Development of Transformational Leadership Behaviors: How Can Coaching Help?

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Abstract: *In order to put their organizations in a position to change, leaders need to develop competencies that not only make them effective leaders but also transformational leaders. This raises the question of how to foster leaders to develop such behaviors.   The purpose of this paper is to investigate how leadership coaching can support the development of transformational leadership (TL) through increased emotional intelligence (EI). Training and coaching approaches are explored, as are possible links to Goleman's emotional intelligence (1998). Coaching on components of emotional intelligence is seen as a key approach in helping leaders move forward. More specifically, it introduces the concept of causal-loops as a powerful reflective approach to trigger deep behavioral change.*

Keywords: Reflective coaching, transformational leadership, emotional intelligence

Introduction

Today more than ever, chief executive officers must navigate an atypical period of turbulence in which yesterday's approaches hold no guarantee for tomorrow's success. In order to put their organizations in a position to effectively change and create a sustained level of performance, leaders need to develop competencies that not only make them effective leaders but, even more importantly, transformational leaders. Research establishing links between emotional intelligence and leadership effectiveness has emerged since Goleman (1995) key contribution. Palmer et al. (2001) demonstrated that emotional intelligence correlated with several components of transformational leadership suggesting that it may be an important component of effective leadership. This suggests that the ability to assess one's own emotions and those of others theoretically contributes to effectiveness of leaders.

This paper examines the concept of transformational leadership which approaches followers with a concern for their psychic, development and higher needs compared to transactional leadership which is more concerned with the cost benefit, economic exchange of the relationship. It highlights the relationship between emotional intelligence (EI) and transformational leadership and explores coaching as a privileged approach to foster EI.

Beginning with an overview of the concept of transformational leadership, its definition, and its potential impact on performance, it examines the relationship between transformational leadership and EI. It then focuses on the self-awareness dimension and looks at strategies to develop this key dimension of Goleman's emotional intelligence (1998). Training and coaching

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Transformational leadership and impacts

Several studies at the end of the 20th century determined that a leader's capacity to influence and involve subordinates in pursuit of organizational change was central. There are different schools of leadership theory in the literature, in which transformational leadership can be found amongst the contemporary perspectives (Keegan and Den Hartog, 2004; Turner and Muller, 2005). The leader's focus is therefore on inspiring and motivating followers as well as viewing the organization as a whole. James MacGregor Burns coined the term "transformational leadership" in 1978. In studying political leaders, he differentiated the concepts of transformational and transactional leadership.

Bass (1985) clarifies the model of the transformational leader and it's distinction from that of the transactional leader. Contrary to the transactional leader, the transformational leader encourages subordinates to transcend their personal interests for the good of the organization. Transactional-leadership styles focus on the use of rewards and punishments (and not inspiration) to trigger compliance from followers. The elements of transactional leadership are contingent on reward and management by exception:

- Contingent reward: Refers to a reward being given for a job well done.
- Management by exception: Refers to the leader's approach in managing performance gaps. Bass's model identifies two types of management by exception: active and passive. A leader who practices active management by exception continually monitors employee performance and corrects behaviors. A passive approach only intervenes once a problem surfaces.

In his view, a transformational leader is attentive to the development of his human resources, encourages them to surpass themselves and to transcend their personal interests, and helps them to focus on the organization's mission. Qualified by some as a paradigm, transformational leadership refocuses the study of leadership on how leaders can ignite their membership (Northouse, 2006). Organ et al. (2006) defined the transformational leader as someone who could:

"Get followers to perform above and beyond expectation by articulating visions, providing an appropriate role model and fostering the acceptance of group goals through individualized support, intellectual stimulation and expressing high performance expectation."

According to Bass (1998), transformational change requires a transformational leader. Bass's main contribution in 1985 to Burns's original theory was describing leadership behaviors. He believed that leaders adopted certain behaviors that raised the level of commitment from followers. Bass (1985) described these leaders as agents of change who transform the beliefs, attitudes, and motivations of their employees. He also attributed four dimensions to transformational leaders:

- Idealized influence: Often considered to be the most important dimension, it encourages the leader to be a role model by inspiring honesty, respect, and trust. Followers want to emulate their leader.
- Inspirational motivation: The leader offers a vision or goal that urges the team to transcend itself. This is achieved when the leader provides meaning or a reason to move forward.

- Intellectual stimulation: This corresponds to actions that stimulate subordinates to be creative and to adopt new ways of assessing problems. A leader asks team members for recommendations. A leader encourages employees to challenge the established order.
- Individual consideration: This dimension concerns the relationship between the leader and subordinate. The leader establishes a supportive climate, becomes a mentor and teacher, and coaches employees.

Many studies have tried to determine the impacts of transformational leadership and, more specifically, the link between transformational leadership and performance. According to Bass (1985), the followers of a transformational leader should deploy additional efforts and deliver performance above the manager's expectations.

Subsequent to Bass's contribution, many studies have tried to measure the link between Multifactor Leadership Questionnaire (MLQ) results and performance. In 1996, Lowe, Kroeck, and Sivasubramaniam tried to integrate the results of these numerous studies. They conducted a meta-analysis that revealed that MLQ results were reliable predictors of work-unit effectiveness across the set of studies they examined. Overall, there is evidence showing positive relationships between transformational leadership and performance; these relationships are stronger than the relationships between transactional leadership and performance (Lowe et al., 1996).

In 2002, Dundum, Lowe, and Avolio updated these results, reconfirming a positive correlation between TL and performance. Their study also revealed a strong correlation between TL and employee satisfaction. Collins and Holton (2004) study suggests that leaders can attain substantial improvements in but indicate that sufficient front-end needs analysis is required in order to generate results and ensure that right development is proposed.

Hypothesis 1: Transformational leadership has a positive impact on followers' performance.

Transformational Leadership and Emotional Intelligence
Barling, Kelloway, and Slather (2000) found that emotional intelligence (EI) would predispose leaders to be transformational.

Goleman's (1998) model outlines five main constructs of EI
1. Understanding one's emotions
2. Knowing how to manage them
3. Emotional self-control (delaying gratification)
4. Understanding others' emotions
5. Managing relationships

Barling et al. (1996) studied the relationship between the transformational leadership paradigm and emotional intelligence. They indicate that emotional intelligence predisposes leaders to manifest transformational behaviors. They suggest that leaders who are able to understand and manage their emotions and display self-control act as role models and enhance trust and respect (idealized influence). Second, leaders with high understanding of others emotions are more likely to perceive followers' expectations (inspirational motivation). The ability to manage emotions and relationships permits to understand and attend to followers' needs (individualized consideration).

According to Barling, Kelloway, and Slather (2000), there appears to be a positive correlation between Emotional Quotient (EQ) and 3 of the I's in transformational leadership:

idealized influence, inspirational motivation, and individualized consideration. Harms & Crede (2010) study also reveals that emotional intelligence is significantly related to transformational and other leadership behaviors. Especially when ratings were provided by the same source or raters.

Hypothesis 2: Emotional intelligence has a positive impact on transformational leadership

The importance of self-awareness
If there is a positive correlation between EQ and transformational leadership, which dimension of EQ has the greatest impact?

The ability to recognize emotions within oneself seems to be key and has a significant impact on other dimensions of EQ. Daniel Goleman calls self-awareness the 'keystone' of emotional intelligence and Arond-Thomas (2004), the linchpin.

Boyatis and Burckle (1999) indicate that self-awareness is a necessary underpinning of both self-management and social awareness. Without self-awareness, a person has no chance of demonstrating self-management. You can't manage what you ignore! Their study also indicates that without self-awareness, a person has an 83% chance of lacking social awareness. Being self-aware is a primary ingredient of the emotionally intelligent leader and its essence is about seeing yourself as others see you.

Hypothesis 3: Of all dimensions of emotional intelligence, self-awareness has the most significant impact.

Developing Transformational Leaders: Training or coaching?
A great deal of research has focused on leadership training. One of the underlying questions is: Are leaders born or made? If leadership were based on innate, fixed personality traits, then it could not be developed. Transformational leadership training assumes that those behaviors can be developed and modeled once better understood.
According to Bass and Avolio (1990):

"In sum, there is now substantial evidence to indicate that some attempts should be made to train transformational leadership… Many specific indications of enhanced leadership awareness and behaviour among the trainees back in their organisations have also been noted..."

Kelloway and Barling (2000) demonstrated that transformational-leadership training seems to have a positive impact on the perception of subordinates following leader training. The subordinates of trained leaders had a more positive perception of manager's behavior than did subordinates of the untrained managers. This study also indicated that training and counseling are effective means of behavioral change.

Barling and al. (1996) conducted research with 20 bank branch managers that indicated that the effectiveness of training (one day workshop and subsequent counseling sessions) engendered more positive perceptions and engagement by subordinates (compared to the control group) following training intervention. The authors also stressed that what works best is training and coaching initiatives that get the leader to focus on small changes that can be maintained over time. Changes need to mesh with self-perception and workplace environment, otherwise they will be dropped. Moreover, developing an action plan is key to moving forward. Kelloway and Barling, (2000) provide suggestions as to what could be those small changes:

Table 1: Types of small changes related to 4 I development (Kelloway and Barling, 2000)	
Idealized Influence	• Try to do what is right instead of what is cost-effective. • Take time making decisions so as to be more transparent and so others buy into the decision. • Be consistent and justly reward.
Inspirational Motivation	• Develop self-efficacy by communicating the vision message as "I know you can do it!"
Intellectual Stimulation	• Engage employees by asking them: "What do you think we should do?"
Individualized Consideration	• Make time to pay attention to individual concerns. • Schedule time in the agenda for one-on-one meetings and "managing by walking around."

This raises the question as to what are the best approaches to training and coaching transformational leadership. Kelloway and Barling (2000) indicated that transformational leadership can be enhanced either by participating in workshops or coaching. These two approaches are interchangeable to some extent, since combining them does not yield better results.

It is important to recognize that training interventions focus mainly on intellectual stimulation and, to a lesser degree, on individualized-consideration behaviors, Idealized-influence and inspirational-motivation behaviors are more difficult to change, especially in a group-based setting. Individual manager coaching may more effectively address those specific challenges. Avolio et al. (2009) surveyed literature on experimental and quasi-experimental leadership research and found that leadership interventions that were not training oriented had slightly stronger impact.

It is also important to define the type of coaching we are referring to. To define levels of coaching in leadership development we refer to levels of engagement involved in the coaching intervention. We refer to Grant and Cavanagh (2005) three generic levels of engagement:
Skills coaching: Requires coach to focus on specific behaviours;
Performance coaching: Refers to process by which the coachee can set goals, overcome obstacles, and evaluate and monitor their performance; and finally Developmental coaching which has a broader and more holistic perspective and that involves more intimate, personal and professional questions. This can involve the creation of a personal reflective space. We are thus focusing on the latter, developmental coaching.

Kirkbride (2006) indicated that, within the full-training intervention (workshop with coaching): "The coaching sessions are designed to be the most important and powerful part of the whole leadership intervention and this appears to be the experience of many of the participants."

They suggest that the workshop component of training could better develop intellectual stimulation, whereas coaching might contribute to the more emotional aspects of transformational leadership such as, individualized-consideration behaviors, idealized influence and inspirational motivation.

Is coaching the best approach to develop EI?
While there still controversy about whether or not, emotional intelligence competencies can be learned (Sorcher & Bryant, 2004), many researchers have maintained that emotional competencies can, in fact, be developed (Arond-Thomas, 2004; Walker, 2001). Neuroscience has

helped us better understand why sometimes, our brain, leads us astray. Daniel Goleman coined the term "amygdala hijack". It describes what happens when the amygdala overpowers the neocortex (responsible for rational processing). The amygdala is the trigger point for the fight, flight, or freeze response which may be viewed by some as emotionally unintelligent (Goleman, 1995). Kunnanatt, (2004) suggests that people who are emotionally intelligent are able to sense these attacks and what triggers them. They have developed the capacity to be less overpowered by the amygdala and rely on frontal lobe to regulate emotions.

Goleman (2001) suggested these competencies can be learned, but how to develop them remains unanswered. According to Benfari (1999) behavioral development is required to modify the chain of emotional reactions. He suggests "cognitive restructuring" to help modify assumptions, perceptions, and feelings and produce behavioral change. Benton (1999) on the other hand, suggests self-talk to help produce behavioral change.

The key element seems to be able to be attentive to one's thought process (latter of inference). This will allow that individual to be conscious of the chain of emotional reaction and better assess the situation. It will also allow him to identify more positive alternate route of reactions.

If the coaching context and relationship is aligned in the scope of a reflective learning process, Jay (2003) indicates that the individual being coached is forced to reflect on the impacts of their previous actions, and explore alternative actions that may yield them the best results (Jay, 2003).

Hypothesis 4: Reflective coaching might contribute to develop the more emotional aspects of transformational leadership such as, individualized-consideration behaviors, idealized influence and inspirational motivation.

Reflective coaching and self-awareness development
Boyatis and Burckle (1999) indicated that of all dimensions associated with EI, self-awareness was central. Self –awareness is about being aware of different aspects, values and traits of oneself and having a clear sense of who one is. According to Cunliffe (2004) "reflective learning" is a practice which involves reflecting on our actions or self-concept through an objective lens. "Reflexive learning" takes this a step further in trying to identify recurring patterns. Cox (2013) regards reflection as "a creative process that enables us to make meaning when we make connections between our experience and the potential consequences of that experience in the future" (p. 74).

Coaching based on reflective learning involves as indicates Cox (2013), requires that we first describe and then, we challenge. She distinguishes between phenomenological reflection and critical reflection, the first involves, accepting the meaning of the experience; the latter involves "challenging existing perspectives" (p. 74). The parallel with single and double loop learning can be made (Argyris and Schön, 1974).

Argyris (1982) introduced the theory of double-loop learning as a means and altering perspectives. Through single-loop learning, a person's belief and value system is reinforced. When double-loop learning is utilized in a coaching context, practitioners will question objectives, underlying assumptions so that when a similar situation arises, a new framing system is employed. According to Cox (2013) critical thinking allows us to call into question assumptions underlying our customary ways of thinking and acting.

Argyris and Schön's work in 1974 introduced the concept of mental maps that guide action. These mental maps are supported by underlying assumptions about oneself, others, and the context. Few people are aware of the mental maps that drive them and even fewer of the underlying assumptions. When actors question governing variables to subject them to critical scrutiny, double-loop learning is occurring.

After the work of Chris Argyris and Donald Schön in the 1970s and 1980s, followed by that of Peter Senge in the 1990s, organizational learning has today taken its place as one of the major organizational-change models and, subsequently, as a major element in defining the strategy. Without going into all of his ideas, Senge drew attention to the importance of systems thinking to introduce complexity. First of all, system thinking brings out the salient nature of interactions between many variables and shows that causes and effects are not often close in time and space. Interventions that might appear direct do not necessarily produce the desired outcomes. He also advocates the use of 'systems maps' or diagrams that show how key elements of systems connect in order to challenge existing models so that it can modify their reference frameworks to open up perceptions.

We suggest that systems thinking in an individual or team coaching context may be a trigger for reflective learning. Coach must have a spirit of inquiry and keep asking the questions: Why is this happening? and avoiding the natural tendency to jump to solutions without fully understanding the problem and the full impact of any solution that would be applied.
The following questions offer a starting point for inquiry:
- What happened, and what has been happening?
- Why has this been happening?
- What were you objectives? Outcomes?

Senge suggests identifying the building blocks of the dynamic and putting them together in a causal-loop diagram. Causal-loop diagrams help coachee in visualizing how interrelated variables affect one another.

Hypothesis 5: Systems thinking in an individual or team coaching context may be a trigger for reflective learning
The diagram represents the variables connected together and the relationships between these variables, represented by arrows, can be labelled as positive or negative. Senge suggests that mental models need to be made explicit in order to stimulate deep behavioral changes both at an individual and organizational level.

Conclusions and future research
According to the Global Leadership Forecast study (2015), despite the fact that they invest overall 50 billion in leadership development; only 37 percent of leaders surveyed considered their organization's leadership development programs as effective and state that they need to refocus on improving their development efforts. Development strategies need to be questioned and revised.

Transformational leadership training assumes that leadership behaviors can be enhanced and modeled in different learning formats which are workshops and coaching. Despite similarities, differences remain between both approaches. Training interventions focus mainly on one of the 4 Is i.e.: intellectual stimulation and operate in a group-based setting. The workshop helps trainees to gain a better cognitive sense of appropriate behaviors and how they are applied (i.e.: videos). Whereas, individual coaching may more effectively address the development of the

following 3 components of the 4Is: Individualized-consideration behaviors, Idealized-influence and Inspirational-motivation behaviors. These behaviors would be more easily changed in an individual setting.

This paper also outlines the positive correlation between EQ and 3 of the I's in transformational leadership: idealized influence, inspirational motivation, and individualized consideration (Barling, Kelloway, and Slather, 2000). This indicates that Goleman's EQ may be a key component in developing transformational leadership. It also indicates that a coaching context may be more conducive to developing these personal predispositions.

Foremost, this paper outlines the importance of the self-awareness dimension of EQ. Burckle and Boyatis (1999) indicate that self-awareness is a necessary underpinning of both self-management and social awareness. In order to trigger behavioral development required to develop self-awareness, Benfari (1999 suggests "cognitive restructuring". This paper suggests that mental frames can be requestionned and eventually changed by undertaking a reflective coaching approach based on causal-loop learning suggested by Senge (1996). These conclusions are in link with what Cox (2013) labels as "critical thinking" which allows one to call into question assumptions underlying customary ways of thinking and acting.

Figure 1 suggests an integrative model that links reflective coaching to the development of EI which in turn contributes to the development of transformational leadership.

Figure 1[2] Links between double-loop learning, EI and transformational leadership (Inspired by P.Senge's - Fifth Discipline (1998)
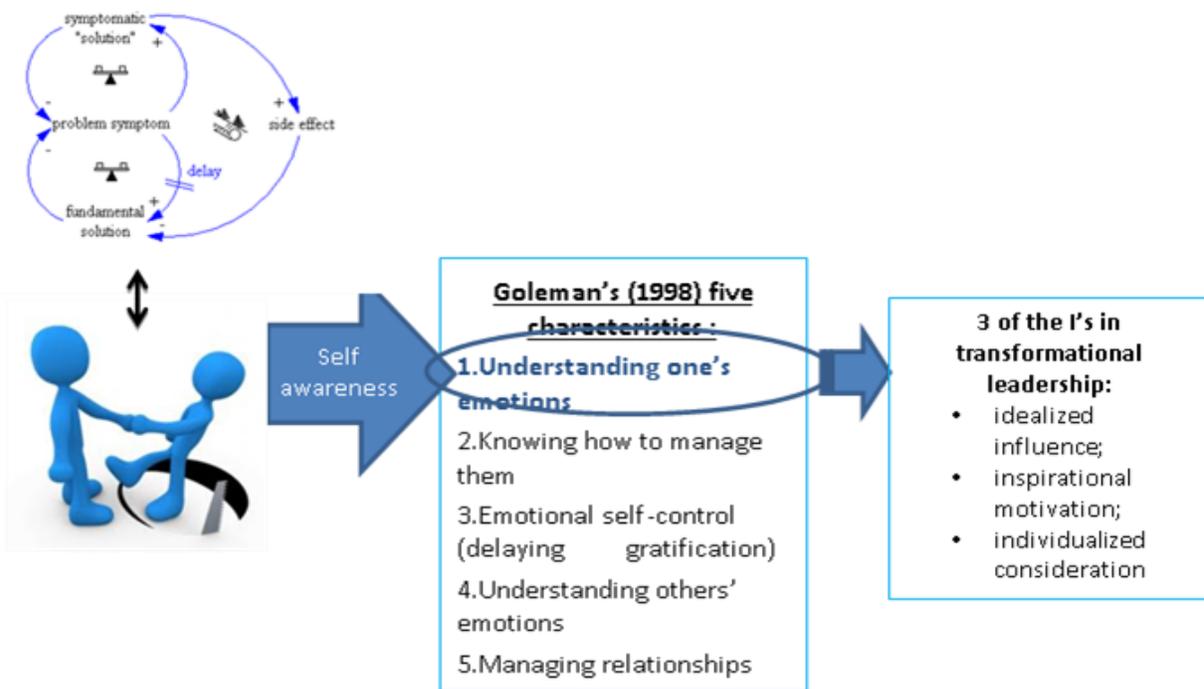
These conclusions open a pathway for future research. Kelloway et al.(2000) suggest that transformational leadership could be enhanced by both training and counseling, but that combining these two approaches did not have any additional impact. They then concluded that

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[2] Inspired by P.Senge's Fifith Discipline (1998)

the key element was the development of specific action plans. Their definition of counseling is limited to receiving feedback of subordinate ratings.

In continuity with Kelloway and Barling.(2000) research, we suggest that it is important to better define the type of coaching involved. Future research could investigate the effect of leadership training and reflective coaching on subordinates' perceptions of transformational leadership by using a 2 (training) x 2 (reflective coaching) research design. Adopting the concept of reflective coaching, as describe in this paper, would allow research to better asses impacts of reflective coaching and its influence on the development of 3 I's competencies of transformational leadership. This study would allow us to identify if any changes were identified in executive leadership competencies from the perspective of individuals having employed the services of an executive coach.

Hybrid research design (quantitative and qualitative) would allow a better understanding of the nature of the transformation and its impacts. More specifically qualitative data would allow identifying the presence and nature of deliberate reflective coaching activities that would contribute to development and renewal of cognitive schemata and pre-existing causal relationships

Practical implications

Although many organizations are concerned about the leadership development and are committed to invest in training to develop managers' skills, perspectives, and competencies; there is confusion around selecting the best approach and development design. There is a wide variety of approaches to leadership development and there has been little research to demonstrate which approaches are more effective (Conger, 1992).

Recently coaching for leaders has become a major aspect of leadership development. This paper stresses the importance of integrating reflective coaching in the design of the leadership developmental program in order to develop transformational leaders with self-awareness.

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