

# Want to be an Effective Leader? Give Transformational Leadership a Try

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# Overview

- ◆ Why Transformational Leadership?
  - Research findings on its effectiveness
- ◆ What is Transformational Leadership?
  - Four distinct categories of behavior
- ◆ Can you train someone to be a Transformational Leader?
  - Practical Tips to demonstrate these behaviors

# Leadership

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- ◆ 100+ years of research on leadership
- ◆ Theories
  - Traits
  - Behaviors
  - Situations
  - Leader – follower relationships
- ◆ Forerunner = Transformational Leadership

# Leadership



# Transformational Leadership

“Transformational leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivations and morality” - James McGregor Burns



# Transformational Leadership

- ◆ Bass (1985) extended to organizational context
- ◆ 3 ways leaders transform followers:
  - Increase awareness of task importance and value
  - Focus first on team/ organizational goals
  - Activate higher-order needs
- ◆ Four categories of behavior

# Why Transformational Leadership?

- ◆ Highly effective in increasing employee performance, engagement, well-being
- ◆ Helps to manage diverse workforces
- ◆ Works across multiple contexts
- ◆ Especially effective in public sector and non-profit organizations

# Transformational Leadership

## ◆ Four Dimensions (Bass, 1985, Judge & Piccolo, 2004)

### 1. Idealized Influence

- Emphasizes greater good of the group and acts in ways that build respect and trust; instills pride and increases optimism

### 2. Inspirational Motivation

- Develops and communicates a compelling vision for the future and builds employee commitment to it
- Sets high but realistic standards to instill the belief in employees they can go beyond expectations



# Transformational Leadership (TL)

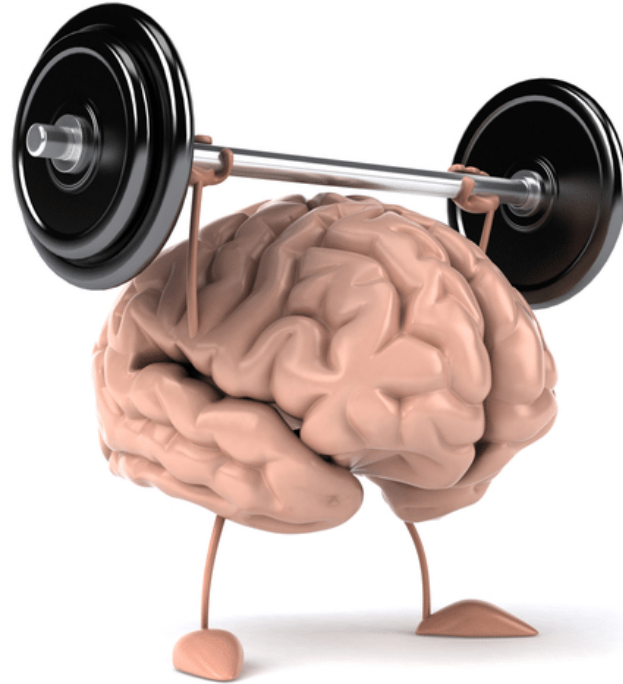
## 3. Intellectual Stimulation

- Challenges and encourages employees to think critically, be creative, “think outside the box,” question assumptions, reframe problems, and take appropriate risks

## 4. Individualized Consideration

- Focuses on understanding needs of each employee (developmental and aspirational goals)
- Works continuously develop employees’ full potential

# Transformational Leadership



## ◆ Idealized Influence

- I believe my supervisor...
  - Goes beyond self-interest
  - Models ethical standards
  - Emphasizes the collective mission
  - Leads by “doing” rather than simply telling
  - Provides a good model for me to follow
  - Leads by example
  - Fosters collaboration among work groups
  - Encourages employees to be “team players”
  - Gets the group to work together for the same goal
  - Develops a team attitude and spirit among employees

## ◆ Inspirational Motivation

- I believe my supervisor...
  - Displays power and confidence
  - Has a clear understanding of where we are going
  - Paints an interesting picture of the future for our team
  - Inspires others with his/her plans for the future
  - Is able to get others to commit to his/her dreams
  - Seeks new opportunities for our organization
  - Shows that he/she expects a lot from us
  - Insists on only the best performance

# Examples

## ◆ Intellectual Stimulation

- I believe my supervisor...
  - Challenges me to think about old problems in new ways
  - Asks questions that prompt me to think
  - Has stimulated me to rethink the way I do things.
  - Is good at getting others to think “outside the box”
  - Helps others be creative when we face difficult problems
  - Has ideas that have challenged me to reexamine some basic assumptions about my work
  - Seeks different views
  - Suggests new ways of doing things

# Examples

## ◆ Individualized Consideration

- I believe my supervisor...
  - Provides attention to employees on an individual basis
  - Acts with consideration of my feelings
  - Shows respect for my personal feelings
  - Behaves in a manner thoughtful of my personal needs
  - Focuses on my strengths
  - Provides consistent feedback
  - Coaches/teaches me to improve in ways that are specific to me
  - Differentiates among employees

# ● Why Does it Work?

- ◆ Social Identity Theory (Tajfel & Turner 1979, 1985)
  - We classify ourselves and others into groups
  - We make distinctions between in-group and out-group members
    - In-group perceptions are important for positive self-worth
    - However, distinctions can bring about discrimination and prejudice at work
  - TL prevents or mends in-group/out-group conflict by helping build one single group and providing an overarching vision for all employees to work toward


# Why Does it Work?

- ◆ **Attraction-Selection-Attrition (ASA)** (Schneider, 1987)
  - Organizations tend to become less diverse over time because people tend to be attracted to similar others
  - Predicts diverse workforces will have both positive and negative outcomes
    - A homogenous organization may function more smoothly, but it may lack the creativity and adaptability necessary to compete and be successful in today's global marketplace
- ✓ TL will counter the forces of ASA by providing a vision to unite a diverse workforce and motivating employees to strive for common goals



# Transformational Leadership



A cartoon illustration of a person with curly brown hair, wearing glasses and a dark green vest over a white shirt. They are standing with one hand on their chin and the other on their hip, looking thoughtful. A thought bubble trail leads from their head to a large, white, cloud-shaped thought bubble on the right.

*Are leaders born  
or made?*

# Training

- ◆ Training on TL is valid, effective (Kelloway & Barling, 2010)
  - Enhanced employee attitudes & financial performance (Barling, Weber, & Kelloway, 1996)
  - Increased ratings of trainees' TL (Dvir et al, 2002, Mullen & Kelloway, 2009)
- ◆ Duration ranges from half-day to 5-days
  - Role playing exercises, simulations, video presentations, group, peer and trainer feedback
  - Identify best and worst leaders, categorize behaviors
  - Develop specific TL behavioral goals

## ◆ 3 Elements of Effective TL Training

(Kelloway & Barling, 2010)

- Intensity
  - Variation: 4 hours to 5 days
  - Leadership development is cost effective
- Specify Intervening Factors
  - Focus of leadership training is on employees
  - Effects of training are indirect
- Evaluation
  - Pre- and post- training surveys
  - Match leaders to employee responses

# Training

- ◆ Follow-up coaching
  - Emphasis on goal development to improve TL
  - Often 3 or 4 follow-up sessions to review goals and progress (e.g., one each month for three months)
- ◆ Follow-up feedback
  - Feedback based on employee ratings of leader's TL behaviors
- ◆ Booster training sessions following workshop, after assigned (new) leadership role
- ◆ Research focused on short-term training, but longer-term activities recommended

# Remote Teams



# Tips for Remote Teams

- ◆ Establish daily communication with team
- ◆ Schedule weekly team meetings – check-in
- ◆ Develop a vision and clear purpose for the team
- ◆ Meet in-person on a regular basis
  - Activity: Develop team values
- ◆ Maintain regular 1:1 meetings with direct reports
- ◆ Use webcam as much as possible – give ample notice
- ◆ Establish screen sharing and IM capabilities

## Learning Activity

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- ◆ Reflect on slides or memory of this webinar (or review recording)
- ◆ Use examples provided to implement 1 action for each TL category
- ◆ Timeline: 1 month
- ◆ Follow-up: reflect on and share the impact of those actions



# Conclusion

- ◆ TL has been shown to result in increased:
  - Retention
  - Employee engagement
  - Well-being (Stress reduction)
  - Productivity
  - Organizational financial performance
  
- ◆ Behaviors are well-defined, trainable, and can be performed by anyone

 Thank you for your time!

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Questions?



For more information,  
Contact Aisha Taylor, Ph.D. [ATaylor@cpshr.us](mailto:ATaylor@cpshr.us)



# Resources

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