

Is Transformational Leadership Suitable for Future Organizational Needs?

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Abstract - Do we need a new type of leadership to face the Fourth Industrial Revolution (4IR)? It's Gallo & Hlupic (2019) question. According to them, the new model needed is a humanist, humane, humane leadership model. This model is considered a leadership model that not only has a radar that serves to understand what is happening throughout the organization but also a moral compass to direct the organization in the right direction, guided by ethical choices and responsibilities. Not just change, but a true shift towards human leadership, where trust and respect permeate the organization. This study seeks to answer these questions and at the same time propose a transformational leadership model as an answer to the needs of organizations facing 4IR.

Keywords: 4IR, transformational leadership, U Theory

I. BACKGROUND

Transformational leadership theory has been the subject of criticism, and potential weaknesses have been identified (for example, Van Knippenberg & Sitkin, 2013; Yukl, 1999). One criticism is that transformational leadership is elitist and anti-democratic (Northouse, 2007). However, this criticism has been challenged by other researchers including Bass & Riggio (2006), which argue that transformational leaders can be directive or participative, and authoritarian or democratic. Further, proponents of transformational leadership point out that both the MLQ and the Full Range of Leadership models are designed as an attempt to go beyond the charismatic 'great guy' scenario by placing a lot of emphasis on follower behavior (Lee, 2014). Also, as Bass argues, charisma is only one part of the concept of transformational leadership (Northouse, 2007).

About this critique, history provides us with examples of leaders who have exploited their followers, whose visions ultimately led to the "death" of their followers. This is problematic, and one that transformational leadership researchers are trying to solve in several ways. Bass as a developer of the concept of transformational leadership explains his view that transformational leadership is moral leadership that serves the good of the group, organization, or country and should not harm followers. (Bass, 1997; Bass & Riggio, 2006). The term 'pseudo-transformational' has been proposed to include leaders who exhibit transformational behavior but only to fulfill their self-interest. (Bass & Riggio, 2006). Many experts such as Weber, House, and Bass emphasize that transformational leadership is related to leader behavior, empirical studies have shown the relationship between personality and transformational leadership (Bono & Judge, 2004). Bono & Judge (2004) also found in their meta-analysis that extraversion was the strongest predictor of transformational leadership. Besides, studies of transformational leadership interventions have revealed that transformational leadership can be learned, and this transformational leadership training can result, not only in increasing transformational behavior but also in increasing employee commitment and performance. (Barling et al., 1996).

As a result, the analysis of many scientific articles in the previous paper concludes that transformational leadership is still relevant for managing excessive environmental and organizational

changes. The transformational leadership mindset can encourage organizations to innovate by involving all stakeholders in the organization.

II. ANALYSIS AND ARGUMENTS

Efforts to "search" for the most suitable leadership model continue as expectations change and adapt to these changes. Not only Gallo & Hlupic (2019), Karadag (2019) seeks to project the leadership approach needed now and in the future, which is called the humanistic leadership approach, as mentioned in Figure 1. Projection Karadag (2019) this seems in line with the conclusion Gallo & Hlupic (2019) who mentioned the need for a new model, namely humane leadership, according to Gallo & Hlupic (2019) is a model in which leadership has not only a radar that serves to understand what is happening across the company but also a moral compass to steer the organization in the right direction, guided by ethical choice and responsibility. Not just change, but a true shift towards human leadership, where trust and respect permeate the organization (Gallo & Hlupic, 2019).

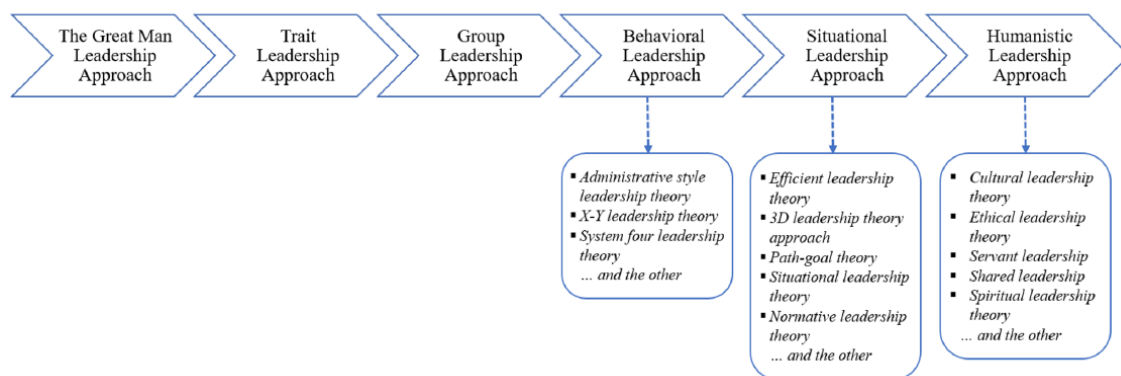


Figure 2. Development of Leadership Theory and Approach
Source: Karadag (2019)

However, it cannot be denied that the theory and concept of leadership that has been most widely discussed since its emergence to date, both theoretically and empirically, and which is most widely applied in various units of analysis is transformational leadership (Koh et al., 2019; Uusi-Kakkuri et al., 2016; Zaman et al., 2020), including in the context of education (Anderson, 2017; Jovanovic & Ciric, 2016; Liu et al., 2019). So, according to the authors, this phenomenon can be concluded that transformational leadership has indisputable reliability practically, especially theoretically. Therefore, the authors interpret the "search" for the new leadership model Gallo & Hlupic (2019) can find the answer in the transformational leadership model. This author's conclusion is supported by many of the narratives and conclusions of researchers in the field of leadership, including in the context of education. Among the recent studies that support the author's conclusions is research Klaic et al. (2020) who concluded that team-centric transformational leadership was positively associated with team innovation and individual member learning. Klaic et al. (2020) explained that innovation and learning are important drivers of success in organizations, especially in knowledge-intensive industries such as science. Transformational leadership is a key factor for enhancing innovation and learning in scientific teams. By engaging in team-centered transformational leadership behaviors including emphasizing group identity, communicating group visions, and encouraging team building, scientific team leaders can enhance innovation and learning.

Explanation Klaic et al. (2020) above, corroborates the view of Coleman (2000) which states that the expected leadership is future-oriented or applies transformational leadership characterized by (a) idealized influence, meaning that it provides an influence that encourages the growth of new ideas, (b)

inspirational motivation, which means trying to provide the continuous motivation that causes the growth of new inspirations that develop a productive work atmosphere, (c) intellectual stimulation, which is always trying to provide intellectual stimulation to develop their abilities and skills for work improvement, and (d) individualized consideration, which means paying attention to individual aspects of the people they lead, such as talents, interests, hopes, motivations, attitudes and the like (Coleman, 2000).

Furthermore, in the context of education, Coleman (2000) explaining that at least seven important things are needed to lead the journey to the future, which can be used as a basis for the Principal in developing his school, namely (1) Not waiting, namely that the Principal must be proactive and achieve early victory, (2) Have a weighty character, meaning that the principal must have credibility, (3) a principal has his head in the cloud, while his feet are on the earth, meaning that "apart from the principal, he must have the awareness of direction and vision to look ahead, but at the same time he must be able to protect and be proud of. ", (4) Having a shared value system, meaning that what the leader says must be in accordance with the expectations of his followers (5) The principal cannot do it alone, meaning that the strategy that is able to win in leading is the philosophy of "us" and not "me", (6) the Principal leaves a legacy in the form of a life that is shared, then overthrow the golden rule of leadership, and (7) Leadership is the interest of everyone, meaning that everyone is automatically a leader (Coleman, 2000).

As an additional narrative, the writer involved Theory U to support the conclusion above. That the "search" for a new leadership model is meant by Gallo & Hlupic (2019), can follow the path described by the Theory U of Scharmer (2016). U theory can be used to bring about deep-rooted change and drive innovation. The tendency of leaders when facing a problem is to want to solve it quickly. This urge is a common habit that exists in almost every individual. However, when a leader uses the same mindset base, the resulting solutions tend to be temporary. Problem-solving will not be complete and will happen again. In other words, often the thought of solutions only relieves the symptoms or symptoms of the problem. But the roots themselves are not resolved. U theory invites us to make changes (read: transformation) in ourselves as individuals or as leaders in organizations. Changes that have a big impact and innovation are the results that will be obtained when we answer the adaptive problem challenge with the U theory approach. We can use the term U process because, in its implementation, U theory is a process or collection of activity movements. There are three core movements in the U process, namely Observe, Retreat - Reflect, and Act in an instant (Jaworski & Scharmer, 2014; Scharmer, 2018).

The essence of the first movement, observe, is the process of observing, hearing, and feeling by 'entering' into the actors ('actors') in the ecosystem. This process requires an open mind to hear, feel, and see through the eyes according to what is happening from the side of the doer. Process observation will only occur optimally when leaders stand on the "balcony" and can see from different perspectives about what is happening (according to the version Gallo & Hlupic (2019) leaders are at level 4-Emergent and above). The metaphor of looking over the balcony as mentioned earlier is what is meant by Heifetz & Linsky (2002) as observing more broadly the dynamics of interaction with the 'dancers' on the floor of the room. This ability to 'observe' is one of the main keys to a successful transformation process.

The next process: retreat and reflect is the release and cleansing of oneself from limiting mind blockages, limiting beliefs, and obstacles that come from within. Reflect is a process that connects individuals with what has been hidden in the humanism and spiritual layers of themselves. This connection is at the bottom or bottom niche of the U process. When we realize what is life purpose (life mission), what life is calling, then all the knowledge and enlightenment that is in the layer of our consciousness will emerge on the surface. . In brief, life purpose consists of three components, namely Knowing, Doing and Being. In knowing a leader understands essentially what his job is. If a teacher installer only interprets his work as a transfer of knowledge, then the effect would be very different if

he understood that the meaning of his work was to build the civilization of a nation. Doing is the answer to the question of what motivates and encourages a person. How does he want to devote his time? Where did his attention and energy go? Being is the answer to one's uniqueness. What is his strength? What talents does he have? What does he believe to be who he is? How does he want to devote his time? Where did his attention and energy go? Being is the answer to one's uniqueness. What is his strength? What talents does he have? What does he believe to be who he is? How does he want to devote his time? Where did his attention and energy go? Being is the answer to one's uniqueness. What is his strength? What talents does he have? What does he believe to be who he is?

From the heart of this second movement, we move on to what is called Acting in instant, which is the process of taking spontaneous action in trying and perfecting new approaches to change. This action is a breakthrough based on the new mindset of individuals and leaders, namely: what was considered impossible is now a new possibility. Underlying this new possibility is the courage to step outside the comfort zone. This action also comes from shifting the focus of our consciousness by starting to 'dare' to question what our assumptions have been out of sync to answer the challenges we face today and in the future. The actual action is spontaneously carried out incrementally or step by step. Channels of criticism and feedback are created to enhance further action. This Acting in an instant process will not be able to be done without preliminary observation and retreat.

As environmental complexity increases, leaders of organizations facilitating change need to adjust their focus from WHAT (results), and HOW (methods used), towards WHO (conditions within the actors). In other words, fully understanding the 'interior essence' of all parties involved in the dynamics of change is vital for a leader who wants to navigate change successfully. Without changes in the interior, changes in the exterior environment will be difficult to achieve. Interior condition or often referred to as self-iceberg is a layer of a person's thinking-feeling, belief, value, identity, and need.

The U-process also helps us to enter into 'slowing down' and 'silence' spaces. This room is a place for leaders to 'listen' to each actor in his / her environment on duty. This includes opening his awareness to be 'on the balcony' and being able to 'observe' himself when he is 'in action'. This condition is consciousness that is above consciousness (Scharmer, 2016).

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