

## Appendix A.

**Adaptive Leadership Strategies** (Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge: Belknap Press). This is an excerpt from Heifetz's 1994 book.

Adaptive work consists of the work required for **learning** that addresses the conflicts in the values people hold, or to diminish the gap between the values people stand for and the reality they face.

An adaptive leader takes action to help people clarify values, usually by bringing together diverse views and promoting learning (emergence through self-organization) through the meaningful exchange of significant differences.

Because adaptive leadership requires learning, the tasks of leadership consist of choreographing and directing the conditions that promote the learning process in the re-(self)organization of an individual or group. Adaptive work requires a change in values, beliefs or behavior. Leadership with or without formal authority requires an strategy for adaptive learning.

Exercising leadership from a position of authority in adaptive situations often means going against the grain.

### Going Against The Grain (Heifetz, 1994)

Expected	Done
Fulfilling expectations for answers	Asking questions
Protecting from outside threats	Letting people feel the threat to stimulate action
Orienting people to current roles	Disorienting people, allowing new roles to emerge
Quelling conflict	Generating conflict
Maintaining norms	Challenging norms

**Leading with Formal Authority** Heifetz, R. A. (1994). *Leadership without easy answers*. Cambridge: Belknap Press)

- Mobilizing adaptive work
- Authority as a resource for leadership
- Managing the “holding environment”
- Directing attention
- Gathering and influencing the flow of information
- Framing the terms of the debate
- Distributing responsibility
- “Regulating” conflict and distress
- Structuring the decision process

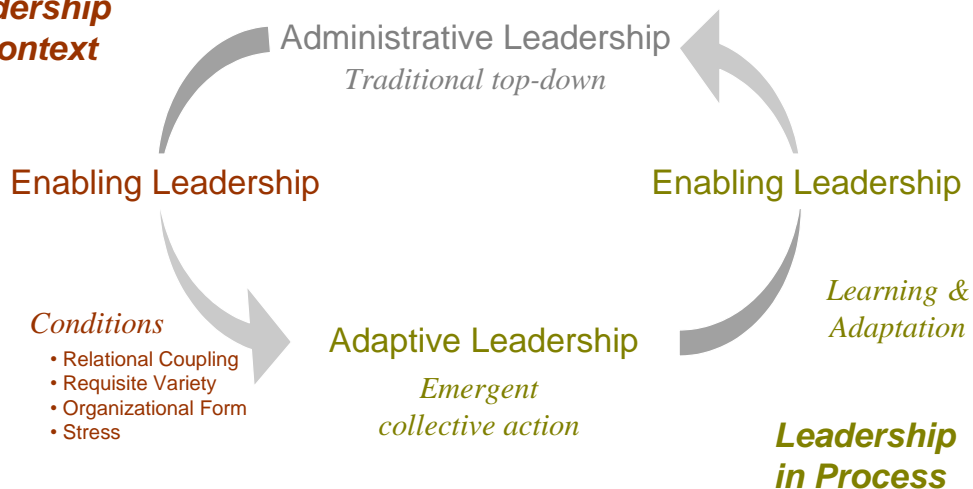
### **Leading Without Formal Authority**

- Latitude for creative deviance
- Single issue focus
- Frontline information
- Modulating the provocation

### **Top Down (Technical) and Bottom Up (Adaptive) Challenges**

Olson, E., & Eoyang, G. (2001). *Facilitating organization change: lessons from complexity science*. San Francisco, CA: Jossey-Bass. Also, Russ Marion. Olson & Eoyang, 2001 (strongly recommended). [www.hsdilnstitute.org](http://www.hsdilnstitute.org)

#### **Leadership of Context**



<b>Adaptive Work</b>	<b>Description</b>
Container, Boundaries, Parameters	<p>Contexts are dynamical and open to interaction with the outside world. They can be:</p> <ul style="list-style-type: none"> <li>• The environment</li> <li>• Values, rules, beliefs, laws</li> <li>• Organizational norms</li> <li>• Physical</li> <li>• The loose glue that holds the agents together in the change environment</li> <li>• “Liberating constraints”</li> </ul>
Significant Differences, Diversity	<ul style="list-style-type: none"> <li>• Who’s involved</li> <li>• Stakeholder analysis</li> <li>• Assets - talent</li> <li>• Sources of difference</li> <li>• Differences are a source of information, of solutions.</li> <li>• Exchange of differences leads to mutual change (co-evolution)&amp; promotes self-organization.</li> <li>• Stakeholders</li> <li>• Knowledge, experience</li> </ul>
Transformative Exchanges (Self-Organization) (Emergence)	<ul style="list-style-type: none"> <li>• Formation of a new pattern in response to changing conditions</li> <li>• Follows simple rules</li> <li>• Requires short-loop recursive feedback</li> </ul>

## **Effective leadership uses strategies to mobilize adaptive work, as described for each of the following:**

### **Container, boundaries, context in action**

- Setting goals that meet the needs of both leaders and followers
- Allocating resources
- Fan the flames
- Setting time lines
- Deciding who will play (identifying stake holders)
- Managing the holding environment (sequence the issues)
- Directing attention
- Frame the terms of the debate
- Distribute responsibility
- Regulate conflict and distress
- Structure the decision process
- Managing sustained periods of stress
- Counteract expected work avoidances and help people learn despite resistance

### **Significant Differences**

- Inform reality testing
- Identify or create positive deviants
- Fan the flames you of you the forces of invention and change
- Get people to clarify what matters most in what balance with what adaptations.
- Clarify values in the context of problems demanding definition and action
- Orchestrate conflicts among and within the interested parties

### **Transformative Exchanges**

- Gather and influence the flow of information
- Identify the next steps

- Strengthen the bonds that join the stakeholders together as a community of interests so that they withstand the stress of problem-solving
- Facilitate and deriving norms of responsibility taking, learning and innovation
- Promote exchange of differences