



# inForm-ReForm- Trans-Form

Leadership as Change Making

# Grounded on a theory

- Based on work by Burns (1978), transformational leadership is defined as a constellation of **three behaviours** including *the ability of leaders to inspire employees (known as charismatic leadership)*, *work with employees individually to meet their idiosyncratic needs (known as individualized consideration)* (Bass, 1985), and encourage creative and effortful problem solving (known as intellectual stimulation) (Seltzer & Bass, 1990).



# Education

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- Not by teaching a student learns
- But learning together (collaborative) makes a student unlearn-learn-relearn
- Schools should be a learning centre

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# Fundamentals

- **THOUGHT PROCESS:** By change of our perspective we grow
- **IMITATION:** all our learning is basically an imitation (*memsis*)
- **TRANSFORMATION:** we inform, reform, and transform constantly







## Learning: Changing the Thought Process

- Transformation happens through change of worldview
- The way we look at life (WORLDVIEW) determines the quality of life and work



The biggest

- In the jungle, which is the biggest animal?





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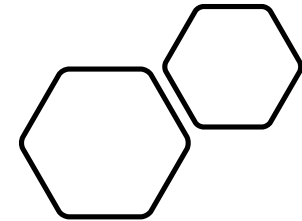
A peacock with vibrant blue and green feathers stands in the center of the frame. The background is a dark, lush jungle with a waterfall visible in the distance. The text is overlaid on the image in a white, sans-serif font.

The Tallest

In the jungle which  
animal is the tallest ?



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# The Wisest

In the jungle which animal is the wisest ?

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# The Fastest

In the jungle which animal is the fastest ?

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Who the  
King then?

- Do you know none of these animals is called KING of the jungle?

Among all these wonderful qualities mentioned where is the **LION** in the picture?




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- Lion has a **thought process** that makes her the King
  - ✓ Gets up in the morning with a clear goal
  - ✓ Eats 7kg of meat every day
  - ✓ Roaring could be heard from 8km away





## Education as an Influence for change

- Leaders are agents of influence. When people are influenced it is often because of effective leadership.
- Influence and leadership are thus tightly intertwined, phenomenologically and conceptually.
- Influence and leadership are also two of the most fundamental and thoroughly researched topics in social psychology.



- Leadership has been described as **the ability to influence others**.
- An effective leader moves followers into action not with coercion but by eliciting their desire and conviction in the vision and goals articulated by the leader.
- Misused influence can bring about catastrophic results.

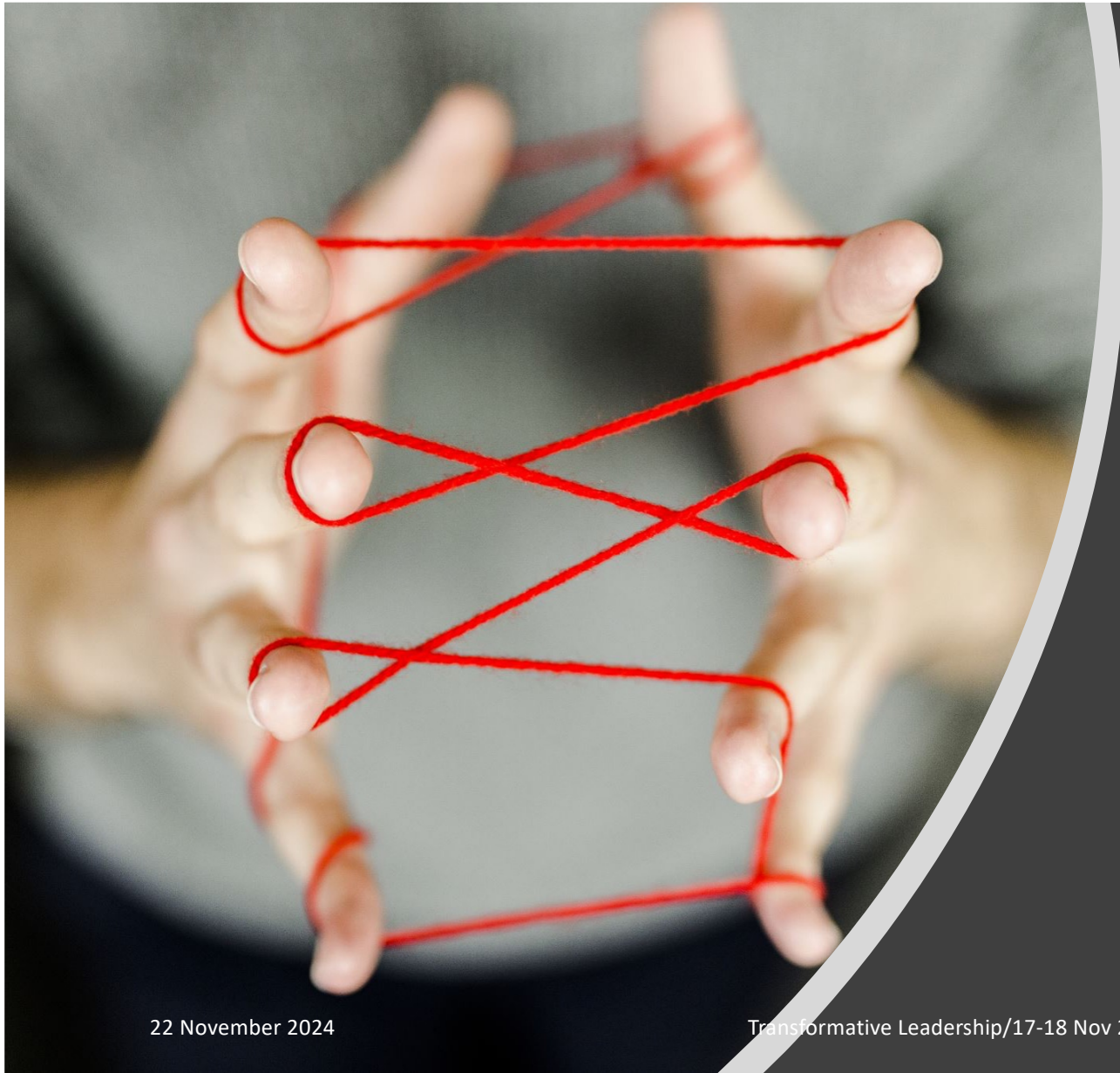






# Impactful

- Influence leadership is **having an impact on the beliefs and actions of the people you are leading.**
- You notice how the people you lead become motivated and committed, and you use what you know to generate positive results.



# Two models

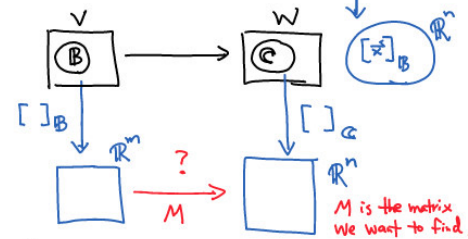
Instructional and transformational

- Two leadership models have dominated the literature in educational administration over the past 25 years:

# instructional leadership and transformational leadership.

Lecture 14 - Ch 5.4

The big picture of Ch 5.4 :



To find the connection between  $[\vec{x}]_B$  and  $[T(\vec{x})]_C$ ,

let  $B = \{\vec{b}_1, \dots, \vec{b}_n\}$  be a basis for the VS  $V$ .

Then  $\forall \vec{x} \in V$ ,

$$\vec{x} = r_1 \vec{b}_1 + \dots + r_n \vec{b}_n$$

$$\text{and } [\vec{x}]_B = \begin{bmatrix} r_1 \\ \vdots \\ r_n \end{bmatrix}$$

$$T(\vec{x}) = T(r_1 \vec{b}_1 + \dots + r_n \vec{b}_n) = r_1 T(\vec{b}_1) + \dots + r_n T(\vec{b}_n)$$

$T$  is linear

$$[T(\vec{x})]_C =$$

$$r_1 [T(\vec{b}_1)]_C + \dots + r_n [T(\vec{b}_n)]_C$$

Ch 4.4

Given

$$[\vec{x}]_B = \begin{bmatrix} r_1 \\ \vdots \\ r_n \end{bmatrix}$$

Such that

$$r_1 \vec{b}_1 + \dots + r_n \vec{b}_n = \vec{x}$$

$$\begin{bmatrix} \vec{b}_1 & \dots & \vec{b}_n \end{bmatrix} \begin{bmatrix} r_1 \\ \vdots \\ r_n \end{bmatrix} = \vec{x}$$

$$P_B [\vec{x}]_B = \vec{x}$$

Ch 4.7

$$\vec{x} = r_1 \vec{b}_1 + \dots + r_n \vec{b}_n$$

$$[\vec{x}]_C =$$

$$= r_1 [\vec{b}_1]_C + \dots + r_n [\vec{b}_n]_C$$

$$= \begin{bmatrix} [\vec{b}_1]_C & \dots & [\vec{b}_n]_C \end{bmatrix} \begin{bmatrix} r_1 \\ \vdots \\ r_n \end{bmatrix}$$

$$= P_C [\vec{x}]_B$$

$$[\vec{x}]_C = P_C [\vec{x}]_B$$

$$[\vec{x}]_C =$$

$$=$$

$$=$$

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# Instructional Leadership

- Instructional leaders impact student achievement in various ways, such as clearly framing and articulating the school's goals and objectives to collaboratively create a mission for the school (Rey & Bastons, 2018).
- The instructional leader brings all stakeholders together through a shared mission and everybody moves towards achieving a school's vision through the instructional leader's actions (Kafele, 2017).



# Information accumulation

- You have a curriculum (syllabus and pedagogies)
- All (administration, teachers, students) aim to COVER the syllabus
- Mostly IL focuses on instructions that lead to information storing and retrieving

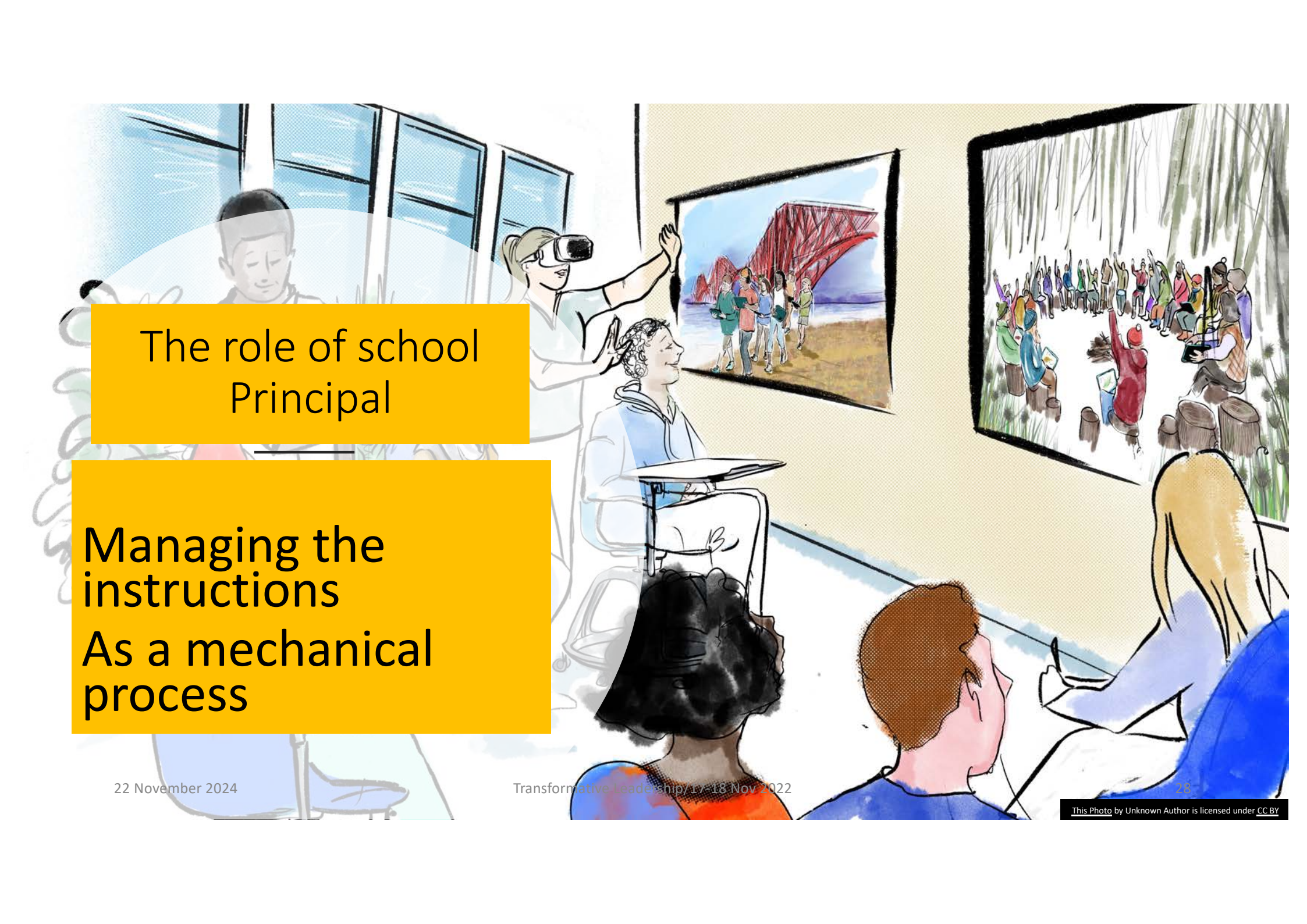




IL tests the weakness

- What a student does know becomes a dominant component for assessment



An illustration of a modern classroom. A teacher is wearing a VR headset and pointing at a large screen displaying a group of people on a beach. Another large screen shows a group of people in a field. In the foreground, several students are looking at the screens. The scene is brightly lit with large windows in the background.

## The role of school Principal

## Managing the instructions As a mechanical process

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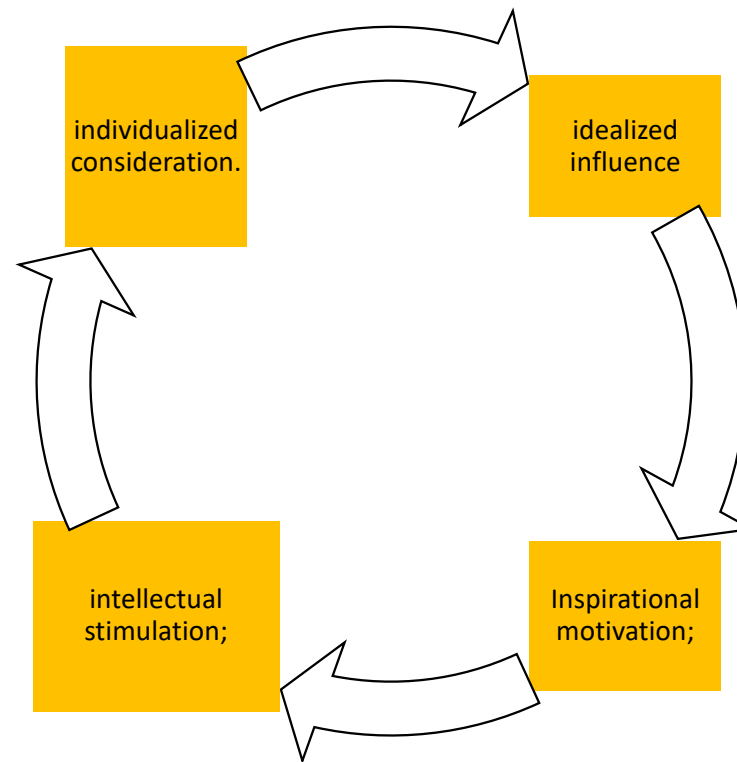




TL

- Makes a paradigmatic change
- Changes life, as a change maker
- Formative and reformative

# Transformational Leadership



IIE

- Transformational leadership is an approach that help leaders **influence, inspire, and encourage** employees to deliver positive change.



# Transformational Leadership

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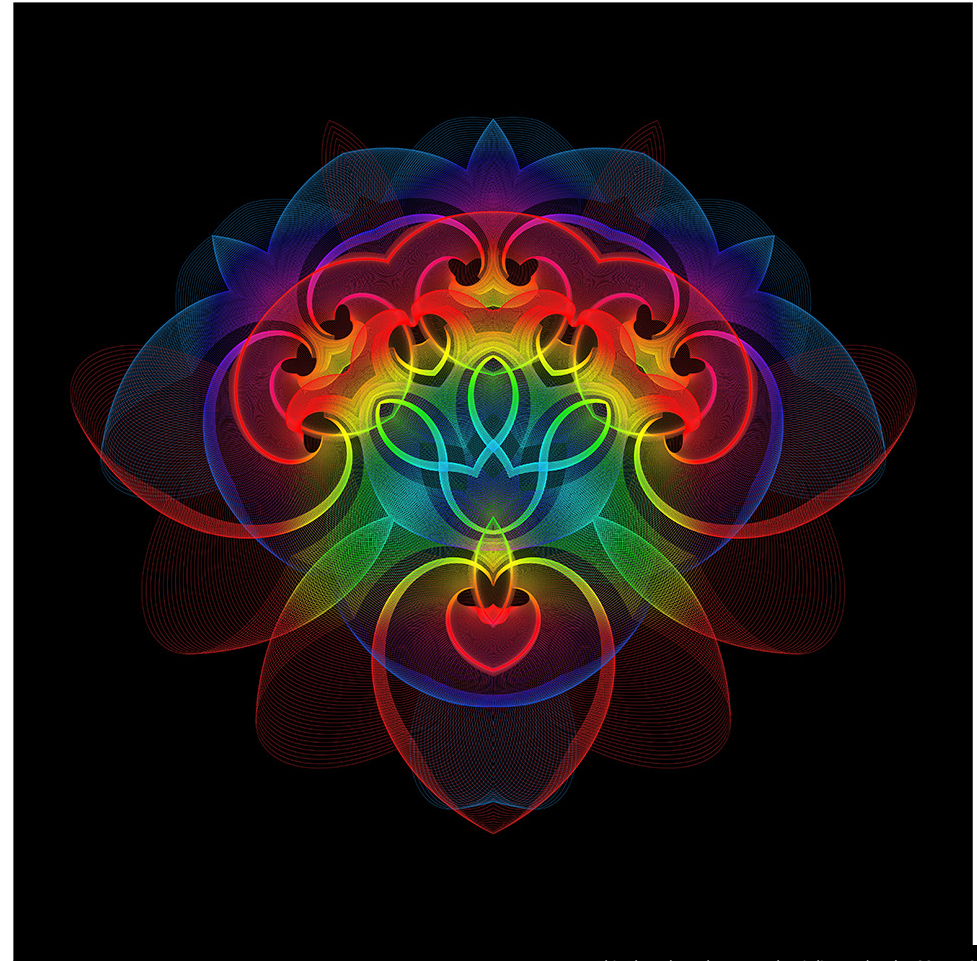


# Modelling the way

- Kouzes and Posner (2017) conducted an extensive study of over 75,000 leaders over a 30-year time frame and their findings resulted in the creation of a leadership framework that identified five exemplary leadership practices that are transformational:
- (a) model the way,
- (b) inspire a shared vision,
- (c) challenge the process,
- (d) enable others to act, and
- (e) encourage the heart.

- Transformational leadership became popular in the 1970s and 1980s, following the publication of James MacGregor Burns's *Leadership*.

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## Idealised Influence

- sets out that the influence of ideal highlighted in leadership transformational when one of the leaders set goals to be achieved, able to explain and guide follower so that the success of the goals aspired by example.



# Ideal

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- Set always an ideal goal, but set realistic steps



The goal of many leaders is to get people to think highly of the leader. The goal of a great leader is to help people think more highly of themselves.

*John Maxwell*





## Modelling


- Genuine Concern for students and teachers
- Role Modelling as Good and True leader
- Support for students and teachers

## Communication

- School leader should be a powerful communicator to inspire (communication skills and language skills)

# Inspirational Motivation

- Transformational leaders have behaviours that are able to motivate his followers.
- They also always uplift enthusiastic and able to respond to the challenge.
- Transformational leader convinces his followers about the mission and goals to be achieved.
- The leaders also saw the full commitment to the goals of the organization.



Motivation

Behaviour  
focused

Imitative behaviours are  
inspirational

What is seen is more  
important than what  
heard and read




# Intellectual Stimulation

- The leaders of the transformational always resolve the problem with the dimensions of new and innovative thinking.
- Leaders of transformational, indirectly are encouraging his followers to think creatively in solving a problem.



## Solutions to problems

- TL followers will figure out the best solution for any problem.
- The leader of the transformational makes his followers able to meet the challenges and make them dare to deal with it.

A close-up photograph of a newborn baby's face, partially obscured by a yellow text box. The baby is being held by a person wearing a white coat, with their hands visible near the baby's head. The background is a soft, out-of-focus green.

## Individualised Consideration

- The leaders of the transformational focus and put attention to the needs and potential of his followers.
- The leader of the transformational treats each of his followers as individuals to be respected.





## Creating eco-system

- Leader is always creating a comfortable climate among followers by giving encouragement and support to them.
- The leaders also build a conducive working environment because the leader of the transformational is always sensitive to the needs of its target audience.







How?

- How to be a transformational school leader?

The graphic for Theory U consists of a dark blue background with a lighter blue circle on the left side. The text 'Theory U' is written in white, sans-serif font, centered vertically within the circle.

## Theory U

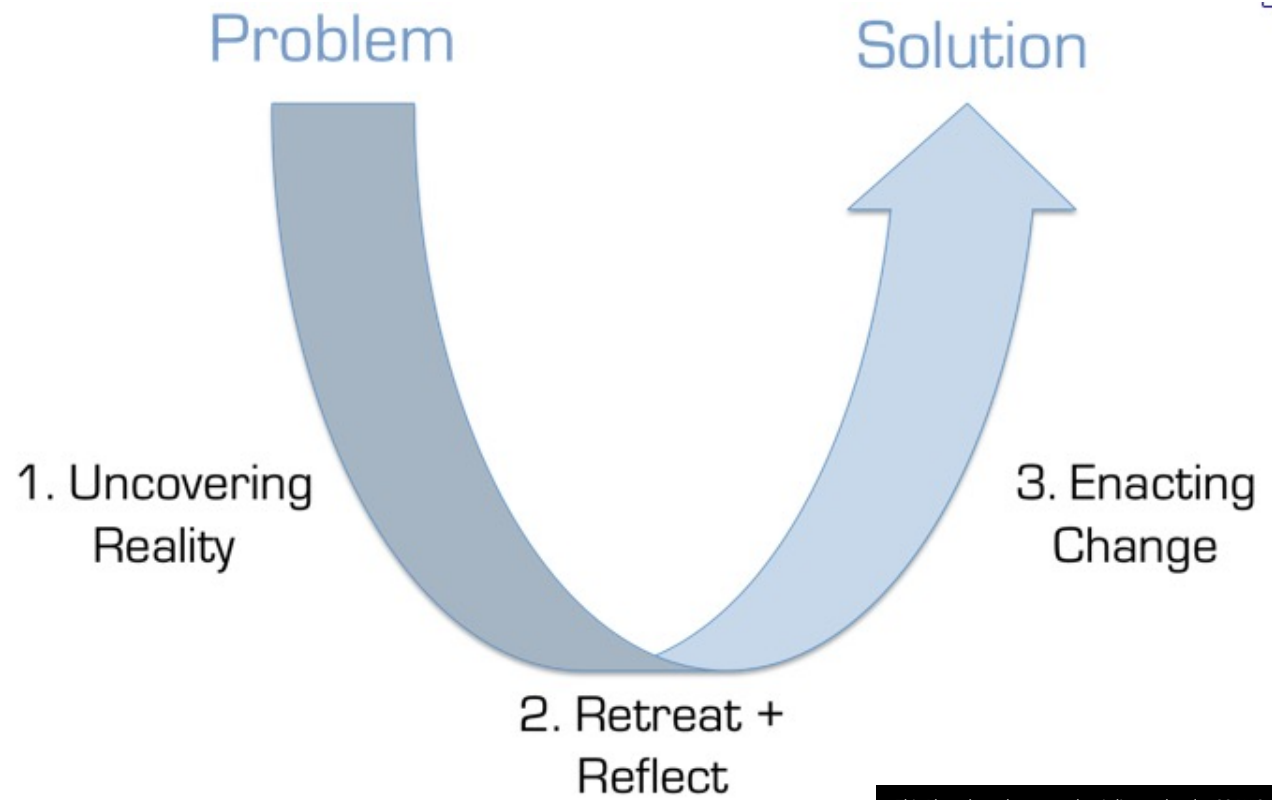
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- Transformation can happen only by creating a process

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Solve



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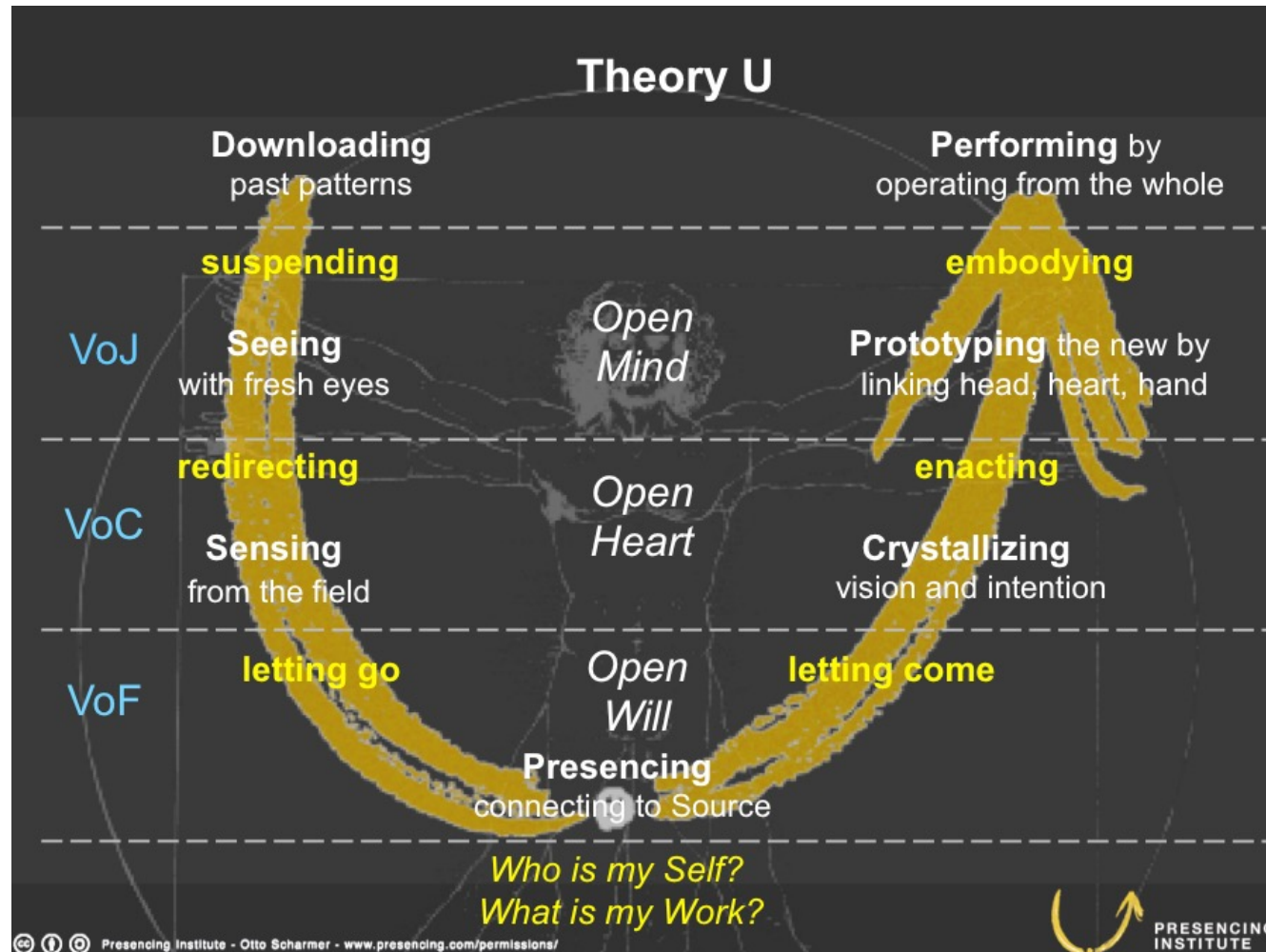


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## Openness

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- Books, Minds and umbrella work only when they are open







# Blindspot

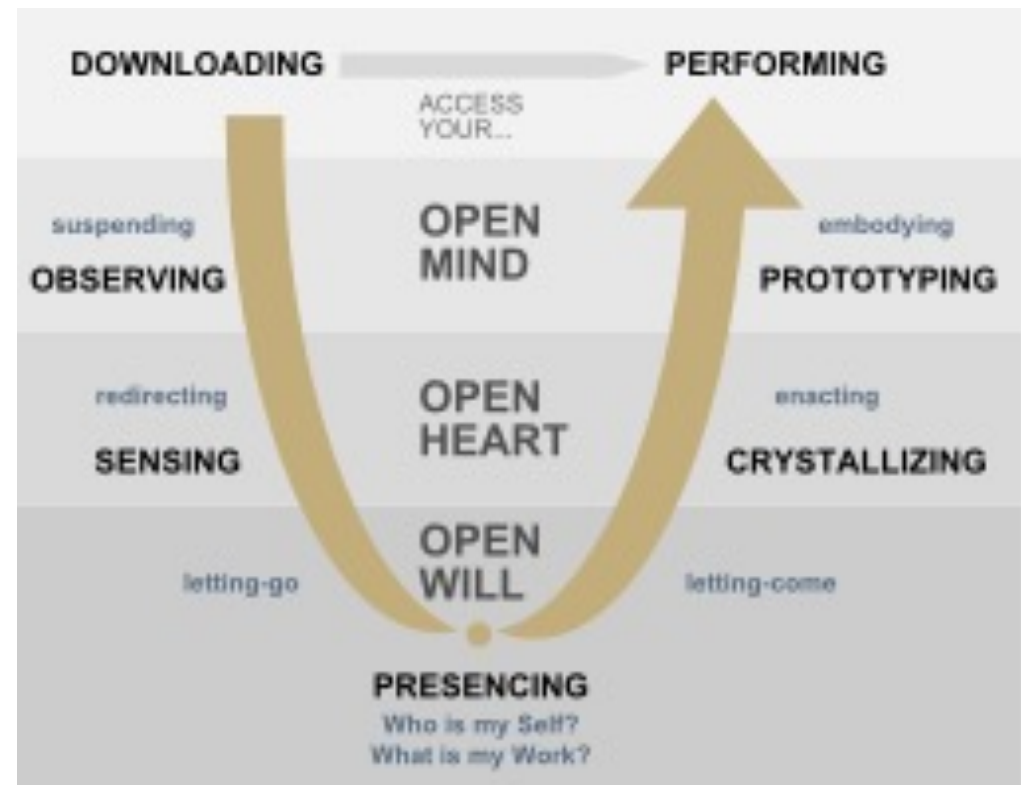
- Too often we don't factor in our interior condition
- "We can see *what* we do (results). We can see *how* we do it (process). But we usually are not aware of the *who*: the inner place or *source* from which we operate."
- That is our blind spot: the place from which our attention and our intentions originate—our *source* (vision of the school)
- The question for leaders is "How does our blind spot show up in our leadership?"
- What I give attention to, what I notice, what I act on, is a function of my interior condition. This of course, affects how and what we learn and thus what we can apply to any given situation.





# Seven ways of change making

- It is this second presencing quality of the present (what we are today as schools in JCSA) that matters most because “without that connection we tend to end up as victims rather than co-shapers of disruption.”
- Theory U is a way of making a system (or an individual) sense and see itself. Looking at the bottom “U” Scharmer describes each of the seven ways of attending to and co-shaping the world:



# Downloading

- Downloading is business as usual.
- Repeating the same old patterns of thought. In this state, the world (the school) is frozen by our old mental habits and past experiences; nothing new enters our minds.





- Learning starts from **UNLEARNING** by downloading all that is past behaviours and their impact

# Seeing

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**Seeing** is when we suspend our habitual judgment and wake up with **fresh eyes**.

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As we suspend, we have to tolerate that nothing is happening.

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Staying with it is the key.

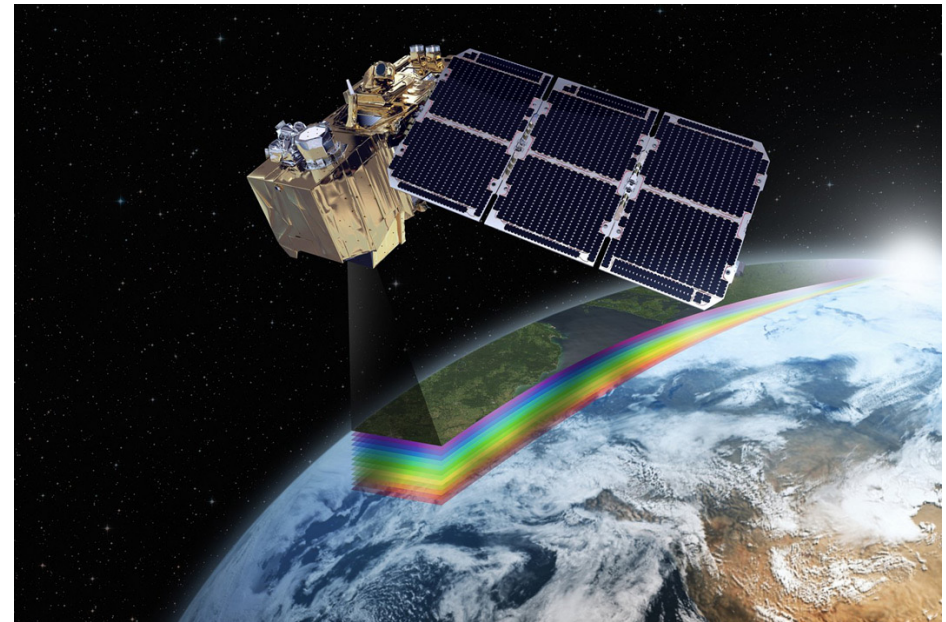




- Constantly look for creative ways of making transformative changes in the system, and dynamics of school education

# Sensing

- Sensing is the “moment we redirect our attention from objects to source.”
- Our perceptions widen and deepen.
- “The boundary between observer (we) and observed (staff-students) opens up.”
- We begin to see the from a perspective that includes ourselves.
- The system begins to see itself.





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- TL has the ability to sense the problem that stands in the way of vision of the school

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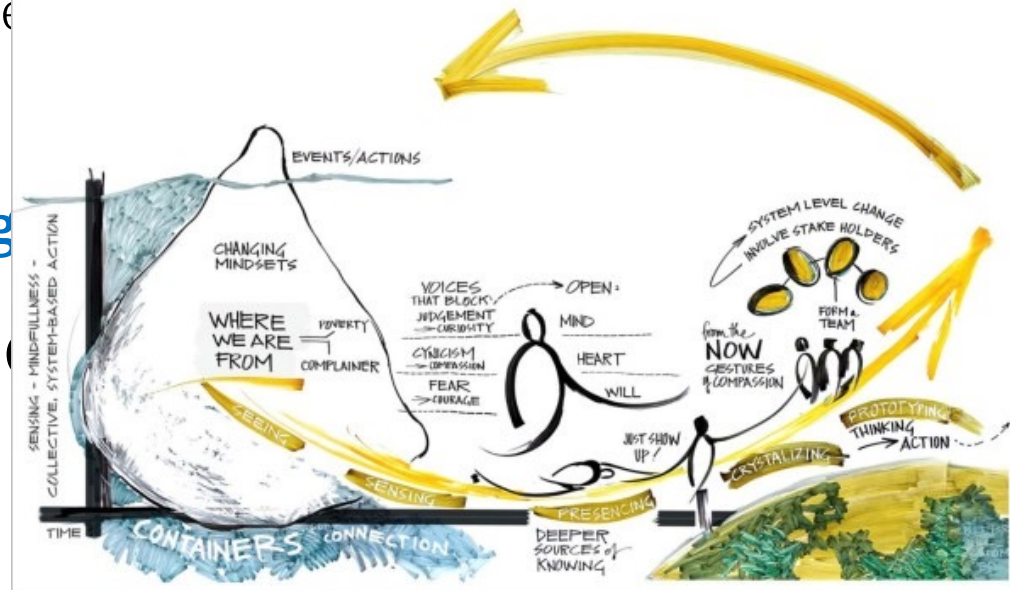
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# Presencing

- Presencing is when we let go of the old and connect to the surrounding sphere of future potential. "The boundary between observer and observed collapses into a space for the future to emerge." : **Presencing to the purpose**
- We are connecting to the deepest source—the interior condition from which we operate.
- Our purpose. Seeing from the whole.







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- Evolve ways being present in the lives of teachers and students

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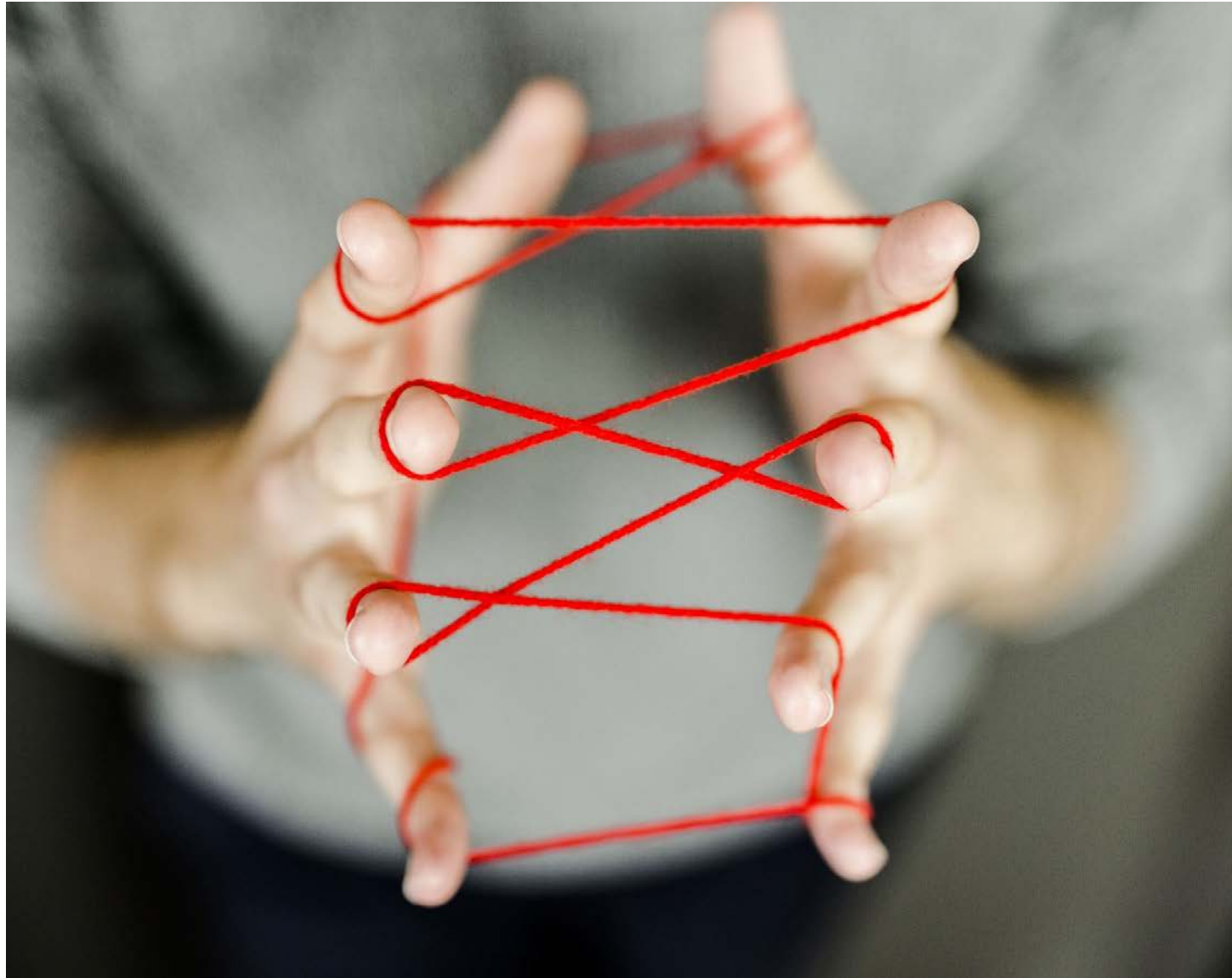
## Crystallising

- Crystallizing is when we begin to envision the future that seeks to emerge from a deep connection to the source.





Envisioning happens from the field of the future (rather than from our ego), not me, but mission focus of the school



# Prototyping

- Prototyping is exploring the future by doing.
- Bringing the new into reality by improvising and **linking the intelligence of the head, heart, and hands.**



A low-angle shot of a yellow scissor lift against a clear blue sky with a few wispy clouds. The lift is extended upwards, and its platform is visible. The lift's structure is made of yellow metal with perforated plates on the platform.

## Performing

- Performing by embodying the new from the context of the larger eco-system—the whole.

- Embedding the new through **new practices, processes, and infrastructures** while maintaining a connection to the source.



# The inverted view of U

- The inverted view on the top of the chart is about destruction rather than creation.
- Attachment: It is the result of closed will, heart and mind—**fear, hate, and prejudice.**
- Rather than experiencing presencing after downloading, we begin to deny or silence other views out of prejudice, we entrench, manipulate, bully and eventually destroy





# Collective

- Leadership is the capacity to shift the inner place from which we operate (inner Ignatian dispositions)
- So that the primary job of academic leadership is to help people discover the power of seeing and seeing together.





# Become a Transformative Leader

- KNEEL: go down to the level of students and staff
- FEEL: empathise (feel into) with them
- HEAL: transform the school that makes measurable impact



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