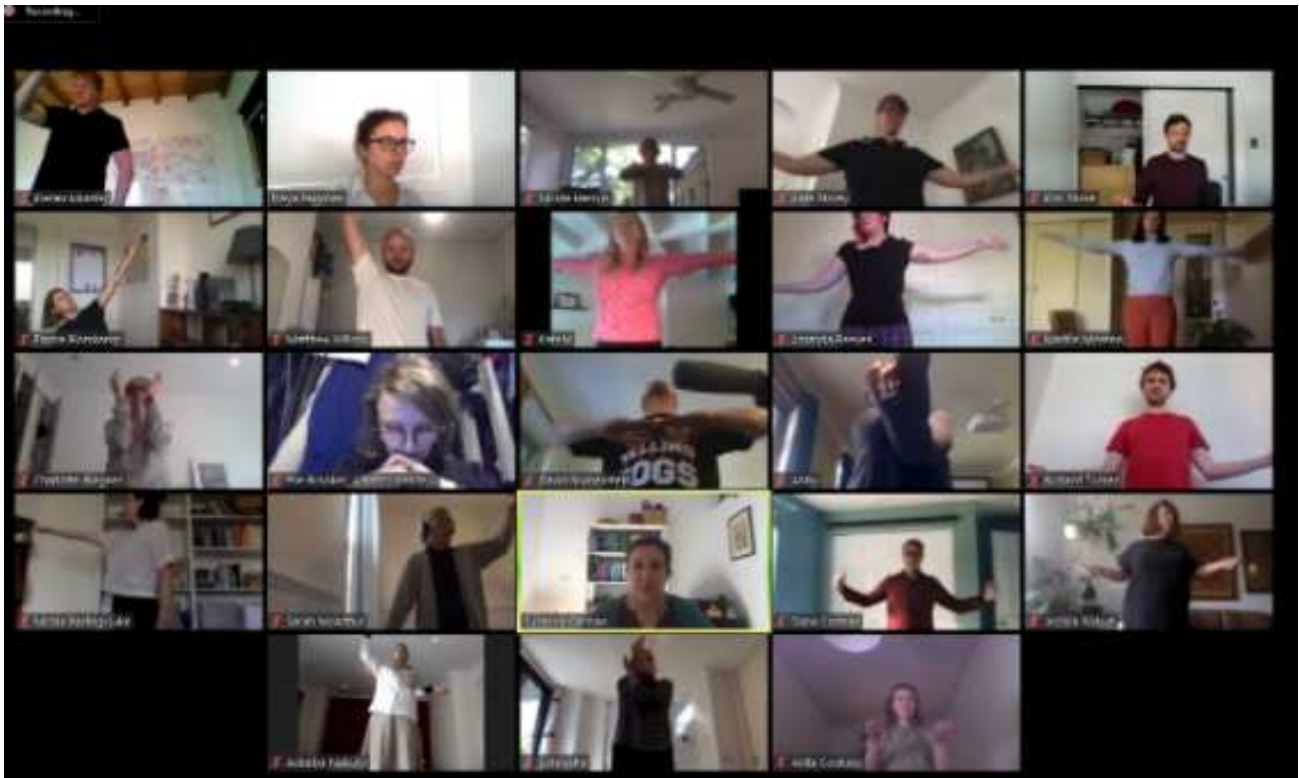
- A story and framework that makes sense of the disruptive shifts taking shape across the globe
- A method for leading change in risk averse settings
- Tools that use resistance to change as seeds for creativity, idea generation and experimentation

**VENUE** - RMIT City Campus, Garden Building **DATE** - March 31, 2020, 9am-1pm **COST** - Free event

**PLACES LIMITED, REGISTER NOW:** [eventbrite.com.au/e/94554917303](https://eventbrite.com.au/e/94554917303)

Appendix D: Transition Design Leadership Lab Flyer by Susanna Carman and Kieran Murrihy, 2020.





Appendix E: 3 Horizons On Zoom by Susanna Carman & Participants, 2020.

Q1. How do you experience this tension inside of yourself?

It can be quite sad to be doing palliative care

emotionally - first resistant, then joyous, then practical

Feels like a dynamic integration on a good day, after many decades of struggle

Often tension from teams in H1 who are fearful of job

Feeling pulled in H2 between H1 & H3 tugging

In H1 (Red), I felt physically demotivated, I really enjoyed reflecting about why I feel constrained in these environments.

An impatience

Overcoming fear and ingrained thinking to feel inspired instead of cautious

I feel powerfully that my most comfortable fit is horizon 2 - i feel I can hold that space most powerfully and support leaders to move from H1 to H3 through H2

Although each phase was in negotiation and had elements of tension it also felt balanced between the 3, that each horizon had a role to play.

Playing multiple roles, having multiple perspectives and being sensitive to others. I had never reflected on how huge that is until now

That H3 always feels so remote and far away (when it really isn't)

Trying to manage different people's expectations of what H1 - H3 are and mean.

The tension enables a full understanding of the system. Being able to feel into these spaces provides a sense of connection.

A reluctance for H1 guardians to admit the limits of their knowledge and grasp on the context

Trying to conform to past reality rules, while not being able to imagine the new

I am still shaking after that exercise - this prompts me to remain sensitive to the tensions (and possibilities) that exist when these perspectives are on line at the same time

I often find it hard to keep positive, optimistic and energetic when designs and ideas are not realised.

I need to remind myself to remain patient where appropriate, disturb where its constructive to do so and to not be afraid of my best hopes

In H1 I felt I wanted to be the support but also feeling as something forgotten, so in a moment wanted to be small but all the knowledge and theory push my self to a firm position. In H3 I feel I must care of people dreams and don't forget from where I was coming, and in H2 I feel safe being the bridge and considering the other two

Iv been drawing upon my hobbie of climbing the movement termed as static and dynamic. There is a need in climbing to use both types of movement, have respect for both. I feel that the three horizons exist at the same time and need to be mindful of that

Grasping at certainty and searching for stability, while remaining open to new surprises and reaching for fresh shoots of new ideas and practices. But stretching into H2 felt good - it created space in my

It also prompted me to think about the opportunities with my own research, and which of these Horizons I occupy, or have the opportunity to move into. Also what is valuable and why.

H3 practitioners thinking 'they have all the answers' and want to change ahead without anyone else.

Often tension from teams in H1 who are fearful of job loss from initiatives coming from H2 and H3.



This is how my H1 clients said they saw me (presumably H2)

Appendix F: Zoom White Board Responses to Research Question by Participants, 2020.



Appendix G: Model Making Materials by Susanna Carman, 2020.



Appendix H: Participant Leadership Visioning Models by Participants, 2020.

## Transition Design Leadership Follow Up Survey

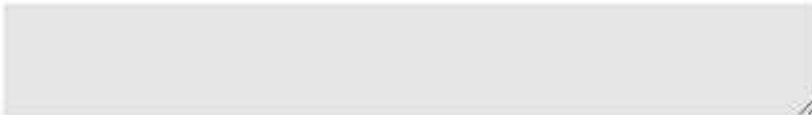
1. What 1-2 insights did you walk away with after participating in the Transition Design Leadership LAB?



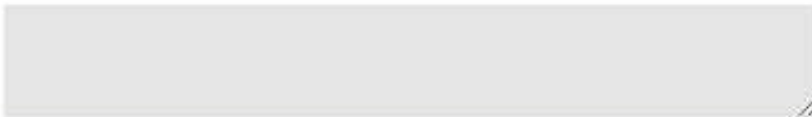
2. Since participating in the Lab, how have you applied these insights to you own leadership practice?



3. How has the application of these insights effected you?



4. How has the application of these insights effected your relationships?



Appendix I: Anonymous Post Lab Survey Questions by Susanna Carman, 2020.



IN PROGRESS		NOT STARTED																			
COMPLETED		BY WHEN																			
STEPS	TASKS	STATUS	MAR	MAR	MAR	MAR	APR	APR	APR	APR	MAY	MAY	MAY	MAY	JUN	JUN	JUN				
<b>Phase 1 - Set Up &amp; Promotion</b>																					
Project Management Plan	Set up spreadsheet on Google																				
Collaborative Tech	Set up and share Google Drive folders																				
Strategic Thinking Sessions w/Kieran	Review Timeline and Activities																				
	Clarify Transition Design Leadership Model																				
	Refine Problem Statement & Who Solution Is For																				
	Prototype Concept																				
	Clarify Venue & Sponsors																				
	Design Brand & Marketing Strategy																				
	Design Compelling Offer & Marketing Collateral																				
	Run Campaign Across Designated Channels																				
Capstone A1	Submit Research Proposal																				
<b>Phase 2 - Prototype Design</b>																					
Co Design Sessions w/Kieran	Reconfirm Research Objectives																				
	Reconfirm Participant Outcomes																				
	Design Narrative to Position Research																				
	Design Data Collection & Synthesis Mechanisms/Instruments																				
	Draft Run Sheet																				
	Build Slide Deck																				
	Train Technology Support Person																				
	Hold Zoom Practice Runs W/Full Team																				
Participant Management	Draft and Push Out Regular Email Comms to Participants																				
	Ensure Participant Preparedness (i.e. Materials, Tech Readiness)																				
<b>Phase 3 - Test Prototype</b>																					
Workshop	Clarify Delivery Roles																				
	Facilitate Lab																				
Data	Capture & Consolidate Unsolicited Participant Feedback Responses																				
	Design Follow Up Survey																				
	Push Out Survey Via Email, LinkedIn & Survey Monkey																				
Capstone A2	Present Research Project																				
<b>Phase 4 - Data Synthesis</b>																					
Consolidate	Design A Dashboard Review of Data																				
	Consolidate Data Into Dashboard																				
Synthesise	Run Data Through Metric Instrument																				
	Test Subjectivity w/Leadership Specialist w/Expertise Using Instrument																				
	Quantify Results																				
	Draw Conclusions Re Desirability, Feasibility & Viability																				
<b>Phase 5 - Exegesis</b>																					
First Draft	Consolidate Literature Review, Methodology & Project Report Content																				
Second Draft	Include Images & Diagrams																				
	Review Journal Entries to Identify Key Insights & Reflections on Practice																				
	Draft Reflection Section of Exegesis																				
Third Draft	Draft Introduction & Conclusion																				
Fourth Draft	Editing																				
Final Draft	Referencing & Appendices																				
	Formatting																				
	Submission																				

Appendix J: Project Management Plan by Susanna Carman, 2020.

## CONTINGENCY PLAN

The primary contingency concerns were: (i) insufficient registrations to proceed with a face-to-face lab, (ii) too many registrations for a face-to-face lab, (iii) researcher/facilitator illness, and/or (iv) event cancellation. In the first case, registrations met minimum viable numbers within 72 hours of the Lab being advertised, so contingency planning was unnecessary. In the second case, we embedded flexibility into the workshop design and capped maximum numbers at 30 people in order to accommodate a larger cohort. In the third case, Kieran and I were mature facilitators with previous experience working together, so we were confident that either could manage solo. In the final case, which was realised due to COVID-19, we both had the experience, expertise and preparedness to deliver via Zoom.

## NEEDS ANALYSIS

Needs included: (i) event sponsorship (e.g. RMIT campus venue & catering) (ii) expert support designing an evaluation mechanism, (iii) access to marketing/social media networks targeting niched practitioner cohort, (iv) participant registration management (e.g. Eventbrite and communication manager), (v) Zoom technology resource during the Lab, (vi) online survey platform (e.g. Survey Monkey) and (vii) ensuring all interviewees, collaborators and Lab participants signed ethics forms.

## ETHICS RISK ANALYSIS

Firstly, ensuring visibility on methods for data capture and use was prioritised. The crafting and delivery of multiple PICF's in advance of recorded conversations and the Lab articulated terms, purpose and benefactors of the research. This enabled potential research participants to either opt in or request removal of data ex post facto. In addition, Lab participants with any concerns were verbally instructed at the beginning of the Zoom session to turn off their video, mute their sound and refrain from sharing written content.

Secondly, bias regarding the evaluation methodology was managed by the inclusion of a second, expert assessor. However, this assessor was both an older relative of the researcher and a participant in the Lab. These concerns were made transparent in the Key Findings section of the Project Report. Power dynamic issues were addressed via verbal and written articulation of clear evaluation purpose/process parameters in advance of all collaborative activities. In addition, mutual consent was given to consider power dynamics as part of an intersubjective reflexivity practice in accordance with Action Inquiry principles.

### Appendix K: Contingency, Needs and Ethics Risk Analysis by Susanna Carman, 2020.