Adaptive Leadership
What is it? Why do we use it?

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Wildcats Leadership For Life
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Expectations of you?

Learning Community -
Knowledge is co-constructed by communities of teachers and learners who each have a personal and social responsibility for learning.

1. Pose at least one question, example or comment during the webinar by chat box or voice
2. Say your name and location as you begin your spoken comment
3. Put your computer on mute when you are not speaking

This webinar is being recorded.
Overview

Orient everyone to current status of SLS

Provide context for why we use adaptive leadership

Introduce basic concepts of adaptive leadership
Questions

2012
Our Mission

The three interrelated avenues experienced within leadership studies are:

1. an interdisciplinary minor in leadership studies
2. The facilitation of a learning community of leadership studies students, faculty and the broader community in which core values are explored and modeled, and
3. Programming and applied learning efforts which emphasize each aspect of our mission.
About the School of Leadership Studies

24,581 STUDENTS ENROLLED AT KANSAS STATE UNIVERSITY IN FALL OF 2013

~2,500 STUDENTS ARE A PART OF SLS PROGRAMS AND COURSES

~1,200 STUDENTS ARE ENROLLED IN THE LEADERSHIP STUDIES MINOR

18-16 CREDIT HOURS REQUIRED TO GET A MINOR IN LEADERSHIP STUDIES

4 CORE COURSES MAKE UP NINE TEN HOURS OF THE MINOR

3 2 ELECTIVE COURSES MAKE UP THE REMAINING NINE SIX HOURS
The Minor

Core Classes (9-10 credit hours)

• LEAD 212: Introduction to Leadership Concepts (2)

• LEAD 350: Culture and Context of Leadership (3)

• LEAD 405: Leadership in Practice (2)

• LEAD 450: Senior Seminar (2-3) curriculum from Ethical Dimensions of Leadership embedded in Senior Seminar

Electives (9-6 credit hours)

Standard Focus
Must take six credit hours from one list – no longer three separate categories

Nonprofit Focus
– LEAD 420: Theories of Nonprofit Leadership (3)
– LEAD 499: Internship Seminar (3)
Student Programming and Applied Learning

- Alternative Breaks
- HandsOn Kansas State
- International Service Teams
- Kansas Campus Compact
- LEAD 212 Class Leaders
- Nonprofit Leadership Student Association (NLSA)
- School of Leadership Studies Ambassadors (SLSA)
- Student Program Coordinators
- Academic Mentoring
Questions

2004
LEAD 212
Introduction to Leadership Concepts

• Serve 900 first semester freshmen in the Fall semester
• Recruitment and retention for the University
• K-State 8
• 65-70 undergraduate class leaders
• We must prepare students who
  – plan to pursue the leadership minor
  – take this as their only leadership course
LEAD 212
Introduction to Leadership Concepts

1. Describe personal leadership strengths;
2. Apply concepts of civic, transformational, ethical, servant, and inclusive leadership to individual and group practices;
3. Demonstrate effective group dynamics within a leadership learning community; and
4. Critically reflect on leadership processes, practice, and purpose.
LEAD 350
Culture and Context of Leadership

1. Define culture and privilege and how they impact an individual’s experiences and worldview
2. Develop familiarity with the social identities of race, ethnicity, socioeconomic class, gender, sexual identity, and others
3. Cultivate inclusive leadership strategies to transform society for the common good
4. Recognize the importance of cultural influence in developing leadership relationships
LEAD 405
Leadership in Practice

I always wondered why somebody doesn’t do something about that, then I realized that I was somebody. *Lilly Tomlin*

Can leadership behaviors be learned? We started this experiment with adaptive leadership in LEAD 405 in 2010.
LEAD 405
Leadership in Practice

**Academic**
- Apply adaptive leadership concepts and terminology.
- Practice your facilitation skills to make progress on challenges.
- Analyze ways that systems resist change.

**Civic**
- Interpret communities at a systems level.
- Construct interventions that test interpretations.
- Evaluate the unusual voices created by existing systems, cultures, and/or norms.

**Personal**
- Recognize your role in helping communities make progress.
- Employ your capabilities, vulnerabilities, strengths, and triggers.
- Develop purpose and passion as it relates to your personal practice of leadership.

*From Mike Finnegans course syllabus*
Adaptive Leadership

The Practice of Adaptive Leadership

Tools and Tactics for Changing Your Organization and the World

Ronald Heifetz, Alexander Grashow, Marty Linsky

Kansas Leadership Center
Adaptive Leadership is

• mobilizing people to tackle tough challenges

• specifically about change that enables the capacity to thrive
Technical and Adaptive Challenges

**Technical** - problem and solution are clear, solution is achieved by current knowledge, usually by authority or expert

**Adaptive** - problem is not clear, new learning will be required to identify the problem, authority or expertise will not suffice, stakeholders do the work
Adaptive Leadership

Gap
Adaptive Leadership

Then act
Questions

2002
Balcony and Dance Floor

Observe – what is happening

Intervene – take action with a smart experiment

Interpret – why it is happening
Leadership and Authority

LOW RISK – constrained by authority, little real leadership

Beyond this line you begin to disappoint expectations and take risks

HIGH RISK – Far outside authority = too much change

Dancing on the edge of authority = exercising leadership
Dependence on Authority

1. Holding authority figures responsible for causing and/or fixing a problem makes sense when it’s a technical problem that fits their authoritative expertise.

2. Authorities cannot solve an adaptive challenge by issuing a directive or bringing together a group of experts because the solutions to adaptive problems lie in the new attitudes and competencies of the people with the problem itself.

3. Because the problem lies in people, the solution lies in them, too. So the work of addressing an adaptive challenge must be done by the people connected to the problem. And those in authority must mobilize people to do this hard work rather than try to solve the problem for them.
Productive Zone of Disequilibrium
Conclusion

• *Adaptive Challenges are difficult because their solutions require people to change their ways.*

• Unlike known or routine problem solving for which past ways of thinking, relating and operating are sufficient for achieving good outcomes, adaptive work demands inventing new ways of thriving.

Thank you for attending and interacting!

We will send you a link to the recorded session and Mary Kay’s slide deck if you request it.