Transformational Leadership: Transforming the Classroom

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Presentation Objectives

- Understand transformational vs. laissez-faire & transactional teaching practices
- Apply leadership concepts to teaching practices
- Understand the four transformational leadership teaching practices
- Create transformational leadership practices teaching practices via brainstorming ideas
Why Do You Teach?

- Many of us can recall at least one professor that left such a profound effect that they will never forget them.
**Laissez–Faire**

- “Hands off let things ride”
- Leaders delaying decisions
- Abdicating responsibility
- Giving no feedback
- Having no long range plan
- Not attempting to help followers grow
- No classroom preparations
- No long term goals for their students

(Northouse, 2004; Hartog & Van Muijen, 1997; Sherrill, 1999)
Transactional Leadership Practices

- Exchange process based on a system of reward and punishment
  - Offers positive reinforcement, prizes, praise, compliments, and rewards when goals are met
  - Negative reinforcement such as punishment and reproach when errors are made or failures occur
  - Communication only when performance standards are met or when things go wrong

(Bass, 1985; Bass & Avolio, 1993)
Transformational Leadership Practices

- Transformational (leadership)
  - Brings positive changes to a group of people
    - Shows and models behaviors that helps others be successful
    - Investing in others with a sense of urgency
    - Committed to high standards
    - Build trust
    - Facilitate proactive behavior
    - Connect others to needed resources

(Bass, 1985; Coad, & Berry, 1998; & Northouse, 2013)
The Four I’s: Transformational Leadership Teaching Practices:

- Idealized influence (Charisma) → Student Learning
- Inspirational motivation → Student Engagement
- Intellectual stimulation → Instructor Credibility
- Individualized consideration → Instructor Credibility

(Ruggieri, 2009; Noland & Richards, 2014; Pounder, 2014)
Idealized Influence

- Instructor is not only concerned about his/her own interests
- Genuinely concerned about the progress made by students
- Instructor explains that a commitment to learning is important for a student to succeed in a course

(Pounder, 2014)
Inspirational Motivation

■ Instructor enthusiastically talks about what to do to make the course a success
■ Acts as a model for students
■ Communicates a vision in an appealing way
■ He or she communicates high-performance expectations
■ The instructor’s ability to create confidence in his/her vision for the course

(Pounder, 2014)
Intellectual Stimulation

- Stimulates students to rethink old ways of thinking
- Reassess their old thoughts and beliefs
- Provide interesting and challenging tasks and encouraged to solve problems in their own way
- Instructor critically thinks and comments on the fundamental assumptions of a school of thought or theory

(Pounder, 2014)
**Individualized Consideration**

- Coaches and mentors
- Provides consistent feedback
- Give attention to students in danger of being neglected.
- Instructor cares about the students’ concerns and challenges
- Instructor is willing to provide help outside of class

(Pounder, 2014)
Research Results

- Transformational leadership dimensions positively and significantly correlated with:
  - Student puts in extra effort
  - Classroom leadership effectiveness
  - Student satisfaction with classroom leadership
  - Cognitive learning (knowledge and skill acquisition),
  - Attitude to the educational process, matter, teacher, etc
  - Desire to obtain academic knowledge or skill
  - Communication satisfaction

(Ojode, Walumbwa and Kuchinke, 1999; Ojode, Walumbwa and Kuchinke, 2000; Ponder, 2008; Goodboy and Myers, 2008)
Emotional Intelligence

(Goleman, 1998),
Transformational Teaching Methods

How can you apply to your teaching?
The So What!

- You are a leader in your classroom and beyond
- Have a vision
- There is a balance between leading and managing in the classroom
- Be more Transformational:
  - Model the behavior
  - Be self-aware
  - Have empathy not sympathy
- Seek feedback
Questions
References


References


