

TRANSFORMATIONAL LEADERSHIP AND ITS DIMENSIONS: CONTRIBUTIONS IN ORGANIZATIONAL CHANGE AMONG SCHOOLS

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Abstract

Transformational leadership incorporates the charismatic and affective portions of leadership and accelerates the change in the organization. Thus, this paper aims to discuss the model of transformational leadership in terms of its dimensions and its contributions in organizational change particularly in educational sectors by reviewing its literature. On the basis of literature, the idealized influences, inspirational motivation, intellectual stimulation, and individual consideration collectively composed the transformational leadership. Due to this broad nature of composition, transformational leadership is useful in every kind of situation and it promotes the change process in the organization. Furthermore, the transformational leadership changes the organization and it reveals the high levels of performance and satisfaction. Thus, transformational leadership is a better approach to address the issues than other leadership models.

Keywords: *Transformational leadership, Organizational change, Inspirational motivation, Idealized influence*

Introduction

Concept of Transformational Leadership

The transformational leadership is the innovative approach of leadership which enhances to change and transform the people within the organization by assuring them for achieving goals of the organization. It is one of the current leadership approaches which have been focused more in the early 1980s (Northouse, 2007). Moreover, transformational leadership is the new paradigm of leadership which gives more priority to the charismatic and the affective portion of leadership. This leadership approach is based more on leader's shifting the values, beliefs, and needs of their followers (Luthans, 2011).

At the beginning, the transformational leadership was first mentioned by Downton as the distinct leadership from transactional leadership (Bass & Bass, 2008). According to Bass and Bass (2008), in 1977, House tested the hypothesis associated with the theory of charisma in leadership and it further reveals the concept of transformational leadership. In the context of transformative leadership, charisma is referred to as the idealized influence (Luthans, 2011) and it is basically concerned with emotions, values, ethics, standards, and long term goals. It assesses the follower's motives, satisfying their needs, and treating them as full human beings (Northouse, 2007). In addition, this leadership method inspires the followers to transcend their own self-interests and make them capable of having a profound and extraordinary effect on followers (Robbins, Judge, & Vohra, 2013). The transformational leadership also tries to address the followers'

needs and desires for achieving goals of the organization. Griffin (2013) termed the transformative leadership as the process of leadership who goes beyond the ordinary expectations by stimulating and inspiring followers to think in innovative ways to achieve the mission of the organizations. Thus, the transformational leadership influences the followers by its ideal values for initiating change process in the school as an organization.

The organizational change is the process of improvement, advancement, and upgrading of the organization for increasing its performances. More specifically, it incorporates the smaller changes to the wide scale of changes in the organization (Alakya & Hepaktan, 2003). For instance, the small changes refer to recruiting fewer human resources, and modifying a program, etc. Similarly, the wide scale change includes the restructure and reform of organizational structures, alter in mission, merger, introducing new technology, major programs and partnerships, re-engineering, and downsizing of the organization. So forth, the change processes are small or large scale it will transmit the new energy in the organization and it enhances the job performances of employees. Thus, the organizational change is equally applicable in the context of the school as an organization for increasing performances of teachers.

In the background of inspirational leadership and organizational change, this paper raises some crucial questions about transformational leadership and organizational change. They are: What is the transformative leadership model? What are its dimensions? How is this

model suitable for organizational change in the context of schools? So, this paper aims to explore the dimensions of transformational leadership models and its relations with organizational change in the context of educational settings.

Approaches of the Study

Basically, this paper is based on the literature reviews on inspirational leadership in relation to organizational change particularly in school. More specifically, the literature is reviewed in three main themes: dimensions of transformational leadership, transformational leadership and organizational change, and transformational leadership in an educational setting respectively. After this, the reviewed literature was critically analyzed and drew conclusions.

Literature Review

Dimensions of Transformational Leadership

In 1985 Bass proposed the transformational leadership model which was a more expanded and refined version than the model explained by Burns (1978) and the House (1976). Bass extended the concept and theories of transformational leadership by giving priority to the followers rather than leaders. Burns (1978) suggests: transformational leadership could apply to situations in which the outcomes were not positive by adopting transactional and charismatic leadership. In this context, Kouzes and Posner (1987) developed a transformational leadership model based on descriptions about their personal best experiences of leaders. They further proposed five fundamental

practices in their leadership model which enable leaders to accomplish extraordinary things within the organization (Kouzes & Posner, 1987). According to Northouse (2007) these five fundamental practices in leadership models were as follows respectively.

Model the Way

Leaders must be clear in their own values and philosophy which they need to share and express with others. They must follow their commitments and affirm the common values.

Inspire a Shared Vision

Transformational leaders must compel the visions and lead followers by showing them a visual of positive outcomes which were going to achieve in future through communicating with them. Leaders must show how the dreams can be achieved among followers.

Challenge the Process

Transformational leaders must have a willingness to change the status quo; they must be innovative and accept the improving process as well as they must be always ready to face the risk for organizational change.

Enable others to Act

Leaders must be effective while working with followers; they must build trust and beliefs with each other which promote collaborative work. Leaders must create the environments of teamwork and cooperation as well as such an atmosphere where followers can feel dignity, respect and good about their work.

Encourage the Heart

Leaders must support and recognize followers as well as encourage them by rewarding when they accomplish their tasks. These activities lead the collective identity and team spirit as the great outcomes in the organization.

These five dimensions collectively reflect the transformational leadership. Contrary to it, Bass (2008) argues that the motivation takes place more in transformational leadership than other models of leadership via promoting the levels of consciousness among followers. This consciousness contributes employees to give more priority to the idealized goals of the organization. In addition, it makes employees transcend their self-interest towards the mission of the organization (Bass, 2008). Similarly, it inspired the employee to attain the highest level of organizational needs. This all circumstances of transformative leadership initiate the change process in the organization. Furthermore, On the basis of these arguments, Bass designed the model of transformation leadership which incorporates the four different dimensions: idealized influence, inspirational motivation, intellectual stimulation and individualized considerations. These four dimensions of transformational leadership are mentioned as follows:

Idealized Influence

The idealized influence is described as the “charismatic” and these trends are being changed in the past few years (Luthans, 2007).

Basically transformational leadership consists of charismatic features by providing vision, instilling pride and creating a high level of trust among followers. According to Northouse (2007) describes that the transformation leadership established leaders as strong role models among their followers. In addition, the followers recognize these transformative leaders as their icon and passionately imitate them. These transformational leaders consist of a high level of moral values and show strong ethical conduct and attitudes which reflect in their behavioral aspects. More specifically, the idealized influence is the factor which is concerned to distinguish things that should be right and wrong. What should be followed according to moral circumstances? Like on. Followers consist of great trust and beliefs towards these transformational leaders and these leadership approaches provide a vision and a sense of mission towards their followers. Northouse (2007) further argue that the special person has the charismatic factors and it helps these leaders for influencing their followers to obey their vision and strategies. The charismatic leaders also show the high moral standards which encourage their followers to move forwards for changing in the organization.

Thus, the idealized influence is the factor which corresponds to the charismatic qualities of the leaders. It influences people and makes them ready to change by providing a rational vision. Moreover, the followers believe and trust their visions and strategies. As a result, followers work under the command of transformative leaders for achieving the predetermined goals of an organization.

Inspirational Motivation

The inspirational motivation refers to the communicative process for developing high expectations among followers by using symbols. It contributes to focus on efforts and express important purposes in simple ways to the followers (Northouse, 2007). Northouse, (2007) further explains that it inspires followers through motivation and makes them committed to achieving the shared vision of the organization. In addition, the transformational leadership enhances the team spirit for achieving goals by using inspirational motivation to the followers, which makes them more efforts for the organization. Thus, the inspirational motivation inspires followers to think in new ways as well as motivate them to do work effectively by having an extraordinary effect of achieving goals and change in organizations.

Intellectual Stimulation

Intellectual stimulation refers to promoting intelligence, rationality and careful problem solving like characteristics. In addition, the transformative leadership stimulates the followers for making them more creative and innovative by challenging their own beliefs and values regarding the organization (Northouse, 2007). It also supports the followers for trying new innovative ideas and approaches for bringing change within an organization. In this context, Northouse (2007) mentions that the intellectual stimulation boosts followers to think “out of the box” which makes them careful while solving the problem. Thus, intellectual stimulation promotes rational thinking, problem solving ability, and intelligence among followers. That’s why,

intellectual stimulation is the factor of transformational leadership which drives followers towards the change in the organization.

Individual Consideration

Individual considerations are mostly concerned with giving personal attention and treating each employee individually. It considers that the leaders pay special attention towards their followers' needs, achievement and growth (Bass & Bass, 2008). In addition, the transformative leadership provides the supportive climate for their followers. In this climate, they can listen carefully to every individual about their needs (Northouse, 2007). So, the transformative leaders act as a coach and advisors to assist followers in performing their tasks. They help assist them in coping with their personal challenges by using delegation. Similarly, it contributes to their professional development which is beneficial for the organization in future. In line of this, Northouse (2007) says, the transformational leaders spend their time in a unique way for caring for every follower. This leadership treats every individual in a different way to achieve their expectations and aspirations. It helps followers to do their maximum efforts to achieve organizational success.

Thus, the individual consideration is the factor of transformational leadership which mainly focuses on the individual basis of followers. It further creates learning opportunities with a supportive climatic environment within the organization and it promotes the desired changes in organization.

Transformational Leadership and Organizational Change

The transformational leadership process is basically depended in a broad perspective and encompasses many facets (e.g., idealized influence, inspirational motivation, intellectual stimulation and individualized considerations) which enhances the leaders to initiate, develop and carry out significant change in the organization (Northouse, 2007). This approach initiates to empower the followers and make them ready towards organizational change. The transformative leadership raises the self-consciousness within followers and encourages them to try new things which is related to innovation in the organization. Then, the organizational innovation becomes the prerequisite part of the organizational change.

Likewise, the transformational leadership empowers the followers for raising the consciousness for the change process. In line of this, Northouse (2007) stated that the transformative leadership develops a supportive culture in the organization which empowered the employee. It also encouraged employees to feel free while discussing organizational issues and further trying new approaches to solve them. It strongly influences followers to create and lead the momentum of change in the organization. In addition, the transformative leaders act as a role model and show high moral values with a sense of identity to influence followers to make them ready to change. The transformational leaders were being confident as well as competent in their work and they expressed the strong ideas among followers. They listen to their followers and makes decision through the spirit of

cooperation between them and followers. Similarly, followers also strongly trust the leader and stance on the leader's thoughts and ideas.

Moreover, the transformational leadership creates the vision from the collective interest of all followers within the organization. These visions can be taken as the conceptual map of the organization where it provides the organizational identity as well as a strategy for achieving certain goals. Thus, Northouse (2007) mentions that the transformational leadership established leaders as the social architects in terms of organizational change. Considering it, this leadership makes clear about the emerging values and norms of organization in shaping the organizational culture. Within these processes of organizational change, the transformational leaders build mutual trust and fosters collaboration with the followers which makes their works effective. In this process, the transformational leaders encourage others and celebrate followers' accomplishments (Northouse, 2007). From this rigorous process, the transformational leadership contributes to achieve organizational change through accomplishing work and it gives a better feeling among peoples from great achievement.

Transformational Leadership in Educational Settings

Transformational leadership supports the change process in educational institutions, but it does not provide a clear defined set of assumptions about how educational leadership works in particular situations. It provides a general way of thinking about leadership which emphasizes ideas, inspiration, innovations and individual concerns (Northouse, 2007). This leadership approaches, aware the

educational leaders about the changing dynamics of educational institutions and how their behavior can relate to the needs of teachers and staff.

Transformational leadership skills can be also generated through proper teaching-learning processes and it positively influences the organizational performance. Northouse (2007) mentions that the transformative leaders also used the selection, recruitment, training, development, and promotion like events in organizational change. In addition, Bass and Avolio (1994) state that transformational leadership is useful for improving team development, decision making, quality initiatives and reorganizations. It makes leaders more tolerant towards the opposing perspective and improves an entire leadership attribute within leaders for making them successful leaders. This leadership approach emphasizes the process of building a vision which enhances the transformational leader to being more effective. It can maintain greater individual consideration and intellectual stimulation towards the staff. These all considerations related to the transformational leadership for organizational change is equally pertinent in the context of school settings.

Thus, transformational leadership has a diverse application and it provides all information to the educational leaders which are essential for the effective leaders. This type of leadership consists of a broad range of features so it is useful for every kind of situation and it always promotes and advocates the change process in the educational institution.

Discussions

Criticisms of Transformational Leadership

Transformational leadership is itself an innovative leadership approach, but it is also not a complete model like other leadership approaches. Many scholars (e.g., Lee, 2014; Tafvelin, 2013) argue that transformational leadership lacks conceptual clarity because it consists and performs a large of areas like creating a vision, motivating, being a change agent, building trust and acting as social architect etc. They criticize that transformational leadership has substantial overlap between its four characters which is also known as Four I's (idealized influence, inspirational motivation, intellectual stimulation and individualized considerations). Furthermore, Lee (2014) argues that the dimensions of transformational leadership are not clearly delimited and it only focuses on charisma which is only one component, not a complete leadership approach.

The transformational leadership takes the leadership only as a personality trait. More specifically, leadership is a behavior where people can be instructed to modify it in a desired way, but transformational leadership does not take it as a behavioral aspect which is its major shortcoming. Northouse (2007) believes that transformative leadership is not only limited as a trait of people. If it is limited as a trait, it will be difficult to teach and train them for changing their traits. Thus, this leadership approach claims that the leader will create a vision and it is followed by followers. Likewise, this leadership approach gives priority to the personality trait and image that one

person might play an active role in the leadership process but leadership is not limited within one person. Sometimes instead of one person there will be the presence of many people in the leadership process which leads together to move the organization forward.

Northouse (2007) again claims that transformational leadership is elitist and antidemocratic because this leadership often plays the direct role in the change process, creating vision, and advocating it in new directions. This leadership approach makes leaders take decisions independently and put the decision among followers. However, Northouse (2007) refused it and argued that transformative leadership can be independent and dictatorial as well as instructive and participative. It means the transformational leadership seems an intangible process where it suffers from heroic leadership.

This leadership approach failed to make provision that followers can also influence the leaders, but these approach only state leaders only influence followers. So, it will fail to make provision of shared leadership or reciprocal influence. It is also another pitfall that somebody can abuse it. Transformational leadership has always claimed that it is concerned with the changing people's value and moves towards the new ideas and values, but there is no any provision that who, how, to which extent the new values will be determined. And there is also concern that how it is assessed that determine value will be either good or bad? So it is crucial that transformational leadership has not yet given any answer to resolve these curiosities. Thus, in the

present context, these dilemmas are seen as criticisms of transformational leadership approaches.

Practices of Transformational leadership in Education sector

The organizational progress and better achievement of the schools entirely depends on the leadership process of the school. The entire responsibility of the school leadership depends on the principal. So, the school principal is the key leader of the academia and they have the overall responsibilities of the school. Pokharel (2013) states that it is the school principal give the maximum efforts for betterment of school by communicating and developing the high ethical values among teachers. Pokharel (2014-b) again says that the existing era of globalization has prompted entire schools to continue the re-evaluation and get some alterations in their activities. Thus, the organizational changes are now a vivacious dimension of any development and success in the school, and it is unavoidable. However, the majority of schools in developing countries like Nepal were still adopting the autocratic leadership model. Contrary to it, some few schools use situational leadership models while leading the school sectors. The most notable thing is that these traditional leadership approaches are not being properly suitably for coping the newly emerged problems in the educational sector. In addition, the school leaders were also not able to understand these traditional leadership approaches due to rapid changes in the school scenario.

These days, the school leader needs some competency to transform, and lead the schools. So, they need new approaches of leadership from which they can develop a vision and make the organization sound to take competitive advantages (Pokharel, 2014-a). There is a need for radical changes in every dimension of educational sectors to provide quality education. This is not possible through administering a traditional model of leadership. Furthermore, Pokharel (2014-a) argues that the transformative leadership gives emphasis in the mutual engagement of leaders and followers to raise the higher levels of morality by stimulating and inspiring the followers to achieve extraordinary results. Additionally, the transformational leadership facilitates school leaders in taking rational decisions and smooth operation of the school. Thus, the transformative leadership model is the best approach for reforming the educational sector in developing countries like Nepal.

Likewise, transformative leadership has a positive effect in transforming school through obtaining higher levels of performance and satisfaction than groups led by other types of leadership model (Pokharel, 2014-b). This type of leadership model empowers teachers and other staff of school for the best performance. It creates the participative working environment in the school, which builds a team and motivates all teachers for high performance. The high performances of the teachers ensured the educational achievement of students (Khadka, 2018). The high academic achievement can be obtained through only a few leadership models and among them one is transformational leadership. Thus, the transformational leadership

model is an appropriate approach in the educational sector of the world even in Nepal.

Transformational leadership has great strength in addressing the complicated challenges seen in the field of the educational sector. This leadership model makes school leaders commit to change and operate various effective programs for reforming the school sector. Transformational principal also encourages all parts of the educational leadership development system to work together to make the system more consistent, significant, and productive (Pokharel, 2014-a). Moreover, the practices of transformational leadership can better address these issues as well as problems than other leadership models. Thus, the transformational leadership model is needed to reform the educational sector of Nepal.

Conclusion

Transformational leadership is the innovative paradigm of leadership which focuses on leaders shifting values, beliefs and needs of followers. It enhances and transforms people for achieving goals of the school. So, the transformative leadership always contributes to promote and advocate the change process in educational institutions. The change process is essential for every school to its growth and survival. So, the school needs to continually reform and change them itself. That's why organizational change is established as the crucial issues associated with school and its performance, which needs to be addressed by leadership. In addressing this issue, transformative

leadership is the best choice and it supports the change process of school with achieving high academic results.

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