



Transformational Leadership *(part 2)*

‘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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Part 1

- Your updates from last year;
- The 4 I's in Transformational Leadership;
- Latest research;
- Needs analysis questions and class discussion.

Part 2/3

- Case Study.

Recap from last year....

Setting The Scene

- Overview of Leadership and Transformational Leadership;
- Accelerating Disruption in Education;
- Transformational Leadership in Education.

Building Relationships

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

Implementing Change

- Barriers to Change and implementing Change.

Your TL Developments

The 4 I's in Transformational Leadership

Intellectual Stimulation – Transformational leaders not only challenge the status quo; they also encourage creativity among followers – encouraging them to explore new ways of doing things and new opportunities to learn.

Individualised Consideration – Need to offer support and encouragement to individual followers – keeping lines of communication open so that followers feel free to share ideas. Leaders can then offer direct recognition of the unique contributions of each follower.

Inspirational Motivation – Remembering the need for a clear/strong vision clearly articulated to followers. Need for followers to experience the same passion and motivation to fulfil these goals.

Idealised Influence – Serves as a role model for followers – linking to trust and respect - they emulate the TL and internalise his or her ideals?

- A need to acquire excellent **communication skills** to help resolve conflicts in the workplace, with an important need to recognise the needs of employees.

Recent Case Studies

- Researchers asked participants to answer questions about their employer's leadership style.
- Employees who identified a higher level of transformational leadership in their organisation also had higher reported levels of **well-being** and **productivity**. The effect stayed significant to employees well-being.
- *"The results of these studies suggest that a transformational leadership style, which both conveys a sense of trust and meaningfulness and individually challenges and develops employees, also has a positive effect on employee well-being."*

Journal of Occupational and Environmental Medicine (2018) involved surveying workers at several different German information and communication technology companies.

Latest Research on TL – Warning?

- The transformational style of leadership can be highly effective when used appropriately, but it might not necessarily be the **best choice for every situation**.
- It maybe that teams may require a **more managerial or autocratic style** that involves closer control and greater direction, particularly in situations where team members are unskilled and need a lot of oversight.

Which style do you portray and what do you believe would work in your environment?

Needs Analysis Question 1

‘In my role I sometimes feel stuck in the middle and see can see both sides of an argument. Too much consultation can cause delays in implementing policies. I have both an academic and managers head on at the same time. Dealing with teams of teachers and trainers who are resistant to some changes as they can’t see the financial implications which have to be considered.’

- **What is the strategy** – has this been communicated clearly, particularly around the end goals and benefits?
- Does this **re-visualise** the arguments made? Thinking here re nowcast and a future cast? Change agents?
- How much **evidence** is available to justify one or others decisions (unconscious bias)?
- Need to be **assertive**.....

‘Dealing with difficult personalities?’

Why do you think they are difficult - examples?

‘Coaching at work - how to provide guidance & support to the middle managers/teachers I work with.’

- Consider the **Johari** window?
- Development of trust to drive more open conversations links to **EQ & AQ?**
- **Belbin;**
- Think about the principles of a **coaching framework** and use a model of coaching;

Johari Window – Better Team Working & Self Awareness?

Open/free area

- What is known by the person about themselves and is also known by others?
- *e.g. behaviour, attitude, feelings, emotion, knowledge, experience, skills, views..*

Blind area

- What is unknown by the person about themselves, but which others know?
- *Aim to reduce this area, increasing open/free area, i.e., to increase self-awareness. Get feedback! 360?*
- *This blind area is not an effective or productive space for individuals or groups. Could indicate ignorance about oneself?*

Hidden area

- What the person knows about themselves that others do not know?
- *e.g. sensitivities, fears, hidden agendas, manipulative intentions, secrets - anything that a person knows but does not reveal, for whatever reason. If work related, should be in open/free area.*

Unknown area

- What is unknown by the person themselves and is unknown by others – hidden talents?
- *e.g. feelings, behaviours, attitudes, capabilities, aptitudes, which can be quite close to the surface, and which can be positive and useful. Large unknown areas would typically be expected of people who lack experience or self-belief.*

Emotional Intelligence (EQ)

"[Within the workplace] we are being judged by a new yard stick, not by just how smart we are, or our training or expertise, but also how well we handle ourselves and others."

(ILM, 2017)

- Being aware that emotions can drive our behaviour and impact people and learning. EQ can be thought of as an individual's abilities to be:
 - **Self-Aware:** encompassing our own knowledge of ourselves, and being able to both recognise and understand ourselves, our behaviours, and our emotions.
 - **Self-Manage and Self-Regulate:** encompassing our ability to be in control of our emotions, and therefore our responses.
 - **Self-Motivated:** encompassing our internal resources to be driven, perform, act, and reach towards goals.
 - **Empathic:** encompassing our ability to understand and 'feel for' others.
 - **Relational:** encompassing our ability to build and maintain relationships, network, lead, manage conflict and work with others.

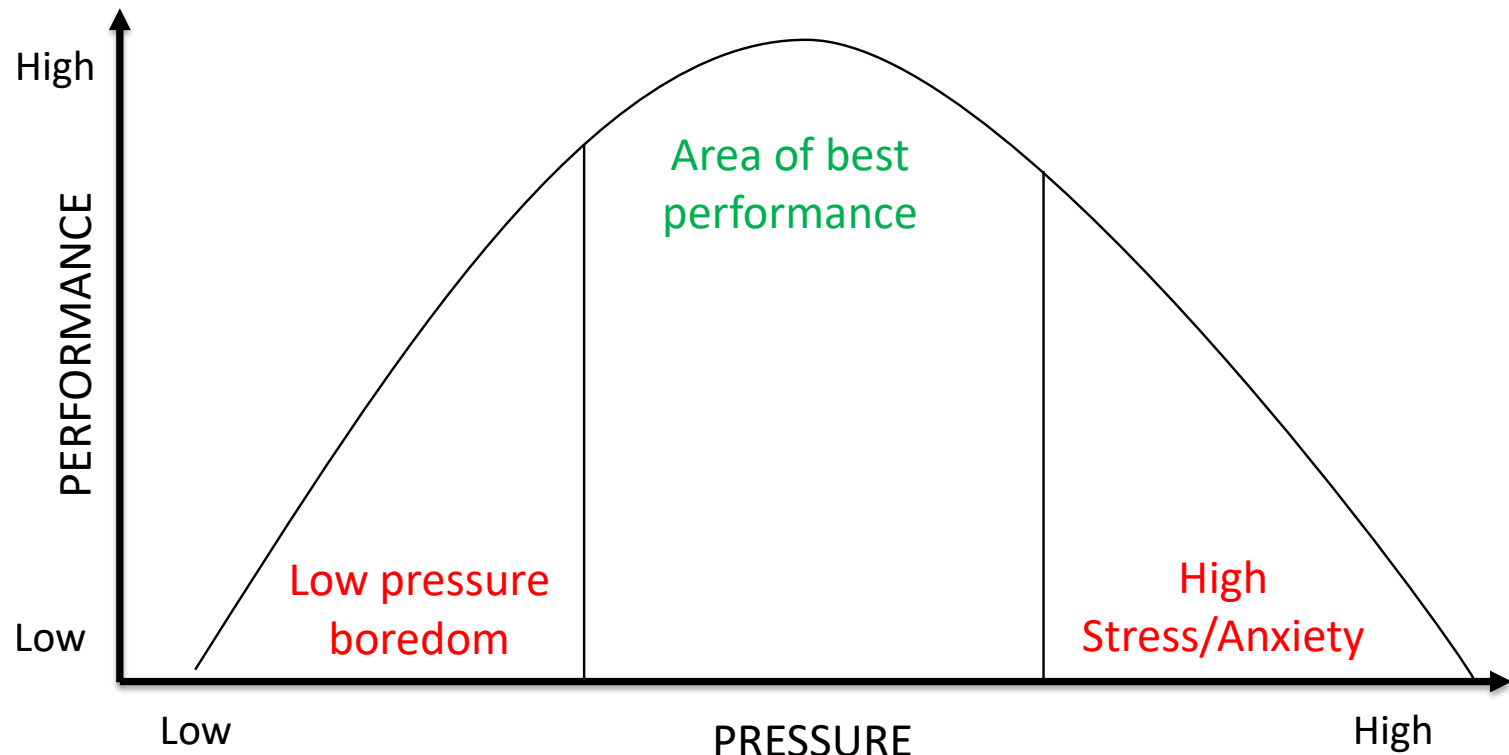
EQ – Questions to Ask Yourself










“A relationship builder that motivates people and diffuses difficult situations. Those with a high EQ will recognise the emotions they are experiencing and how they affect others. They can adjust their emotions to create a better environment.” (CMI, 2019)

- How aware are you of how you are feeling in a given moment or how someone else is feeling?
- If emotions are running high over something, how often do you stop to recognise that you are being overly defensive?
- Do you ever consider that the other person is being quite reasonable and it is you that's being stroppy?
- How often do you take a deep breath and get some perspective?

AQ – Resilience, Developing Optimal Performance

- Pressure is an **advantage** – keeps us **challenged & energised**.
- However, what happens if the pressure gets **too much** (*impacts on your memory?*) or we experience **too little** pressure? Do we become bored?
- **Do you work well under pressure?** If not, is this because you do not feel comfortable taking risks? Maybe you are not organised?



Team Role		Contribution	Allowable Weaknesses
Plant		Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too pre-occupied to communicate effectively.
Resource Investigator		Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator		Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Shaper		Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
Monitor Evaluator		Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
Teamworker		Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Implementer		Practical, reliable, efficient. Turns ideas into actions and organizes work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher		Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Specialist		Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

Team Skills - Belbin

- The difference between success and failure in a team is **not dependent on factors such as intellect**, but more on **behaviour**.
- Identification of separate clusters of behaviour, each of which formed distinct team contributions or *“Team Roles”*.
- A Team Role is defined as: *“A tendency to behave, contribute and interrelate with others in a particular way”*

(Belbin, 2019)

6 Principles of a Coaching Framework (1)

- Successful coaching requires **time** & an **implemented coaching framework**:

1. Responsibility

- Need for the coach (i.e. manager/leader) to feel confident, freeing their **employees to take responsibility** for themselves. Don't instruct – let the coachee seek out their own ideas.

2. Self-belief

- **Allow people to learn** from mistakes and grow & develop accordingly – as a result patience with others is key.

3. Blame free

- Let employees make their own progress **through trial and error**. People need space to experiment but follow clear guidelines on what is expected of them. Ensure **positive feedback**.

6 Principles of a Coaching Framework (3)

4. Effective Communication – Ask Challenging Questions

- The secret to coaching effectively is to **listen attentively** and to **seek information** asking appropriate *open questions*;
- **Listening** – ‘*pick up the content of what is being said*’; – take time to really listen to the coaches fears and **embrace silence**.
- Your **full attention** is required – capture those ‘strategic moments’. Answer any questions they have, clearly and honestly without interrupting them. **Match the energy level of the speaker** and mirror their words and body language;
- **Focus** on the task in hand and keep challenging the coachee.
- Important - **summarise the overall message** and reflect back the feelings you may have picked up.

6 Principles of a Coaching Framework (2)

5. Develop a coaching contract

- All parties are clear about and agree on how the **coaching sessions are conducted**.
 - ✓ Number and duration of coaching sessions;
 - ✓ Goals and successes;
 - ✓ Details of any stakeholders involved in the programme;
 - ✓ Make detailed action plans.

6. Professional standards

- The coach must be **ethical** and have strong professional standards as a manager and **ensure trust and rapport** with the coachee.

OSCAR Model of Coaching

Outcome - You help the team member to identify their issue/problem (*goals*) from the issue they've raised, *i.e. concern about new project*.

Situation – You get clarity (*listen actively*) where the team member is right now. Develop questions to *promote discovery* to raise their understanding and awareness.

Choices and Consequences – You help the team member to generate as many alternative choices as possible and raise awareness about the consequences of each possible choice. *Share your experiences...*

Actions - You help the team member to clarify their next steps forward and to take responsibility for their own action plan, implementing *authorisation and empowerment*.

Review – An ongoing process of review and evaluation. Help the team member to continually check that they are. Did they succeed?

The Coaching Spectrum

PUSH/Conductor

Help to solve
someone's
problem for
them

- Making Suggestions
- Giving Feedback
- Giving Advice & Guidance
- Instructing
- Telling

PULL/Facilitator

Help someone to
solve their own
problem/s

- Listening
- Reflecting
- Paraphrasing
- Summarising
- Asking questions

PUSH – your own thoughts and feelings.

PULL – you draw out other peoples thoughts and feelings.



Transformational Leadership

Case Study – Educational Publisher

An education publisher, who specialises in the development of undergraduate and postgraduate learning tools, in print format, within social sciences subject areas.

- The publisher has set an ambitious task of substantially increasing revenue over the next five years, following a long period of negative growth.
- It was apparent that consumer (customer) behaviours were changing - online education provision was what customers now wanted. The customer decided what content to consume, when and how.
- New entrants were now challenging the market, therefore the education publisher needed to adapt to be in a position to capture future growth opportunities globally.

Case Study – Company Information

- The company employs 215 people and has 4 global sites. 197 of the staff were based in their London office.
- On average, staff had been at the company for 17 years. The average age of the workforce was 43. 64% of the workforce was male, 36% of the workforce was female.
- The UK office had 5 senior leaders, who made up the senior leadership board. The senior leadership board reported to the CEO. There was 1 senior manager in each of their 4 global sites reporting to the Head of Business Development & Sales.

Departments	Responsibility	Location
HR	Head of HR	London
Finance	Head of Finance	London
Business Development & Sales	Head of Business Development & Sales	London
Research, Content & Print Division	Head of Research, Content & Print	London
Facilities	Head of Facilities	London
Sales (Asia Pacific)	Head of Business Development & Sales	Beijing
Sales (Americas)	Head of Business Development & Sales	New York
Sales (Australasia)	Head of Business Development & Sales	Sydney
Sales (Europe)	Head of Business Development & Sales	Düsseldorf

Case Study – Change is Coming (1)

- To substantially increase revenue over the next five years, and align with changing consumer behaviours, the CEO announced that she wanted to implement a structural reorganisation to increase ‘digital growth’ from international markets.
- This would see the business reconfigured with a focus on developing substantial new digitally embedded content, moving away from print. A feasibility review of the global offices would also be conducted.
- It was suggested that the whole organisation had to adapt to a new business model, which in turn would drive the need to adapt/re-develop the organisation culture (*why do you think it was suggested that these need to go hand in hand?*).

Case Study – Change is Coming (2)

- It was suggested that the restructure could be disruptive for staff, with increased incidences of team conflict (why might this occur and in which departments might this be more prevalent?).
- It was inevitable there would be some redundancies, with rumours that the global sales facilities and the Research, Content & Print Division would be the hardest hit.
- There was an initial sense that during and after the restructure there might be a new tendency towards silo working and that the senior leaders needed to further develop their leadership skills (*why might this be the case?*).
- The CEO also believed that it would be necessary to recruit new talent to help face off the competitive environment (*why might this be necessary?*).

Case Study – Going Forward?

- It was identified that the company needed to offer the employees something distinctive and an environment and a culture that would enable the employees to be their best.
 - How do you believe the change could be successfully achieved?
 - How would you overcome the initial problems?
 - What strategy and process would you recommend?
 - Do you agree that it will be necessary to bring in new talent to face off the competitive environment? What advantages could this give?

Initial Ideas to Consider?

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.*

Embracing Change & Ownership.

What extra effort is required?
Must link to vision and goals.

Resources & People.

1. Delegating the right task to the right member.
2. Working together workshops.
3. Coaching.
4. Reverse coaching.

Importance of CEO/HR?

Human Resources

Dealing with behavioural change

Meetings and communication.

Culture (*Redevelopment of*)

What should it be?
Getting the right people to drive this and be involved?

Goals, Measures and Values

instilled to drive motivation through milestones.

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

Office Environment

What other aspects/issues, do you believe, should be considered?



Thank You