

Leadership Theory into Practice

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1. part1

1.1. Introduction

This section will introduce the content of the articles about leadership written by Parker and Ai, compare the main points of the two articles, analyze the accuracy of the two articles, and focus on analyzing the quality of the articles written by AI. Compare the advantages and disadvantages of the two and their adaptability to the crowd.

1.1.1. "Distributed Leadership in England's Schools 2014"

This article explores the effectiveness of distributed leadership in primary schools in England in responding to five major challenges since the coalition government came to power in 2010: changes to the academy model, teacher shortages, increased accountability, collaborative and networked management approaches, and teacher quality issues. Parker believes that although distributed leadership is widely promoted in Western literature, it needs to be continuously evaluated in the changing educational environment. She concluded that by adapting to specific needs, distributed leadership can effectively address complex challenges in education, promoting a more empowering and participatory leadership style that is consistent with current educational goals and challenges.

1.1.2. "Distributed leadership" By AI

The article was written by AI, it discusses how this leadership model can improve an organization's decision-making quality, innovation capabilities, and employee engagement by increasing team member autonomy and responsibility, while highlighting its possible limitations in emergency situations. The article points out that implementing distributed leadership requires finding a balance between flexibility and adaptability to ensure consistency with organizational needs and culture. Furthermore, the article deepens the understanding of distributed leadership, highlights the multiple dimensions that should be considered in practice, and provides valuable insights into the implementation of this leadership approach.

1.1.3. Comparison of the main points of the two articles

Parker's research explores the effects of a distributed leadership model adopted in British primary schools, specifically how to improve educational quality and management efficiency in the face of educational policy changes and school pressures. Research by Spillane (2005) also shows that decentralizing decision-making power can help school leaders respond to educational challenges more effectively and improve teaching and learning. Additionally, AI-generated research defines distributed leadership more broadly and explores its potential to improve innovation, engagement, and decision-making quality in diverse organizations. Boldon (2011) also pointed out that leadership is a complex process that plays an important role in various organizational settings.

Parker's article is based on specific cases of the British education system and focuses more on the transformation of theory into practice. Leithwood (2011) also made actual surveys and research on specific statistical data in the educational environment. Leithwood (2011) believed that the decentralization of leadership can effectively improve teachers' job satisfaction, teaching quality and students' overall performance. Both conclusions are supported by strong evidence and are not just words on paper.

This article compares two studies on distributed leadership, highlighting its advantages in improving innovation, engagement and decision-making quality. Parker's research focuses on how distributed leadership can improve school effectiveness and respond to educational policy changes. The AI-generated article theoretically analyzes how distributed leadership can optimize decision-making by integrating diverse perspectives and expertise, although this theoretical analysis lacks sufficient factual support.

1.1.4. The quality and accuracy of the two articles, the performance of the AI article.

Parker's article takes British primary schools as an example, combining actual policies and school conditions. Suitable for a wide audience. The article integrates theory and practice and provides detailed literature support. Therefore, the article is of high academic quality, persuasive, and suitable for reference by educational leaders.

The AI article provides a comprehensive overview of distributed leadership, providing readers with an in-depth understanding. Its clear expression and good structure make complex concepts easy to understand, and its strong logic helps non-expert readers and beginners grasp the concept of distributed leadership. The breadth of the article covers many aspects, but it lacks in depth analysis and practical application. The lack of specific examples, data, or in-depth exploration may limit its validity in academic or professional settings. In addition, the article fails to clearly connect to actual industry practice or provide sufficient evidence support, which may make some points unconvincing. And there's a lack of depth detail. It is not suitable for readers who want to study distributed leadership in depth. The article provides an easy-to-understand overview and is suitable for beginners, but more empirical data and in-depth analysis are needed in academic research or professional fields.

2. part2

2.1. Introduction

This section focuses on our current organization's use of a transactional leadership approach to strategic leadership. Although this approach has its structured advantages, there are also some criticisms, particularly in terms of promoting innovation and employee engagement. Therefore, we consider improving our leadership approach, integrating other leadership methods to better adapt to the dynamic needs of the organization, and promote innovation and employee empowerment.

2.1.1. Background

As a former principal of a local private education institution, I faced a complex and challenging background. Specifically, this includes competitive pressures within the industry, resource constraints, community expectations, and changes in technology and policy. The education sector, especially at the local level, faces numerous challenges. Public schools often compete with private schools by restricting students from participating in extracurricular tutoring, claiming that this is for the all-round development of students. In addition, traditional education faces competition from online education, and shortages of funds affect the quality and facilities of education. Community expectations grow and pressure on school administrators increases.

2.1.2. Strategic leadership method: combination of transformational leadership and participative leadership

I am responsible for educational leadership, strategic planning and team motivation. I set clear school goals and develop a strategic plan that considers strengths, weaknesses, opportunities and threats. I monitor key indicators such as student achievement and teacher satisfaction, ensure activities are aligned with objectives, and conduct regular self-evaluations and external reviews to drive continuous improvement.

In terms of strategic leadership, I combine transformational and participatory leadership methods, encourage innovation and change, introduce new teaching technologies and curriculum design, and actively integrate the opinions of teachers, parents and students. However, this leadership approach can face challenges such as team communication barriers, resistance to change, and lack of engagement.

2.1.3. Disadvantages of participative leadership

Participative leadership emphasizes extensive employee participation and feedback. Although this improves the quality and acceptance of decisions, it may make the decision-making process slower and less efficient. According to research by Vroom & Yetton (1973), in emergency situations that require quick decision-making, too much discussion can lead to delayed action. Similarly, Greiner (1998) pointed out that at certain stages, a high degree of participation may hinder rapid decision-making and execution, affecting the efficiency of decision-making.

LaPalombara (1963) pointed out that participative leadership needs to deal with diverse opinions from different team members. Finding consensus can become difficult when differences of opinion are large. LaPalombara (1963) believed that excessive use of participative leadership may lead to political conflicts within the organization and encounter inevitable unequal power games. This situation may lead to divisions within the team, affecting team cohesion and productivity. In addition, participatory decision-making may lead team members to have higher expectations for results. If certain opinions are not reflected in the final decision, it can lead to disappointment and decreased satisfaction.

2.1.4. Disadvantages of transformational leadership

Transformational leadership inspires teams through the leader's charisma and vision, driving the organization to achieve higher goals. However, Bass (1985) pointed out that this leadership style may make team members overly dependent on the leader, making it difficult for the team to make independent decisions when the leader is absent. This dependence may limit team autonomy and inhibit members' decision-making abilities. Furthermore, Bass & Riggio (2006) argue that transformational leadership may induce strong emotional and personal loyalties, which sometimes lead to conflicts of interest or divisions within the team.

Bennis & Nanus (1985) point out that long-term reliance on transformational leadership can be risky. While this leadership style can significantly drive innovation and efficiency in an organization in the short term, it can also make it difficult for an organization to maintain the same energy and effectiveness without this type of leader. They argue that this dependence may cause the organization to encounter operational problems when leaders change or are absent, thereby affecting its long-term continuity and stability.

As a principal, meeting these challenges requires strategy and careful management skills. Regarding the problems that transformational leadership and participative leadership may bring, here are some ways I can improve as the principal of a local private education institution.

2.1.5. Participative leadership improvement method

First of all, improving the communication skills of leaders and team members, especially listening skills, can strengthen everyone's opinions and needs to be seriously considered, thereby creating an open communication environment and making team members feel respected. Likert (1961) emphasized the core role of communication between management and employees, pointing out that through active dialogue and continuous communication, organizational effectiveness can be improved, teamwork and motivation strengthened, and the achievement of organizational goals promoted. Men (2014) recommended improving internal communication mechanisms to ensure that the flow of information is open and two-way, promoting communication through regular meetings, internal communications and digital tools. Research by Yuki (1992) shows that this approach not only enhances the overall performance of the team, but also improves employee participation and satisfaction.

In addition, I will use methods to increase the transparency of decision-making. Somech (2005) shows that ensuring that all team members understand the basis and logic of decisions and how their opinions are considered can improve the lack of participation of some employees. This can be achieved by sharing data and analysis used in the decision-making process.

2.1.6. Transformational leadership improvement methods

I will start by increasing my focus on the individuality of my team members and unlocking each person's potential by providing customized support and guidance. According to Bass & Avolio (1994), leaders should establish effective one-on-one communication with each member, not only to discuss work tasks, but also to understand each person's career aspirations and development needs. This approach not only helps employees achieve their personal goals, but also promotes their positive contribution to team and organizational goals, and helps maintain a harmonious atmosphere in the team.

Next, I will cultivate a shared vision based on the method of Kotter (2012), provide direction and decision-making guidance for change, encourage employees to work hard to achieve organizational goals, while creating consistency among departments and teams to ensure that everyone is working in the same direction, Thereby improving the success rate of change and the long-term benefits of the organization.

Finally, I will strengthen team dynamics and cooperation through team building activities and group training. Dyer (2013) emphasized that trust is the cornerstone of team effectiveness and recommended that trust and respect be enhanced through team building and shared success. In addition, Dyer (2013) also advocates regular team evaluation and feedback to identify and solve problems and continuously optimize the way work is done.

3. Part3

3.1. Introduction

In the current dynamic and ever-changing educational environment, the choice of leadership approach is crucial. This section will explore the applicability and specific implementation strategies of a transactional leadership approach in private educational institutions. Transactional leadership focuses on clear organizational structure, role assignments, and rewards or penalties for task completion. This leadership style is often thought of as a "tell-what" approach, in which the leader guides followers to complete tasks through specific instructions, rewards, and supervision. Core elements of transactional leadership include conditional rewards, managing exceptions, and hands-on coaching. In private education institutions, this leadership style can help schools adapt to rapidly changing educational needs, improve teaching quality, empower staff and enhance their passion for work and learning, while also enhancing students' learning experience. The following will elaborate on how transactional leadership functions in educational institutions.

3.2. Main

As the principal of a small private junior high school, I lead an educational institution of approximately 200 students and 30 staff. Our school places special emphasis on creating a flexible and responsive management environment that adapts to the changing needs of the education sector. To this end, we have adopted a flat management structure and reduced layers to speed up the decision-making process and improve management efficiency. In this management model, I directly lead a management team consisting of several key members: the Dean of Academic Affairs, the Dean of Student Affairs, and the Director of Administration. The Dean of Academic Affairs is responsible for planning and supervising the implementation of academic programs and ensuring that teaching content is modern and relevant. The Dean of Students manages student discipline and welfare and is committed to creating a supportive and

positive learning environment. The Administrative Officer handles daily administrative tasks and ensures smooth school operations.

In addition, the team leaders of various subjects also play a vital role in school management. They are not only responsible for the quality of teaching in their respective subjects, but also participate in wider teaching decisions. Also participated in mutual supervision and supervision. This interdisciplinary collaboration promotes innovation and improvement in teaching methods and helps us quickly adapt to changes in education policy and the development of student needs.

Our management team maintains close collaboration through regular meetings and ongoing communication. During these meetings, we discuss a variety of strategic issues, evaluate the effectiveness of instructional plans, and find new ways to improve the student learning experience. We also use a reward mechanism to encourage teachers and students to compete. Through collective efforts, we ensure high standards of educational services and rapid response to family needs.

In addition, we have created an environment full of reward mechanisms to ensure that each student's efforts and progress are recognized and encouraged through customized rewards, such as performance certificates, study material rewards or additional extracurricular activity opportunities. This positive feedback not only enhances students' enthusiasm for learning, but also promotes their self-motivation in academic and personal development.

Overall, the above management methods not only strengthen communication and cooperation within our school, but also enable us to effectively respond to external challenges and provide high-quality educational services. Through this dynamic and inclusive leadership style, our goal is to develop students who will be successful in tomorrow's society.

3.3. Leadership

In the leadership approach, I used the transactional leadership method because I focused on maintaining close collaboration among the management team through regular meetings and continuous communication. Burns (1978) proposed the concept of transactional leadership. His theory emphasizes the interplay between leaders and followers and how leaders inspire followers to transcend personal interests to achieve higher goals.

According to Burns(1978) theory, transactional leadership is based on the principle of "give and take" and this leadership style is particularly effective in educational settings. In your school, you are already using transactional leadership strategies to motivate teachers and students by establishing clear goals and corresponding rewards. Faculty and students are significantly more motivated when they know they will receive tangible rewards for their efforts, whether through recognition, bonuses, or career development opportunities.

For teachers, when schools set clear teaching achievement goals and promise to provide rewards once these goals are achieved, teachers will not only work harder to improve students' academic performance, but also become more actively involved in various aspects of the school. Activities and courses are being improved. This reward mechanism not only improves teachers' teaching quality, but also enhances their loyalty and satisfaction with the school. In addition, this strategy also encourages healthy competition and collaboration among teachers, as they understand that by working collectively to achieve the high standards set by the school, both individuals and teams have the potential to be recognized and rewarded. Not only does this help improve educational outcomes, it also creates a positive and supportive work environment.

3.4. Specific practices of transactional leadership

First, establish clear evaluation standards and set specific, quantifiable performance indicators for teachers and students, such as students' academic performance, classroom participation,

and teachers' course preparation. quality, teaching innovation, etc. Schmidt & Hunter (1998) believe that the field studies workplace behavior, especially how to evaluate and improve work performance. Clear evaluation criteria are extremely important in this area as they are directly related to employee performance management, selection and training. Woolfolk & Shaughnessy (2004) also pointed out that the establishment of assessment standards often relies on clear learning goals and achievement goals, which can help teachers and scholars ensure that assessment tools are consistent with teaching goals.

Secondly, I set up diversified assessment tools and use diversified assessment tools: for teachers, this can include peer review, student feedback, classroom observation and self-evaluation. Sen (1997) believes that education should focus on the development of multiple abilities, including critical thinking, emotional development and social interaction skills. Sen (1997) opposed the view of education that is solely oriented to the needs of the job market, emphasizing that education should respond more comprehensively to the diverse needs of individuals and society. So for students, in addition to traditional exams and assignments, it can also include project work, team activities and oral presentations.

It is also important to ensure transparency and impartiality, and to openly discuss the evaluation process and criteria. Sen (1997) distinguished between "fair opportunity" and "fair outcome" in the field of education, and he emphasized fairness of opportunity. In education, this means that everyone should have equal access to education, without being unfairly affected by social variables such as gender, race, economic status, etc. As a leader, you need to ensure that all staff and parents are clear about the criteria, process and purpose of assessment. Establish rewards based on openness and transparency.

In addition, rewards need to be attractive enough to the people being rewarded. Fuger's (2007) theory points out that the real motivation improvement comes from motivating factors. Provision of motivating factors such as a sense of accomplishment, work challenge, and personal growth. Therefore, rewards full of honor will be very attractive. Maslow (1987) believes that transactional leadership meets employees' basic physiological needs and safety needs by providing salary, benefits and a stable working environment. This leadership style emphasizes ensuring the basic welfare of employees through specific, measurable rewards (such as wages, bonuses, improvements in working conditions). So rewards can be set from these two aspects.

Finally, the list of recipients is announced. Festinger (1954) proposed the social comparison theory. He believes that when organizations or institutions announce recipients in public, whether in academic, work, or social service fields, the people involved usually naturally Compare yourself to award winners. He believes that seeing others recognized for their achievements can motivate individuals to set higher personal goals, especially if they believe they have a chance to achieve similar achievements. This effect may prompt individuals to increase their self-efficacy and increase their confidence in their abilities. Vroom (1964) derived the expectancy theory through research. If individuals believe that they can obtain rewards (instrumental) by reaching certain standards or performance (expectations), and they truly desire such rewards (value), they will be more likely to take necessary actions. actions to achieve this goal. Therefore, when designing the award system, ensure that employees can understand what specific behaviors or achievements will be rewarded, and have a clearer understanding of their future work standards.

3.5. Disadvantages and improvements of transactional leadership

Although transactional leadership can play a positive role in educational institutions in general, it can also bring some negative effects or create some problems. Faculty and staff may only focus on courses with rewards or only do things to get rewards. things, thus lacking compliance with inner preferences. Bass & Avolio (1990) specifically pointed out that transactional

leadership may lead to the formation of a dependence mentality, and employees may be overly dependent on external rewards, thereby neglecting the cultivation of intrinsic motivation. Additionally, they argue that this leadership style may not encourage innovation and independent thinking because employees are primarily focused on reaching specific goals to obtain rewards.

Howell & Avolio (1993) had a similar view. They found that compared with transformational leadership, transactional leadership is usually not conducive to innovative and creative work environments because it mainly focuses on short-term goals and direct results and may ignore long-term innovation. need. Although transactional leadership ensures the completion of tasks through clear reward and punishment mechanisms, this task-centered management style may not fully meet employees' needs in terms of career development, workplace identity, and work motivation. Judge & Piccolo (2004) showed that the correlation between transactional leadership and subordinates' job satisfaction is relatively low.

Employees may feel that their work efforts are only to achieve specific goals and obtain corresponding rewards, rather than to achieve outstanding results. Due to recognition of the value of the work itself or driven by a sense of personal accomplishment. Judge & Piccolo (2004) also concluded that transactional leadership is less relevant in stimulating leadership effectiveness than transformational leadership. There is a certain positive correlation between leadership and subordinates' short-term performance, but the strength of this relationship is generally not as significant as that of transformational leadership, which suggests that although transactional leadership can improve employee productivity in the short term, it may have difficulty motivating employees in the long term. Commitment and continuous improvement in performance. Employees may respond to immediate incentives rather than out of passion for the job or resonance with the organization's goals.

It can be seen from the above that although transactional leadership has its advantages in ensuring task execution and short-term goal achievement, it may have limitations in improving employees' long-term satisfaction, commitment and stimulating potential. Therefore, organizations seeking continued growth and development may want to consider more diverse leadership strategies that balance the needs of short-term effectiveness with long-term development. There is a need to combine transformational leadership with transactional leadership.

Research by Bass, & Avolio (1994) concluded that transformational leadership focuses on stimulating and improving the motivation of subordinates so that they can exceed their own expectations, while transactional leadership focuses more on clear reward and punishment mechanisms. These two leadership styles can complement each other in different environments and tasks. For example, transactional leadership is more suitable in environments that require quick results and ensure standard operations; while in long-term projects that require innovation and team development, change leadership is more suitable. leaders can function better.

The clear roles and rewards of transactional leadership can be combined with the motivational innovation and personal development of transformational leadership. For example, in project management, clear short-term goals and rewards can be set, while team members are encouraged to think innovatively to optimize processes and improve results.

Leaders can use transactional leadership skills to ensure the effective completion of daily tasks, and at the same time instill the long-term vision and values of the organization through transformational leadership strategies. Bass, & Avolio (1994) believe that transformational leadership and transactional leadership are important for promoting Employee resonance with

future goals and integration of personal career goals. Balancing short-term goals with long-term vision has a complementary role.

3.6. Summary

Although transactional leadership is effective in ensuring the standardization of the organization's daily operations with its clear reward and punishment mechanisms, it focuses mainly on short-term goals and may be difficult to deal with more complex long-term challenges. This approach can neglect innovation and employee growth, limiting the organization's potential for growth. By incorporating transformational leadership, organizational leadership effectiveness can be significantly enhanced. Transformational leadership stimulates employees' intrinsic motivation, promotes self-transcendence, promotes innovation, and pays attention to employees' personal development, enhancing job satisfaction and organizational cohesion.

In summary, organizations should adopt strategies that combine transactional and transformational leadership to cope with the challenges of the modern business environment. This dual approach can simultaneously ensure the efficient execution of daily tasks and the achievement of long-term goals, promoting the organization's continued development and innovation.

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