

# Stakeholder Empowerment: Research Results on Adaptive Leadership During Change

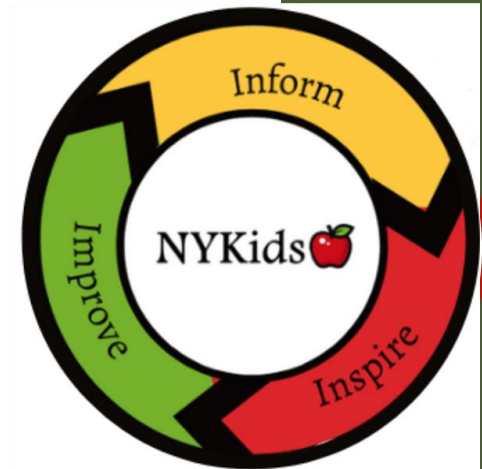
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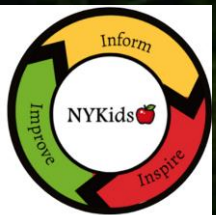


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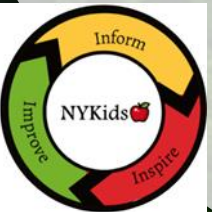




# Overview

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- The Problem: Seeing The Forest for The Trees
- Theoretical and Empirical Research on Leadership
- Study Design
- Research Results
  - Survey
  - Multiple Case Study
- Stakeholder Empowerment Self Assessment
- Q&A/Reflection/Feedback

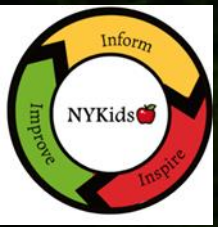




# Seeing the Forest for the Trees

Empowerment could be considered both as a structural concept in terms of addressing intraorganizational power-sharing, and as a psychological concept in terms of revealing the feelings of those who end up sharing power.

(Tsang, K.K. et al., 2022)





# Pandemic problems and opportunities





# Related Research

## Empowerment Leadership (Bandura, 1977)

Persuasive Communicator

Supportive Emotionally

Foster Initiatives

Create Positive Culture

Outcomes: Increase job satisfaction, trust, resilience

## Crisis-Responsive Leadership (Boin et al. 2013)

Sense-maker

Coordinator

Strategic Communicator

Promote Organizational Learning

Outcomes: Org thrives, stakeholders persevere

## Adaptive Leadership (Heifetz et al 2009)

Systems Level View

Interpret

Reflect

Include Stakeholders in Change

Outcomes: People mobilized, context considered





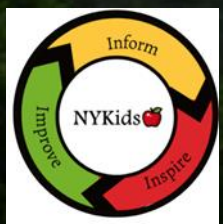
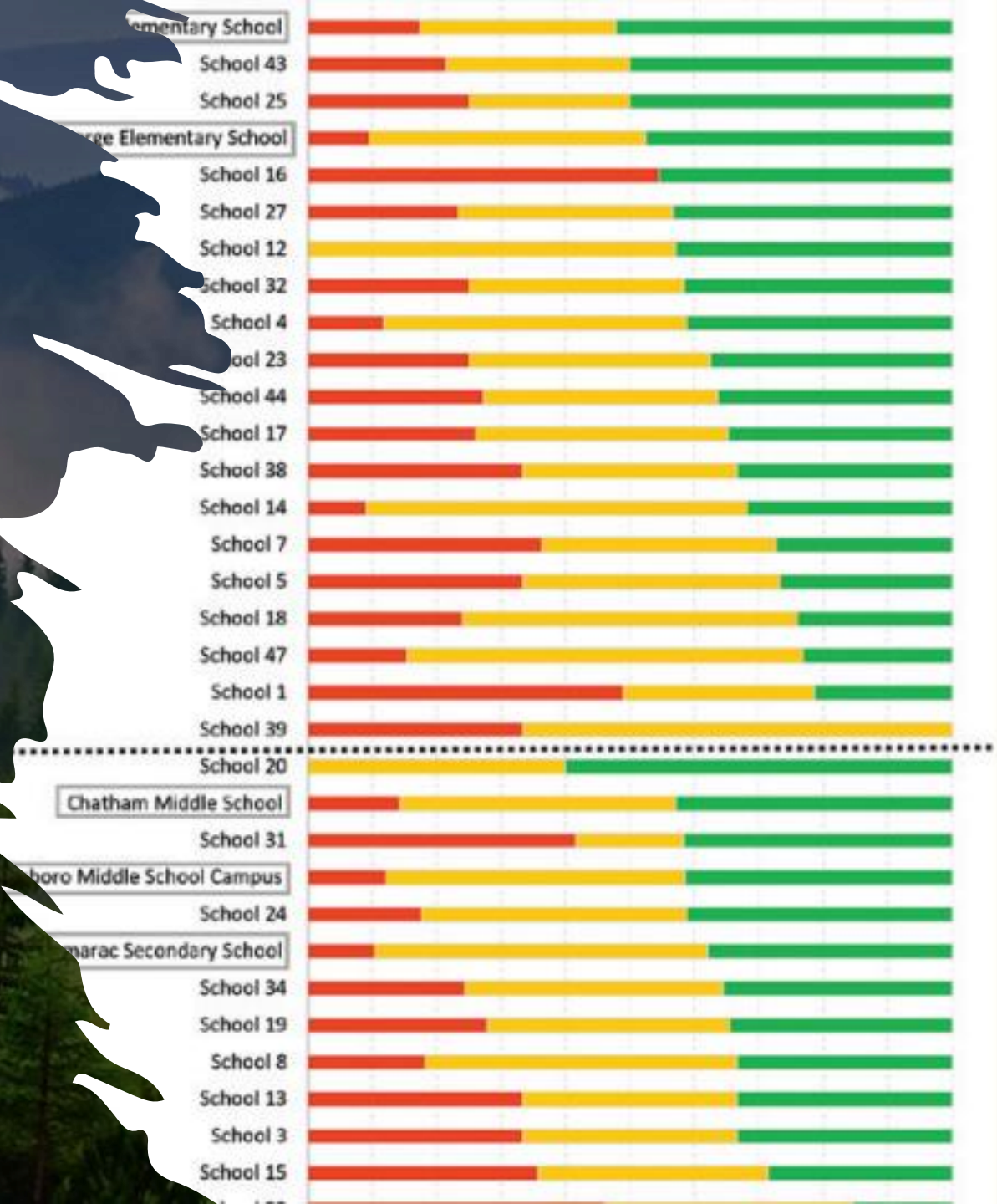


# Research Design: Phase 2

Multiple case study sample (6)

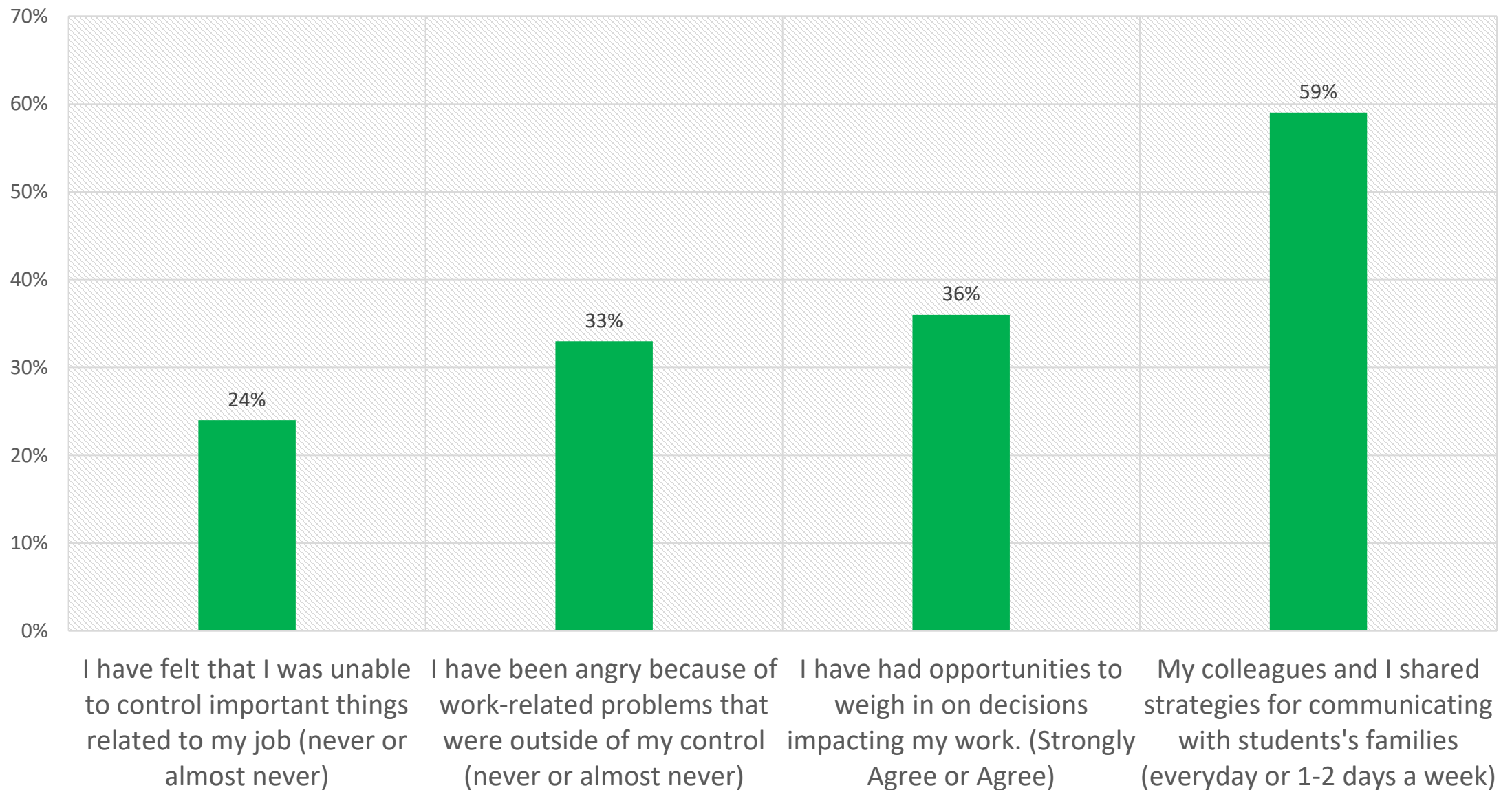
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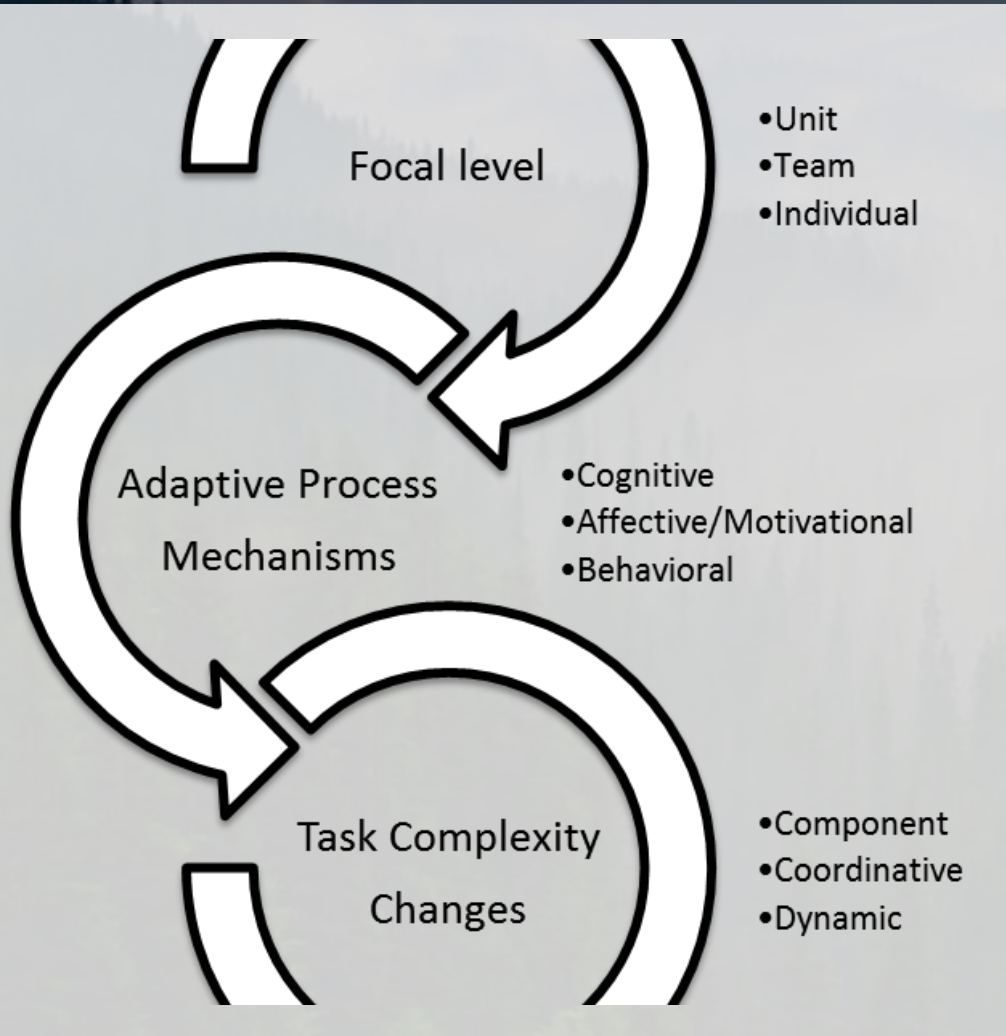
- 14 educator (teachers, teaching assistants, school psychologists, social workers, and counselors) focus groups
- 27 interviews with teachers about instructional practice innovations
- 15 interviews with school and district leaders
- documents (e.g. lesson plans)





# Survey Research Results for Overall Sample





# Phase 2 Empowerment Study Research Question

What behavioral, cognitive, and affective/motivational approaches do school and district leaders with relatively better educator responses to crisis share as they engage diverse stakeholders in adapting to crisis and novel challenges? (Baard et al., 2013)





A young man with dark hair, wearing a red t-shirt under a black jacket and a lanyard with a badge, stands in a city square. He is holding a spiral-bound photo collage in his left hand and gesturing with his right hand. He is addressing a crowd of people, mostly seen from behind. The background features a large, classical-style building with many windows and a street lamp.

***Stakeholder Empowerment  
Approach 1:  
The Communicator and  
Coordinator***

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*And then there was the hybrid decision-making...it was tricky going into that second year to figure out what the best option would be. We were all hoping BOCES would have a solution for us. We were hoping there might be some sort of regional solution. And when that didn't come about, this really was the only option [to turn to] ...the committee – which included a lot of stakeholders... at every level... (Lake George, district leader)*





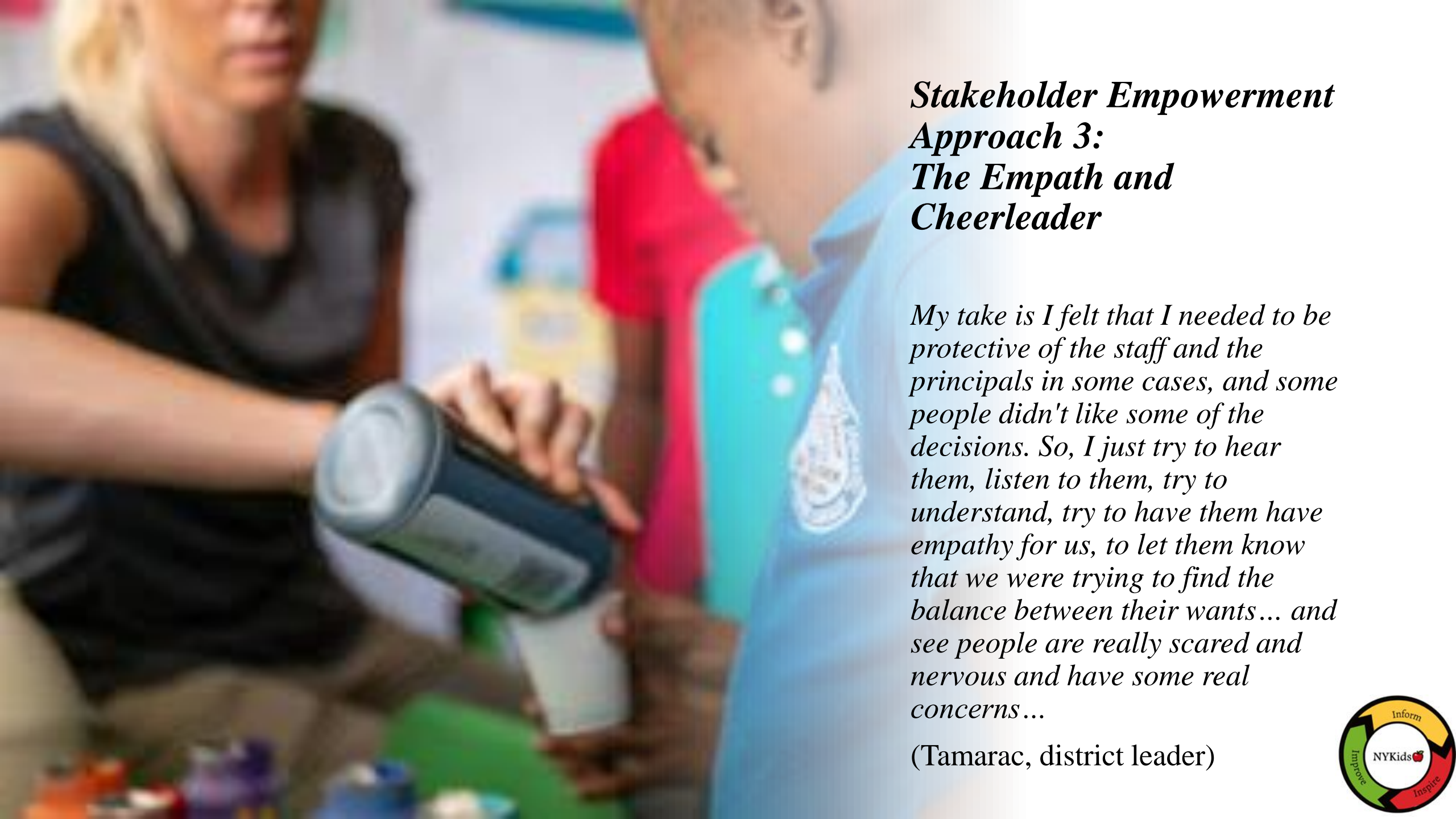
***Stakeholder Empowerment  
Approach 2:  
The Sense-Maker and Knowledge-  
Builder***

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*We have (two district leaders) and they have a lot of autonomy... we try as much as possible to empower them and then guide them as needed. They're the experts in their areas... a lot of times what we'll do is... sit down and go through everything and figure out who's doing what, how is it going to be done; when is it going to be done by.... (Whitesboro, district leader)*







## ***Stakeholder Empowerment Approach 3: The Empath and Cheerleader***

*My take is I felt that I needed to be protective of the staff and the principals in some cases, and some people didn't like some of the decisions. So, I just try to hear them, listen to them, try to understand, try to have them have empathy for us, to let them know that we were trying to find the balance between their wants... and see people are really scared and nervous and have some real concerns...*

(Tamarac, district leader)

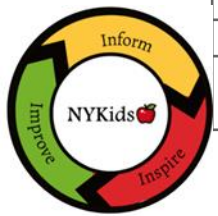


# Empowerment self assessment

	I focus on this a lot (2)	I focus on this sometimes (1)	I focus on this hardly ever (0)	Challenges that arise for me in focusing on this are...
<b>Cheerleader &amp; Empath</b>				
Expressing Humility				
Encouraging Others				
Practicing Self Care				
Showing Empathy				
<b>Cheerleader/Empath Total</b>				
<b>Sense-Maker &amp; Knowledge-Builder</b>				
Organizational/Professional learning				
Prioritizing Flexibility/Innovation				
Distributed decision-making				
Shared problem-solving				
<b>Sense-Maker/Knowledge Builder Total</b>				
<b>Communicator &amp; Coordinator</b>				
Communicating				
Coordinating Efforts for Consistency				
Collaborating				
Fostering autonomy				
<b>Communicator/Coordinator Total</b>				

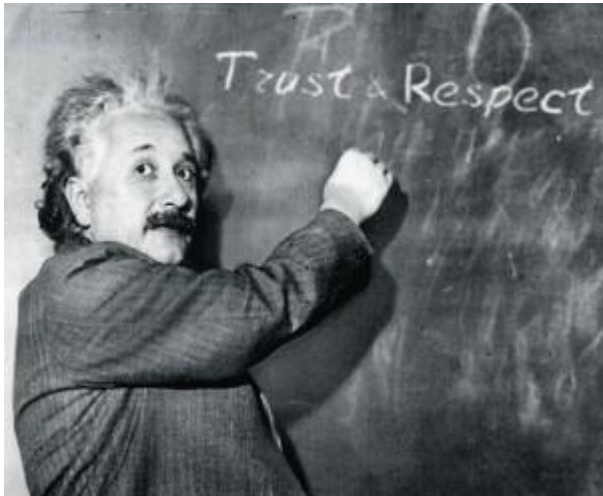
**Turn and Talk**

- What do you notice that is similar or different in your challenges?
- Discuss why you think those areas are or have been a challenge?





# The “lost trust” pathway



Sense-maker  
and Knowledge-  
builder

Cheerleader and  
Empath

Share problem  
solving

Distributed decision-  
making

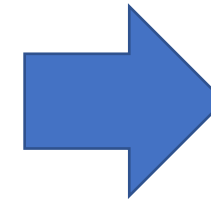
Org. Learning

Show Empathy

Practice Self-Care

Encourage Others

Express humility



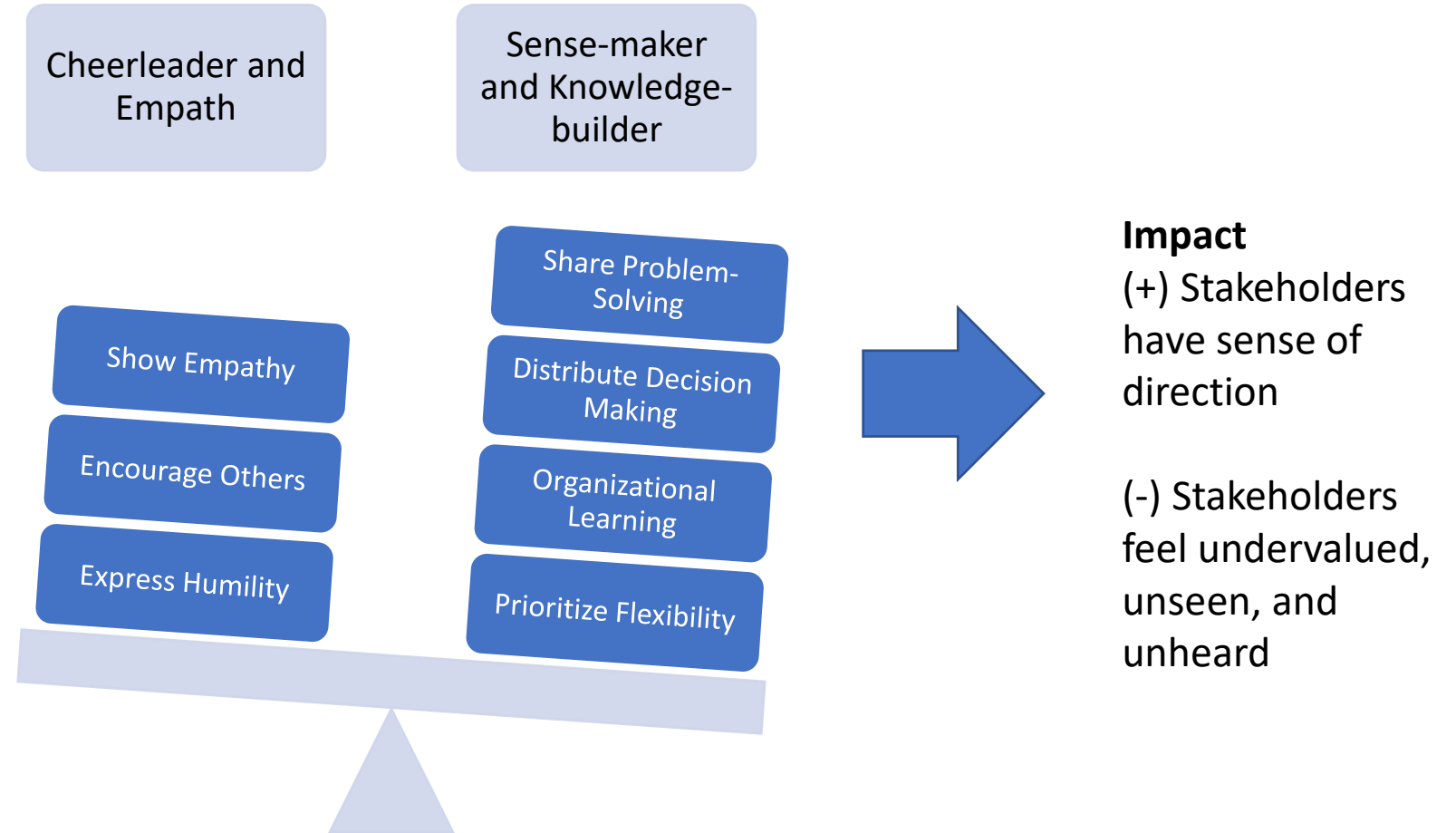
## Impact

(+) Stakeholders  
feel seen and  
valued

(-) Stakeholders  
lose confidence  
in leader decision-  
making

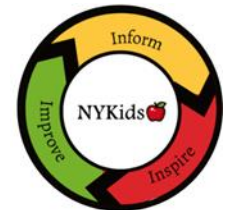
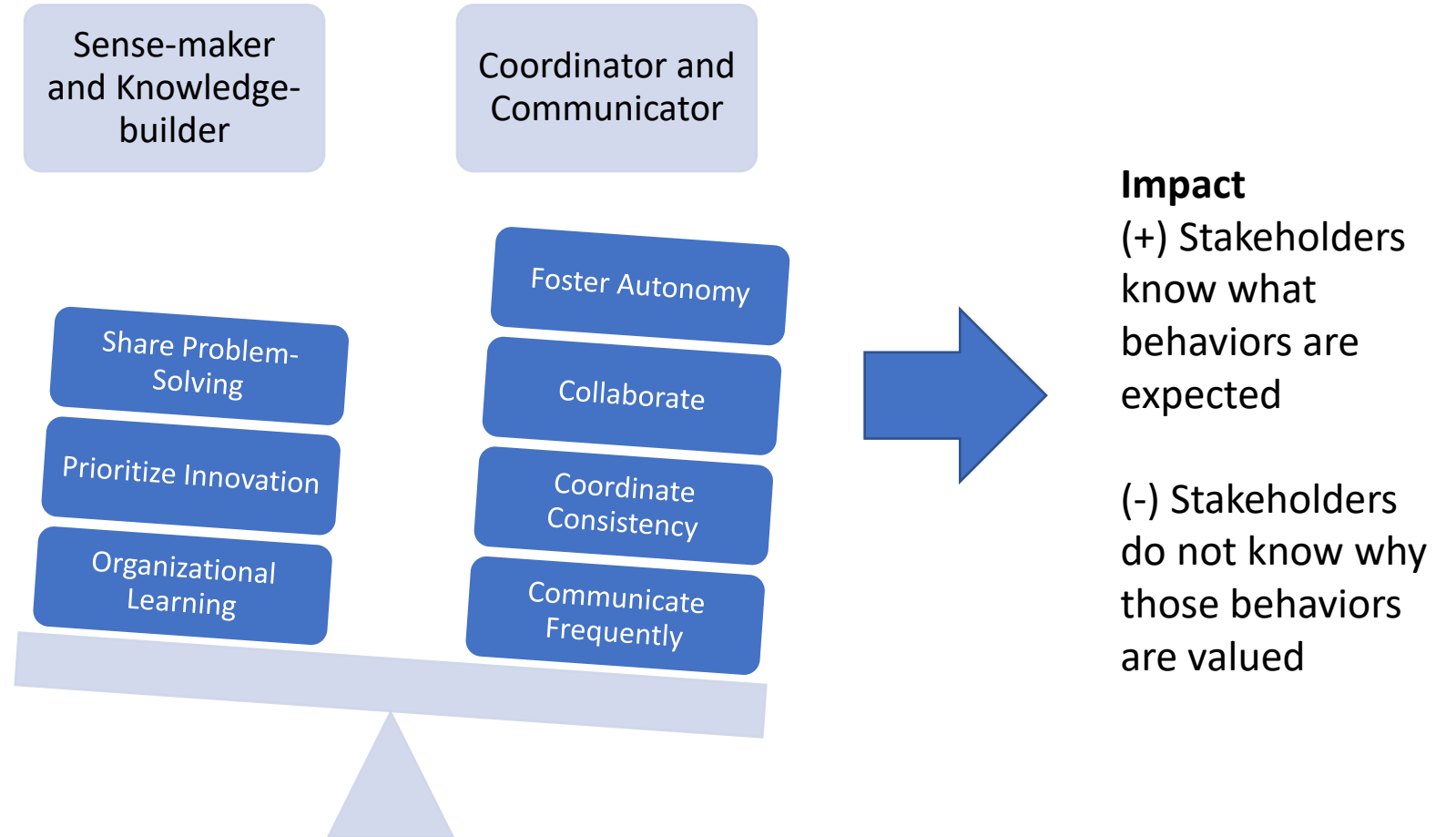


# The “lonely soldier” pathway





# The “captain-less ship” pathway



# Reflecting on NYKids research on stakeholder empowerment

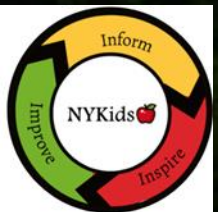
1. What did we learn about ourselves as leaders?
2. What ideas did we get from other schools and districts about empowering youth, families, and staff?
3. What is one thing I will commit to doing more of...? One thing I will commit to doing less of...?





# Implications

- In the context of the pandemic, **inviting the perspectives of and listening to the needs of all children, families, and staff** was critical to meeting a wide range of needs in new ways and bringing the right resources from inside and outside of the schools to bear on solving new problems and exploiting new opportunities for innovation.
- Leaders can engage a wide variety of stakeholders in **understanding problems holistically (how problems were affecting the school or district or community overall)** as well as specifically (how problems were affecting individual children, families, and staff) and **use stakeholder empowerment strategies strategically and responsively to address challenges.**
- This study offers insights into the relationships of stakeholder empowerment to educator behavior and feelings toward work and their leaders. We are limited in our understanding at the point as to the impacts on children and families in the long run – this will take continued research.







*Thank you!*

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Opportunities and  
Challenges to Adapt  
and Innovate }

How Educators  
Confronted the  
COVID-19 Pandemic





# Key References

- Baard, S. K., Rench, T. A., & Kozlowski, S. W. (2014). Performance adaptation: A theoretical integration and review. *Journal of Management*, 40(1), 48-99.
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<https://doi.org/10.3390/su14042047>

