Up to 70% of all change initiatives fail
(Zigarma and Hoekstra, 2009)

WHY?

• They don’t focus enough on front line workers and managers, or the exact actions they need to take to achieve the company’s desired outcome
• Even gloomier when you consider that 29% of those change initiatives are launched without any formal structure (leaders with blind faith)
“Plus ca change, plus c’est la même chose”

Jean-Baptiste Alphonse Karr, 1849
So why is change so difficult?

• We “plan” it to death
• We don’t engage the right agents
• We don’t take into account our uniqueness
• We fail to recognize the difference between complexity and complicated
• We don’t embrace ourselves as a complex adaptive system (CAS)—becoming a closed system
A complicated illustration...
Complexity in motion...

https://www.youtube.com/watch?v=15B8qN9dre4

They form in order to adapt to the changing environment, and increase chances of sustainability and survivability.
Complex Adaptive Systems

...as a CAS, the school of bait fish behave according to four principles:

1. Survival is key
2. Order is emergent – not pre-determined
3. The systems’ history is irreversible
4. The systems’ future is unpredictable
So, what does this hold for supported employment *leadership* and *leaders*?

What are the *forces* being exerted on our SE baitfish ball?
Evolution of Leadership

Great Man Theory
- Late 1800s

Trait and Behavioral Theories
- 1910-1940s
- 1940-1950s

Contingency and Situational Theories
- 1960-1970s

Power and Influence Theories
- 1980-1990s

Complexity Theory
- 2000+
Complexity Leadership

- Leadership is not situated in an individual, but rather a systems function that operates to change the rules of interaction.
- Enables semi-autonomous individuals to engage in unified collective action in the context of and toward certain ends.
- Leadership efforts are focused on behaviors that enable organizational effectiveness.

Uhl-Bien, M., Marion, R., & McKelvey, B., 2007
Administrative leadership

Enabling\(^1\) leadership

Adaptive leadership

\(^1\)emergent or empowering
Administrative leadership

- Structures tasks, plans, builds vision, allocates resources, manages crises, and manages organizational strategy
- Focuses on alignment and control
- Represented by hierarchical and bureaucratic functions
Table Talk

Take a few minutes and discuss some administrative leadership behaviors which you feel are carriers and barriers to your organizational success.
Adaptive Leadership

• Emergent, interactive dynamic (behaviors) that are a primary source through and by which new innovations are produced

• Works to augment the strategic needs of administrative leadership
  • Rebel against it
  • Act independent
Table Talk

Take a few minutes and discuss some areas where adaptive leadership has begun to emerge within your organization.
Enabling Leadership

• Creates organizational conditions (enabling conditions) to manage the innovation-to-organization interface – enables emergence

• Manages the entanglement between the bureaucratic (administrative leadership) and emergent (adaptive leadership) functions in an organization

• Facilitates flow of knowledge and creativity from adaptive structures into administrative structures
Increasing Youth Demands

Trying to understand the complexity
The Question

To better understand service providers’ perception of the requirements necessary to be successful.

“"To be effective in providing career and development and employment services for students and youth with disabilities, as well as out-of-school youth, NYS Employment Service Providers need to be aware of, know or be able to do...""

Invited: 1865 New York State Service Providers
Idea Generation was open from 6/20/2017 to 7/14/17
Eliciting Knowledge and Opinion

274 responses
155 Brainstorming log-ins

Focus: To be effective in providing career and development and employment services for students and youth with disabilities, as well as out-of-school youth, NYS Employment Service Providers need to be aware of, know or be able to do...

For example:
provide benefits and work incentives counseling. (6)
understand the different paths to graduation (CDOS, etc.) and their meaning/impact in the "real world". (24)
leverage and enhance services through the development of interagency partnerships. (37)
provide needs assessment tools that will assess an individual's skill set. (43)
teach life skills that will be required to live independently. (56)
coordinate services with the school district in order to compliment and not duplicate services. (68)
provide diversity training to employers. (86)
Organizing Knowledge and Opinion

Sorting: n=44

Importance Rating: n=44
Feasibility Rating: n=42
State Agency Contracts

Number of Reported Contracts with State Agencies - All Respondents
n=90

- none, 2, 2%
- one, 3, 3%
- two, 44, 49%
- three, 28, 31%
- four, 12, 14%
- five, 1, 1%
1. Positive Relationships with Business

2. Schools and Community Collaboration

3. Transition Planning and Services

4. Assessment and Work Readiness

5. Employment Preparation

6. Family Supports

7. Essential Staff Knowledge
Rating – Relative Importance

Relative Importance:
On a scale from 1 to 4, please rate each idea on its importance to your agency in supporting successful youth employment outcomes:

1 = relatively unimportant
2 = slightly important
3 = moderately important
4 = very/extremely important

When deciding how to rate an idea, please think about how important the idea is in comparison to all other ideas. You should use the full range of the scale when completing this task, so that there are some items in each category.
Rating – Feasibility

Feasibility:
On a scale from 1 to 4, please rate each idea on how feasible you think it is for your agency to demonstrate capacity in this area:

1 = not feasible
2 = somewhat feasible
3 = feasible
4 = already in practice
Cluster Rating Map - Importance

Cluster Legend

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<tr>
<th>Layer</th>
<th>Value</th>
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<tbody>
<tr>
<td>1</td>
<td>3.04 to 3.08</td>
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<td>2</td>
<td>3.08 to 3.12</td>
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<td>3</td>
<td>3.12 to 3.16</td>
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<td>3.16 to 3.20</td>
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<td>5</td>
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- **Positive Relationships with Business**
- **Schools and Community Collaboration**
- **Transition Planning and Services**
- **Essential Staff Knowledge**
- **Family Supports**
- **Employment Preparation**
- **Assessment and Work Readiness**
Cluster Rating Map - Feasibility

Cluster Legend

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Positive Relationships with Business
Schools and Community Resources
Recognizing Staff Knowledge
Family Supports
Employment Preparation
Transition Planning and Services
Assessment and Work Readiness
Go-Zones by Cluster

- Feasibility: High
  - High Feasibility
    - Low Importance
    - High Importance

- Feasibility: Low
  - Low Feasibility
    - Low Importance
    - High Importance

- Importance: Low
  - Low Importance
  - High Importance

Allows us to emphasize agreement on priorities and needs, based on the group’s knowledge.

Importance mean for this cluster

Feasibility mean for this cluster
Thank you for your time.
References