Part C and Part B (619) Leadership Knowledge and Skill Statements

- Transformational Leadership: Influencing and Leading Others

  - Leadership Theory and Application

    - **Is knowledgeable about leadership theory and adaptations to use for different situations (e.g., situational leadership).**

    - **Demonstrates the ability to use leadership skills and adaptations to use for different situations and with different groups or individual stakeholders.**

- Leadership Knowledge and Skill Self-Assessment developed by Part C and Part B (619) Coordinators in collaboration with ECPC

Adaptive Leadership: How do we solve complex problems we encounter daily in our implementation work?

Caryn S. Ward
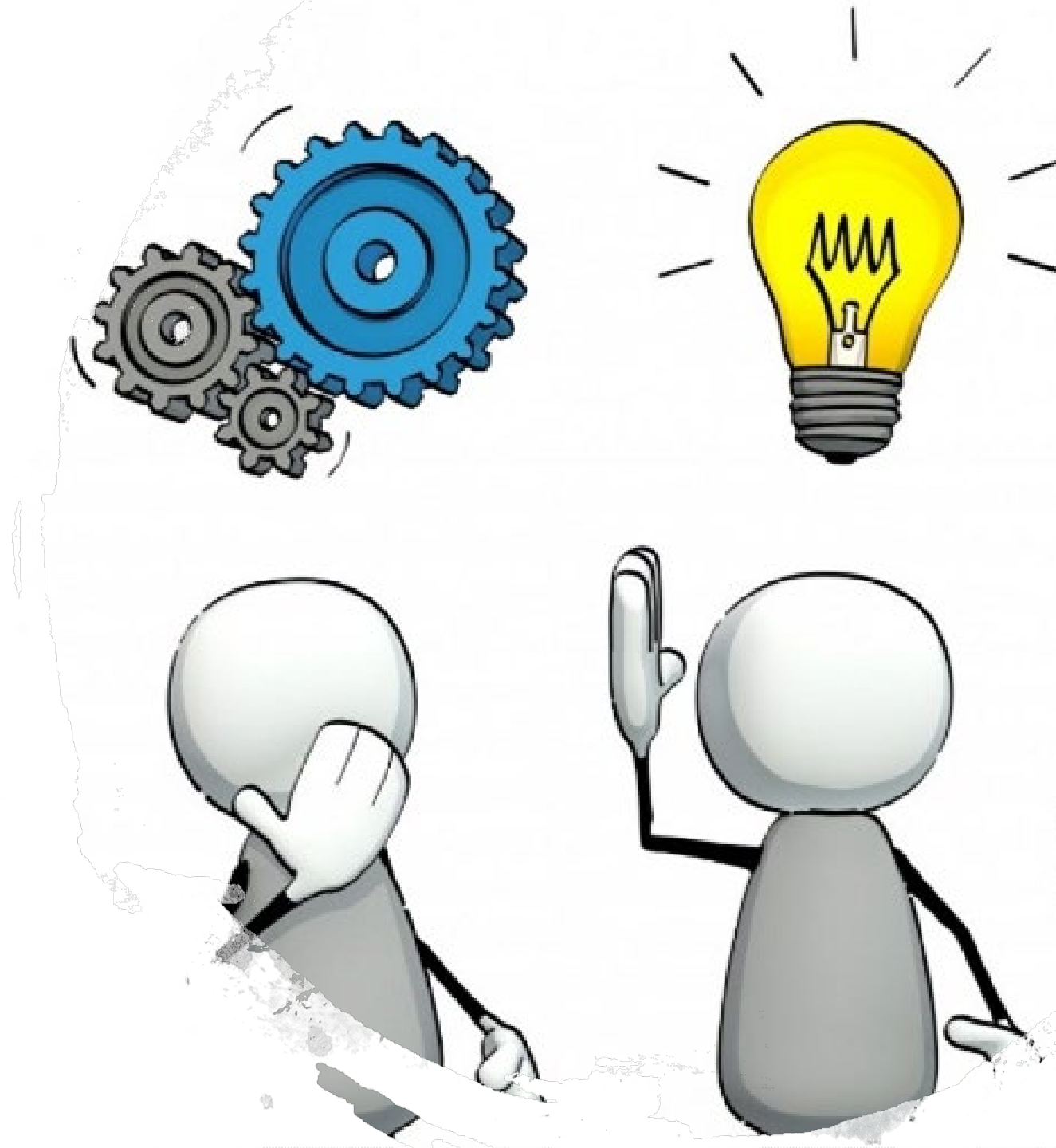**Director of SISEP TA Center**

Activity Breakout

Which group would you like to join?

Select the small group topic you'd like to join and put it in the chat:

- Child Find
- Family Outcomes
- Inclusion
- Part C to 619 Transitions

Learning Objectives

By the end of this session, participants will....

- Outline the differences between adaptive and technical challenges

- Determine whether an implementation challenge is an adaptive or technical challenge

- Understand and apply adaptive leadership strategies to an implementation challenge
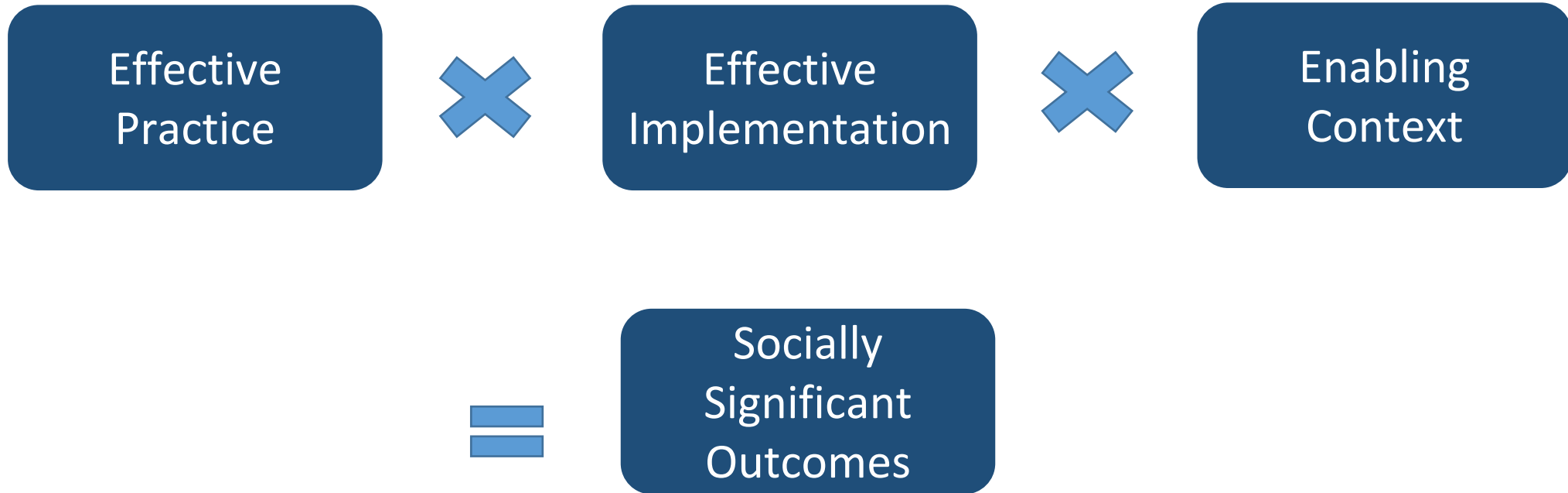
Discussion/Activity

Think, Write, & Share ….

In your own words, why is attending to leadership during implementation important?

- Think – Write

- Share: Chat

Active Implementation

Effective Practice ✕ Effective Implementation ✕ Enabling Context

= Socially Significant Outcomes

Equitable Implementation

- Occurs when strong equity components (including explicit attention to the culture, history, values, assets and needs of the community) are integrated into the principles and tools of implementation science to facilitate quality implementation of effective programs for a specific community or group of communities

(DuMont, Metz, & Woo, 2019)

Implementation =
Purposeful Change of
Hearts, Minds, & Behavior

Leaders and Teams Face Challenges to Change

Technical Challenges

- Often complicated (e.g., safety of nuclear generators, air traffic control)
- Generally agreed upon
- Able to be addressed with current strategies including top-down leadership

Adaptive Challenges

- Not well-defined
- Often not agreed upon
- Solutions not readily available
- Require revising and thinking values, beliefs, current ways of work
- They are messy, devious, and fight back when you try to "solve" them

Change Landscape
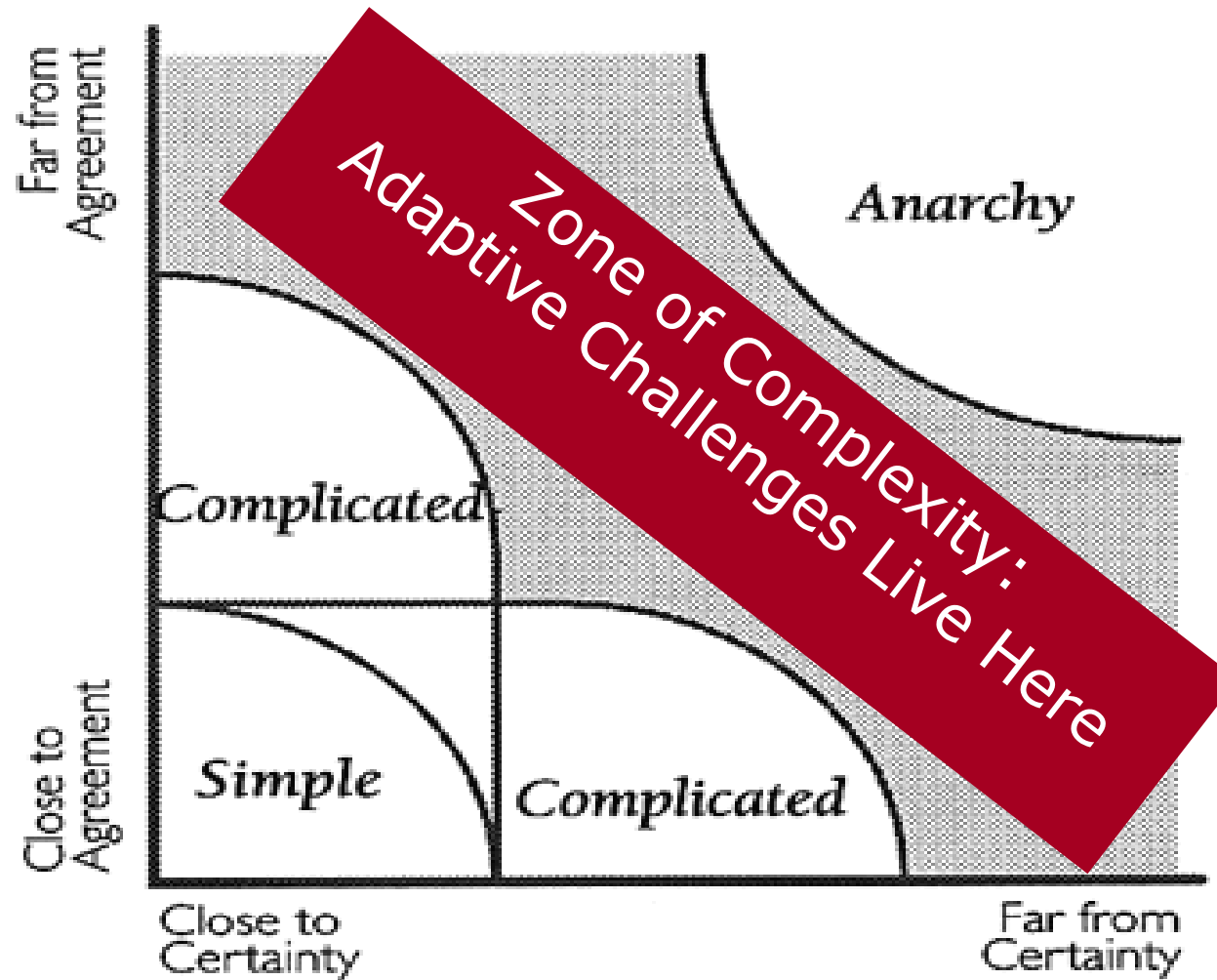
Assess your Challenges and Context

- Are there legitimate, yet competing, perspectives?

- Is there lack of agreement about how "the problem" is formulated and therefore lack of agreement about the "solutions"? (e.g., inclusion for children with significant cognitive disabilities? How should teachers be evaluated?)

- Are there deeply rooted and different perspectives on the "issue" at hand (political, moral, philosophical, pedagogical)?

- Will solutions and implementation require learning?

- Will attempting solutions generate feelings of loss, grief, disloyalty and/or incompetence?

- Primary locus of responsibility cannot be a single entity or person

If Yes, you have an Adaptive Challenge

Is this an adaptive or technical challenge?

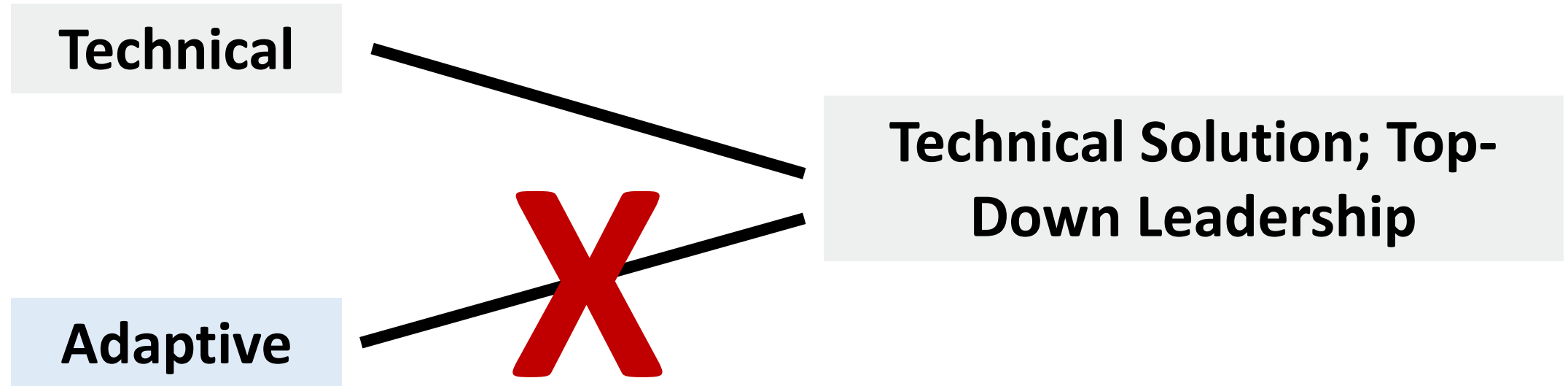| Challenge	Type
Child Count Data is not "clean" and needs to be verified	Technical
Significant drops in referrals and child count data most likely due to COVID and concerns over children and families disproportionally impacted	Adaptive
LRE data have not shown improvement in opportunities for providing IDEA services in inclusive settings. Strategies (e.g., monitoring, TA) tried don't seem to be working	Adaptive
Several key state leadership team members will be missing for the Benchmarks of Quality assessment	Technical

Technical   **Adaptive**

Solving Adaptive & Technical Challenges

Type of Challenge:

Type of Solution:

Technical

Adaptive

Technical Solution; Top-Down Leadership

Solving Adaptive & Technical Challenges

Type of Challenge:

Type of Solution:

Technical —————— **Technical Solution; Top-Down Leadership**

Adaptive —————— **Adaptive Solutions: Iterative Learning, Engagement of Stakeholders**

Solutions to Adaptive Problems

- Attempted solution leads to more adaptive problems

- No stopping rules – Iterative processes, changing contexts

- Solutions are not true-or-false, but better or worse

- You don't understand the problem fully without trying solutions

Work of Leaders & Teams

- Get on the Balcony
- Identify the Adaptive Challenge
- Regulate Distress
- Maintain Disciplined Attention
- Give the Work Back to the People
- Protect All Voices

R. Heifetz and D. Laurie: The Work of Leadership. Harvard Business Review, 1998.

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Adaptive Strategies

Getting on Balcony

"Surveying" the broader context, relevant history, data, patterns, emerging themes, and processes

Being in the day to day AND observing it more broadly

Identifying the Adaptive Challenge

Naming the challenge by

- Gathering information
- Identifying points of conflict in differing norms, values
- Understanding how leadership themselves are contributing to the problem

Adaptive Strategies

Regulating Distress

Attending to pacing and sequencing

Setting priorities

Keeping sense of urgency but not overwhelming those in the work

Activate the "15% rule"

Maintaining Disciplined Attention

Recognize when returning to "old" ways of work or work avoidance

Redirecting back to current work

Adaptive Strategies

Giving Work Back to People

Creating conditions to let groups and individuals take initiative to address the challenge

Engaging in Plan-Do-Study –Act Cycles (trial and learning)

Meaningful participation of stakeholders

Protecting the Voices

Allowing space to hear "voices" including those who have been historically marginalized or not heard
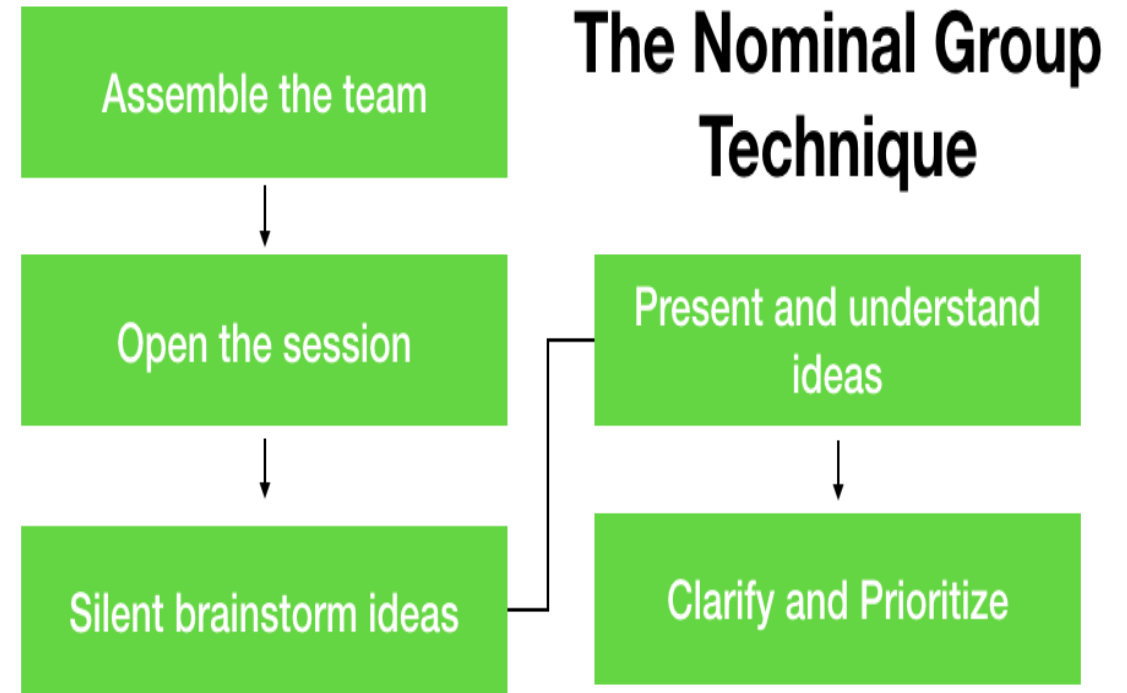
Focus on "what" is being said and not the "how"

Examples of Strategies for Leaders & Teams

SCOCS:
Concerns Based Problem Solving

S   Situation
C   Concerns or Criteria
O   Options (Brainstorming)
C   Consequences *
S   Solutions
(F) Follow Up (PDSA)

* Likely consequences associated with each option and assessment of how aligned each option is with each 'concern' or 'criteria'

The Nominal Group Technique

Assemble the team

↓

Open the session

↓

Silent brainstorm ideas

Present and understand ideas

↓

Clarify and Prioritize

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Solutions to Adaptive Problems

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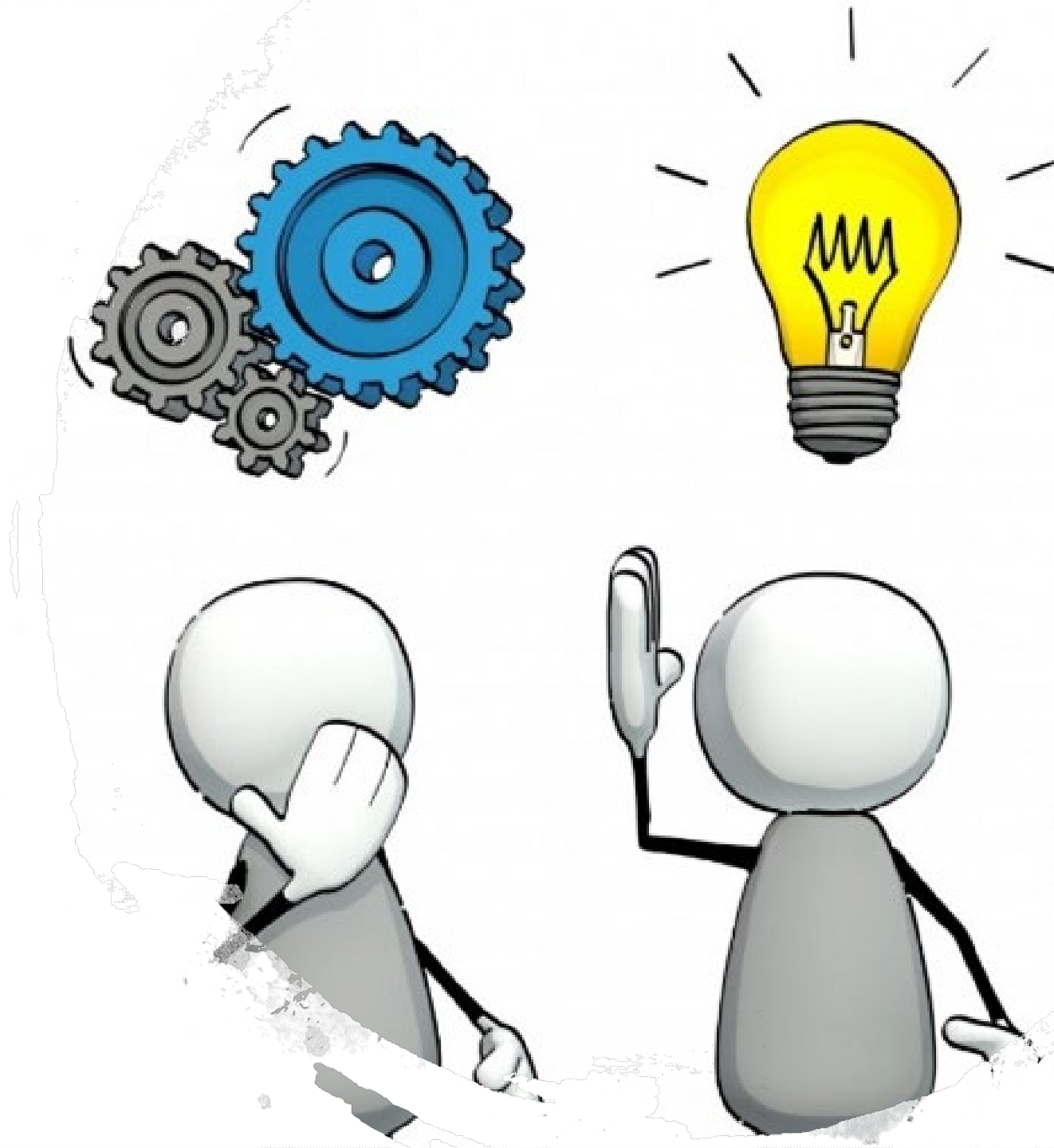- You don't understand the problem fully without trying solutions

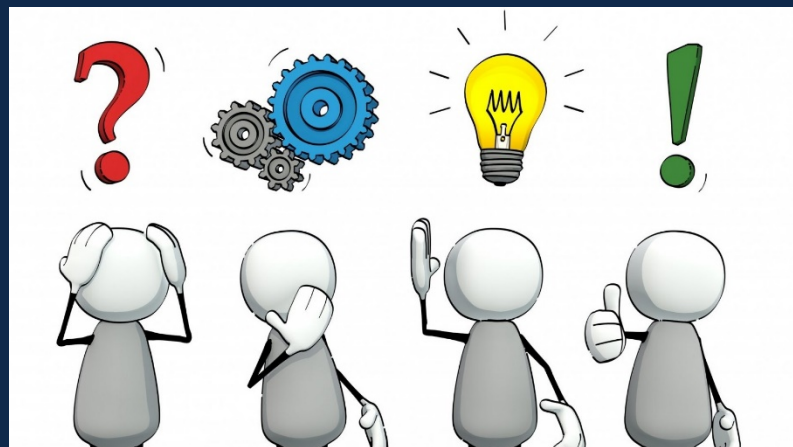# Activity Breakout

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Discussion/Activity

Apply an Adaptive Strategy

Small group using handout:

1. Identify a reporter

2. Read the scenario and identify an adaptive challenge

3. Brainstorm what actions would be needed to apply one or more of the adaptive strategies

Whole group: Share your adaptive challenge and one action to apply an adaptive strategy

Implementation Journey

Adaptive   **Technical**

Active Implementation Tools & Resources

https://nirn.fpg.unc.edu/ai-hub

Online Learning Includes:

Modules

Check out internet based training on active implementation, including content, activities and assessments, designed to be self-paced or blended with in pre-service or in-service training.

Lessons & Short Courses

AI Hub Lessons and Short Courses will get you and your team started using implementation tools and practices, so that you can build implementation skills and capacity. These resources can be used for self-paced learning or professional development in a team setting.

Resource Library

Find just-in-time active implementation resources and tools (e.g., planning tools, handouts and video clips)

Exit Ticket

Share in chat:
one action you will take next in addressing an adaptive challenge

EFFECTIVE IMPLEMENTATION COHORT

"ONE ACTION STEP"

EXIT TICKET

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Believe in Possibilities….

Questions?

Thank you!

Please complete the evaluation:

- You will receive an email with a link to the survey
- We appreciate your input for our planning future Leadership opportunities

email: nirn@unc.edu
web: http://nirn.fpg.unc.edu
The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.