

# ASDAPA

Auckland Deputy and Assistant Principals' Association

## Term II 2010 Seminar Day 'Adaptive Leadership for Changing Schools'

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### **Adaptive Leadership**

Can you lead people in initiatives beyond what you're expert at?

What are the central changes in your school?

What is the most difficult aspect of the change?

Technical Challenge - can be solved with skills and knowledge. These are focussed on most.

Adaptive Challenge - requires people to change beliefs, practices and for which there is no clear answer arising.

The most common source of leadership failure is treating an adaptive challenge as a technical challenge.

Technical leadership is defining problems and providing solutions, protecting the organisation from threats, clarifying roles and responsibilities, restore order and maintain norms. This feels like the whole of the job; but these things are wrong when you're trying to change people.

Adaptively you raise questions and provide capacity for others to solve problems; let people feel the pressure (which can be letting the conflict happen); challenging roles and resisting quick definitions of new roles; letting conflict emerge; challenging unproductive norms.

Leadership now is about supporting people through constant change.

What are the norms which need challenging?

What is the conflict that needs discussing/

What are the roles that need redefining?

What is the pressure we should harness?

What is the key issue that which require changes in people's beliefs and actions?

People resist loss rather than change.

Leadership is about regulating what will be productive without an 'explosion.' Working out how much people can tolerate.

Change is hard because people understand linear sequential change; but change tends to be uncomfortable and not clearly directional. We ask people to change while performing at the same time.

A beginning change means the end of something.

What do we ask people to give up? Comfort, security, familiarity, control, understanding of good teaching practice.

We have dispositions to change in things we want to change and dispositions not to change things we don't want to change.

Change will mean you 'have to lose sight of the shore' for a very long time. The fear of this time stops learning and people rush to get to the next shore.

How can you support people to keep trying through uncertainty?

How do you keep the heat at just the right level?

Leadership	20thC. Command and control.
	21stC. Creating fertile ground for changing minds.

Ingredients for mind changing:

- |                         |                                                                                                                    |
|-------------------------|--------------------------------------------------------------------------------------------------------------------|
| Laugh a lot -           | inject humour.                                                                                                     |
| Climb up to the balcony | -take time to get the big picture in the business of our lives. Punctuate rituals with big picture purpose.        |
| Declare the future -    | Even an uncertain future can be described in part. Something that can be shared; that people have 'signed up for.' |
| Celebrate failures -    | To try new things. Leaders regulate the risks. What people tried to do and what they learned.                      |
| Welcome shadows -       | Create a 'listening clinic' where comment/response is not necessary.                                               |
| Tell change stories -   | If people aren't telling change stories, they are not learning about or adopting change.                           |

Time Meetings

People believe meetings are a waste of time.

At the end everybody should have learned at least one thing.