Transformational Leadership: a game-changing strategy for an effective SI program.

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• Approx. 10,000 students
• SI began in Fall 2013 with pilot (2 sections of Algebra)
• Currently support approx. 30 sections
  o approx. 14-18 SI Leaders
• 2015: changed name from Supplemental Instruction to Supplemental Learning (SL).
• 1 Graduate Assistant for past three semesters (15 hrs/week)
Hypothesis #1: Quality of SI leaders creates a domino/cycle effect to improve entire SI program.

- Faculty Support
- Compelling Assessment
- Improved Student Performance
- Improved Attendance
- Quality SI Leaders
- Quality SI Sessions

Phase One: Facilitates improved attendance.
Phase Two: Enhances faculty support.
Phase Three: Aids in compelling assessment.
Phase Four: Boosts phase one.
Phase Five: Supports phase four.
Phase Six: Connects all phases.
Hypothesis #2: The integration of a mentoring program improves the quality and experience of SI Leaders.
Mentoring in SI

Mentoring model: improvement of perceived SIL support
- Increased SIL retention
- Improved quality of sessions

“Whether institutions adopt a mentoring model and/or the employment of assistant supervisors, the primary aims are the support of SI Leaders and quality assurance of the program.”

Dawson, Lockyer, Ferry, 2007
What does this look like at Bloomsburg?

Phase One: (Intentionally) Implementing Transformational Leadership Mentoring to develop high quality Leaders:

- Graduate Assistant Mentor
  - Backwards
- The Research
Transformational Leader

- **Idealized Influence**: Purpose Driven. Role Model. “Walk the talk”
- **Inspirational Motivation**: Inspiring. Inspire followers
- **Individualized Consideration**: People Driven. Genuine concern for needs of followers
- **Intellectual Stimulation**: Innovating. Challenges followers to be innovative and creative
1. Multifactor Leadership Questionnaire (SIL):
   - Measured the SL Leaders’ perception of the supervisor’s leadership style and outcomes of leadership
Prove It!

2. Multifactor Leadership Questionnaire (GA):
   o Measured the Graduate Students’ perception of their leadership style

3. Staff Satisfaction Survey
   o Survey is done at the conclusion of every semester and is used internally for program improvements.
Prove It!

4. WAMI (Work and Meaning Inventory)
   o Measured perceived work meaning for SI Leaders

5. Job Satisfaction Scale
   o Measured perceived job satisfaction for SI Leaders

6. Retention:
   o 13/14 SIL returned in Spring 2017
The Results: Multifactor Leadership Questionnaire

Idealized Influence (Attributes and Behaviors) indicates whether you hold subordinates’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

GA self-score: 11 (HIGH)

SIL score: 6/7 scored 60-90% fairly often or frequently, if not always

Bass, Avolio, 1992; Kolesnikova, 2012
The Results:
Multifactor Leadership Questionnaire

*Inspirational motivation* measures the degree to which you provide a vision, use appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

GA self-score: 9 (HIGH)

SIL score: 50-90% fairly often or frequently, if not always

Bass, Avolio, 1992; Kolesnikova, 2012
The Results: Multifactor Leadership Questionnaire

Intellectual stimulation shows the degree to which you encourage others to be creative in looking at old problems in new ways, create an environment that is tolerant of seemingly extreme positions, and nurture people to question their own values and beliefs and those of the organization.

GA self-score: 12 (HIGH)
SIL score: 60-90% fairly often or frequently, if not always

Bass, Avolio, 1992; Kolesnikova, 2012
The Results:
Multifactor Leadership Questionnaire

*Individualized consideration* indicates the degree to which you show interest in others’ well being, assign projects individually, and pay attention to those who seem less involved in the group.

GA self-score: 12 (HIGH)

SIL score: 80-90% fairly often or frequently, if not always

Bass, Avolio, 1992; Kolesnikova, 2012
The Results: Multifactor Leadership Questionnaire

Contingent reward shows the degree to which you tell others what to do in order to be rewarded, emphasize what you expect from them, and recognize their accomplishments.

GA self-score: 10 (HIGH)
SIL score: 70-100% fairly often or frequently, if not always

Bass, Avolio, 1992; Kolesnikova, 2012
The Results: Multifactor Leadership Questionnaire

Management by exception assesses whether you tell others the job requirements, are content with standard performance, and are a believer in “if it ain’t broke, don’t fix it.”

GA self-score: 10 (HIGH)
SIL score: 0-50% fairly often or frequently, if not always

Bass, Avolio, 1992; Kolesnikova, 2012
**The Results: Multifactor Leadership Questionnaire**

*Laissez faire* measures whether you require little of others, are content to let things ride, and let others do their own thing.

GA self-score: 3 (LOW)

SLL score: 0-10% fairly often or frequently, if not always

Bass, Avolio, 1992; Kolesnikova, 2012
The Results: Multifactor Leadership Questionnaire
Outcomes of Leadership

Extra effort: 50-90% fairly often or frequently, if not always

Effectiveness: 70-100% fairly often or frequently, if not always

Satisfaction: 80-100% fairly often or frequently, if not always

Kolesnikova, 2012
The Results:
Multifactor Leadership Questionnaire
Outcomes of Leadership

Examples:

• Gets me to do more than I expected to do
• Is effective in representing me to a higher authority
• Heightens my desire to succeed
• Increases my willingness to try harder

Kolesnikova, 2012
The Results:

Work and Meaning Inventory (WAMI) (Steger, Dik, Shim, 2012)
• As a group, scored 38/50

Job Satisfaction Scale (Macdonald, MacIntyre, 1997)
• As a group, scored 41/50
End-of-Term Satisfaction Survey

As a direct result of the support I’ve received from the Graduate Coordinator this semester:

• I feel more supported this semester than last semester (88% Agree)
• My sessions have improved (75% Agree)
• My skills as an SL Leader have improved (75% Agree)
• I am more motivated to try new strategies in my sessions (63%)
• I am more motivated to improve in my role as an SL Leader (75%)
Future methods with anticipated findings:

- Quality SI Leaders
- Phase One
- Quality SI Sessions
- Phase Two
- Faculty Support
- Phase Six
- Compelling Assessment
- Phase Five
- Improved Student Performance
- Phase Four
- Improved Attendance
- Phase Three
Future methods with anticipated findings:

• Increase in student satisfaction, measured by end-of-term satisfaction survey.
• Improvement in attendance, measured by usage data.
• Improvement in student performance, measured by correlation of attendance + course grade
• All of these combined = compelling assessment
• Compelling assessment = faculty/campus support
Recommendations:

• Not all coordinators can be Transformational Leaders
  o I am a Transactional Leader

• Look for GA’s or senior SIL’s that exhibit Transformational Leadership qualities
  o The little things (building community)

• No matter what type of leader you are, be intentional, and be aware that your style will change depending on the stage the program is in.
TRANSFORMATIONAL LEADERSHIP

Idealized Influence + Inspirational Motivation + Intellectual Stimulation + Individualized Consideration

Transactional Leadership

Contingent Reward + Management-by-Exception → Expected Outcomes

→ Performance Beyond Expectations

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Discussion

• What is your leadership style, and how does it impact your leaders?

• How can you integrate transformational leadership into the mentoring and supervision of your leaders?

• Do you have leaders (GA’s or senior SIL’s) that exemplify the Transformational Leadership style?
References


