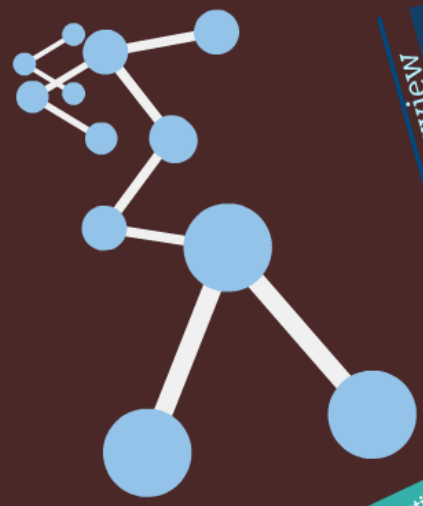


Chaos Theory (Burns, 2002)

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- Leadership is not reduced to a key position holder or team of people, instead leadership is conducted throughout the organization using all agents.
- Known as non-hierarchical collaborative leadership.
- Leadership conducted throughout organization since members potentially have access to vital internal and external information that is key to the organization's success.
- Chaos Theory is similar and interchangeable with Complexity Leadership Theory but speaks directly to the chaos within organizations.



Overview

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- Definition of Complexity Leadership Theory (or CLT): Burns, Clarke, and Uhl-Bien
- Application of Complexity Leadership Theory to Problems of Practice
- Boston, Massachusetts, Problem of Practice
- Frankfurt, Germany, Problem of Practice

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Complexity Leadership Theory (CLT) is a leadership approach that focuses on the interactions between leaders and followers in complex, dynamic environments. It emphasizes the importance of creating a supportive environment for innovation and learning, and encourages leaders to act as facilitators rather than controllers.

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- Investigates role of leadership in creating organizational processes through labor-division schemes across many colloquial divisions and collective entities.
- Focuses on identifying and exploring strategies and behaviors that foster creativity, learning, and adaptability within complex adaptive systems.
- Act complex adaptive systems (CAS) or subunits that use areas of expertise to create value in changing situations to ensure the survival of the organization.
- Framework that enables learning, creative, and adaptive capacity of CAS in knowledge-intensive organizations.
- Fosters CAS while enabling control structure for coordinating within organizations to produce outcomes that support the vision and mission.



Project Ideas for Developing Leadership Presence



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Complexity Leadership Theory (CLT)

Application to Problems of Practice (PoP)



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- Complexity Leadership Theory (Clarke, 2013)
- Recognizes organizations are open systems inherently dynamic and unpredictable.
- Organizations are complex adaptive systems that cannot be understood by simply breaking down its components.
- Interactions between the system and environment give rise to unforeseen and unpredictable outcomes and behaviors.
- Challenges reductionist approaches that believe leadership and its impact in complex systems can be captured by simple, linear, cause-effect relationships.
- Factors on how leadership create conditions that facilitate organizational effectiveness.



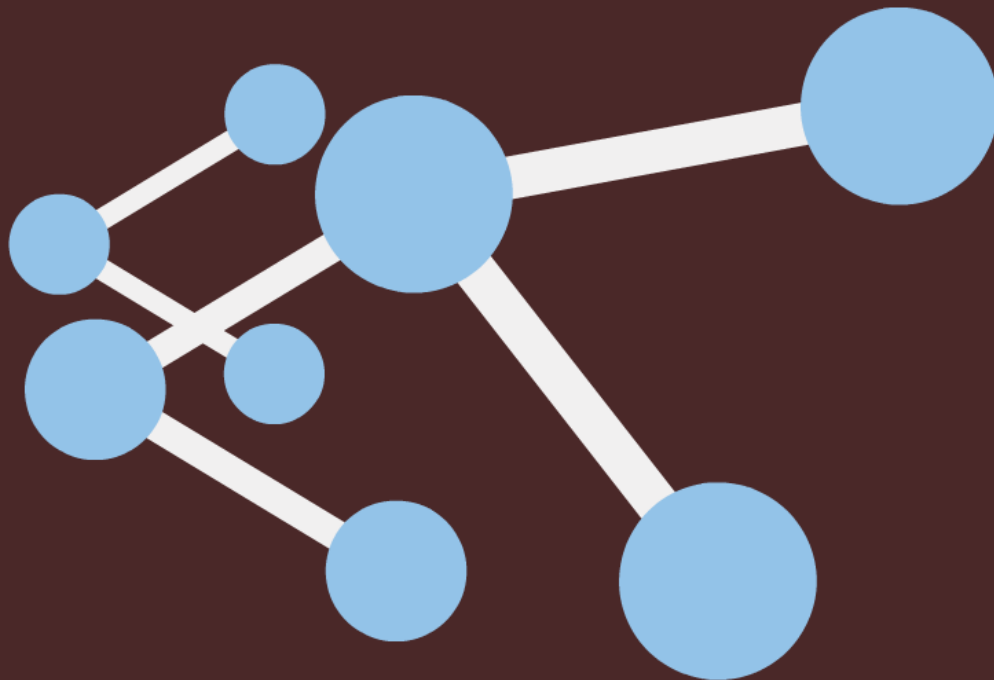
SUMMARY

- Multiple behavioral perspectives.
- Provides approach for leaders to address complex issues in complex organizations.
- Recognizes that inner team builds organization leadership structure with longer history and the formal structures tied to the organization.
- Key to effective leadership by engaging organizations to encourage participation and leadership from all members.
- Encourages collaboration, information exchange, and network among leaders, observers, and projects.
- Holds all members accountable for engagement changes with the organization.
- Easily adaptable from one organization to another.



Project Ideas for Developing Leadership Presence

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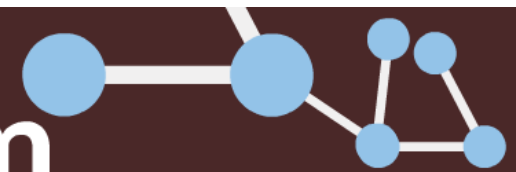
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group one



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group one

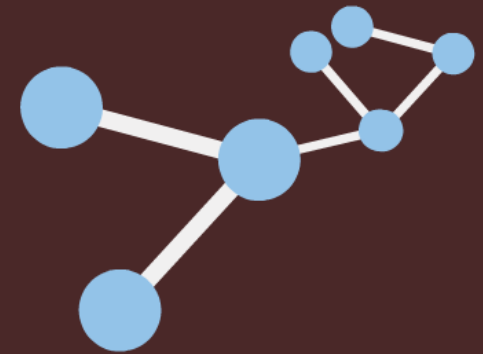


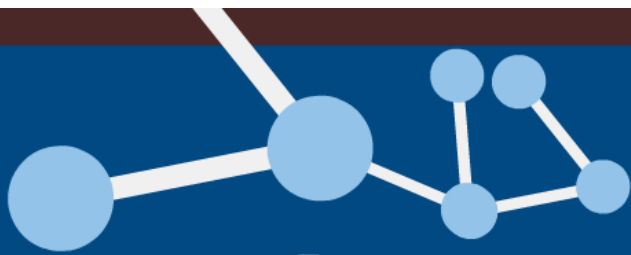
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Chaos Theory (Burns, 2002)

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- Complexity leadership begins with assumptions about the nature of reality within complex environments.
- Recognizes organizations are open systems inherently dynamic and unpredictable.
- Organizations are complex adaptive systems that cannot be understood by simply breaking down its components.
- Interactions between the system and environment give rise to unforeseen and unpredictable outcomes and behaviors.
- Challenges reductionist approaches that believe leadership and its impact in complex systems can be captured by simple, linear, cause-effect relationships.
- Focuses on how leadership create conditions that facilitate organizational effectiveness.

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Complexity Leadership Theory from additional academics:

▲ Weberg (2012)

Interconnectedness and change are normal operating conditions. A new type of leadership is necessary to help groups learn their way out of unpredictable problems leading at the intersections, through strong networking, allowing for distributed decision making, and fostering conditions for the organization to quickly and effectively adapt to these pressures.

▲ Snowden & Boone (2007)

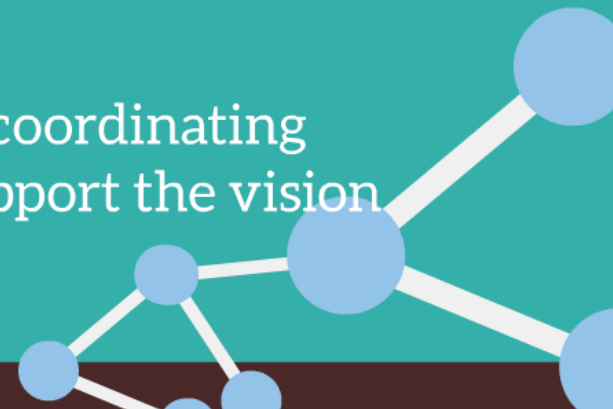
“The whole is greater than the sum of its parts, and solutions can’t be imposed; rather they arise from the circumstance” (p. 63).

▲ O’Connell (2014)

As our world grows more complex in will require all members of an organization to develop leadership skills (p. 184).

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- Investigates role of leadership in expediting organizational processes through interdependent actions among many individuals combine into a collective venture.
- Focuses on identifying and exploring strategies and behaviors that foster creativity, learning, and adaptability within complex adaptive systems.
- Are complex adaptive systems [CAS or subunits] that use areas of expertise to create paths to change initiatives to ensure the survival of the organization.
- Framework that enables learning, creative, and adaptive capacity of CAS in knowledge-producing organizations.
- Fosters CAS while enabling control structures for coordinating within organizations to produce outcomes that support the vision and mission.



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Complexity Leadership Theory (CLT) Application to Problems of Practice (PoP)



Boston, Massachusetts, Problem of Practice

- Setting is a boys' catholic high school which is one of three high schools in a region of Massachusetts.
- Enrollment gradually declined from approximately 1,000 students in 2008 to 800 students in 2013.
- Examining new seventh and eighth grade program implemented in 2013, initiated so that Catholic High School could remain competitive and enhance upper grades.
- As part of the program, the school had to create and get approval for a new curriculum for grades seven and eight.
- With the new grades, it also had to revisit and revise the curriculum for the upper grades to ensure a certain consistency throughout the entire school course offerings.
- These changes are being examined through a complexity leadership model.
- Catholic High School (CHS) leadership team employed several techniques that assisted in the successful implementation of curriculum changes.

- CLT fosters Complex Adaptive Systems, while enabling central structures that coordinate with the organization to produce outcomes that support the vision and overall mission.
- CLT reconfigures the role of leadership to emphasizing those processes in organizations that result in job interdependence across teams, teams performing as coordinated networks (Bowers, 2001; Meyer et al., 2008, p. 2).
- CLT focuses on identifying and engaging strategic stakeholders that have visibility, influence and responsibility within complex adaptive systems.
- CLT seeks to integrate complexity dynamics and business strategy, enabling and coordinating, exploration and experimentation, CSM and bottom-up, and a formal, emergent and top-down control.

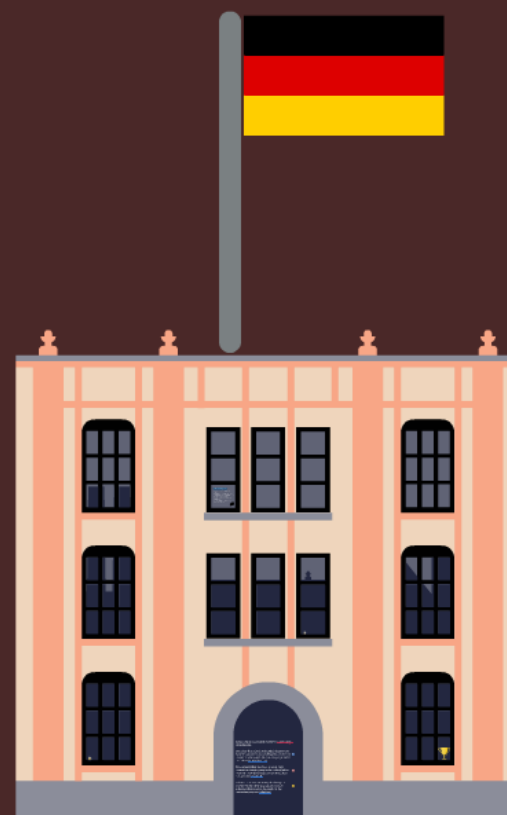


Project approach encompasses PoPs from a middle school and an international high school.

- Initial PoP is an ongoing initiative being conducted in at a middle school in the Boston, Massachusetts area.
- Second PoP involves the deployment of successful actions from the Boston initiative to address a problem at a high school in Frankfurt, Germany.



- ✓ **CHS Reorganization**
- ✓ **Martin and Deegan Trust** (Mangardara, 2002)
- ✓ **Hierarchy Critical Coexistence** (Meyer, 2008)
- ✓ **Enriching a Change Strategy** (Gardner, 2006)



Frankfurt, Germany, Problem of Practice

- An international school in central Germany with an existing process and policy requiring review of curriculum in each discipline every five to six years.
- Concern existed among some faculty that the curriculum review sixth through tenth grade curriculum would result in poorer student performance in higher grades and beyond.
- Upper School Principal and Head of English questioned need for curriculum reviews.
- Success of students on external exams.
- International Baccalaureate exams for grades 11 and 12 (Measures of Academic Achievement (MAA) 6-9).
- Kindergarten through fifth grade reviewed and developed research-based curriculum.