Conference Schedule and Proceedings of the 2022 KAI Symposium

Online - February 23-24, 2022

Adaption, Innovation, and Well-being in the Dynamic Workplace

KAI Symposium Schedule

February 23, Wednesday, 12:30 PM to 4:30 PM (EST) [or 5:30 to 9:30 PM (GMT)]
February 24, Thursday, 9:30 AM to 4:00 PM (EST) [or 2:30 to 9:00 PM (GMT)]

Wednesday, February 23

12:30 PM (EST)
Meet and Greet with Networking

12:45 PM (EST)
Welcome and announcements from the KAI Foundation, and Center for Cooperative Problem Solving, at Virginia Tech

1:00 PM (EST)
Session A, Roundtable Discussion 1[*]
Problem B Teambuilding
By Melvin Dowdy, Delphi Initiatives

Session B, Roundtable Discussion 2[*]
The Effects of Coping on our Mind, Body, and Soul
By Derek Bennington, University of Denver

1:35 PM (EST)
Break

1:45 PM (EST)
Session A, Presentation 3[*]
Leadership Foundations: Using KAI with Gifted Seniors in a High School Agri-Science Classroom
By Kara Bates, Massanutten Regional Governor's School

Session B, Presentation 4[*]
The Importance of Style in Designing and Leading Sustainable Business Transformation
By Hannah Crossley & James Clement, Egremont Group

2:20 PM (EST)
Break

2:30 PM (EST)
Keynote Speaker – Dr Mike Owtram, Managing Partner of Kiddy & Partners. United Kingdom.
Enabling Leaders to Work Successfully and Sustainably in Today's Dynamic Operating Environment.

3:00 PM (EST)
Break

3:15 PM (EST)

Panel Discussion led by James Anderson, with panelists: Jessica Player, Chantel Simpson, and Tinesha Woods-Wells. **The Intersectionality of Identity: a Conversation about Cognitive Diversity and Wellbeing in the Workplace**

4:15 PM (EST)

Facilitated Networking

4:30 PM (EST)

Adjourn for the day.

Thursday, February 24

9:30 AM (EST)

Welcome Back! Announcements for the Day.

9:45 AM (EST)

Keynote Speaker – Dr. Phil Samuel, Amazon Web Service. United States. **Adaptors and Innovators Driving Growth in High Tech Industries**

10:15 AM (EST)

Break

10:30 AM (EST)

Session A, Presentation 5[*]
Creativity Process Assessments of Factors and Styles
By Anthony Cevoli, Robert Samuel, and Caden Samuel

Session B, Roundtable Discussion 6[*]
Thinking Style, Coping and Not-Coping in Leaders
By Rob Sheffield, Bluegreen Learning

Session C, Roundtable Discussion 7[*]
The Difference between Military Teams and Business Teams
By Janet Clark, US Navy

11:05 AM (EST)

Break

11:15 AM (EST)

Session A, Presentation 8[*]
Retrospective Case Study: A View through the KAI Lens of a Successful Faculty Committee to Address Student Wellness Concerns in a High Performing High School.
By Gary Snyder, Virginia Tech

<u>Session B, Presentation 9</u>[*]
How do We Make Sure KAI Doesn't Become "Another Initiative"?
By Brandon Bunce, PMC, Inc., and Iwan Jenkins, The Riot Point

11:50 AM to 12:50 PM (EST)
Lunch on Your Own

12:50 PM (EST)
Panel Discussion led by Megan Seibel, with panelists: Melvin Dowdy, Jessica Prater, Rob Sheffield, and Priscilla Wolfe. **Best Practices for Fostering Wellbeing through KAI Feedback and Response**

1:50 PM
Break

2:00 PM (EST)
<u>Session A, Presentation 10a</u>[*]
Acceptance & Validation Leading to Wellbeing: Video Testimony (from High Adaptor to High Innovator) – Part 1
By Laura Moncrieffe, Bamboo Worldwide, Inc.

<u>Session B, Roundtable Discussion 11</u>[*]
Research Needed by Our Practitioners
By Priscilla Wolfe, Virginia Tech

2:35 PM (EST)
Break

2:45 PM (EST)
<u>Session A, Presentation 10b</u>[*]
Acceptance & Validation Leading to Wellbeing: Video Testimony (from High Adaptor to High Innovator) – Part 2
By Laura Moncrieffe, Bamboo, Worldwide, Inc.

<u>Session B, Roundtable Discussion 12</u>[*]
The Use of the Kirton Adaption Innovation Inventory in Executive Coaching
By Jessica Prater, J Prater Consulting

3:20 PM (EST)
Moving KAI forward in 2022
By Nicola Kirton, Curt Friedel, and Megan Seibel

4:00 PM (EST)
Adjourn for the day and end of Symposium.

Note. * Moderators for concurrent presentations are Curt Friedel for "A" sessions, Megan Seibel for "B" sessions, and Priscilla Wolfe for "C" sessions.

Index of Published Abstracts
Listed in order of presentation

Note that not all abstracts are included in the KAI Symposium Proceedings, either because the author wishes to seek another publication outlet for the presented research, or due to the presentation including proprietary information.

Problem B Teambuilding
By Melvin Dowdy
Delphi Initiatives

Introduction
Diversity of problem-solving style is well established as contributing to high-performing teamwork when Problem B is well managed. The proposed project is to design a three-session teambuilding workshop utilizing the team's KAI profile and responses of team members to a forced-choice questionnaire of challenging scenarios. The design of teambuilding will consider the current contextual challenges requiring team members to seek consensus, while leveraging diverse problem-solving styles.

The project developed in consultation with the leadership team of an organization whose mission is to foster healing of racial divisions and the restoration of racial justice. The organization enjoys recent success that put it in competition with its national parent; the national office decided to end the affiliation, thrusting the statewide organization to develop a new name, vision, and marketing strategy for developing members and potential donors. Time is of the essence; the team has about six months to reach consensus efficiently with a strong level of commitment and confidence in the changes they make.

Connection to Adaption-Innovation Theory
Particular attention should be given to the coping behavior asked of each team member and the degree of agreement for defining the problem along the continuum of innovation and adaption. Preliminary observation of the leadership team indicates high engagement and commitment to the organization. Awareness of their diversity in style combined with preferred ways of defining the problem could greatly enhance the team's performance during this difficult transition.

Method/Data Analysis
In preparation for design work, each member of the team [$N = 7$] will complete the KAI and a brief questionnaire asking their preference for solutions to each of five scenarios. The scenarios included (1) name change, (2) fund raising strategy, (3) marketing strategy, (4) revision of vision statement, and (5) recruitment of new team members. Each scenario offers three choices and subjects must choose only one; the choices favor adaption, innovation, and middle score styles. Frequency data and a chi square Goodness-of-Fit will describe the probability each team member will choose solutions to scenarios that match their preferred style. Frequency distributions of problem-solving style will also provide a picture of the team's style diversity and the degree of coping behavior required.

Discussion
Roundtable discussion will focus on the features of design most likely to help this team manage the gaps observed. The design should include opportunity to understand differences, to express experiences of stress, and to seek support needed to persevere in solving their challenges.

The Effects of Coping on Our Minds, Body, and Soul
By Derek Bennington
University of Denver

Introduction
Coping is a life skill, especially in today's world. Pandemics, wars, political unrest, work, and simple life tasks have proven to become agents of extreme change. All coping is not necessarily bad either. Some coping is healthy and in fact necessary to personal growth. However, there is a point when coping becomes detrimental and is starts to affect our mind, body, and soul.

How it works
Coping is a reaction to when we have to operate outside our preferred method of operation. Basically, we are coping every time we are involved or engaged with something that doesn't align with who we are and how we operate. The question is this: how much are we coping? Further, is our coping related to our capacity to do something versus our preferred style to do something?

Coping can be healthy. It builds resilience and promotes personal growth. However, there is a point where coping starts to cause strain. This strain is correlated with the distance from your true self, or where you prefer to operate, compared to where you are having to operate. It is also a function of time. The longer you have to cope with something, the harder it becomes and the more impact it has on you. So, to simply, coping is a function of two things: how far from preferred operation (distance) and for how long (time). At the end of the day, continued coping has a major impact not only on our minds, but also on our body and personal happiness.

Unhealthy coping leads to mental stress, anxiety, depression, etc.; however, our brain doesn't interpret physical vs mental pain differently; this means that to our brain, mental strain exerted feels the same as physical strain. This is a primary reason why when we are mentally strained, we feel physical pain. Ever wonder why people say "you carry your stress in your back" or when you are extremely anxious about something your body hurts?

Results/implications to date
How does this translate into a real-world work environment for example? In the past, or even now today, did you ever feel disconnected, disengaged, stressed, anxious, or depressed at work? I bet you have – I know I have. And how long did it take you to get there? I bet it was not day 1 or day 10. It took some time, but then then effects of coping took hold. I was subject to this in a role where I was tasked with important high-value finance operations. For a while, I was in learning and curiosity mode. However, after a while, it became harder for me. Why? As a high innovator on the KAI, I was tasked with operating within a role that demanded a more adaptive approach. I was burning out, stressed, and I didn't wake up excited to go to work.

Future plans/advice to others
As managers, executives, and in general leaders of people, we should be dedicated and required to help people operate in roles that align with who they are, not what we want them to be. In many ways, it is our responsibility to help them thrive, grow positively, and be happy – as a leader of people it should be our duty to make them shine!

Simply put: as a leader of people, how can you help others shine, not only in work, but also in life? It starts with awareness and understanding of the effects of coping on our minds, body, and soul.

References

Amanvermez, Y., Zhao, R., Cuijpers, P., de Wit, L. M., Ebert, D. D., Kessler, R. C., Bruffaerts, R., Karyotaki, E., (2022). Effects of self-guided stress management interventions in college students: A systematic review and meta-analysis. *Internet Interventions, 28*. 1-15. https://doi.org/10.1016/j.invent.2022.100503

Center for Disease Control and Prevention (2022, January 7). *Coping with Stress.* https://www.cdc.gov/mentalhealth/stress-coping/cope-with-stress/index.html

WebMD (2021, December 8). *The Effects of Stress on Your Body.* https://www.webmd.com/balance/stress-management/effects-of-stress-on-your-body

Leadership Foundations: Using KAI with Gifted Seniors in a High School Agri-Science Classroom
By Kara Bates
Massanutten Regional Governor's School

Introduction
There are 19 Academic-Year Governor's Schools throughout the state of Virginia. The one that will be highlighted in this presentation offers a two-year, half-day program for highly gifted and academically motivated juniors and seniors. Students are from four surrounding school divisions (three counties and one city). The Governor's School vision is to "develop critical evaluators who can discuss, analyze, and address comprehensive human and environmental systems in an intellectual and expansive manner to foster the next generation of leaders." The Governor's School mission is to "provide an integrated, collaborative, and enriched inquiry-based curriculum to highly motivated and gifted students centered on the exploration of interactions between human and environmental systems at local, regional, and global levels." Teachers guide students through curriculum that relates to real-world experiences and expectations. Students engage in collaborative, problem- and project-based learning all while developing and honing leadership and communication skills. The courses offered at this Governor's School are collaborative and interdisciplinary in nature; in fact, at least 75% of the instruction in the courses offered are interdisciplinary.

Few gifted programs incorporate leadership education into their curricula; in fact, leadership remains one of the least investigated and least served aspects in gifted education (Matthews, 2004). However, many characteristics of gifted youth enable them to profit from leadership development. Those characteristics include the desire to be challenged, the ability to solve problems creatively, the ability to reason critically, the ability to see new relationships, and the ability to motivate others (Rimm & Davis, 2003; VanTassel-Baska, 2003). Programs for gifted students are often met with challenges when trying to provide rigorous services for their students. These challenges include small numbers of students and limited resources. Leadership is one characteristic of giftedness, and many researchers, including Rimm and Davis (2003), promote that leadership development should be an important component of services offered to gifted students. There are many benefits of incorporating leadership skills in programs for gifted students, some of which are: they provide students with opportunities to engage in intellectually stimulating endeavors, they give students new opportunities to become academic leaders, and students' areas of interest are incorporated into what they are learning. Students will also make positive contributions in their communities as leaders as they transition to citizens.

Through Agro-Ecology, one of the courses offered at this Governor's School, seniors are introduced to multiple leadership development concepts over the course of the fall semester, including Kirton's Adaption-Innovation Theory, Social Identities, Triggers of Social Identity Conflicts, Situational Leadership, and Coping. Students then apply what they have learned in various projects and other courses offered at the school.

Connection to Adaption-Innovation

Kirton's Adaption-Innovation (KAI) Theory addresses how each individual's cognitive style influences problem solving (Kirton, 2003). Each individual's style is located on a continuum that ranges from strong adaption to strong innovation. Kirton (2003) developed an inventory in 1976 to help place an individual along the continuum. The inventory consists of 32 statements, and individuals rank themselves based upon their reactions to the statements. The scores can range from 32 to 160. The continuum is normally distributed with more adaptive individuals located on the left side and more innovative individuals located on the right side, as shown in Figure 1.

Figure 1
The KAI Continuum
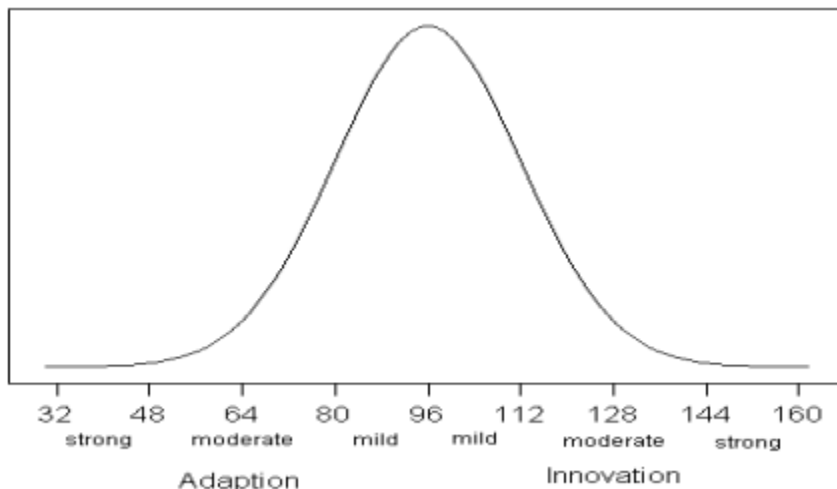
Note: Jablokow, 2000

Both more adaptive and more innovative individuals are able to successfully solve problems using their own style, and neither style is superior to the other. According to Kirton (2003), one's cognitive style is fixed and, as a result, is inflexible. More adaptive individuals prefer to produce fewer ideas while giving attention to detail that adheres to accepted rules that are part of the existing paradigm or structure (Kirton, 2003). On the other hand, more innovative individuals tend to produce many ideas that are both relevant and irrelevant to solving the problem with little regard to the existing paradigm or structure (Kirton, 2003). Kirton's (2003) research has also shown that when an individual is able to operate in their preferred problem-solving style, the focus may rest on Problem A, or the problem that needs to be solved. Problem B, or the issues that arise from working with others, is manageable and does not require as much attention from the problem-solver.

When students work together to solve problems, there is an increased likelihood that a cognitive gap will cause communication challenges during collaboration (Kirton, 2003). Two individuals with a 10-point difference in cognitive style, as measured by the KAI, will notice a contrast in the manner of solving problems when working together to identify a solution, according to Kirton (2003). Cognitive gaps of 20 points or more between individuals' scores may result in communication and collaboration challenges (Kirton, 2003). When this occurs, Problem B becomes the focus over Problem A, and the likelihood of finding a solution to the problem is decreased.

Understanding and applying KAI Theory is the anchor for Agro-Ecology for seniors' fall semester. Through the curriculum that has been developed over the past six years, students not only have a thorough working knowledge of KAI, but they are able to apply and understand it in a variety of contexts.

Methods/Data Analysis

Since 2016, the Leadership Development curriculum has been created, implemented, and modified to help meet the needs of the students attending the Governor's School. During the 2022 Symposium, the goal will be to share what has been developed and used with gifted high school seniors in this specific setting to share common themes and observations all while learning from others as to how to continue to make the curriculum stronger and more applicable for students. Insights from students and what they have learned over time will also be shared as a way to reinforce the benefits of this curriculum.

Over the course of a semester, students are introduced to a specific concept. From there, they have multiple opportunities to collaborate and understand how each concept works in theory and in practice. Each subsequent concept builds upon the previously-taught concepts so as to scaffold the learning. Students also apply what they have learned in other courses. For example, in English, students are responsible for leading weekly seminars all while using and applying the various leadership development topics to engage others.

Findings and Conclusions

Over the past six years, students have provided meaningful feedback and reflections that indicate they have learned a lot about themselves and others; they have also provided narratives that support understanding KAI, along with other pertinent topics, have helped them collaborate and communicate with others, understand group dynamics better, understand how to mitigate conflicts in groups, and adjust to attending college faster than many of their peers. The goal of this presentation will be to provide specific outcomes and in the words of the students themselves.

References

Jablokow, K. W. (2000). Thinking about thinking: Problem solving style in the engineering classroom. *ASEE Annual Conference Proceedings*, 6355-6363.

Kirton, M. J. (2003). *Adaption-innovation: In the context of diversity and change*. London: Routledge.

Matthews, M. (2004). Leadership education for gifted and talented youth: A review of the literature. *Journal for the Education of the Gifted, 28*(1), 77-113. Retrieved December 22, 2021, from https://files.eric.ed.gov/fulltext/EJ682913.pdf.

Rimm, S., & Davis, G. (2003). *Education of the gifted and talented* (5 ed.). Boston: Allyn & Bacon, Inc.

VanTassel-Baska, J. (2003). Curriculum policy development for gifted programs: Converting issues in the field to coherent practice. *Rethinking gifted education* (pp. 173-185). New York: Teachers College Press.

The Importance of Style in Designing and Leading Sustainable Business Transformation
By Hannah Crossley & James Clement
Egremont Group

Introduction

Sustainable change is hard; famously, it has been quoted that 70% of change projects fail. The percentage doesn't really matter, the problem is that many do and business' investment in time, energy and money every year in failing change projects is significant. As a consultancy we see it first-hand on a regular basis, as we all do as consumers too. In designing and delivering transformation programmes over the last 20 years we have observed the impact of style in leaders and teams on the success of transformation initiatives.
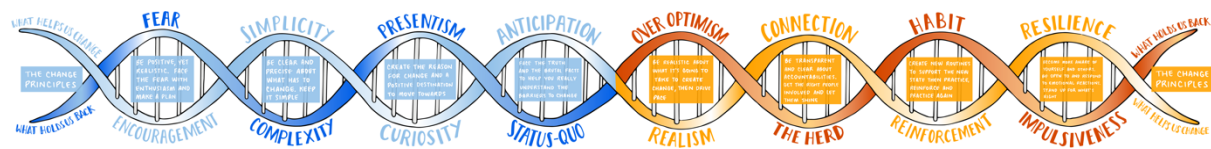
The world is changing faster than ever before, and change can be tough. There is both an art and science to change that can be learned - the key to successful and sustainable business transformation is creating a change-able organisation. Our experience of designing and implementing large scale change transformation programmes over the last 20 years has taught us that this starts with a compelling vision and belief in a core idea, supported by a clear, realistic, change agenda, plan and reinforcing mechanism. This is where style comes in.

How it works

Business transformation occurs at different levels, from the design and mobilisation of a new team or division to a wholesale, full cultural shift in response to market, regulatory and shareholder conditions. In understanding the impact of style on the success of business transformation, we must consider the problem to solve. This is not the strategic imperative of the organisation, but rather the challenges in successfully transforming an organisation.

We have developed our DNA of Change (Figure 1) which maps the forces, that in our experience and research, hold organisations, and individuals, back from achieving desired change and conversely the forces that can not only enable, but also accelerate sustainable transformation programmes. For each force, problem solving style is significant. In using KAI with leaders and teams going through transformation we observe that traits of A-I come to the fore or combine at different stages.

Figure 1: *The DNA of Change*

Force	Problems to overcome	What's style got to do with it
Fear / Encouragement	■ Without deeper understanding, people fear change and ambiguity	■ Use more innovative and adaptive styles to balance the need for revolution and evolution; encourage others to be part of designing the plan

Complexity / Simplicity	■ It is easy to become lost in detail, back stories, inherited beliefs and masses of conflicting data	■ Be clear and concise about what needs to change; keep it simple – lift out of the detail, see through the complexity and take account of the history. ■ Bring more innovative conceptual thinking to the fore to think differently about how things need to be
Presentism / Curiosity	■ In busy environments, it can be hard to lift our gaze and see beyond the here and now, people project the past into the future	■ Be curious about the future and how the styles of others help you to design and deliver a transformation programme – from big picture thinking and solution design to management of risks and programme governance
Status Quo / Anticipation	■ An innate preference for the current state of affairs can create inertia particularly when faced with difficult choices	■ Create a compelling vision for people to move towards, often ambitious, set in a better future and brought to life with stories ■ Combine more innovative visioning with more adaptive practical detail – and think about the timing of each
Over Optimism / Realism	■ The over-optimism bias causes us to believe that we are less likely to experience a negative event than we actually are, resulting in unrealistic and overly ambitious plans	■ At the point where change is starting to happen, over optimism comes into play with ambitious plans and constrained resources ■ A moment for the more adaptive to ground thinking and challenge what it will really take to deliver and set up for success ■ Draw on more adaptive styles to embed simple, action focused governance
The herd / Connection	■ People can be reticent to step outside of the norm, it can be easier to follow others and think that it won't be noticed	■ Create the conditions for people to stand out from the crowd, test new ideas, take some risk and shine ■ Recognise the value of cognitive diversity and the roles people can play in solving problems and developing solutions
Habit / Reinforcement	■ Developing new habits can be tough and without concerted effort regression to previous ways of doing things is common	■ Create new habits - repetition, routine and ritual ■ At the point of implementation, a more adaptive style can help embed new ways of working - refinement rather than continuous reinvention is key

Impulsiveness / Resilience	▪ We can overestimate our abilities to control our thinking and emotional reactions and be drawn towards the next compelling idea	▪ Contain the urge to change course ▪ The moment where the more innovative are curious about the next idea, and where the more adaptive prefer to stick to the plan and follow through

Results / Implications to Date

What is the thinking required for transformation? For the problem to solve? Where we have seen successful transformation which has achieved significant, sustained change, improvement and engagement there have been some common ingredients, connecting between the ideas, visions and the flexibility of problem solving and structure to land change. These are:

- A leader with a compelling vision and core idea and the belief to pursue it
- The recognition that this must be combined with the structures and processes to bring it to life
- A 'freedom in the framework' approach and flexibility in problem solving

We use KAI at all levels of organisations, but in this context, notably with the C-suite and executive leadership teams of large scale, multinational organisations. We use KAI as a lever to help organisations understand and change themselves. Here are a few examples of how we have done that and the impact it has had – which we will bring to life through our presentation.

	Situation & need	*Impact*
Retailer	▪ A newly formed operating board and executive leadership team yet to connect in person due to the pandemic ▪ A need to change the course of the business while valuing experience and historic way of doing things	▪ Improved collaboration, playing to strengths, bringing new thinking to old problems ▪ A new company wide leadership approach and model valuing the strengths of style
Bank	▪ A US $50billion global bank's IT team ▪ Manging the systems that allow the bank to function across the world with rigour and robustness ▪ Facing changing organisational and operating conditions	▪ Recognition that the predominant Adaptive style in the group brought the need for continuity and 'safety' in the running of the day-to-day business ▪ The revelation that to respond to the changing environment, a more diverse range of styles would be required to break out of the current paradigm
Water Company	▪ An organisation with a significant transformation agenda, and a need to deliver stable, repeatable, processes for a life-giving commodity…water ▪ An executive leadership team with a preference for high innovation and a middle management population of engineers and process scientists	▪ An approach to managing meetings focused on operational basics creating space for innovation and new ideas ▪ A streamlined transformation agenda ▪ An operational excellence programme that embedded structured plan-do-review routines

Future Plans / Advice to Others

In our work with clients, we will continue to develop our understanding of the connection between the transformation problem to solve, the conditions that enable it and the role of style in the transformation journey. We will continue to use KAI as lever to enable organisations to change themselves.

So, what does this mean for you, and the organisations and individuals you work with?

References

Champy, J.A & Hammer, M.M (1993). *Reengineering the Corporation* (1st ed.)*.* HarperBusiness

Creativity Process Assessments of Factors and Styles
By Anthony Cevoli, Robert Samuel, & Caden Samuel

Introduction

The importance of creativity in all aspects of life came to the forefront during the COVID-19 pandemic (DeClerc & Pereira, 2021). Finding solutions to the diverse problems created by the pandemic, from the major changes to work and school schedules and locations, to everyday activities such as grocery shopping and social interactions, required creativity to resolve those problems. Creativity became a necessity in order to maintain balance in mental, physical, and emotional health during such uncertain times. Kaufmann & Sternberg (2006) noted that creativity can increase during times of uncertainty, which was seen during the recent pandemic. Kapoor & Kaufmann (2020) discussed the impact creativity has on feeling an increased sense of purpose. Leveraging creative strengths or improving upon areas where creativity is lacking, can provide an individual with the confidence and positive outlook needed to remain healthy during uncertain times or periods of rapid change. Knowing those areas of creative strengths and weaknesses may enhance the ability to negotiate the complex problems that arise from those uncertain circumstances, and provide an individual with an increased overall well-being. Several self-assessments are available to measure creativity in some capacity. Kaufmann (2019) categorized creative self-assessments into four categories of activities, evaluation, process, and beliefs. Included in his process category were several assessments, which included the Kirton Adaption-Innovation Inventory (KAI) and the Reisman Diagnostic Creativity Assessment (RDCA).

Connection to A-I Theory

Kirton (2003) believed that all people are creative, and that they are creative in different ways. His Adaption-Innovation theory on cognitive style revolved heavily around problem-solving and the preferred manner of in which people solve problems and manage change. This style was determined using the KAI instrument, which measured three areas of Sufficiency of Origination (SO), Efficiency (E), and Rule/Group Conformity (RG). Reisman (2014) also believed everyone was creative and discussed the many characteristics of creativity. Reisman et al. (2014) developed the RDCA which measured 11 factors associated with creativity to gain an understanding of one's creative strengths. Those factors are originality, fluency, flexibility, elaboration, tolerance of ambiguity, resistance to premature closure, convergent thinking, divergent thinking, risk-taking, intrinsic motivation, and extrinsic motivation. Understanding an individual's creative strengths and style may aid in solving complex problems that arise during unprecedented times such as a pandemic. This study will compare KAI and RDCA scores to identify any correlation between the KAI sub-scores and the RDCA factors.

We propose that many factors of the RDCA align with the sub-scores of the KAI. The factors of fluency, flexibility, and divergent thinking, which deal with generating ideas and many categories of ideas may be tied to SO. The factor of elaboration, which may be described as the ability to add detail, may also be tied to SO. Risk taking may be associated with both SO, in that generating ideas may be deemed risky, as well as RG, in that a risk taker goes against the rules. Resistance to premature closure may be tied to E in an opposite manner, in that one needs to know their direction to complete tasks and not worry if their direction was the correct approach. All other factors may be related to sub-scores or A-I theory in some regard.

The RDCA factors are heavily tied to mechanisms of problem-solving, and Kirton describes problem-solving as a subset of creativity. Understanding one's creative strengths through use of the RDCA, combined with understanding one's problem-solving style through use of the KAI, may set an individual up for success when faced with resolving complex issues during periods of uncertainty and change.

Methods and Data Analysis

This quantitative correlation study examined the KAI and RDCA scores of 20 participants. This was a convenience sample of working professionals in the same R&D team in the same company. Pearson's Correlation Coefficient was calculated using SAS Studio 2021.1 to determine the relationship between scores and sub-scores. Table 1 depicts the output of both the total scores and sub-scores of the KAI and RDCA comparison. Statistical significance was found between several sub-score factors. A relationship was seen between the KAI sub-score of SO and the RDCA factors of originality with a Pearson correlation coefficient of .50 and a p-value of .026, fluency with a Pearson correlation coefficient of .46 and a p-value of .044, and extrinsic motivation with a Pearson correlation coefficient of -.50 and a p-value of .026. Significance was also found between the KAI sub-score of E and the RDCA factor of resistance to premature closure with a Pearson correlation coefficient of -.49 and a p-value of .029. No significance was seen between the KAI sub-score of RG and the 11 RDCA factors. While not statistically significant, it is worth noting a negative correlation between SO and resistance to premature closure, E and flexibility, elaboration, and convergent thinking, and RG with elaboration, extrinsic motivation, resistance to premature closure, and convergent thinking.

Table 1

KAI and RDCA Pearson Coefficient Data

Pearson Correlation Coefficients, N = 20 Prob > |r| under H0: Rho=0																
	rdca_total	originality	fluency	flexibility	elaboration	intrinsic	extrinsic	resistance	tolerance	divergent	convergent	risk	kai_total	SO	E	RG
rdca_total	1.00000	0.80579 <.0001	0.90785 <.0001	0.86986 <.0001	0.84608 <.0001	0.70331 0.0005	-0.21213 0.3693	0.49121 0.0278	0.89502 <.0001	0.88962 <.0001	0.63431 0.0027	0.82898 <.0001	0.15646 0.5101	0.30055 0.1979	0.01448 0.9517	0.01341 0.9552
originality	0.80579 <.0001	1.00000	0.81828 <.0001	0.75124 0.0001	0.50034 0.0247	0.69431 0.0007	-0.44257 0.0507	0.24389 0.3001	0.69501 0.0007	0.87779 <.0001	0.32061 0.1681	0.54863 0.0122	0.34933 0.1311	0.49556 0.0263	0.15971 0.5012	0.10156 0.6701
fluency	0.90785 <.0001	0.81828 <.0001	1.00000	0.73173 0.0002	0.68826 0.0008	0.73220 0.0002	-0.37937 0.0990	0.28203 0.2283	0.90356 <.0001	0.91052 <.0001	0.42477 0.0619	0.84579 <.0001	0.39784 0.0824	0.45549 0.0436	0.18923 0.4243	0.20359 0.3893
flexibility	0.86986 <.0001	0.75124 0.0001	0.73173 0.0002	1.00000	0.78570 <.0001	0.48655 0.0296	-0.31191 0.1806	0.40842 0.0738	0.71070 0.0004	0.83884 <.0001	0.64004 0.0024	0.60060 0.0051	0.10993 0.6445	0.22500 0.3402	-0.11217 0.6378	0.07940 0.7393
elaboration	0.84608 <.0001	0.50034 0.0247	0.68826 0.0008	0.78570 <.0001	1.00000	0.38927 0.0898	-0.23585 0.3168	0.61100 0.0042	0.74427 0.0002	0.67032 0.0012	0.76633 <.0001	0.66869 0.0013	-0.07401 0.7565	0.19567 0.4084	-0.26796 0.2534	-0.14626 0.5384
intrinsic	0.70331 0.0005	0.69431 0.0007	0.73220 0.0002	0.48655 0.0296	0.38927 0.0898	1.00000	-0.21717 0.3577	0.18316 0.4396	0.61504 0.0039	0.66042 0.0015	0.21829 0.3552	0.65987 0.0015	0.42099 0.0645	0.42032 0.0650	0.40509 0.0764	0.13718 0.5641
extrinsic	-0.21213 0.3693	-0.44257 0.0507	-0.37937 0.0990	-0.31191 0.1806	-0.23585 0.3168	-0.21717 0.3577	1.00000	-0.18901 0.4248	-0.22503 0.3401	-0.38565 0.0931	-0.21206 0.3694	-0.18413 0.4371	-0.33914 0.1435	-0.49629 0.0260	0.13475 0.5711	-0.26418 0.2604
resistance	0.49121 0.0278	0.24389 0.3001	0.28203 0.2283	0.40842 0.0738	0.61100 0.0042	0.18316 0.4396	-0.18901 0.4248	1.00000	0.34990 0.1305	0.24266 0.3026	0.41785 0.0668	0.35866 0.1205	-0.36528 0.1133	-0.04847 0.8392	-0.48890 0.0287	-0.31141 0.1814
tolerance	0.89502 <.0001	0.69501 0.0007	0.90356 <.0001	0.71070 0.0004	0.74427 0.0002	0.61504 0.0039	-0.22503 0.3401	0.34990 0.1305	1.00000	0.75055 0.0001	0.50384 0.0235	0.81058 <.0001	0.29427 0.2079	0.31389 0.1777	0.17460 0.4616	0.15251 0.5209
divergent	0.88962 <.0001	0.87779 <.0001	0.91052 <.0001	0.83884 <.0001	0.67032 0.0012	0.66042 0.0015	-0.38565 0.0931	0.24266 0.3026	0.75055 0.0001	1.00000	0.47933 0.0325	0.72289 0.0003	0.28865 0.2171	0.40135 0.0794	0.08410 0.7244	0.12162 0.6095
convergent	0.63431 0.0027	0.32061 0.1681	0.42477 0.0619	0.64004 0.0024	0.76633 <.0001	0.21829 0.3552	-0.21206 0.3694	0.41785 0.0668	0.50384 0.0235	0.47933 0.0325	1.00000	0.47376 0.0348	-0.21309 0.3670	0.00424 0.9858	-0.43949 0.0525	-0.11131 0.6404
risk	0.82898 <.0001	0.54863 0.0122	0.84579 <.0001	0.60060 0.0051	0.66869 0.0013	0.65987 0.0015	-0.18413 0.4371	0.35866 0.1205	0.81058 <.0001	0.72289 0.0003	0.47376 0.0348	1.00000	0.30977 0.1838	0.31680 0.1735	0.15075 0.5258	0.19994 0.3980
kai_total	0.15646 0.5101	0.34933 0.1311	0.39784 0.0824	0.10993 0.6445	-0.07401 0.7565	0.42099 0.0645	-0.33914 0.1435	-0.36528 0.1133	0.29427 0.2079	0.28865 0.2171	-0.21309 0.3670	0.30977 0.1838	1.00000	0.67417 0.0011	0.72708 0.0003	0.79186 <.0001
SO	0.30055 0.1979	0.49556 0.0263	0.45549 0.0436	0.22500 0.3402	0.19567 0.4084	0.42032 0.0650	-0.49629 0.0260	-0.04847 0.8392	0.31389 0.1777	0.40135 0.0794	0.00424 0.9858	0.31680 0.1735	0.67417 0.0011	1.00000	0.22690 0.3360	0.18769 0.4281
E	0.01448 0.9517	0.15971 0.5012	0.18923 0.4243	-0.11217 0.6378	-0.26796 0.2534	0.40509 0.0764	0.13475 0.5711	-0.48890 0.0287	0.17460 0.4616	0.08410 0.7244	-0.43949 0.0525	0.15075 0.5258	0.72708 0.0003	0.22690 0.3360	1.00000	0.51638 0.0198
RG	0.01341 0.9552	0.10156 0.6701	0.20359 0.3893	0.07940 0.7393	-0.14626 0.5384	0.13718 0.5641	-0.26418 0.2604	-0.31141 0.1814	0.15251 0.5209	0.12162 0.6095	-0.11131 0.6404	0.19994 0.3980	0.79186 <.0001	0.18769 0.4281	0.51638 0.0198	1.00000

Findings and Conclusions

Relationships can be seen between several KAI sub-scores and RDCA factors. The KAI sub-score of SO demonstrated a significant relationship with three RDCA factors. The more innovative the SO score, which aligns to generating many ideas with less detail, correlated with a

higher originality score. This can be understood by the more ideas one generates, the more likely they are to be original. The higher the SO score correlated with a higher fluency score, which also aligns to generating many ideas. The correlation of SO and extrinsic motivation is a negative correlation, as SO is more innovative, extrinsic motivation decreases. The work of Amabile (1990) noted that creativity is associated with intrinsic motivation, which can explain the negative relationship of extrinsic motivation given the difference between the two. This reinforces the impact intrinsic motivation has on creativity, but has little effect on style. The KAI sub-score of E had a significant correlation with resistance to premature closure, with a negative relationship. As E scores were more innovative, resistance to premature closure decreased. When driven to accomplish tasks, such as what E describes, closure (as defined by RDCA) is needed on the approach taken to be efficient.

While no other significant relationships were identified, there were negative relationships that are worth noting. The most notable is the negative correlation between resistance to premature closure and all three KAI sub-scores of SO, E, and RG. RG had the most negative relationships with RDCA factors at four, while having no significant correlations, most of which can be explained by the inverse relationship with scoring.

This study examined the relationship between KAI and RDCA scores and sub-scores. The small number of participants, 20, can be considered a limitation to the generalizability of these findings beyond this group of individuals. The results yielded a significant relationship between four RDCA factors and two KAI sub-scores. Understanding an individual's creative strengths along with their creative style, may be beneficial for overall wellness during times of uncertainty.

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Thinking Style, Coping and Not-Coping in Leaders
By Rob Sheffield
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Introduction

This roundtable proposal describes a planned, but not yet started, research design. The research will focus on people in leadership roles, leading diverse teams on a task or range of tasks. The research will look at actual coping approaches used by current, practicing leaders. It will also compare and contrast the approaches used by a leader with a selection of thinking styles, along the adaption-innovation continuum. We expect the research to yield insights for practising leaders and for future research.

Connection to Adaption-Innovation Theory

Because of the extra responsibility that leaders hold, they often encounter what Boyatzis and McKee call Power Stress. They must exhibit influence towards challenging goals, and demonstrate high degrees of self-control, which require emotional energy (Boyatzis and McKee, 2005). They argue that scientists studying stress would define the leadership role as one involving chronic stress with periodic occasions of acute stress.

And, diversity puts pressure on leaders, because it is their role to ensure a diversity of team member views and approaches, while ensuring that team members themselves work, as far as possible, in their personal, comfortable zone of coping. In other words, leaders can be expected to do most of the stretching and coping. How do people in leadership roles cope with this?

Kirton (2003) defines coping as behaviour (problem solving) outside one's preferred style by the minimum amount for the least time. While reviewing the literature on thinking style and coping, Kirton discusses two broad categories: manipulative adjustment, whereby the person alters something in the individual's environment - changing one's aims, or the situation within which the problem arises, educating others – for example. Or personal adjustment, through which the person changes something in their own approach to problem solving. Kirton (2003, page 257) agrees that: "…there is consensus in the literature that more work needs to be done to understand this notion better." There also seems to be little in the available adaption-innovation literature that reviews the empirically reported coping approaches-in-use of current, practicing leaders.

Methods and Data Analysis,

The intention is to interview people who are currently in leadership roles. Each of these people will have completed the KAI inventory, and already have received feedback, which will have validated the KAI score. They will therefore have a baseline understanding of adaption-innovation theory.

The researchers will all be KAI-trained, and experienced in its use. There will be a total of 32 interviews with leaders, with 8 being from each of the following categories, (each category representing 25% of scores in national populations). Strong adaptors (scoring 32 – 82); Moderate adaptors (scoring 83 – 94); Moderate innovators (scoring 96 – 106); Strong innovators (scoring 107 – 160).

The interview will focus on: **Context-setting:** describing occasions when leaders have demonstrated coping behaviour with regard to the work of the team. Examples of **effective coping:** What effective coping strategies did leaders use? (Effectiveness needs to be defined here, and is likely to include aspects of leader well-being, team members' well-being, and team performance.) Examples of **Ineffective coping:** When were coping strategies less successful? (Again, lack of effectiveness needs to be defined.)

Our data analysis is expected to focus on: (1) Identifying the role of style, motive and acquired experience in examples of effective coping approaches for leaders. (2) Identifying the role of style, motive and acquired experience in examples of ineffective coping approaches for leaders.

Findings and Conclusions
The planned research is expected to have value because it can provide in-depth reflections on actual practices of leaders, and yield insights about how thinking style, motive and acquired experiences results in differences in effective, and ineffective, coping approaches. We anticipate that these insights might be usefully shared with leaders, and be the basis for further research.

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Retrospective Case Study: A View through the KAI Lens of a Successful Faculty Committee to Address Student Wellness Concerns in a High Performing High School
By Gary Snyder
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Introduction
In the fall of 2016, I was a high school principal at a high achieving high school in a mid-Atlantic state of the U.S. facing a critical issue of declining student wellness. The problem was not new and previous efforts have been made to address the issues, but it had continued and was reaching an urgent level. There was increasing pressure internally and externally to solve the problem. One of the solutions being pushed was to change the daily schedule by simply duplicating the schedule used by a neighboring school.

Previous attempts at changing the daily schedule that had been in place at least fifty years, resulted in only small tweaks. The traditions of structures, such as time and space, of a high performing school were difficult to change, but the urgency of the situation beckoned for a different approach.

As the principal, I sought the blessings of superiors to try a different approach and he asked the faculty for their agreement to join a journey that did not have a pre-ordained outcome. Both agreed to move forward. The faculty loaded three charter buses for a day of walking tours of Philadelphia urban art murals in what was titled a day of learning, with and without walls. The excursion was the beginning of a two-year process to examine the structures of time, space, and pedagogy and to begin to dream of a different way to best educate the students and support their efforts toward physical and mental wellness.

The next steps included the formation of a committee to represent the faculty and guide the work. The committee was encouraged to think outside of the box, that we were not going to copy any other school's schedule, and to instead listen to the needs that our student, the needs of the adults, collect data, and learn from the research. This committee, titled the bell schedule committee, was noted for being a bell schedule committee that did not talk about bell schedules for a long time. It wasn't until we were in agreement of the problem, student wellness and lack of engagement, and had exhausted collection of information about what the students and teachers needed, that then ideation of structures began to take form.

The end result was a new and unique daily schedule that was created by a group of people, with significant input of others, that greatly improved the lives of high school students. The plan was adopted by the Board of Education and implemented. The plan was appreciated by the students, who felt they were heard, and accepted by the faculty who had not experienced a structural change of this magnitude at the school in many decades. Other schools from across the state and region came to visit and understand the mechanics of the schedule. Schools from across the country inquired about the path that was taken to achieve the change.

Connection to KAI

In 2020, I was introduced to the Kirton Adaption–Innovation Theory and recalled hearing the statement that often a post-mortem is conducted within an organization after a project or committee experiences failure to examine what went wrong, but that it is equally informative to examine the workings of a committee when things go well.

My reflections back to the successful committee in 2016 led me to be curious about the makeup of the committee in terms of their problem-solving styles and to examine the work through the lens of KAI. As the leader of the school and committee, what was my own preferred problem-solving style and how did it mesh with the others on the committee? Were we all of the same ilk, leaning more innovative or more adaptive, or were we a diverse group of problem solvers? As I learned more about KAI and myself, I was deeply curious to examine the work of the committee.

Methods and Data Analysis

This retrospective case study required going back in time, approximately five years, to delve into the thoughts of the participants and to measure their preferred problem-solving style using the KAI Inventory. The invited participants for the study were the faculty members of the bell schedule committee. There were also two parent representatives on the committee, but were not included in this study. Many of the faculty members chose to participate, though some had left the school (retired or relocated) and were not reached, and a few others did not respond to invitations to participate.

Participants were given the KAI Inventory and their KAI scores were reported to them along with follow up information about the scores. In addition, participants answered a series of questions through an interview protocol that typically lasted about forty-five minutes.

Figure 1: School Faculty Committee on Student Wellness – KAI continuum
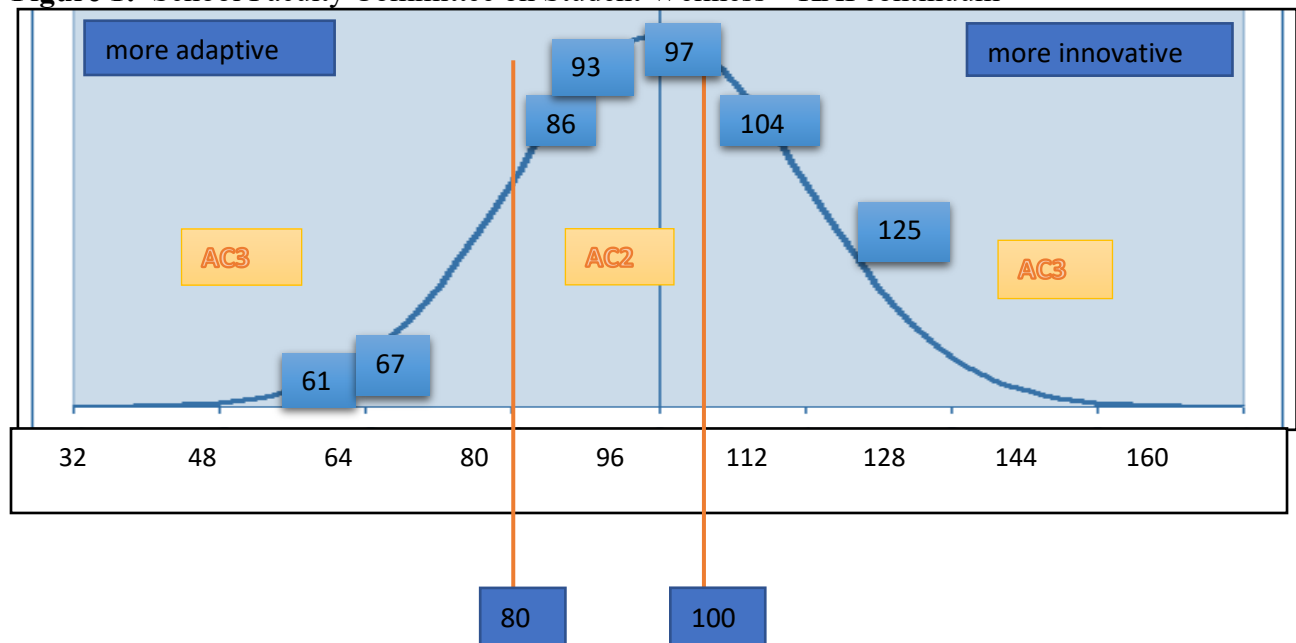
Note. Range: 61 – 125; Mean: 90.43; AC^2 = 80.43 to 100.43

The analysis of the data included charting the KAI results on the continuum to create a visual representation of the diversity of the group. Unfortunately, not all of the committee members participated, but it is difficult to imagine the range of KAI scores could have been much wider than the range from 61 to 125. Within the range, the mean was 90 and the plotting of the AC groups appeared relatively balanced in number of individuals.

Further analysis of the interviews included transcription of the interviews and then each participants response to questions were analyzed through the lens of KAI. Examples of quotes for the participants are sprinkled throughout the presentation and helped to highlight the important pieces of the process.

Findings and Conclusions

The interviews and KAI scores revealed a diverse group of thinkers who came together well. Members recognized the diversity without knowing about KAI and commented on how the group was able to function well with few distractions. The participants often mentioned how their voice and other voices were heard throughout the process. This speaks to the respect shown to individuals and the appreciation for other points of view.

Through the KAI lens, it was easy to see the roles played by the more adaptive and the more innovative. Several members, unknowingly in terms of KAI, played the role of bridger by assisting with communication and building trust between members who may have been far apart on the KAI continuum.

The problem was well defined and agreed upon, though the approach was not. A decision was made to approach the problem in a more innovative manner by the group leader and he sought support ("blessings") from within and outside the group to proceed in that manner. Through the problem definition and ongoing process, it appears from the comments that the committee members understood the rationale for and empowerment in the opportunity to create something new. The individual who was the most adaptive in the group expressed anxiety in meetings, also described frequent conversations with a member who was likely playing the role of bridger in attempts to alleviate the stress. The same individual likely played the role of bridger with the most innovative in seeking ways to apply details to the emerging big ideas.

In the end, the mutual respect shown, honoring all voices, and valuing the diversity of the group were key factors to the success of the group.

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The Use of the Kirton Adaption Innovation Inventory in Executive Coaching
By Jessica Prater
J Prater Consulting

Introduction
In an increasingly complex world, organizations are turning to leadership and executive coaching to help their high potential employees not only perform but flourish. Pousa and Mathieu (2014) found that a coaching relationship could increase performance up to 6.2%. Employers are recognizing that coaching can be a resource for high potential employees to help them cope and accelerate their growth through difficult times.

Often, coaches utilize intake assessments to help establish a baseline for exploration for their coachee. The Kirton Adaption Innovation Inventory is uniquely positioned to become a widely adopted intake assessment for executive coaching. Its brevity, clarity of results and affordable price point can be a key differentiator from other assessments in the market.

How it Works
Many executive and leadership coaches utilize assessments that are either costly or not rigorous for their intake assessments. While assessments are not utilized in every case, having a tool such as the KAI that is targeted and rooted in research would be an asset for a coach. KAI is well-aligned with the Core Competencies of the International Coaching Federation (ICF), an internally-recognized coaching organization.

For the purposes of this roundtable discussion, coaching is defined as a collaborative relationship between a coach and coachee. Coaching programs are often 6 to 12 months in length and focused on goals set by the individual being coached. If the coaching is employer-sponsored, key stakeholders are consulted while respecting the highest level of the coachee's confidentiality. Assessment results and contents of the coaching are not disclosed to key stakeholders.

Results / Implications to Date
The foundation of the KAI specifically aligns with the three of the eight ICF core competencies of "Cultivates Trust and Safety", "Evokes Awareness" and "Facilitates Client Growth" (International Coaching Federation, 2022). Concepts such as cognitive style and diversity of thought are integral to many of the challenges faced by new and emerging leaders in the marketplace.

Future Plans/Advice to Others
The roundtable would be used to discuss how the KAI could be used in a successful coaching engagement. What type of coachee would benefit most from the KAI ? What potential challenges may arise in using the KAI? Are there other intake assessments that could be used in conjunction with the KAI? How can the results of the KAI move the coachee forward? How can the knowledge of the results improve the coaching relationship? Are there situations where it would be inappropriate to use the KAI? How could KAI assist in team coaching engagements?

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