Organizational Leadership And Performance Beyond Expectations Nexus

Lead paper

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INTRODUCTION

Background of the Problem:

1.   The problem of leadership in Nigeria seems to stem from the type of education we receive in school which is -MONO-INTELLIGENCE-TRIPARTITE CURRICULUM INSTEAD OF THE PREVAILING MONOLITHIC SHOULD BE ENCOURAGED IN SCHOOLS

Tripartite curriculum - Multiple Intelligence.
Such as:

Practical intelligence is the ability to think in concrete examples and solve daily problems directly without necessarily being able to explain how; it is the tendency to survive or succeed through taking straightforward, responsive, concrete action. (Also called marketing, strategic or political intelligence -- since it focuses on "the art of the possible" -- or just common sense or simple effectiveness.)

Verbal Intelligence is the ability to think and communicate effectively and creatively with words; and to recognize, use, and appreciate linguistic patterns.

Logical Intelligence is the ability to think in terms of (and to appreciate) abstract parts, symbols, sequential relationships, conceptual regularities, or numerical patterns, and to reach conclusions or construct things in an orderly way. (Also called rational, analytic, or mathematical intelligence.

Associative Intelligence is the ability to think in non-sequential associations -- similarities, differences, resonances, meanings, relationships, etc. -- and to create (and appreciate) new patterns and meanings out of old ones.

Spatial Intelligence is the ability to visualize, appreciate, and think in terms of pictures and images; to graphically imagine possibilities; and to observe, understand, transform, and orient oneself in visual reality. (Also called pictorial or imaginative intelligence.)

Intuitive Intelligence is the ability to know directly, to perceive and appreciate whole or hidden patterns beyond (or faster than) logic.

Musical Intelligence is the capacity to perceive, appreciate, resonate with, produce and productively use rhythms, melodies, and other sounds.

Aesthetic Intelligence is the ability to produce, express, communicate, and appreciate in a compelling way inner, spiritual, natural, and cultural realities and meanings. (This can include aspects of verbal, musical, and spatial intelligence.)

Body Intelligence is the ability to sense, appreciate, and utilize one's own body -- movement, manual dexterity, tactile sensitivity, physical responsiveness, and constraints; to create and think in terms of physiological patterns; to maintain physical health; and to relate to or meet the needs of others' bodies. (Also called kinesthetic or somatic intelligence.)

Interpersonal Intelligence is the ability to perceive, understand, think about, relate to, and utilize other people's subjective states and estimate their likely behavior. This includes empathy.

Social Intelligence is the ability to work with others and find identity and meaning in social engagement; to perceive, think, and deal with multi-person patterns, group dynamics and needs, and human communities; it includes a tendency towards cooperation and service. (Also called team intelligence.)

Affectional Intelligence is the ability to be affected by, connected to, or resonant with people, ideas, experiences, aesthetics, or any other aspect of life; to experience one's liking or disliking of these things, and to use one's affinities in decision-making and life.

Mood Intelligence is the ability to fully experience any mood as it happens (without having to judge it or do anything about it), to learn from it, and to move out of it at will—especially to generate resilience.

Motivational Intelligence is the ability to know and to work with what moves you; to sense, think, and initiate in terms of needs, wants, will, courage, responsibility, and action -- one's own and others. (This can include that aspect of mood intelligence that can marshal emotions in the service of a goal.)

Intrapersonal Intelligence is the ability to recognize, access, and deal with one's own subjective (or inner) world. (This can include aspects of affectional, mood, motivational, and body intelligence.)

Emotional Intelligence is the ability to experience, think, and deal with emotional patterns in oneself and others. (This can include aspects of interpersonal, intrapersonal, affectional, mood, and motivational intelligence.)

Basic Intelligence is the ability to move toward what is healthy and desirable and away from what is unhealthy or undesirable. (This can use affectional and practical intelligences, or be almost automatic and instinctual.)

Behavioral Pattern Intelligence is the ability to recognize, form, and change one's behavioral patterns, including compulsions, inhibitions, and habits.

Parameter Intelligence is the ability to create and sustain order and predictability -- to recognize, establish, maintain, and change rhythms, routines/rituals, boundaries, guiding principles/values/beliefs, etc., in one's life.

Habit Intelligence is the ability to recognize, form, and change one's habits (which naturally embraces many aspects of behavioral and parameter intelligence).

Organizing Intelligence is the ability to create order in one's own life and other lives/groups/systems. (This can include aspects of parameter, team/social, and logical intelligences)

Spiritual Intelligence is the ability to sense, appreciate, and think with spiritual and moral realities and patterns to operate from an awareness of ultimate common ground (consciousness, spirit, nature, or some other sacred dimension). (This is usually dependent on intra personal intelligence.) (Also called moral or transcendental intelligence.)

Narrative Intelligence is the ability to perceive, know, think, feel, explain one's experience, and influence reality through stories and narrative forms (characters, history, myth, dreams, scenarios, etc.).

Eco-Intelligence is the ability to recognize, appreciate, think feel with, and utilize natural patterns and one's place in nature, and to empathize with and sustain healthy relationships with animals, plants, and natural systems. Co-Intelligence (2003)

> Howard Gardner the psychologist who propounded The Theory of Multiple Intelligence and other scholars of multiple Intelligence believe that

> "To have a successful life, all intelligence is needed to some degree. While some people are blessed with great endowments of one or more of this intelligence, others have very little of it, and some situations require one particular kind of intelligence or a combination of both. This is a strong aspect of the diversity observed among workers, which organizational leaders could embrace and inculcate in their organizations to enable staff/employees to perform beyond expectation."

For the benefit of this facilitation, we will adopt Obayan, (2011) inkling that groups the intelligence into three,

- **Cognitive Intelligence,**
- **Emotional Intelligence &**
- **Imaginative Intelligence**
-

Through the above three intelligence, the following skills can be inculcated in students.

HARD SKILLS result in **Cognitive Intelligence,** self—expression, Logical reasoning, Computational skills, Design / Manipulative skills, and Conceptual skills in learners.

SOFT SKILLS result in **Emotional Intelligence**—character formation skills, interpersonal skills, life-long learning skills, Perseverance, and Self-awareness. They also include Emotion Management, Self-motivation, Relationship Management, and Emotional Coaching.

GO-GETTING SKILLS inculcate Imaginative/ Creative Intelligence-creative thinking skills, opportunity-grabbing skills, social sense/street sense skills, experimental learning skills, idea-to-product skills

2. Statement of the Problem:

From the origin of man, efforts have been made to find out what makes us perform better. Scientists, philosophers, psychologists, and managers alike have been working tirelessly to find out what can make man perform beyond expectation. Several theories have been propounded in this regard, The social psychologist Douglas McGregor in 1960, in his book "The Human Side of Enterprise," propounded Theory X, which says that 'man is lazy and dislikes work and not willing to take responsibility. Consequently, the organizational manager had to employ highhandedness and 'carrot and stick' approach to make workers perform.

Due to criticism, Douglas McGregor again proposed TheoryY which suggests that employees find work as natural as play or rest and are capable of self-direction and self-control. It continued to stress that workers are motivated by opportunities for personal development, recognition, and the fulfillment of their potential.

Professor William Ouchi in the early 1980s propounded Theory Z, which tried to bridge the gap between Theory X and Theory Y. It stressed that though humans may be lazy and not like to take responsibility, they want to work under appropriate environments and incentives. So organizational managers focused on increasing employee loyalty to the company, providing a good environment with a strong focus on the well-being of the employee, both on and off the job. This according to Ouchi's Theory Z will promote stable employment, high productivity, and high employee morale and satisfaction. Based on this managers focused on developing employees' skills, providing them with growth opportunities, and creating a sense of ownership and involvement in decision-making as well as providing incentives.

However, Abraham Maslow's hierarchy of needs theory indicates that human beings are motivated to fulfill their needs in a hierarchical order, starting from the most basic needs and moving to more advanced needs till it gets to self-actualization, which is the final and ultimate need became apt because as time goes by employees make more and more demands for better conditions of service to enable them performance better on the job. This implies that as managers try to satisfy the needs of their workers to make them perform beyond expectation, more needs arise making this unattainable. How then can Organizational leaders make their employees/staff PERFORM BEYOND EXPECTATION? This is the essence of this discourse.

3. TO MAKE YOUR STAFF PERFORM BEYOND EXPECTATION

You   must   MAKE   THEM   become

Transactional   Entrepreneurial &   Transformational
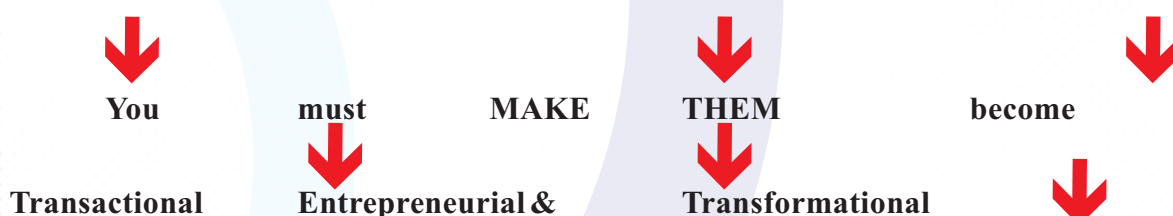
3.1. TO BECOME TRANSACTIONAL APPLY

- Contingent reward;
- Management-by-exception,
- Negative feedback and contingent aversive reinforcement–

TO BECOME ENTREPRENEURIAL APPLY;

- Risk Taking
- Pro-Active
- Vision
- Experiment
- Charisma
- Creativity-

TO BECOME TRANSFORMATIONAL

- Inspirationalzing
- Iintellectualising.
- Individualized consideration;
- Intellectual stimulation

TRANSACTIONAL LEADERS

- Concept akin to views of scientific management (in the early 20th century),
- Assume that workers can only be motivated by rewards
- Use the exchange principle- Carrot and stick Principle
- The reward can be translated into financial or non-financial means e.g. bonuses
- Indicate how to execute tasks, sources, and resources to be used.
- Inform workers beforehand what reward will be given for performance.
- Ensure conditions are optimal for staff to perform tasks successfully.
- Monitor employees' work closely and take corrective action when things go wrong.
- Management By Exception (MBE), correct to prevent mistakes applies.

MBE is Divided into two: Active management & Passive management. In

Active Management By Exception- Leaders actively monitor students' work and take immediate corrective actions when things go wrong.

In Passive Management By Exception- Leaders only intervene when objectives are not met or when problems become serious.

- When employees perform well & complete assignments within the agreed time, they are rewarded.
- Relationships between leaders and staff remain typically business-like.
- Clear definitions between tasks and performance exist.
- Organizational leaders monitor progress and take corrective action if required.
- When staff meet leaders' expectations, they receive bonuses.

- On the contrary organizational leaders will provide suggestions, advice, and feedback that enable staff to change and improve their performance.
- Staff feel supported and this provides a positive stimulus that enables them to finalize their work properly.
-

Advantages:

- Suitable for measurable routine tasks.
- Rewards give extra stimulus for high performance.
- The reward factor enables leaders to get staff to do what is required of them.
- It helps leaders to pre-set objectives and indicate reward patterns.
- Heavy sanctions can be imposed when staff display unwanted or negative behaviors.
- Leaders here have an implicit interest in both staff and the organization.
- Stimulates staff to work harder because of the reward exchange.

On the other hand,

- Staff may feel unjustly treated and not valued
- Relationships between leaders and staff can sour as 'One good turn deserves another'
- The reward issue may be questioned, however, it may not be in monetary terms and sanctions should be cautiously applied.

- Here organizational leaders are satisfied and the goal is also achieved. Transactional leadership style is thus the process through which the task and human dimensions of the organization are reconciled and integrated.

3.2. ENTREPRENEURIAL LEADERSHIP: is;

- Modern leadership is necessary for organizations to prosper. Kuratko (2007) challenges leaders to create internal entrepreneurship as an integrated concept that encourages individuals in an innovative manner. This perspective has revolutionized businesses at every level and in every country.
- It has become the center of national advantage, and of utmost importance for carrying out innovations and enhancing rivalry (Porter, 1990).
- Ability and willingness to perceive and create new economic opportunities (new products, new production methods, new organizational schemes, and new product-market combinations), and introduce new ideas into the market, in the face of uncertainty and other obstacles, by making decisions on location, form and the use of resources and institutions (Wennekers & Thurik, 1999).
- Made the world economy achieve the highest economic performance in the last ten years (Kuratko 2007).
- Is in all fabrics of our economy including education, constituting 95% of new wealth created by entrepreneurs and innovators (Timmons, 1999).
- Stimulates individuals to find innovative spirit, aspire, develop, and manage enterprises (Swierz et al. 2002).

Entrepreneurial Managers:

- Continuously acquire new competencies and capabilities required for successful competition and challenging activities.
- Motivate, direct, and lead employees to a defined vision.
- Set clear goals, and identify & create opportunities.
- Create, identify innovation, and take risks
- Manage for opportunity and advantage seeking.
- Have seven characteristics

Seven Characteristics EL

1. **RISK TAKING** - Entrepreneurial leaders have been mostly characterized by their propensity and ability to take calculated risks. (Bagheri, 2013). Based on their meta-analysis, risk propensity is vital in entrepreneurship.

2. **PROACTIVE-** acting and anticipation of future problems, needs, or changes- (Okudan 2004),
   which enhances creativity, and perseverance to achieve.

3. **VISION-** Key factor that inspires employees towards goals and direction on how to get "things" done or create commitment

4. **INNOVATION -** The tendency and ability of entrepreneurial leaders to think creatively and develop novel and useful ideas in opportunity recognition, resource utilization, and problem-solving (Chen, 2007; Gupta et al., 2004; Mattare, 2008; Okudan & Rzasa, 2006). There are two types of innovation: disruptive and sustaining innovation

5. **EXPERIMENT-** Results To Advantages.

6. **CHARISMA –**

- Have natural capacity and personality traits or qualities (Nwankwo 1979) with special endowments that make them loved, adored, admired, and cherished by the majority of students.
- Are born great.
- Staff are always fully in support of him/her.
- Easily accepted by organizational staff & others.
- All they say and do are dogmatic truths.
- Often honest, loving, eloquent, trustworthy, straightforward, selfless individuals/ heroes/ heroines,
- Loved by all employees because they are trustworthy
- Neat and well dressed; expect the staff to do the same.
- Fights for staff's course- defends employees in all possible ways
- Very friendly, always willing to help staff,
- Very obedient. Keep to organizational policies rules and regulations.
- More person-oriented than task-oriented.

E.g. Jesus Christ, Napoleon, Fela Ransome Kuti. Martin Luther King Jr.

7.   CREATIVITY-

• Production of novel and useful ideas in all domains

Circumstances Where EL Is Effective
- When innovation and creativity are targeted.
- When employees are open and ready for it.
- When they are highly educated e.g. experts and professional staff
- When staff do not need much guidance due to experience, expertise, and professionalism.

Circumstances Where EL Is NOT Effective
- Where a lot of regulations & laws restrict employees.
- When quick decision-making is necessary
- With an inexperienced staff that needs a lot of guidance.
- When employees are not highly educated or experienced.

Transformational leadership

Once upon a time, someone discovered a 'magic' that raises 'dead' organizations and 'dead' individuals, including schools and students, and makes them very active and successful.

TRUE STORY 1: In 1994 Lethwood, Begley, and Cousins used the magic on teachers and found perceived teacher outcomes. In other words, they performed better than they were doing before the magic.

 TRUE STORY 2: In 1996, Barling, Weber, and Kellaway used the same magic on Bank managers and found that the financial performance and commitment increased and they were doing better than those without the magic.

TRUE STORY 3: In 1987 Onnen applied it to a Methodist church whose worshippers were leaving and the church was folding up. To the greatest amazement of the competitors, members, and managers, the church bounced back with many more ministers, worshippers, church attendance, and membership growth, than before the magic was applied to the ministers of the church.

TRUE STORY 4: In 1996 Podsakoff, Mackenzie, and Bommer tried it on a German bank and found it made the unit performance higher, while sales managers and their sales representatives had increased sales (The above indicates that

TRUE STORY 5: In 2001, Mackenzie, Podsakoff, and Rich used it on Sales Managers whose sales were getting so bad that they risked being sacked. Surprisingly, their sales increased much better than the others that were not given the magic.

TRUE STORY 6: In 2008 Baldwin, Bommer, and Rubin found that: employees working under managers with this magic were more satisfied, more optimistic about the future, less likely to leave their jobs, more likely to trust their leaders, and perform higher than employees who work for managers without this magic.

TRUE STORY 7: In 2009, having heard of the above successful stories, Gumusluoglu, Lale, Ilsev, and Arzu, decided to test the magic of organizational innovation in a firm in a developing country. During that period, the innovation of workers was the most relevant factor for organizational performance in developing new or improved products or services and its success in bringing those products or services to the market during that period too. Consequently, all the organizations sought workers with innovation capabilities. The magic worked. He found that the organizational innovation with this magic showed 'stronger external support at higher levels than those without the magic.

TRUE STORY 8: As years go by many more people learned of this magic. So recently in 2016, Abu Orabi and Tareq decided to test it on an organization in Jordan to improve its Performance. Like others, the magic did not waste any time in shooting the performance of the organization from below 30% to 81.6%. The shortage of 14% was attributed to one of the four components of the magic that was not properly applied. In comparison, the other 3 yielded a 100% result each, showing that the magic was a significant factor contributing to this outcome.

TRUE STORY 9: In 2021, Effiyanti EFFIYANTI, Abdul Rahman LUBIS, Sofyan SOFYAN, and Syafruddin SYAFRUDDIN tested the authenticity of this magic in Indonesia and found it to be a significant predictor of readiness to change, it proved relevant in empowering knowledge-sharing quality, which in turn affects organizational performance.

TRUE STORY 10: Andy Hargreaves and Alma Harris and his research team: Alan Boyle, Kathryn Ghent, Janet Goodall, Alex Gurn, Lori McEwen, Michelle Reich, and Corrie Stone-Johnson took a different turn in 2007 to apply this magic to ailing institutions and students to see if they can 'perform beyond expectations. This is because they understand that this magic fosters participation in school decisions; and emphasizes morals, communication, and authenticity, which allows students to make their own decisions and have autonomy. As a result, they got sponsorship to seek ways for this magic. They got it used it and made the ailing schools perform beyond expectation.

Good news!!!:

The interesting thing about this 'magic' is that
it never fails !!!
If properly applied

The schools treated by Andy Hargreaves and Alma Harris and their team the impact of the magic

- Many of the case studies selected had faced bankruptcy and relegation. In some cases, the declines and recoveries of coasting organizations that had been trading on past reputations or that had experienced and then recovered from unexpected performance dips were less dramatic but nonetheless real.
- Cricket Australia, John Cabot Academy, and Mills Hill Primary School all exemplify this sort of awakening on, takeover, closure, or public and professional ignominy after damning reports and disastrous results. Yet, they had turned around to achieve not only solvency and survival but also impressive levels of success.

- For instance, Fiat Motors, M&S, Scott Bader, Burnley Football Club, Hull Kingston Rovers, Walsall local authority, Tower Hamlets local authority, Grange Secondary School, Central Technology College, and Kanes Hill and Limeside primary schools all achieved remarkable revivals.

1. One of the schools is a London-based school with mostly Bangladeshi participants. In 1997, it was positioned 149th out of 149 local education authorities. In the end, they ranked it above the mean of all local authorities on all key indicators of student achievement.

2. Another in the West Midlands, was performing minimally and was judged inadequate in performance by the Ofsted inspection agency following a decade of previous underperformance. Consequently, it was handed to a private contractor, Serco for improvement. With the magic, Serco achieved a substantial rate of initial improvement from 2001 to 2002 and further sustained it from 3003 to 2008

3. Grange Secondary School in Oldham, Lancashire, which serves a predominantly Bangladeshi population in a community that ranks among the top 1 percent in the country on indices of deprivation, almost failed its Ofsted inspection in 1996. By 2005, it ranked as the highest-performing visual arts college out of 30 in the country and remained in the top 2 by 2009. By 2008, this figure had increased to 71 percent. Grange Sec Sch was converted into a city academy in September 2010.

4. John Cabot Academy in south-west England is an innovative and entrepreneurial school, which was formally established in 2007 after being a city technology college. Examination results have been consistently above the national average since the school's first cohort of students sat their GCSE examinations in 1998. Steady improvement in these results from 1998 to 2003 preceded a sudden drop in 2004 from which it took four years to recover. Even then, results remained above the national average. Cabot's 2009 Ofsted report ranks it as 'outstanding' (the highest grade) in almost all categories.

5. Central Technology College was a small secondary school serving around 400 boys in Gloucestershire. After a demoralizing last-minute derailment of its plans to merge with a local girls' school in 2003, its examination performance record fell dramatically back to 1996 levels after years of sustained improvement. Following two years of steady recovery from 2003 to 2005, Central entered a strategic partnership with the Ninestiles Consortium in Birmingham. After dramatic improvements in its 2006 GCSE results, a 2007 Ofsted inspection report judged that - Central was now a 'good' school but, in 2009 it was announced that Central would be merged with a lower-performing neighbor to form a new academy.

6. West Oaks North East Specialist Inclusive Learning Centre operates. The main site, West Oaks School, is a specialist technology college. All 132 students (aged 2–19) who attend the learning center have a statement of special educational needs. These statements cover a wide

range of conditions including profound and complex disabilities, and various behavioral, emotional, and social difficulties. The center's 2007 Ofsted report awarded it the top grade, 'outstanding'. The inspectors' report judged the school to be 'extremely effective' in ensuring that pupils make 'outstanding progress' in 'catching up to nationally expected standards'.

7.   Kanes Hill Primary School serves a socio-economically disadvantaged housing estate in the suburbs of Southampton. The school is in the top five percent of the most deprived areas in the country. 56% identified special educational needs. In 1997, schools were in the bottom five percent nationally. Results have improved dramatically since 1997. For the last three years, the school has far exceeded the national average in test scores and has appeared in the top two percent of schools on contextual value-added achievement. Ofsted inspection reports in 2005 and 2008 confirm that although children start school with very low levels of literacy, numeracy, and social skills, by the time they leave at age 11, they have all made exceptional progress in academic and personal development.

8.   Limeside Primary School in Oldham is set in significant social and economic deprivation. Most of the school's families live on the local housing estate in rented accommodation. A high number of students are eligible for free school meals and more than a quarter of the students have learning difficulties and/or disabilities. A series of critical Ofsted inspections resulted in the school being placed in special measures in 2000. In the past decade, Limeside has experienced a steady and sustained improvement. Test scores are now well above the national average, and the 2007 Ofsted inspection report judged the school to be outstanding.

9.   Mills Hill Primary School, in Oldham, in 2004, which judged it to be 'causing concern'. Despite more favorable community demographics compared with the other two Oldham examples, the school's performance had dipped so that it was now a coasting school – doing less well than might be expected given its local circumstances. In recent years the school has improved its performance but most importantly is known for its community-focused work, which is viewed as exemplary

IMPACT- Three types recorded:
- **SEQUENTIAL** performance beyond expectations over time through revival or awakening after previous poor performance or attainment of high success following unheralded early beginnings

- **COMPARATIVE** performance beyond expectations about high levels of achievement compared with peers

- **CONTEXTUAL** performance beyond expectations as evidenced in strong records of success despite various indicators of relatively weak investment, limited resource capacity, or very challenging circumstances.

APPLICATION OF TLBS FOR PERFORMANCE BEYOND EXPECTATION

- APPLY ALL THE SIX TLBs - Padsokoff (1996):

HISTORY OF TLB

- Coined by Mcgregor and developed by M.A. Bass (Padsakoff, 1996)
- Earlier, it was perceived as a great leadership style only for the gifted in top management positions.
- Studies have shown that it can be LEARNT AND APPLIED by anyone.
- Leadership literature demonstrates its usefulness to many organizations, especially the ailing ones.

1.   ARTICULATING A VISION:

- Organizational Leader Identifies New Opportunities for Employees.
- Organizational Leader Captures Hearts & Minds of Stakeholders
- Talks Positively About the Vision.
- Provides Guide for the Organizational Members.
- Clears the Way for the Organization.
- Employees can Easily Follow / Offer their services.

How Organizational leaders can articulate vision:

- Repeats the vision often,
- Explains the significance of the vision to the staff,
- Appeals to higher staffs' values,
- Uses metaphors in communicating to staff,
- Uses emotional appeals for the staff,
- Speaks in positive terms to and about his / her staff and
- Uses the term 'we' instead of 'I'

THE VISION

- Should be very clear and understandable
- Must be in line with the vision of the Organization.
- Must be futuristic and short (one sentence).
- Should create a mental image in staff minds to further their enthusiasm and assist in directing their daily activities.

SUMMARILY, THE VISION STATEMENT SHOULD:

- Create a positive picture of the future:
- Must be important to staff,
- Indicate plans and actions as necessary in dynamic situations,
- Communicate the strategy of the Organization and make sure your actions are in concert with the overall strategies,
- Involve the right people in developing the strategy for your Organization.

…Always remember that you can only lead where you are capable and willing to go-.
Lachlan Mclean

2. PROVIDING AN APPROPRIATE MODEL:

- Managers MUST show a good example.
- Be a role model
- It is so powerful that it sets an environmental cue that- this act is important TO ME.
- Indicate through your behavior that the vision is critical TO YOU.

Remember that;

- Nothing is as potent as the silent influence of a good example- James Kent.
- Be clear about your values.
- Put them into practice and act towards them. In other words;
- Be clear about your expectations of your employees
- Hold yourself to the same standard and expectations to which you hold your employees
- Be consistent in your display of a desired behavior
- Remember, small indiscretions can have major consequences. e.g. 1st lady and daughter's graduation ceremony abroad during the ASSU strike.
- Perform desirable behaviors where observable. If no one sees you doing good or knows about it, that behavior cannot serve as a model.
- The Organizational Manager who shows good examples is more likely to be better appreciated by the employees.

FOSTERING THE ACCEPTANCE OF GROUP GOALS

- Organizational Managers' behaviors should lead to cooperation among employees and the larger community and get them to work together towards achieving the school's superordinate goal- The group goal of the community.
- Group goals are very essential because they get all concerned committed to achieving them.
- Provide a sense of purpose/ rallying point and common objectives for all.
- Set a superordinate goal and Make the goal SMART
    - S – Specific
    - M – Measurable
    - A – Attainable
    - R – Relevant
    - T – Time-bound
- Encourage staff to work together by moving them closer together: encouraging informal contacts (e.g. lunches after meetings etc.)
- Continually remind staff that 'we are all in it together' and that
- Success for each person depends upon the group's success, so "Together we will succeed" should be the slogan.

4. COMMUNICATING HIGH-PERFORMANCE EXPECTATIONS

- Organizational managers should always expect cooperation, excellence, high quality, and high performance.
- Reject half measures.
- High performance and nothing short of it in all ramifications.
- No room for incompetency.
- Let your staff believe and trust that they can make it.
- Let your staff believe that they can succeed if they try a Little.
- There Should Be No Room for Failure.
- SUCCESS Is The Key Word And Everyone Should Work Towards Success.
- Note the Pygmalion effect (Self Fulfilling Prophesy). Apply it based on the premise that;

If you form certain expectations of people and communicate them through behavioral cues those people will respond by adjusting their behaviors too which will result in your original expectation of them being true.

- To Communicate High-Performance Expectations:
- Set high standards for your employees.
- Communicate the high standards to them and your confidence in their ability to achieve those standards.
- Let your staff know that you are there to help them accomplish high performance,
- Encourage your staff to seek help from you wherever and whenever they feel like it.

Remember that if you;
Treat a man as he is, and he will remain like that but if you treat a man as he ought to be or should be, he will become as he can and should be" – so treat your students as they should be MAKING THEM PERFORM BEYOND EXPECTATIONS.

5. PROVIDING INDIVIDUALIZED SUPPORT:

- Exhibit behaviors that show you respect your employees.
- Be concerned about their personal feelings and needs. It makes them feel valued, capable, and loved.
- Pay attention to what they want, say, and do-

APPLY THE DIAMOND RULE

Remember that;

You can't be a good manager/teacher unless you generally like your students, this will make you bring out the best in them. – Richard Bransom.

It is necessary that you:

- Make interpersonal connections with your staff. You can discuss family affairs or interesting issues (not only official matters)
- Care genuinely, showing compassion in action.
- Encourage continuous development and growth in your employees.
- Send messages that say, 'I care about you and expect the best for you. You have the potential, I trust you, and I count on you. I know you will make it.'

Studies have shown that providing individualized support serves as a buffer to students' stress, enhanced commitment, and improved performance. To provide individualized support, you should:

- Build positive relationships with your staff, so that they will feel comfortable being with you.
- Determine how much support and what type each staff needs by observing their behaviors and asking individuals what he/she need from you.
- Encourage continuous development and professional growth of your staff. If possible help them register and become professional members of their associations.

6.   PROVIDING INTELLECTUAL STIMULATION:

- Exhibit behaviors that challenge staff in their work and make it better
- Discourage "the way it has always been done" or "business as a usual syndrome".
- Allow your employees to be stimulated. They must work ahead of the leader.
- Be the facilitator- encourage independent study, research, and experimentation.
- For intellectual stimulation, the school manager/teacher should:
- Encourage imagination, creativity, and innovation.
- Challenge old ways of doing things.
- Look for better ways of doing things
- Encourage staff not to think like you buy differently in a better way
- Be willing to take risks for potential gains
- Make it acceptable to fail as Learning from failure is helpful.
- Send your staff shopping for new ideas and innovations
- Put idea gathering on your agenda
- Make it safe for them to experiment
- Eliminate fire housing (dismissing ideas with reasons that they will not work). Try first and find out.
- Honor risk takers. They are great innovators.
- Encourage positive and Design thinking a
- Be innovative, encourage, and reward innovations.

Remember that;

Innovation comes from people meeting up in the hallways or calling each other at 10:30 at night with a new idea because they realized something that shows holes in how we have been thinking or doing things. It is an ad-hoc meeting of six people called by someone who thinks he has figured out the coolest new thing ever and who wants to know what people think of his idea. – Stev

THE FOUR I'S OF TRANSFORMATIONAL LEADERSHIP

The four main behaviors in TLB are known as the Four I's
(Hall, Johnson, Wysocki and Keppner (2002).

THE FOUR I's

Idealized influence + Inspirational motivation
+ Individualized Consideration+ Intelectual Stimulation
= PERFORMANCE BEYOND EXPECTATION
"Additive" effect of"Performance beyond expectation",Northhouse (2001).

NOTE that all the FOUR I's MUST BE APPLIED by the Organizational Leader for employees TO PERFORM BEYOND EXPECTATION

1.   IDEALIZED INFLUENCE

Idealized influence is linked to charisma (Gallis, 2001):
Idealized managers are charismatic & make attractive decisions for the achievement of goals and objectives.

- Build confidence and trust,
- Provide role models that staff emulate
- Are respected, admired, trusted.
- Provide a foundation for accepting some radical changes
- Instill pride and respect in staff
- Optimistic in dealing with puzzling issues.
- Maintain high ethical standards & obedience to rules and regulations.
- Prevent and resolve conflicts.
- Instill in staff values of truth, confidence, fearlessness, research hard work.

INSPIRATIONAL MOTIVATION

The Organizational leaders should;

- Have basic knowledge of good communication skills that make vision understandable, precise, powerful, engaging, and challenging.
- Encourage staff to be optimistic about the future, believe in their abilities & aim at performance beyond expectation.
- Articulate vision that is appealing and inspiring to staff.
- Challenge staff with high standards, of communication
- Provides meaning for tasks at hand.
- He has a strong sense of purpose and determination and hence produces staff who are like him/herself.
- Motivate students to commit vision and objectives to action.
- Encourage team spirit to achieve goals.
- Inspire a shared vision,
- Encourage employees to think of new and better ways of doing things.
- Involves employees in shaping and reshaping organizational strategies regularly.
- Inspire employees to research, and be investigative for excellent performance.
- Develop in staff the spirit of love, peace, and appreciation of their noble profession/ jobs for optimal performance.

1.   INDIVIDUALIZED CONSIDERATION–

The Organizational leader should;

- Attend to individual staff's needs,
- Acts as a mentor or coach to students and listens to their concerns while supporting them always.
- Keep communication open and place challenges before them.
- Encourage individual contributions of staff.
- Motivate employees to have confidence in themselves.
- Lay emphasis on the need for respect & restore the dignity of individuals at every point in time.

2.   INTELLECTUAL STIMULATION- The Organizational leader should;

- Arouse & changes staff's awareness of problems and their capacity to solve those problems.
- Arouse questions, assumptions, and beliefs.
- Encourage staff to be innovative and creative in approaching old problems in new ways.
- Promote critical & design thinking and, problem-solving for employees' improvement.
- Demand, nurture & develop staff to think wisely, critically, directly & independently.
- Expose staff to the scientific method of approach which is characterized by experimentation.
- Encourage improvisation where necessary.
- Apply a demonstrative approach in dealing with staff, especially at puzzling points.
- Ties vision to strategy for its achievement.
- Express confidence, accuracy decisiveness, and optimism about the vision and its implementation.
- Group staff according to their intellectual abilities and approach them accordingly to achieve results and be innovative and creative at work.

Implications for organizational managers:

i.   Develop a challenging and attractive vision, together with staff.

ii.   Tie the vision to a strategy for its achievement.

iii.   Develop the vision, specify, and translate it into actions.

iv.   Express confidence, decisiveness & optimism about the vision & its implementation.

v.   Realize the vision through small planned steps and small successes on the path to its full implementation.

THANK YOU AND REMAIN BLESSED

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