



Transformational Leadership

‘Transformational leadership is one of the central and most influential leadership models in the field of education administration’ (Bush, 2014; Hallinger, 2003).

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Setting The Scene

- Overview of Leadership and Transformational Leadership;
- Accelerating Disruption in Education;
- Transformational Leadership in Education – positives/negatives & your concerns.

Building Relationships

- Need for people and strategic skills.
- Coaching – advantages and key points.

Implementing Change

- Barriers to Change and implementing Change.

“Leadership is the ability to influence individuals or groups toward the achievement of goals. As a process it shapes the goals of a group or organisation, motivates behaviour towards the achievement of those goals and helps define group or organisational culture” (ILM, 2013)

- ✓ Not about day to day **management operations**;
- ✓ **Organisation/sector awareness** - at all levels;
- ✓ Need to set long range goals - providing **strategic direction**;
- ✓ **Inspiring** people to follow them, challenging **followers** to become the best they can be;
- ✓ It is **transformational**; providing purpose and meaning, building communities by creating a sense of **trust, confidence and belief**;
- ✓ Responsibility for **execution**.

"Transformational leadership in schools is when a leader empowers members of the learning community to improve from within. The transformational leader does not simply run a school, merely keeping it afloat. Instead, such leaders seek to make things better through genuine collaboration between the school's members and stakeholders". (Gunn, 2018)

➤ Focussing attention on your people:

- sets clear **strategic** goals & **high expectations**, encouraging others;
- provides **support, recognition & negotiations** through **social interaction**;
- stirs the **emotions** of people, getting people to look beyond **their self-interest**, **inspiring** people to reach for the **improbable**;
- is a model of **integrity** and **fairness**, with **assertiveness**;
- helps their staff commit to a programme they **helped create**.

(Bass, 1985)

- **Underestimating mind-sets.** Suggested need for changing behaviours to be effective. Organisations need to identify the leader below the surface. Do they have a controlling mind-set? What about their personality type?
- **Failing to measure results.** How is leadership performance measured? All about feedback or real results/org impact? Real need to assess behavioural change – 360 degree feedback?
- **Context – critical component.** A brilliant leader in one situation may not necessarily perform well in another. Too many training initiatives rest on the assumption that one size fits all.

Transformational Leadership in Education - Successes

- Proved to be **very useful** for educational establishments who have implemented **new strategies, predicting the future**, by:
 - improving school results;
 - changing teachers' classroom practices;
 - enhancing quality of teaching, student learning & achievement and engagement.

Transformational Leadership in Education - Problems

➤ (examples):

- Academic leadership is **complex and demanding**, with substantial stress, high burnout and high turnover;
- No time to consider the **future**;
- Departmental heads are **usually not chosen** based solely on their leadership knowledge, skills or abilities;
- **Very few academic chairpersons** possess the entire catalogue of leadership traits that experts suggest exemplary leaders should have.
- Do not understand how transformational leadership can help within an **education** establishment.

(Tahir et al, 2014).

➤ Culture:

- employees are mostly only employees and don't want to actively participate in the innovation process;
- issues motivating staff;
- how to encourage teachers to move from an attitude of self-interest to a mind-set where they are working for the common good.

➤ Resources

- job security impacting engagement;
- too many views to consider;
- getting staff or myself out of comfort zone;
- personal assertiveness issues;
- time and resources constraints.

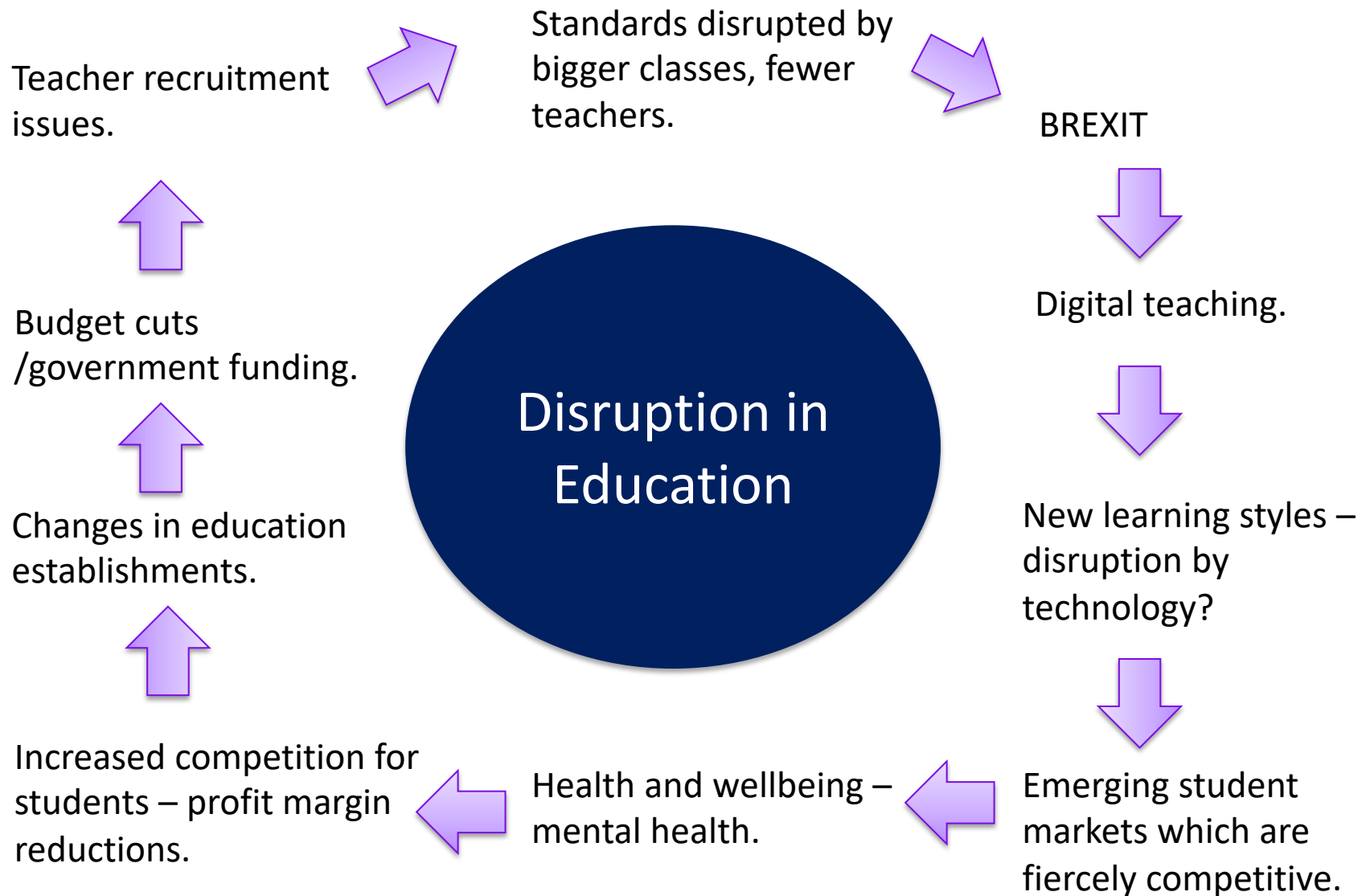
“We live in an age of accelerating disruption. Every sector/company is facing up to the profound changes wrought by digitisation and AI.

Industry boundaries have become permeable. Data, algorithms, and artificial intelligence are changing the nature of forecasting, decision making, and the workplace itself.

All this is happening at once, and established companies are responding by rethinking their business models, redesigning their organisations, adopting novel agile-management practices and embracing design thinking.”

(McKinsey, 2018)

Accelerating Disruption in Education Examples....



A New Culture Needed?

“The painful reality is that 70% of most transformations fail. Common pitfalls include a lack of employee engagement, inadequate management support, poor or non-existent cross-functional collaboration, and a lack of accountability.

Furthermore, sustaining a transformation’s impact typically requires a major reset in mind-sets and behaviours—something that few leaders know how to achieve.

Leaders must create cultures of constructive scepticism and surround themselves with people who bring multiple perspectives and have no fear of challenging the boss.”

(McKinsey, 2018)



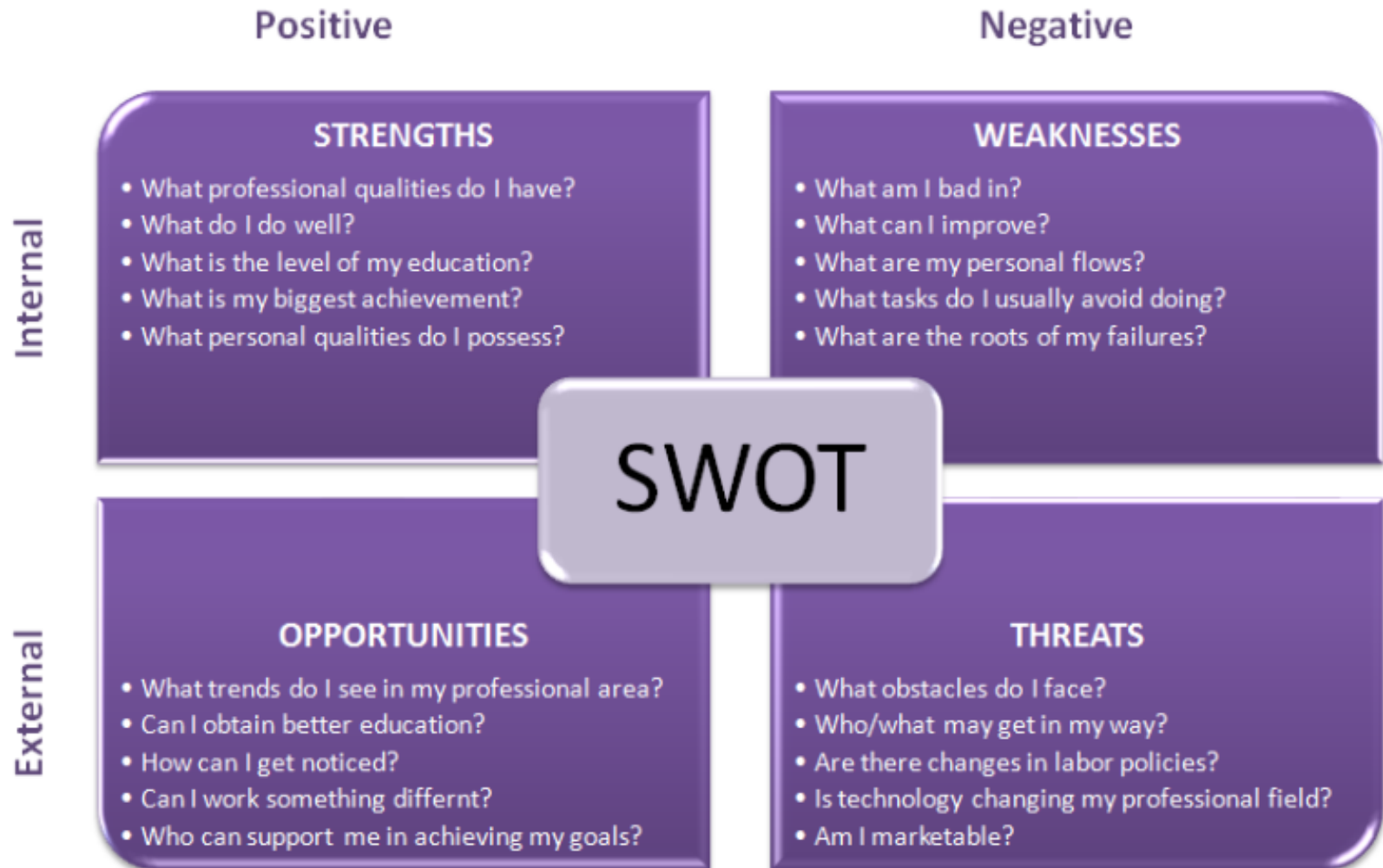
Transformational Leadership Self Review

SWOT *pg2*

Self-Assessment Questions *pg3*

SWOT Analysis

- Evaluate your transformational leadership skills, thus far, through a **SWOT analysis** – to explore **strengths, weaknesses, opportunities & threats**. *Ask - what do I have to work with? (pg2)*





Skills Required for Successful Transformational Leadership?

Think People....

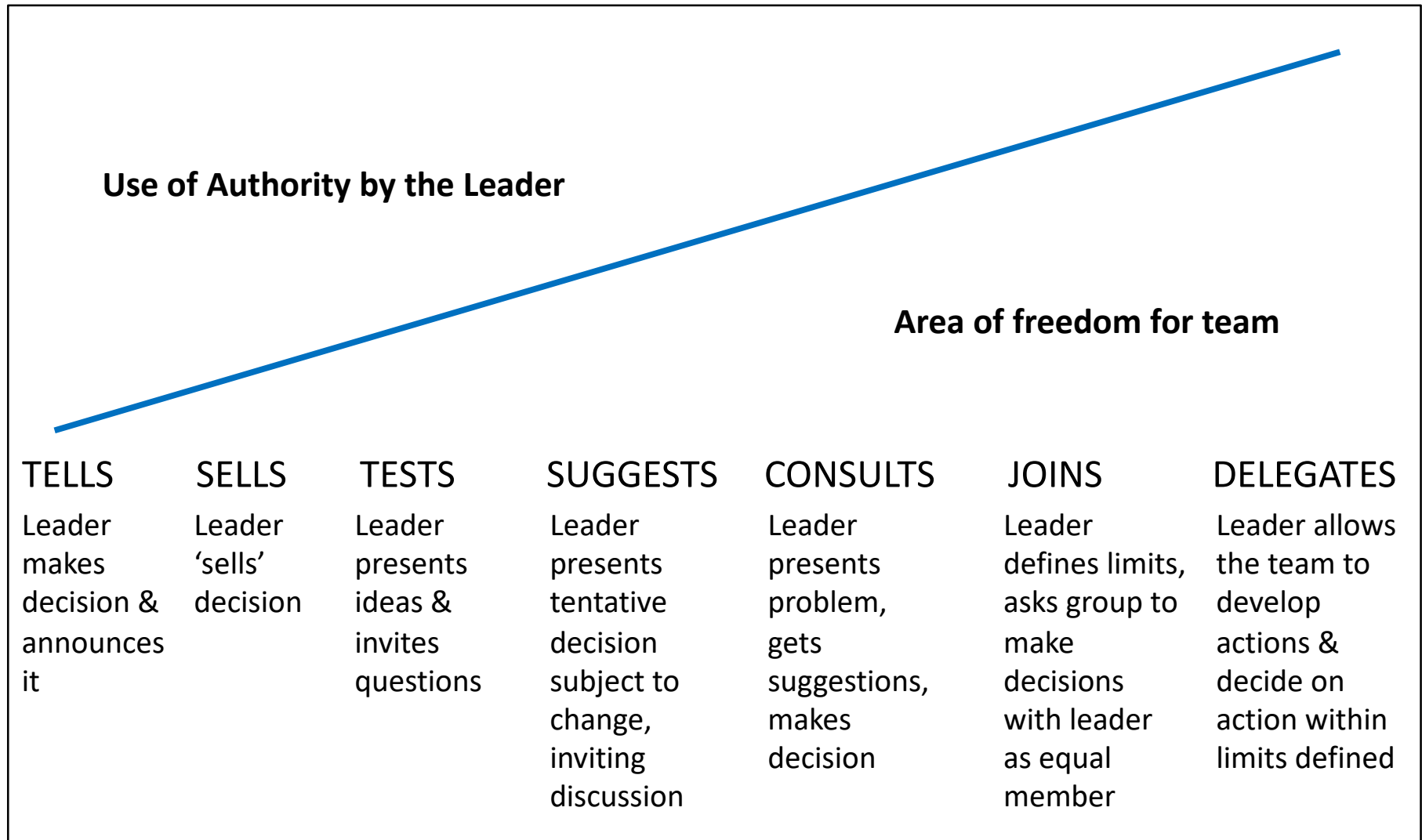
Think Strategy....

A Question...

“How can you evaluate/assess outcomes of applying Transformational Leadership principles and techniques. In other words, how do I know it’s done right?”

- **PART 1** - consider how you work with your teams reviewing/creating a new mindset → **empowerment**.
 - Typically people need to be **directed and managed** (*asking not telling*) otherwise they won’t know what to do and just look out for themselves.
 - When given clear **responsibility, authority** and **timescales** people are typically more **engaged**, taking care of each other, delivering better results.
 - Let everyone know what to do, **steering** the work of employees.
- End result – suggested if leaders **empower** employees to take full ownership, and develop their confidence they will drive the organisation towards its purpose and vision.

Tannenbaum and Schmidt – 7 Levels of Delegated Freedom



Transformational Leadership Skills Required – People – Group Discussion.

Emotional Intelligence.

Authenticity (fearless and flexible) an **inspiring role model**.

Communication - updates and progress (active).

Collaboration and empathic approach – showing interest & understanding individual differences.

Relationship investment impacting cultural development & mindsets.

Trust & Motivation.

Understanding **Team Role Specialities**.

Providing the **tools** required.

Praise where credit is due.

Accepting **honest feedback** in the face of failure.

Coaching of others.

Empowerment to encourage and challenge.

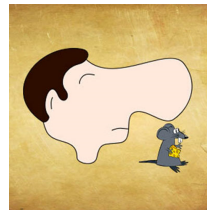
Identifying **prospective talent** – continuous improvement.

Importance of Trust

- **Trust** – ‘*core of any successful team*’ and a fundamental component of human relationships, which **takes time** to develop. (CMI, 2016)
- It is a **2 way process**, through **compassion** & understanding **values**.
- ‘*No one cares how much you know until they know how much you care.
Don’t expect one thing of your team then do the opposite yourself*’
(Price, 2017)
- A team needs to **spend time together** and it is important to **invest the time** getting to know the team.
- If **trust is absent** the team might start to implode and confusion will occur → trust will be **lost**.

- What motivates you? *Is it i.e. money, praise?*
- Generally teams are motivated by the **ability to make a difference.**
- A leader needs to understand what motivates their team – everyone will be different and it may take time.
- Consider the **Three Needs Theory** (McClelland, 1970)
 - achievement and goals;
 - gaining power;
 - affiliation.

- People want to smell A RAT –



- **Achievement, Recognition, Autonomy & Trust**

Make Your Team R.O.C.K

- **R: Role clarity:** Find out the relative strengths & weaknesses and ensure the team play their roles accordingly.
- **O: Objective setting:** Break the journey down into smaller, manageable goals on the way to the big picture, makes goals feel achievable.
- **C: Communication:** Communication is fundamental to success, it's the lifeblood. Keep it simple and straightforward, be respectful but honest with each other. Then you're building on a strong foundation.
- **K: Killer attitude:** The biggest thing that gets in the way of teamwork is ego. When someone, or everyone, thinks their 'thing' is the most important thing, it all falls apart. All should be open to learning. When this happens, there is mutual respect. When mutual respect is there, magic can happen.

A Question...

“How can you evaluate/assess outcomes of applying Transformational Leadership principles and techniques. In other words, how do I know it’s done right?”

PART 2 - consider your and the departments strategy, developing foundations for your team/organisation through consultation.

‘For transformation to succeed, it is important to align strategic and cultural aspirations. Using the new strategic goals of the organisation as a starting point, they need to identify a new supportive and goal-consistent culture in terms of beliefs and behaviours.’ (CIPD, 2018)

Transformational Leadership Skills Required

– Department Strategy – Group Discussion.

Clear Strategic Vision & Mission

create sense of purpose and team value. Stretch targets. Developed through mutual agreement and shared ownership. *Based on forward thinking, open minded, good business/sector awareness.*

Goals, Measures and Values

instilled to drive motivation through milestones.
Redevelopment of *culture*.

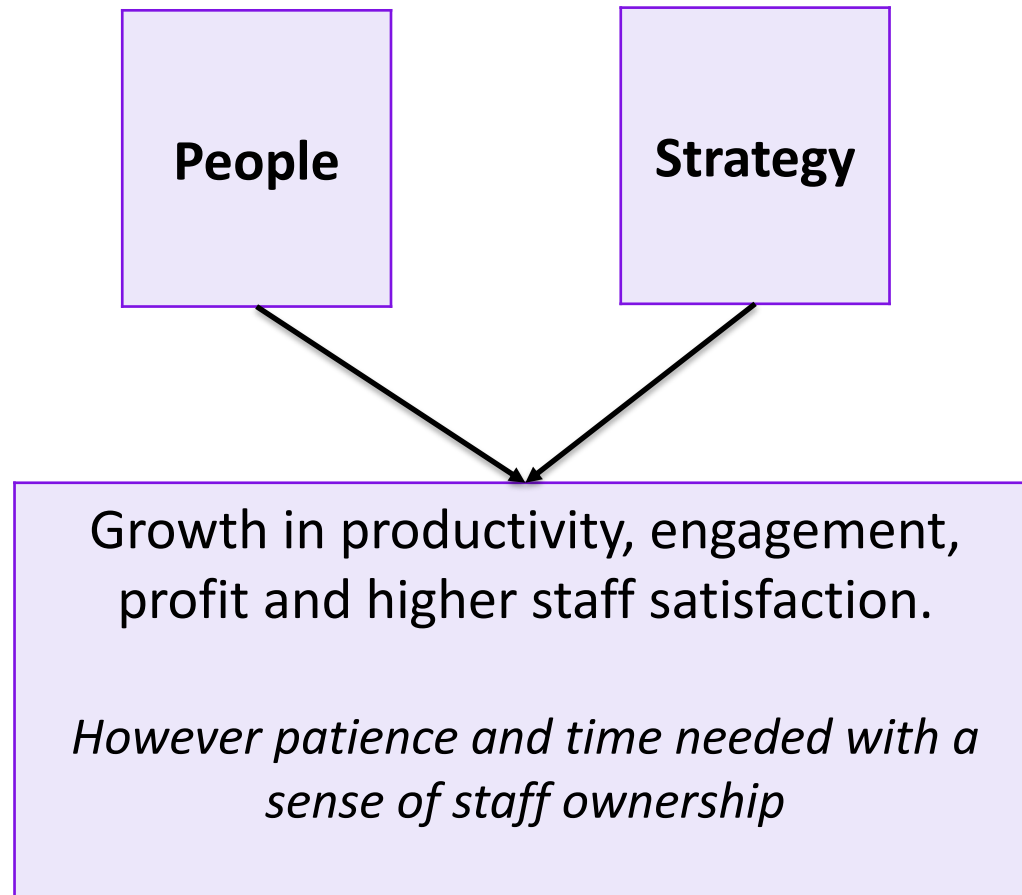
Resources & People. Delegating the right task to the right member.

Processes and Rules – setting the boundaries.

Relationships & Practice – who are we dealing with and why? What are the expectations? Need for due diligence.

Embracing Change & Ownership. What extra effort is required? Must link to vision and goals.

Transformational Leadership Skills Required - Strategy





Coaching

“Coaching assumes the employee can deal with issues and problems that arise in their job with some help from their boss. The leader’s role is to help them to get unstuck or to bring about new ways of thinking” (CIPD, 2015)

Coaching – What is it?

- *Coaching focuses on helping another person learn in ways that let them keep growing afterward. It is based on asking rather than telling, on provoking thought rather than giving directions and on holding a person accountable for their goals.’ (Frankovelgia, 2010).*
- A series of **conversations** with staff members to help them reflect on their **performance/potential**.
- A relationship that is **focused and contractual**, offering facilitation, reflections and occasional insight to **maximising work output** by increasing general **awareness** about the range of choices available.
- Coaching is **different to mentoring or counselling**, though it does share some techniques with the latter.

- Implementing a coaching culture can **dramatically improve performance** by equipping staff with skills needed for their role, in line with the organisation strategy → driving **greater autonomy & responsibility**.

“It can be more time consuming in the short term than other methods of training, improving or developing your staff, or helping them deal with stress and change, but coaching pays dividends overall.

It is acknowledged as one of the best ways to get improved performance, improving staff productivity by up to 88%”

(ILM, 2017)

- Will help to develop **better collaboration** and **relationships with staff** and drive coachee’s self confidence.
- Imperative to **pull the coachee**, providing a **path of discovery**, ensuring a clear direction & one-on-one attention.

Coaching: Key Points.....

- ✓ Good coaches **believe in people**, thinking about overall goals and purpose and how the coachee will achieve this.

‘People follow and trust leaders who they can relate to on a personal and human level, however distant or senior they might be’ (CIPD, 2018)

- ✓ **Listen actively** – concentrate, always look interested, making eye contact & appropriate body language. Do not prejudge, answer questions honestly, *sharing your experiences*.
- ✓ **Break down activities** into a logical sequence of manageable stages. **Explaining the steps** required – use a map.
- ✓ **Promote discovery** by asking questions.

Coaching: Key Points.....

- ✓ It is **easy to destroy a learners'** confidence by going too fast and asking too much of them. **Patience** and **time** is key.
- ✓ **Give constructive comments (be assertive)** – focus on the coaches views and i.e. **explain** why tasks need to be done in a certain way;
- ✓ **Follow up after each session** – check on progress. As people grow in confidence they sometimes begin to take short cuts or pay less attention.
- ✓ **Answer any outstanding questions** and provide the **necessary resources** for the coachee to do their job properly.
- ✓ More difficult with staff from a **high power hierarchy** culture.

- **76%** of employees believe coaching is helpful when going through **periods of organisational change** and **79%** say it's useful for adopting new technologies and **ways of working**.
- When coaching is built into the culture of an organisation, **employees adapt to new things more quickly**, more thoroughly and more positively.

“Changing role often means facing new challenges....over a quarter report taking four months or more to work to the best of their ability afterwards.”
- People who **didn't receive coaching during change** are over **8 times** more likely to say that they still don't feel able to work to the best of their ability compared to those that did receive coaching.



Group Discussion 2

Coaching In Your Workplace?



Implementing Change

'Change is a journey. Paying attention to organisational conditions will make the journey smoother, quicker and ultimately more effective.'

(CIPD, 2014)

“Change impacts everyone...most people are not in the habit of changing their beliefs and basic assumptions overnight, therefore the change is gradual with backward steps as well as forward ones.”

(Beech and Macintosh, 2012)

“The consequences of not managing change effectively can be devastating and long lasting, so it’s important that leaders understand the potential issues and equip themselves with techniques to support change-management initiatives.”

(CIPD, 2018)

What Are The Barriers to Change?

- The top command does not **understand** or is not **willing** to implement change. A need for 'lean' mindset changes at the top.
- No **top-down assessment** of existing internal structure.
- Lack of understanding/development of **internal strategy/day to day processes** and **external forces** which are causing impact.
- **Frontline staff** are not visibly engaged with clear ownership – pushing people to their limits. What do they want and why?
- Important **not to assume** that resistance is negative, and to try to **diagnose the cause of employee resistance** as this will help determine the focus of effort in trying to address the issue.

“Leaders are ‘change agents’ who assess and evaluate the toxicity of an organisation’s culture and lead the way in shifting behaviour towards positivity and organisational performance.” (McKinsey, 2014)

- A real understanding of **global, economic and technological changes evident** is required to form a realistic strategic plan based on accelerating disruption.

“Leaders are increasingly finding it more important to incorporate the needs of stakeholders into core strategies as it is no longer enough to just satisfy stakeholders” (Bielak et al, 2007)

- It is important to develop a **clear strategy** to set **high levels of competitiveness** and develop organisational **full potential** – being different, driving **efficiency** and developing a **USP**. *Note - this can be a time consuming process.*

- Change is typically empowered to staff, therefore it is important to **‘lead’ & ‘sell’ change**.

1. Review the past & present and consider lessons learned – your/organisations experience to date:

- are there **barriers to change**, i.e. bureaucracy?
- is the **vision appropriate** with who we are, our values and our way of doing business?
- are we **capable** of achieving the vision based on existing resources? What is a **realistic timetable**?
- do we have the **responsibility** to achieve the vision?
- what is the **risk** associated? Can we afford this? What happens if the new vision goes wrong?

Implementing Change – The Vision

2. Appreciate and understand the **culture** within the organisation. If this does not fit the vision, can it be changed?
3. Awareness of the wants and needs of **stakeholders** and their capabilities?
4. Communicate **clearly defined principles** through narratives, storytelling and conversations. This helps staff understand the organisation values and the behaviours it expects of people. A natural currency of human relationships.
5. Deploy a **visual** – create a film in your mind's eye – what will the new world look like – what do you think others will see, hear and feel?
6. Above all, display **personal energy, enthusiasm and passion** for your vision and why **each employee** is a key part of this.

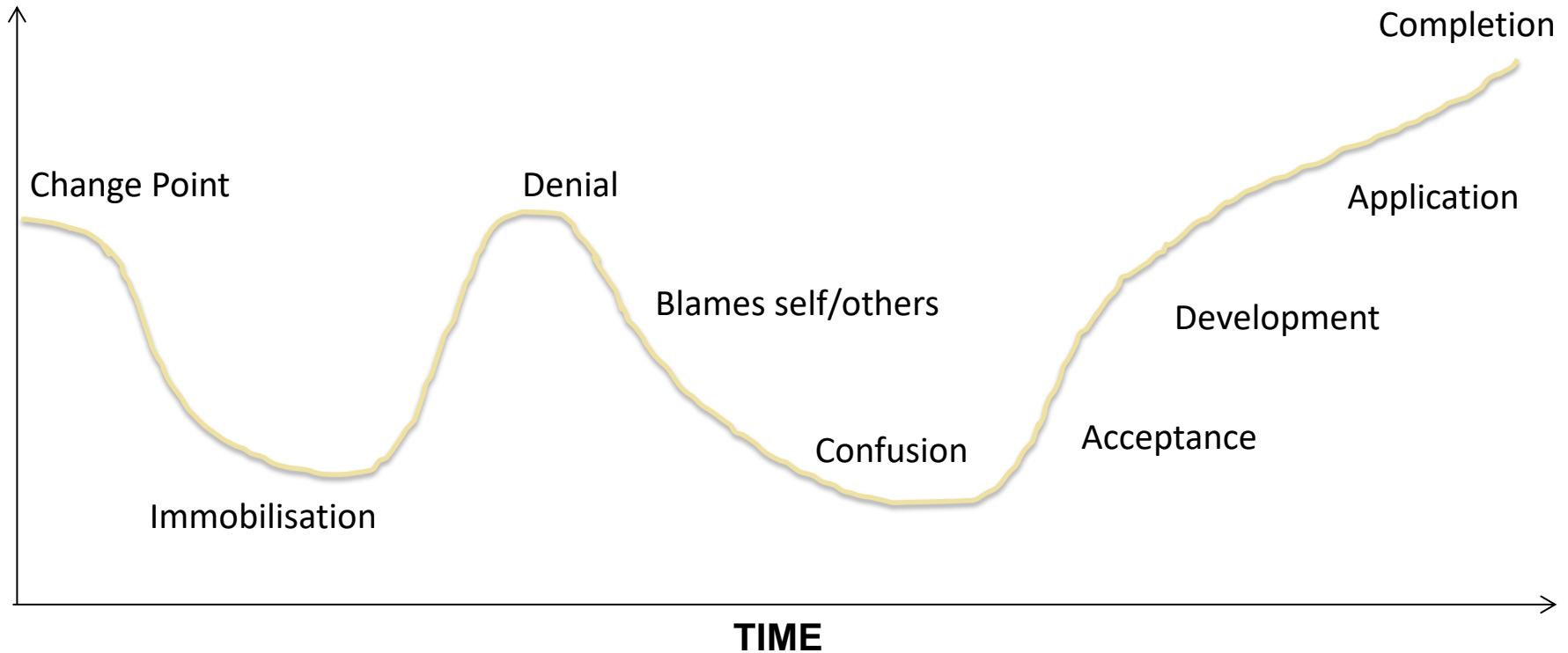
Q. On the basis of requirements for strategic thinking, how does the level of trust evident affect the ability to implement new strategies?

- Assessing people's **vested interests** is important - who is accepting or refusing the change you propose?

- Are those who have a vested interested:
 - **'All for it'** – support wholeheartedly;
 - **'Cant decide'** – support some aspects of the project but not others (*listen to understand why?*);
 - **'Don't care'** – adopt a low profile and won't make a move in either direction (*discuss what they stand to gain*);
 - **'Dead against it'** – people who reject the change and who will try to resist the change (*don't waste time on these people*).

The Change Curve

Performance/Capacity To Cope



Refer to page 6 of the handout

- When implementing your new strategy you may be faced with **ethical issues**, important to determine what these are and why?
- **Environmental factors** may also be present;
- Ensure your decisions never appear **arbitrary**;
- **Be fair** (and show respect) when dealing with people;
- Face up to **tough calls**;
- Remain true to **your/organisation** values.

➤ **Tolerate tensions:**

- open debate and differences, particularly from the top team;
- expect deep rooted threat responses, designed to keep us safe;
- therefore '*manage*' views from staff – need to determine which views are legitimate and explain why certain views are invalid.

➤ **Mistakes will be made:**

- particularly during early days of organisation change;
- grasp even the smallest steps in the right direction;
- if the new plan is unravelling quickly – investigate why immediately;
- keep evaluating how success the change is at every stage.

Success is Likelier When Employees Play Their Own Unique Roles

Respondents reporting successful transformations,¹
by response to given statement, %

■ Agree ■ Disagree

CEO

... communicates
a compelling
change story



... is a visible
advocate
of transformation



Senior leaders

... share aligned
messages
on transformation



... communicate
transparently on what
changes will happen



Project-management- office leader

... identifies barriers
to change in
organization



... disseminates
transformation knowledge
and best practices



Initiative leaders

... have clear
ownership of their
individual initiatives



... work well with
each other
across initiatives



Line managers

... make
transformation tangible
and digestible
for their teams



HR leader

... communicates
connection between
transformation's and
HR's objectives



Change agents²

... role-model new
mind-sets and
behaviors that
support changes



... support employees
to develop new
capabilities and
mind-sets changes





Developing Your Change Plan

(pgs. 7-12)

- Accelerating disruption and its impacts in the education sector;
- Impacts of poor transformational leadership and dilemma's;
- Assessment of leadership skills – people and strategy;
- Barriers to transformation;
- Advantages of developing a coaching framework;
- Understanding the barriers and how to start to implement change.

“Leadership is not about titles. It is not about seniority. It is not about status, and it is not about management.

Leadership is about power and the ability to know when and how to use it to influence the people around you to do and become more!

Transformational leadership is about using your actions to elevate others and put them on their path to greatness.”

Terina Allen - CEO of ARVis Institute,



Thank You