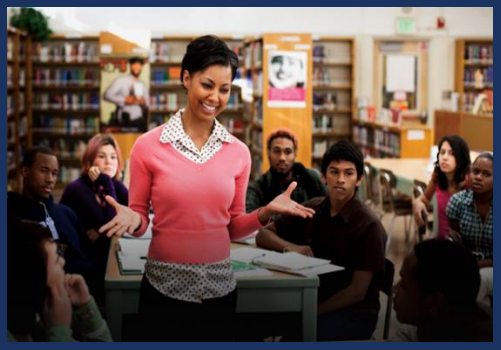
TRANSFORMATIONAL LEADERSHIP



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Overview

Summary

The purpose of this Transformational Leadership workshop is to meet with 30 staff, faculty, teachers, and whoever interacts with our students to teach them skills to better lead students that will help improve their academic achievement and learning outcomes. According to Berkun (2017), “a workshop that entails a large group of people is more effective due to it being more interactive with each other. Those in attendance will then split off into groups as working with each other is part of the interacting process. The facilitator will show the group how to do an activity, everyone will participate in the exercises, the facilitator will then lead a discussion to help the group better understand the exercise if there are any challenges 50 minutes total for workshop duration. The idea of a workshop is so that it can look like a shop where people can come to learn and interact. There should be drawings, flip charts, whiteboards, etc. to challenge your learners' skills. Breaks will be taken regularly. (Berkun, 2019).

Learning Objectives

By the end of this workshop, participants will be able to:

- Define transformational leadership
- Apply transformational leadership to their profession
- Identify how their values conflict with the transformational leadership
- Utilize transformational leadership in the classroom
- Identify how your school can benefit from transformational leadership
- Assess their Leadership Style using the Multifactor Leadership Questionnaire (MLQ)

Equipment and Materials Needed:

Timer, paper, pencil, access to internet and projector, table and chairs, and a seating area for 30 adults.

Duration:

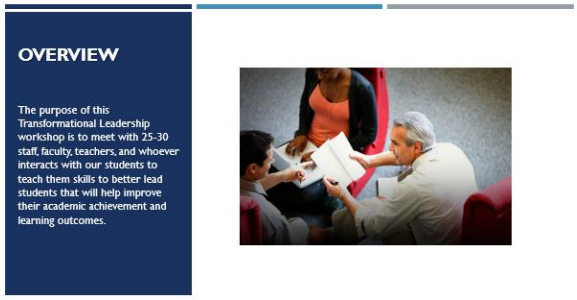
50 Minutes

Credit:

1 CEU

Introduction

Duration: 10 Minutes



Slide 2: Overview

Say: Thank you for joining us for our transformational leadership workshop. In the next 50 minutes, we will look at how transformational leadership can make a huge impact on the student's overall well-being and build morality for the faculty and staff.

Do: Introduce yourself as the facilitator, (Example: I'm Mr. Jonathan Dean, I have over 20 years of K-12 education experience with twelve of those being in the classroom.)
Duration: 5-10 Minutes

Activity: Icebreaker

Do: Allow participants to introduce themselves amongst their table group, "tell something that people don't know about you such as name, hidden talent or guilty pleasure."

Say: Now that we have gotten to know each other, let us move on to define transformational leadership.

Module 1: Transformational Leadership Defined

Duration: 5 Minutes

Slide 4: Transformational Leadership Defined

As stated by Northouse (2019), "Transformational leadership is a process that changes and transforms people. It is concerned with emotions, values, ethics, standards, and long-term goals" (p163). In this leadership process, you have to assess your follower's motivation, satisfy their wants and needs, and treat them humanely as possible. Transformational leadership involves an exceptional form of influence that steers followers to achieve more than what is required of them. The leader-follower incorporates strong character and creative skills (Northouse, 2019).

The transformational leadership gives followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence (charisma), intellectual stimulation and individual consideration. The leader further encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful (“Transformational Leadership,” n.d.).

According to Pounder (2014), transformational leadership in the classroom has been the turning point in the traditional organization. Studies have seen it have a positive influence on teacher's and support staff effort and satisfaction, on their cooperation and compliance, and on their job performance, namely when working as a team (Pounder, 2014, p.273). Pounder (2014), researched that transformational classroom leadership has taken the transformational leadership model developed by Bass (1985), for studying the application of the concept in a classroom context using the Multifactor Leadership Questionnaire (MLQ).

Module 2: Transformational Leadership Characteristics

Duration: 5 Minutes

Slide 5: Transformational Leadership Characteristics

The transformational leadership characteristics in the Bass (1985) model includes Ideal influence or charisma; Inspirational motivation; Individual consideration; and Intellectual stimulation (referring to teacher behavior in the classroom) (Pounder, 2014, p. 275).

With the implementation of transformational leadership, research has proven, transformational classroom leadership stimulates academic motivation, engagement and effort, fosters students' intentions to engage in instructional activities in their own time, engenders student self-efficacy and facilitates cognitive and affecting learning. By the same token, teachers, who take on the role of transformational leaders, become more effective in the classroom and students are more likely to see them as credible sources. Teachers are also less likely to experience oppositional behaviors from students, in fact, class participation is likely to increase. Reviewers might argue that the results of the effectiveness of transformational classroom leadership are self-reported; however, there is evidence that the implementation of transformational leadership in the classroom is highly correlated with actual academic performance (Pounder, 2014, p. 278)

Research recommends that faculty training and development aimed at implementing transformational classroom leadership to teach transformational leadership skills. For instance, Bass (1990) described two approaches to transformational leadership training in a conventional organizational setting. Pounder (2014) found, “The first involved personal feedback and goal setting where leaders self-rate their performance using a self-rating version of the MLQ and the same leaders are also rated by their subordinates using the standard MLQ. Leaders are then counseled based on the results from their scale” (p. 280). Depending on their results counseled based on the results from the MLQ scale. The results of the sessions would serve as an action plan for leaders to enhance their transformational leadership behaviors in the classroom.

According to Pounder (2014), “The second approach is working in groups in a workshop setting, to conduct a variety of exercises that include brainstorming activities on effective and ineffective leadership and watching videos on transformational leadership” (p. 280). Pounder (2014) found, “the outcome of the group workshops is a specific action plan designed to enhance the transformational leadership style of each of the participants” (p. 280).

Pounder related his studies to a university setting. However, I can argue that promoting a healthier environment on any level is conducive to students in any setting. Once students find out that their teachers and or professor care about their success beyond the classroom, a student is more likely to feel increasingly motivated. As a result, transformational leaders are needed to encourage their followers to promote a nurturing environment and innovative teaching practices.

Module 3: The Impact of Transformational Leadership on Education

Duration: 10 Minutes

Slide 6:: Impact of Transformational Leadership on Education

Fostering esteem and empowerment create a healthy learning environment that is conducive to a successful outcome for teachers and students (Pounder, 2014). Research by Pounder (2014) supports, "that transformational classroom leadership stimulates academic motivation, engagement and effort, fosters students' intentions to engage in instructional activities in their own time, engenders student self-efficacy and facilitates cognitive and affecting learning" (p.278). According to Northouse (2019), “Bass (1985, p.20) argued that transformational leadership motivates followers to more than what is required of them by 1) raising their level of consciousness about the importance and value of specified and idealized goals, 2) transcending their own self-interest for the sake of the team or organization and 3) moving followers to address higher level of needs” (p. 168).

The model of transformational and transactional leadership incorporates seven factors.

According to Northouse (2019):

Transformational Leadership	Transactional Leadership	Laissez-Faire Leadership
Factor 1 Idealized influence (Charisma) (emotional component)-describes leaders who act as strong role models for followers; followers want to copy them.	Factor 5 Contingent reward-exchange process between leaders and followers in which effort by followers is exchanged for specified needs. Constructive reactions-parent who negotiates with a child about how much time the child can spend playing video games after doing homework.	Factor 7 Laissez-faire-leader takes a “hands-off, let things-ride” approach (Nontransactional).
Factor 2 Inspirational motivation-leaders who communicate high expectations to followers, inspiring then through motivation to become committed to and part of the shared vision in the organization.	Factor 6 Management by exception-a leader using the active form of management-by-exception watches followers closely for mistakes or rule violations and then takes corrective action.	

Factor 3 Intellectual stimulation-leaders that stimulates followers to be creative and innovative and to challenge their belief system.		
Factor 4 Individualized consideration-leaders who provide a supportive climate where they listen carefully to the needs of their followers.		

(Figure 8.2 pp. 169-174)

Transformational leadership seeks to improve the performance of followers in reaching their maximum potential. People in this role have strong mores and values and act for the greater good rather than their own self -interest (Northouse, 2019, p.169).

Activity: Video

Duration: 10 Minutes

Transformational Leadership Framework: Intro

Video *https://www.youtube.com/watch?v=jaXLRVgKfmo&list=PLZNEGfh-NHXF0x6xP42Vn2VNVluEKoRh6*

Do: Break classroom up into 6 teams.

Begin activity one by playing a ten minute YouTube video on Transformational Leadership Framework video by New leaders org. After the video is over, each group member writes down a takeaway point and discuss it among each other. The facilitator then steps in for feedback and to add expert information on improving their charismatic approach.

Activity: Multifactor Leadership Questionnaire

Duration: 15 Minutes

Do: Pass out the Multifactor Leadership Questionnaire (MLQ) form 6S to each participant.

Conclusion

In closing, Transformational Leadership (n.d.), in its true form, enhances the motivation, morale and performance of followers through a multitude of ways. It connects the follower's sense of identity and self to the mission and the collective identity of the organization; acts as a role model for followers that inspires them; challenges followers to take increased ownership and responsibility for their work, and understands the strengths and weaknesses of followers, so the leader can work to align followers with tasks that optimize their performance (Transformational Leadership, n.d.).

Say: Now that you all have been introduced and educated on transformational leadership and have gone through simulating activities, I want to call for a few questions:

1. What of significance did you learn today? *I have learned that leaders use the Transformational Leadership Framework (TLF) to support a successful environment. For example, the leaders, namely, the principals, use this framework to transform their schools by training and supporting aspiring leaders to support student learning.*

2. What did you learn about yourself? *After taking the Multifactor Leadership Questionnaire (MLQ), I have become aware that I do not encourage my students enough and that I am not as nurturing as I should be. I have also become aware that I am content with things just the way they are and I am not open to changes in my environment*.

3. How did these exercises help in the teachings? *Before coming into this workshop, I was unaware of transformational leadership and unaware of the fact that our school is needing to transform to meet our educational outcomes. Transformational Leadership provides followers with an aspiring mission and vision and a clear goal for a positive outcome. Transformational Leadership transforms the environment into a healthier environment.*

4. Do you think what you have learned, if any, will affect your life choices*? Yes. I have* learned *about myself as a leader and the areas that I need improving in. I need to work on becoming more empathetic and work on becoming a great leader. I have children that I come*

into contact with every day and are looking up to me as a stable role model and for encouragement. I will learn to be more cognizant and purpose driven.

5. How will you apply what you have learned in your future? *I will apply what I have learned in today's workshop and turn it into SMART goals (Specific, Measurable, Attainable, Realistic, and Timed) when working with students to achieve the highest possible educational outcome. I will be that leader who believes in them and empowers them to achieve excellence. I will work on being a better leader for my students and colleagues, to foster a creative and healthier environment.*

Say: Thank you for participating in our workshop! We hope you have gained insight into transformational leadership for education. Please take part in our brief survey, once survey is completed we can post your CEU's.

Reference

Anonymous. (n.d.). *Transformational Leadership*. Retrieved from https://www.langston.edu/sites/default/files/basic-content-files/TransformationalLeadership.pdf

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Dropout Nation. (2011, February 16). *Wendy Kopp on Transformational Leadership in Education*. Retrieved from https://www.youtube.com/watch?v=N6egJtq9qNE

Northouse, P. G. (2016). *Leadership: Theory and practice* (7th edition). Thousand Oaks, CA: SAGE.

Pounder, J. (2014). Quality teaching through transformational classroom leadership. *Quality Assurancein Education, 22*(3), 273-285. Retrieved from https://trevecca.idm.oclc.org/login?url=https://search-proquest-com.trevecca.idm.oclc.org/docview/1662626382?accountid=29083

Appendix

Name _____

Multifactor Leadership Questionnaire (MLQ) Form 6S

Instructions: This questionnaire provides a description of your leadership style. Twenty-one descriptive statements are listed below. Judge how frequently each statement fits you. The word *others* may mean your followers, clients, or group members.

Key: **0** = not at all **1** = once in a while **2** = sometimes **3** = fairly often

4 = frequently, if not always

1.	I make others feel good to be around me.	0 1 2 **3** 4
2.	I express with a few simple words what we could and should do.	0 1 2 **3** 4
3.	I enable others to think about old problems in new ways.	0 1 **2** 3 4
4.	I help others develop themselves.	0 1 2 3 **4**
5.	I tell others what to do if they want to be rewarded for their work.	0 1 2 **3** 4
6.	I am satisfied when others meet agreed-upon standards.	0 1 2 **3** 4
7.	I am content to let others continue working in the same way as always.	0 1 **2** 3 4
8.	Others have complete faith in me.	0 1 2 **3** 4
9.	I provide appealing images about what we can do.	0 1 2 **3** 4
10.	I provide others with new ways of looking at puzzling things.	0 1 2 **3** 4
11.	I let others know how I think they are doing.	0 1 2 3 **4**
12.	I provide recognition/rewards when others reach their goals.	0 1 2 3 **4**
13.	As long as things are working, I do not try to change anything.	0 1 2 **3** 4
14.	Whatever others want to do is OK with me.	0 1 **2** 3 4
15.	Others are proud to be associated with me.	0 1 2 **3** 4
16.	I help others find meaning in their work.	0 1 2 **3** 4
17.	I get others to rethink ideas that they had never questioned before.	0 1 2 **3** 4

18. I give personal attention to others who seem rejected. 0 1 2 **3** 4

19. I call attention to what others can get for what they accomplish. 0 1 2 3 **4**

20. I tell others the standards they have to know to carry out their work. 0 1 2 **3** 4

21. I ask no more of others than what is absolutely essential. 0 1 **2** 3 4

SOURCE:

Copyright © 1992 B. M. Bass and B. J. Avolio. Adapted with permission. MLQ forms can be obtained from Mind Garden, Inc., 1690 Woodside Rd., Suite 202, Redwood City, CA 94061, USA; (650) 261-3500

Name _____

Multifactor Leadership Questionnaire (MLQ) Form 6S

Response Sheet

1. Transfer your scores from the MLQ.
2. Add each row to determine your factor score.

									Total	
__3__	1.	__3__	8.	__3__	15.	=	___9__	Factor 1
__3__	2.	__3__	9.	__3__	16.	=	___9__	Factor 2
__2__	3.	__3__	10.	__3__	17.	=	___8__	Factor 3
__4__	4.	__4__	11.	__3__	18.	=	___11__	Factor 4
__3__	5.	__4__	12.	__4__	19.	=	___11__	Factor 5
__3__	6.	__3__	13.	__3__	20.	=	___9__	Factor 6
__2__	7.	__2__	14.	__2__	21.	=	___6__	Factor 7

Score range: high = 9-12, moderate = 5-8, low = 0-4

Scoring Interpretation

Factor 1. *Idealized influence* indicates whether you hold subordinates' trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

Factor 2. *Inspirational motivation* measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

Factor 3. *Intellectual stimulation* shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs and those of the organization.

Factor 4. *Individualized consideration* indicates the degree to which you show interest in others' well-being, assign projects individually, and pay attention to those who seem less involved in the group.

Factor 5. *Contingent reward* shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

Factor 6. *Management-by-exception* assesses whether you tell others the job requirements, are content with standard performance, and are a believer in "if it ain't broke, don't fix it."

Factor 7. *Laissez-faire* measures whether you require little of others, are content to let things ride, and let others do their own thing.

SOURCE: *Leadership: Theory and Practice*, 2nd edition, by Peter Northouse, Sage Publications, 2001. pgs. 156-157