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Instructor Guides, TIGERS ADVANCE

Trailblazers: Provost's Mentoring Initiative for Faculty

Session 4: Transformational Leadership & Leading Change in Higher Education

Cynthia M. Sims, Angela D. Carter, and Stephen Brown III

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Introduction

TIGERS ADVANCE: Transforming the Institution through Gender Equity, Retention and Support, is a National Science Foundation (NSF) funded innovative and systematic institutional transformation approach to reduce gender inequality and improve opportunities for all early and mid-career faculty at Clemson, both men and women.

Course Overview

Inclusive of all science, technology, engineering and mathematics (STEM) disciplines, TIGERS ADVANCE is the result of a comprehensive institutional assessment of the barriers that hinder the recruitment, advancement and retention of Clemson's women and minority faculty; a thorough assessment of Clemson's history, culture and climate; an extensive review of lessons learned from ADVANCE institutions; and the tight integration of social science research with project activities to inform and support institutional transformation.

Session Organization

Start	Activity	Who
11:30	Lunch/ Peer Mentoring	All participants/ guest speakers/ executive mentors
12:00	Session Introductions • Mentoring • Coaching Sessions	
12:05	Transformational Leadership 360 Feedback Findings Debrief	Cynthia Sims
1:30	Break	All
1:45	Leading and Managing Change in Higher Education, Facilitated Panel Discussion and Q & A	All
3:30	Transformational Leadership Debrief	All
3:50	Break	
4:00	Leadership Project	Small Groups
4:20	Next Steps Share: Executive summary to share with Executive Mentor	All
4:30	Closing	

Target Audience

The target audience for Trailblazers is early and mid-career faculty members at Clemson University.

Course Goal and Outcomes

This ADVANCE Trailblazers session provides Trailblazers the opportunity to meet with and start to decide which executive mentors they want to work with.

Course Goal

Identify the overall purpose of the course and key points covered.

Course Outcomes

At the end of session participants will be able to:

- Practice peer mentoring
- Recognize different leadership styles and how style influences behavior and outcomes
- Recognize how to manage change in higher education
- Plan and enact projects to increase gender equity in the university

Host Responsibilities

The requirements below should be carried out by the agency that requests the course session and are as follows:

Audiovisual Equipment Requirements

Visual aids for this course consist of PowerPoint slides, video clips, and crash diagrams. The following audiovisual equipment is necessary for delivery of this course:

- Computer to display PowerPoint slides, videos, etc.
- Projector compatible with computer
- Electronic device to advance PowerPoint remotely
- Microphone
- Timer

All equipment should be placed in the room for the instructors to check at least one hour prior to the start of the course. The host building should provide technical assistance during this time and contact information for technical assistance during the presentation of the course.

Room Requirements

The room should be large enough to accommodate workspace and chairs for up to 30 participants and 2 instructors plus the aforementioned equipment—a large conference room or classroom.

Instructors should be able to arrange the classroom as they deem most appropriate given the exact number of participants. (The ideal arrangement allows participants to interact with the instructors and in small groups, i.e. many round tables with 5-8 participants per table.) All participants should be able to see the screen and instructors; however, participants and instructors should be able to move about the room without obstruction.

A preparation table and presentation table or podium should be provided for the instructors. The room should be in a quiet area and have a lighting system that permits convenient dimming of the lights, especially where the screen is located.

Training Coordinator's Responsibilities

The local coordinator is responsible for preparing the site prior to the instructor's arrival. Below is a checklist of the items the local coordinator should prepare prior to the instructor's arrival. It is recommended that the instructors contact the local coordinator to ensure these steps have been taken.

Training Site

Before the instructors' arrival, the local coordinator should verify the following accommodations are in place for the training site:

- Selection of a training room is critical to the success of the course. Great care should be taken to select a room that will not be overcrowded, too hot or too cold, or subject to outside distractions. The instructor should contact you with any specific requirements for the training facility.
- Reserve a training room for the duration of the course.
- Visit the classroom to make certain it meets all of the instructor's requirements.

Other considerations for the training room:

- Heat or air conditioning-find out if the instructor can control these
- Adequate shape and size. No poles or obstructions
- Seating arrangements
- Away from kitchen, construction area or other noise distractions
- Electrical outlets
- Lighting controls – Almost every training course uses visual aides that require a projection screen. It is important to have a room where lighting can be controlled to prevent glare on the screen while not placing the room in total darkness.

Since a PowerPoint presentation will be used during instruction, make sure to consider the following room accommodations:

- Will shades completely darken all windows?
- Can the lights be selectively dimmed when showing the presentation?
- Will overhead lights shine directly on the screen?
- Can a bulb be removed above the screen or will the whiteboard be too dark?

Participants and Instructors

- Participants and instructors should be:
  - Informed of course starting and ending times
  - Advised on room location and whether it's the same for every session
  - Told whether food will be served or not and told of the spread
- Participants should also be informed that notebooks will be provided as well as folders and a binder to help organize received material
- Participants should bring their own writing utensil

Final Arrangements

<u>One (1) week</u> before the course:

- Prepare directional signs to classroom.
- Determine if snacks are available.
- Make sure post lesson surveys are created
- Check over PowerPoints to make sure they are updated
- Make sure all links to videos are working properly.

<u>Day of</u> the course:

- Set-up the classroom.
- Organize the participant materials.
- Set up directional signs
- Test all equipment.
- Confirm with any food vendors

<u>During</u> the course:

- Let the instructor know whom to contact if he/she needs assistance.
- Check with the instructor at least once an hour to resolve any problems.
- Follow the agenda provided to the participants

After the course:

- Make sure all participants complete post lesson survey
- Make sure to collect surveys and attendance sheet
- Break down and remove any and all equipment

Trailblazers:
Provost's Mentoring Initiative for Faculty

2019-2020

Actions	Facilitator
Think	The objective here is to get everyone's attention and begin to engage them in the day's activities.
Do	Stand at the front of the room, ready to go to the next slide.
Say	Something simple that introduces the session and gets their attention

Leadership: Self-Awareness

Session 4

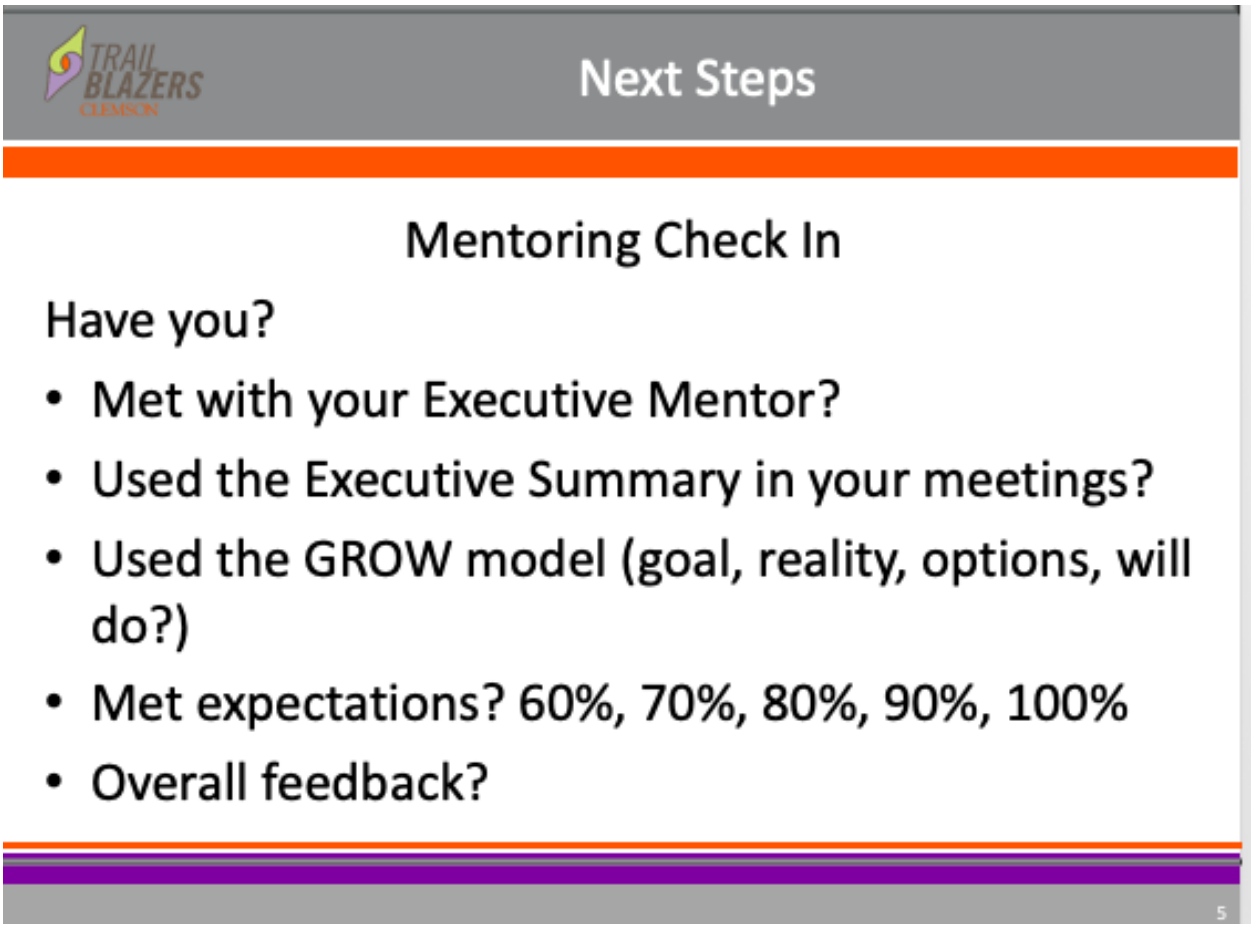
December 13, 2019

Actions	Facilitator
Think	The objective here is to get everyone's attention and introduce the topic
Do	Stand at the front of the room, ready to go to the next slide.
Say	Something simple that introduces the topic of the session. This would also be a good time to talk about the session goals, which are listed above.

Actions	Facilitator
Think	The objective here is to give a rundown of the day's activities so that the group knows where they are going
Do	Stand at the front of the room, ready to go to the next slide.
Say	Give a rundown of the activities for the day

Self Awareness

This slide is simply a transition slide.



Actions	Facilitator
Think	The objective here is to check in and see how the mentoring process is going.
Do	Prepare to have a conversation and address any issues that may arise from mentoring (i.e. not meeting enough, not addressing appropriate meeting topics, etc).
Say	Read the questions from the slide.

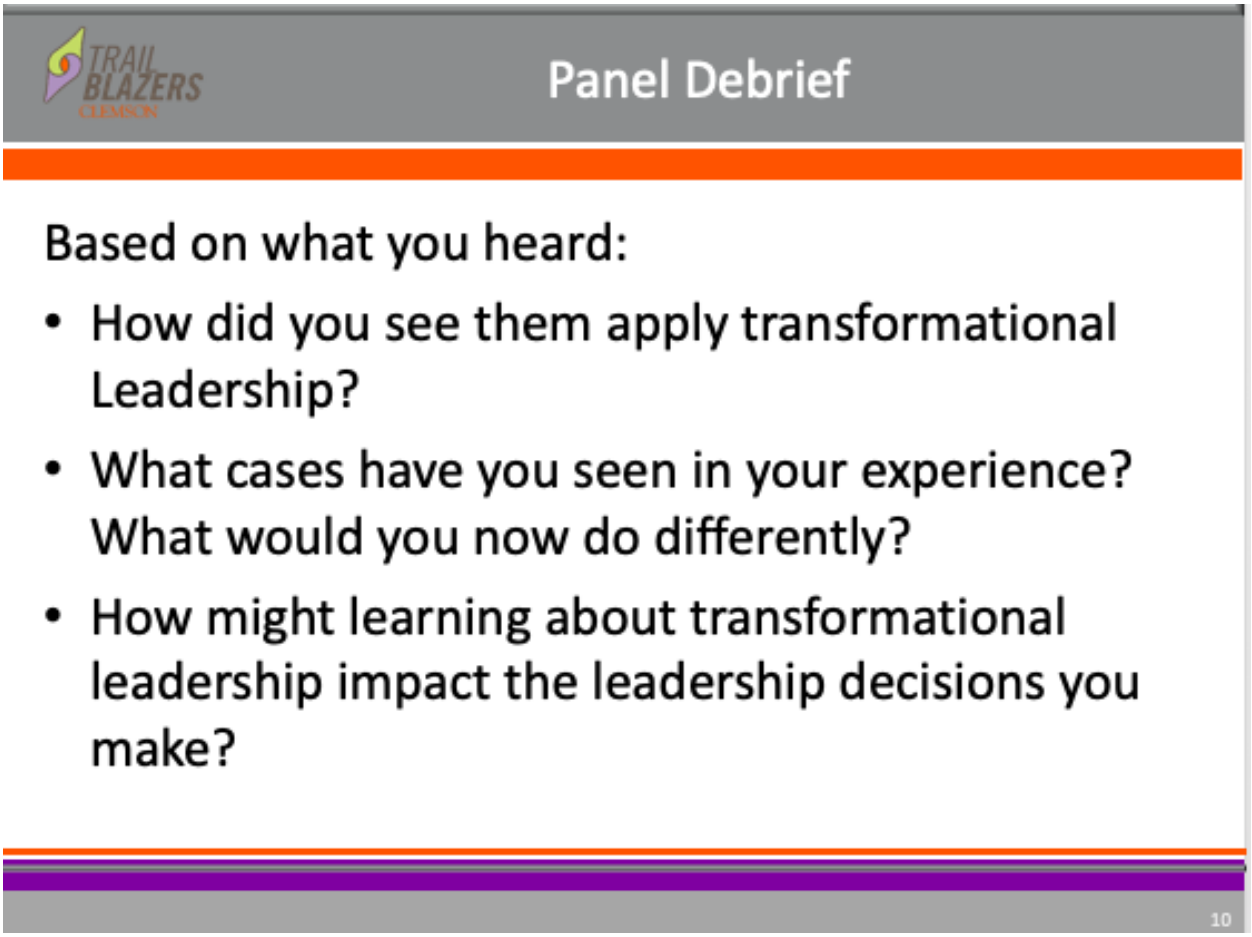
Self Awareness

This is simply a transition slide

Full Spectrum Leadership Model
Debrief 360 Feedback Report

Cynthia Sims

Actions	Facilitator
Think	The objective here is to begin the break down the 360 feedback results
Do	Prepare to break down the Trailblazers into smaller groups. Also, have 360 PowerPoint ready to present. The PowerPoint is attached at the end of this document.
Say	Leadership Challenge Mentor Groups. Make groups based on your challenges. Here are some suggestions of common leadership challenges: Developing Managerial Effectiveness—The challenge of developing the relevant skills—such as time management, prioritization, strategic thinking, decision-making, and getting up to speed with the job—to be more effective at work. Inspiring Others—The challenge of inspiring or motivating others to ensure they are satisfied with their jobs; how to motivate a workforce to work smarter. Developing Employees—The challenge of developing others, including topics around mentoring and coaching. Leading a Team—The challenge of team-building, team development, and team management; how to instill pride in a team or support the team, how to lead a big team, and what to do when taking over a new team. Guiding Change—The challenge of managing, mobilizing, understanding, and leading change. How to mitigate change consequences, overcome resistance to change, and deal with employees' reaction to change. Managing Internal Stakeholders and Politics—The challenge of managing relationships, politics, and image. Gaining managerial support and managing up; getting buy-in from other departments, groups, or individuals.



Actions	Facilitator
Think	The objective here is to debrief after the panel discussion
Do	A panel should be prepared. Reach out and ascertain three individuals for the panel. Make sure they are qualified to speak about leading and managing change in higher education.
Say	Read the questions from the slide.

Actions	Facilitator
Think	The objective here is to look ahead at what's coming up for the next few sessions
Do	Make sure you have your guest speaker lined up for January.
Say	Read the slide.

Actions	Facilitator
Think	The objective here is to answer any questions
Do	Read the slide
Say	Answer any questions that people have

Understanding Transformational Leadership

Using the Multifactor Leadership Questionnaire

By Bass & Avolio

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Trailblazers
Leadership Inventory Feedback

Agenda

- Introduction to the MLQ
- Introducing the Full Range Model
- Introduction to the MLQ
- Reviewing Your Results
- Reflections and Development Planning

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Using the Multifactor Leadership Questionnaire (MLQ)

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Why Leadership and not just Management?

❑ *Management...*

- Is planning, directing and controlling.
- Provides predictability and order to meet the current requirements for products and services.
- Organizes and structures its facilities to properly carry out its plans.

❑ *Leadership...*

- Promotes change to meet the rapid changes in markets and technology.
- Envisions new directions and motivates others to move in these new directions.
- Inspires commitment, loyalty and involvement to accomplish a mission articulated by the leader.

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Leadership is a...

Philosophy

Life Role

Developmental Process

Full Person

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Leadership...

- ...is an observable activity, it is not a mystery.
- ...can be described and its effects traced back to an activity.
- ...involves willing collaboration between leaders and followers.
- ...is our relationships with others.

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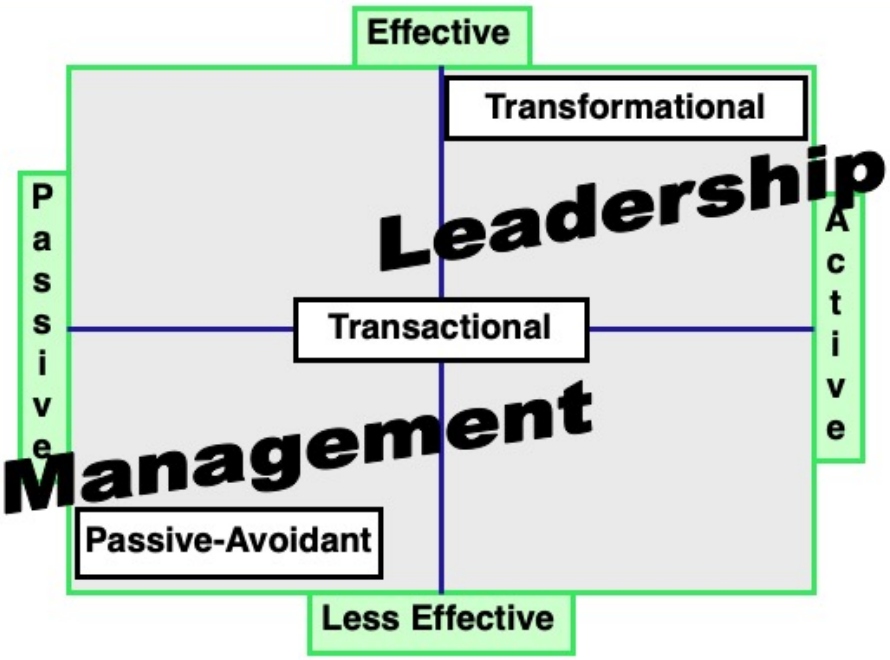
Full Range Leadership Model



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Passive-Avoidant Style

Laissez-Faire (Avoidant)

- **Non-transacting**
  - "I don't care if you do or don't"

- **General Characteristics**
  - Delays
  - Absent
  - Indifferent

- **Actions**
  - Avoids taking a stand on issues
  - Doesn't emphasize results
  - Refrains from intervening

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Behavioral Indicators of Laissez-faire

- Avoids making decisions
- Abdicates responsibilities
- Diverts attention from hard choices
- Refuses to take sides In a dispute
- Lets others do as they please
- Shows lack of interest
- Is disorganized in dealing with priorities
- Talks about getting down to work, but ...

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Passive-Avoidant Style
Management-by-Exception (Passive)

- **Corrective Transaction**
- **"If I happen to see that you didn't…"**

- **General Characteristic**
  - Wide acceptance range
  - Ineffective monitoring
  - Actions
  - Sets standards but waits for deviations
  - Waits for problems to arise
  - Reacts to mistakes
  - Intervenes reluctantly

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Behavioral Indicators of Management-by-Exception (Passive)

- Takes no action unless a problem arises
- Avoids unnecessary changes
- Enforces corrective action when mistakes are made
- Places energy on maintaining the status quo
- Fixes problems then resumes normal functioning

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Transactional Leadership
Management

- Can be Corrective or Constructive
- Clarifies what needs to be done
- Facilitates efficient interaction between human, physical, and fiscal resources
- Specifies benefits to SELF-INTEREST of followers if they assist in achievement of objectives

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Transactional Leadership - Corrective

Management-by-Exception (Active)

- **Corrective Transaction**
  - "I am watching to see that you don't"

- **General Characteristics**
  - Selective attention to deviations
  - Corrects problems when detected

- **Actions**
  - Monitors for deviations to occur, then corrects
  - Searches for errors, then corrects
  - Enforces rules

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Behavioral Indicators of
Management-by-Exception (Active)

- Arranges to know if something has gone wrong
- Attends mostly to mistakes and deviations
- Remains alert for infractions of the rules
- Teaches followers how to correct mistakes

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Transactional Leadership - Constructive

Contingent Reward

- **Constructive Transaction**
  - "If you do as we agreed…"
- **General Characteristics**
  - Clarifies desired outcomes
  - Exchanges rewards and recognition for accomplishments

- **Actions**
  - Actively monitors to provide supportive feedback
  - Provides recognition for accomplishment

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Behavioral Indicators of
Contingent Reward

- Provides goals and objectives
- Recognizes and rewards achievement
- Followers achieve expected results

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Transformational Leadership occurs when...

- … leaders generate awareness and acceptance of the mission of the team and organization
- … leaders broaden and elevate interests of followers
- … leaders stimulate followers to look beyond self-interest to the good of the team and organization
- …leaders get followers to put forth extraordinary effort to accomplish the mission or vision

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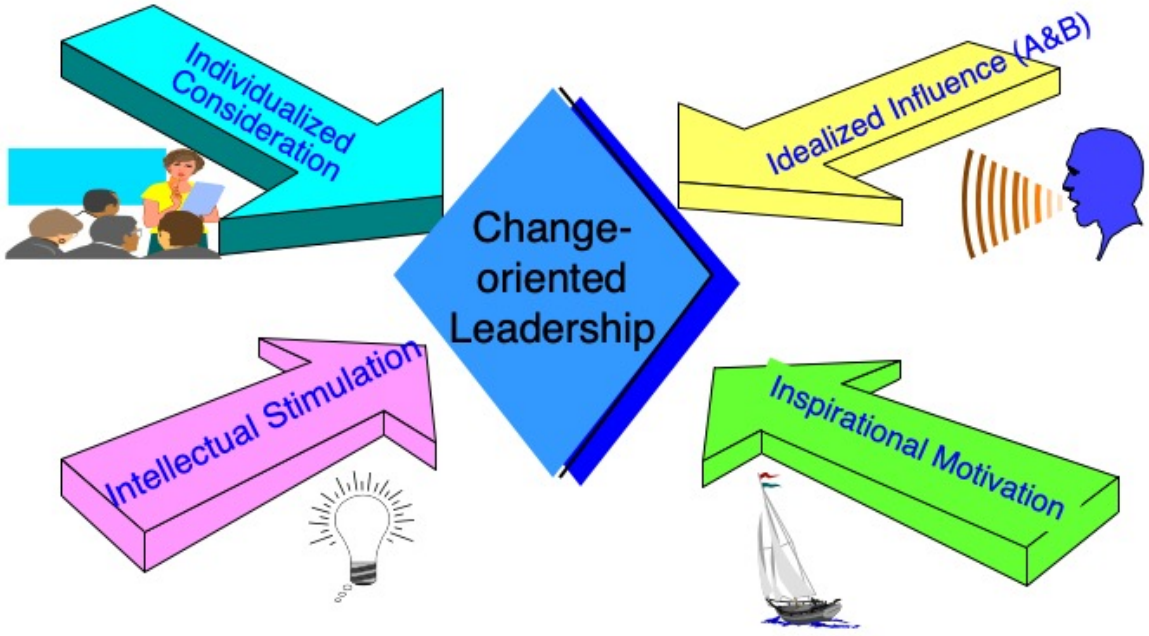
Transformational Leadership
Change-oriented



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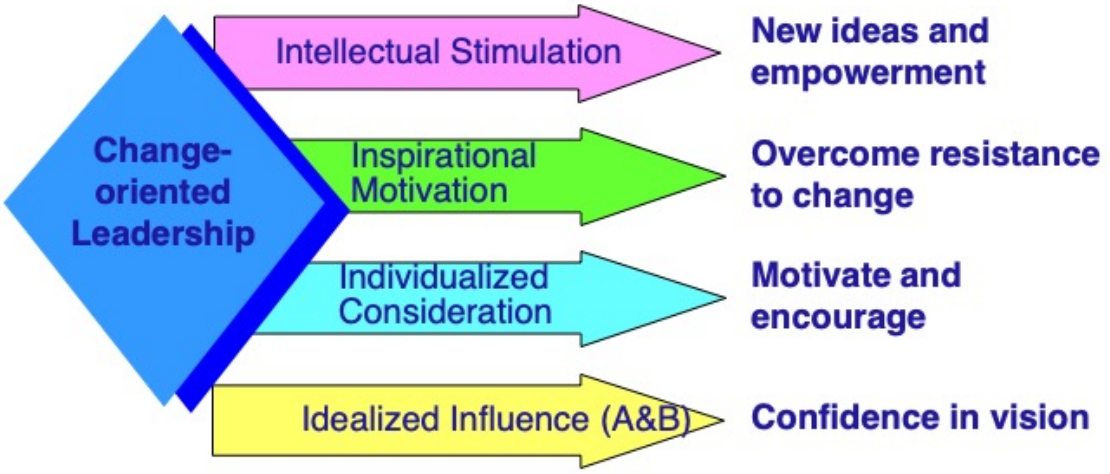
Organizational Results of Transformational Leadership Behaviors



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Transformational Leadership
Individualized Consideration

- **"I identify follower needs and work to elevate them"**

- **General characteristics**
  - Empathetic
  - Valuing of individual needs
  - Encouraging continuous improvement

- **Actions**
  - Is alert to individual follower's needs
  - Provides learning opportunities

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Behavioral Indicators of
Individualized Consideration

- Recognizes differences
- Enlarges individual discretion
- Creates strategy for continuous improvement
- Promotes self-development
- Encourages others to take initiative
- Coaches and counsels
- Targets areas to develop and to elevate individual needs

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Transformational Leadership
Intellectual Stimulation

- **"If you change your assumptions, then…"**
- **General characteristics**
  - Valuing of the intellect
  - Encouragement of imagination
  - Challenging of old ways
- **Actions**
  - Questions status quo
  - Uses reasoning as well as emotion

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Behavioral Indicators of
Intellectual Stimulation

- Re-examines critical assumptions to problems
- Takes past examples and applies to current problems
- Encourages followers not to think like him/her
- Creates a "readiness" for changes in thinking
- Encourages a broad range of interests
- Is willing to put forth or entertain seemingly foolish ideas
- Encourages followers to use divergent perspectives

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Transformational Leadership
Inspirational Motivation

- **"If you keep in mind what's really important…"**

- **General characteristics**
  - Clarification of future states
  - Treating threats as opportunities
  - Elevation of expectations

- **Actions**
  - Envisions attractive attainable futures
  - Aligns individual and organizational needs

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Behavioral Indicators of
Inspirational Motivation

- Helps followers achieve levels of performance beyond what they felt possible
- Demonstrates self-determination and commitment to reaching goals
- Presents an optimistic and attainable view of the future
- Arouses in followers emotional acceptance of challenges
- Creates self-fulfilling prophecies
- Thinks ahead to take advantage of unforeseen opportunities

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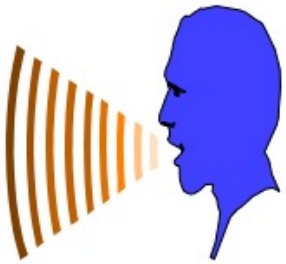
Transformational Leadership
Idealized Influence (Attributes & Behaviors)

- **"I believe this is what's right, not simply the right thing…"**
- **General characteristics**
  - Confidence in the vision
  - Sense of purpose and trust
- **Actions**
  - Exhibits persistence in pursuing objectives
  - Demonstrates dedication to followers



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Behavioral Indicators of Idealized Influence (Attributes &Behaviors)

- Engenders trust in his/her ability to overcome crisis
- Celebrates followers' achievements
- Becomes a role model
- Demonstrates an inner direction
- Sacrifices self-gain for the gain of others
- Creates a sense of joint mission and ownership
- Is willing to share the limelight

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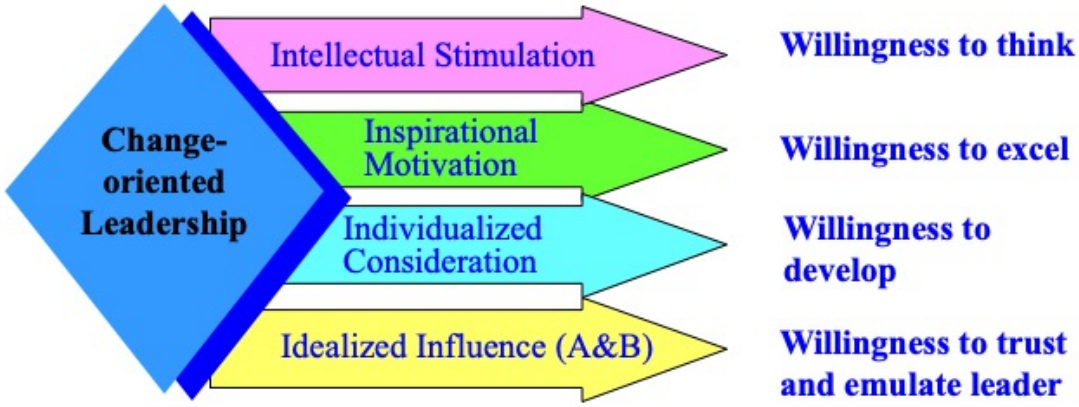
Follower Reactions to Transformational Leadership Behaviors



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Women
Transformational Behaviors

- **What is the relationship of gender to leadership style and effectiveness?**
- **Eagly, Johannesen-Schmidt & van Engen (2003) metanalysis**
  - Women more transformational than men
  - Women engage in more contingent reward than men
  - Devaluation of female leaders by male subordinates

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Understanding Transformational Behaviors

- **In your organization…**
  - What does it mean to have Intellectual Stimulation?
    How do you show it?
  - What does it mean to have Inspirational Motivation?
    How do you show it?
  - What does it mean to have Individualized Consideration?
    How do you show it?
  - What does it mean to have Idealized Influence (Attributes & Behaviors)?
    How do you show it?
- **What are the transformational challenges you face in your organization?**

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About 360 Degree Feedback

- Powerful, valid information in terms of outcomes
- Based on others' perceptions
- Consider your strengths as well as weaknesses as others see them
- Perceptions are reality. Consider how perceptions developed
- Decide what information is most relevant to you
- Determine what, if anything, you want to do to change perceptions

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Reviewing Your Results

Do	Don't
• Accept the ratings as revealing how others perceive your leadership competencies.	• Be surprised if your self-ratings differ considerably from others' ratings of you.
• Examine how much agreement there is with your self-ratings.	• Start by finding reasons why you aren't being perceived as you really are.
• Explore the reasons for these differences.	
• Look for your strong points as others see you, and how you see yourself.	
• Look for your weak points as others see you.	

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