Embedding from Inside: Transformational Teacher on Promoting Transformational Leadership Behavior through Innovative-Driven Action Learning

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Abstract—Although evidence shows that transformational leader behavior represents the most active and substantial influence on follower performance, understanding of the process of how to develop this preference behavior has not received adequate attention. Recognizing why some leaders engage in transformational leadership behavior and others do not, this article draw an attention on management education, action learning process, and the microfoundations of innovative-driven action learning constructs on the supervision of transformational teacher of embedding in graduate education to enhance transformational leadership behavior. In doing so, I develop and apply an innovative-driven action learning to address a research question for advancing the field's understanding of microfoundations of transformational leadership behavior.

Index Terms—Innovative-driven action learning, emotional cognition, and intellectual recognition, and transformational leadership behavior.

I. INTRODUCTION

The study of leadership represents one of the most enduring areas of management research. For the past decades, transformational leadership has been studied intensively by leadership researchers [1], [2]. Especially, transformational leadership behavior is currently continues to be the most widely interested leadership theory [3], [4]. Theoretically, leadership behavior has three broad categories: transformational, transactional, and non-transactional ranging from the best, the active, and the worst passive respectively [4]. Transformational leadership behavior was accepted as the most active and effective form of leadership, in which leaders are closely engaged with their subordinate on leading change and promoting creativity [5].

However, despite this type of leadership's theoretical significance and potentially substantial enhancement long-term competitiveness of the firm, to date, a few studies have focused on an understanding of how to promote transformational leadership behavior of ensuring effective organizational to overcome change and shift toward innovation. This paper comprehensively examines the reason of why some leaders engage in this type of behavior and others do not through the management education process. Rather than focus on the outcomes of transformational

leadership behavior, indeed to explore that leadership development learning process, inside the university, is predictive of desired leadership behavior through transformational teacher.

This new challenge puts a priority on designing contemporary management education through "active learning process" deployed through effective teacher that encouraging students during the program to be more visionary and humanistic oriented [6]. Therefore, to success in today creative economy, developing visionary leadership, while they study in the university, appears to be a significant part [7]. Moreover, if we want to prepare them to be able to solve the recent and current global financial and economic crisis, it requires a radical and rapid reform in management education [7]-[9].

Although, some recent promising work have begun to explore the "state of art" in leadership effectiveness. Researches, that identifying the key issues concerning management educators today, is still lacking behind. In order to develop the challenging comprehensive learning process, I proposed the concept of innovative-driven action learning. The focus is on enhancing the action learning within dynamic education and development process to initiate, promote, and embedded student with transformational leadership behavior.

Thus, this paper proposed an innovative learning process of developing student's capacity to learn and preparing them for a life time of leadership by embedded the transformational leadership behavior inside higher education institution. Therefore, two important research questions are examined to strengthen the foundations of transformational leadership behavior: 1) what is the micro-level origins of transformational leadership behavior that enhance transformational behavior? 2) how can we teach and coach young leader to be more visionary and humanistic not only be able to manage change but also lead change?

This article is an attempt to extend management education learning and empirical finding by integrating action learning process and individual learning orientation in order to design the proactive learning process in management education with regard to develop transformational leadership behavior.

Moreover, I further draw on the emotional intelligence and intellectual capital literature to posit mediating mechanism with high potential to help explain linkages between transformational teacher and transformational leadership behavior. In sum, the dynamic nature of the proposed model provides a deeper discussion to enhance transformational leadership behavior.

II. Literature Review and Hypotheses Development

A. Transformational Teacher and Innovative-Driven Action Learning

Given the dominant role of management education, one key situational factor that may have substantial impact on development is the university. Definitely, the key driver inside the university is the teacher. This is surprising, given that creative teachers have often lamented the lack of aspiring about designing their courses to be high performing class. Ignoring on developing appropriate management education process and practices has reported restricting individual behavior of transforming capacity, such as the emphasis on discipline-based publications in top-tier journals at the expense of teaching quality-results poor guideline helping individual navigate the complexity and challenges of leading change [10].

For the past twenty years that scholars have witnessed a great deal of research attention on transformational leadership and their effectiveness performance on organizational competitiveness instead of focusing on micro-level origin development of transformational leadership behavior in the university. The goal of this study was to address the important yet relatively unstudied issue, which is transformational teacher. In particular, advocates of transformational leadership approaches to transformational teacher are my attempt to extent earlier theories by emphasizing on student's rational and emotional bases of motivation and behavior.

Theoretically, a teacher is able to transform student motivation and improve leadership behavior beyond initial capacity through first, raising the perceived importance values of designed outcomes. Second, transformational teacher often motivate students to transcend their own self-interests with inspiration power on the behalf of others rather than oneself, and third, becoming a positive deviant. A positive deviance is a person with the potential to transform ordinary people and groups into high potential people and groups [11], [12].

In addition, transformational teacher energize ordinary students to embrace change and be able to shift themselves from normal state of leadership to fundamental state of leadership which mainly focus on 4 parts: 1) results centered, 2).internally driven, 3) other focused, and 4) externally open [11]-[13]. However, enter into fundamental state of leadership require a newer learning process of leadership development program that has gained growing popularity in North America-although it has long been practiced in Europe, UK, and Asia-is action learning [14].

Action learning is a method to generate learning from human interaction occurring as learners engage together in real-time work problem [15]. Theoretically, action learning has many variants, but all seem to share three common principles as following 1) that learning be acquired in the midst of action and dedicated to the task at hand, 2) that knowledge creation and utilization be seen as collective activities wherein learning can become everyone's job, and 3) that its users demonstrate a learning-to-learn aptitude which free them to question the underlying assumptions of practice [16]. In class operation, action learning is typically applied in a group setting that attempt to generate learning from human interaction arising from engagement in the solution of real time work problem [16]-[18].
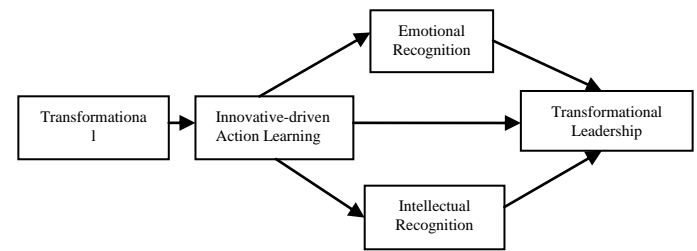

Fig. 1. The proposed model.

Whereas, innovative-driven action learning concept focus on the four main disciplines that congruence with fundamental state of leadership as follow: 1) breakthrough innovation 2) driven by inspiration with passion, 3) having core purpose of living for others and, 4) recognizing emotion and intellectual capital effectively. The purpose of innovative-driven action learning is to initiate management student, especially the leadership development program, to become a positive deviance or an agent of change within the organization. Thus, the consequence is the invention of new product, service, process, structure, management practice and technique with the state of art that fit with the changing environment [19].

The new value of management learning action bring student, class and transformational teacher together of grapping a sense of live experience through cases and simulation. A new learning structure platform is used to increase the learning system to foster innovation capability and innovative thinking of the student not only for the purpose of study or graduation but also for long-term personal development to become a good leader.

Thus, innovative-driven action learning is seen as the transformational teacher's teaching technique of embedding student learning orientation and be able to shift from the normal state of leadership to fundamental state of leadership. Therefore, on the basis of theoretical arguments and previous studies have demonstrating the links between transformational teacher and innovative-driven action learning. Thus:

Proposition 1: Transformational teachers are more likely to conduct class through innovative-driven action learning.

B. Innovative-Driven Action Learning and Transformational Leadership Behavior

Recent theory and research have emerged in an attempt to increase organizational performance through the ability of adaptation. One of the approach focuses on the identification and examination of the leader behaviors that influence followers' value and aspirations, activate their higher-order needs, and arouse them to transcend their own self-interests for the sake of organization [20]-[22]. These transformational or charismatic behaviors are believed to augment the impact of transactional forms of leader behavior on follower outcome variables, because "followers feel trust and respect toward the leader and they are motivated to do more than they are expected to do" [22].

Previous researches have been reported in several field of

studies of proving that transformational leadership behavior are positively related to employee's satisfaction, self-reported effort, and job performance [23]-[25]. Transformational approach to leadership assumes that it is the leader's transformational behavior, such as articulating a vision of the future, fostering group-oriented work, setting high expectations, challenging followers' thinking, supporting followers individual needs, and acting as a role model, that is the key to improving leadership effectiveness [5], [26].

Therefore, innovative-driven action learning has attracted a great deal of research interest on promoting those desired behaviors of leadership into student within the university. However, the current streams of research have never been merged the management education and the development of transformational leadership behavior together. One might expect the impact of high performing class extraordinary class conduct by transformational teacher will providing an appropriate behavior of students through learning process. It is also possible that the impact of transformational teacher's high performance expectation forcing the student to improve and enhance their leadership capabilities by developing transformational leadership behavior.

Barunda's [27] research suggests that developing the appropriate behavior, in the organization, will only be effective when a leader can reward subordinates for exhibiting the desired behavior. By a similar logic, students may have more likely to develop and embed desired behavior, or shift from normal state of leadership to fundamental state of leadership, if they believe their teachers are be able to reward them for it.

In addition, task feedback from innovative-driven action learning might also be expected to have a similar effect on enhancing the development of transformational leadership behaviors. Locke and Latham's [28] review of a number of studies showing that feedback generally enhanced the effect that goal setting (high performance expectation) had on task performance. Thus, the impact of class fostering and intellectual stimulation might also influence the transformational leadership behavior. Thus, I purpose the following:

Proposition 2: The greater innovative-driven action learning is positively associated with, the greater transformational leadership behavior.

C. Innovative-Driven Action Learning, Emotional Recognition, and Transformational Leadership Behavior

The vast majority of transformational leadership behavior research, focuses upon mediation [5] or moderation [29] of leadership effectiveness. Recent research focuses greater consideration on individual and contextual antecedents of transformational leadership behavior [13], [30]-[32]. To address this research challenge, Rubin, Munz, and Bommer [32] investigated the influence and the impact of individual differences by narrowed into emotional intelligence and personality traits. It is accepted that heterogeneity of individuals matter [12], [23]. At the microfoundations, regarding variation in what individuals bring with them to organization, such as values, beliefs, knowledge and experience (e.g. education background), may effects the

execution and outcome.

This paper focuses on emotional recognition which is an important part of emotional intelligence. Beyond exploring transformational leadership behavior, my attempt is to address the management education antecedent concerns regarding the development of desired behavior. According to Mayer, Caruso, and Salovey, "emotional intelligence refers to an ability to recognize the meaning of emotions and their relationships, and reason and problem-solve on the basis of them" [33]. Thus, emotional intelligence implies the individual capability differences which may results from the education and management learning.

Mayer, Salovey, Caruso, and Sitarenios [34] proposed that emotional intelligence consists of four skill dimensions: 1) perceiving emotion, 2) facilitating thought emotion, 3) understanding emotion, and 4) managing emotion. Ashkanasy and his colleagues [35] investigated and found that the components of emotional intelligence are highly consistent with transformational behavior. To date, few studies have focused on and understanding of how to enhance emotional intelligence, particularly emotional recognition.

Prior researches noted that a leader's ability to accurately recognize emotions of followers through facial expressions and nonverbal behavior is required to become transformational leader [36], [37]. Within the context of management education and learning, these managerial competencies can be educated within higher education institutes.

To answer the question of how to develop the contemporary transformational leadership, the innovative-driven action learning can be the total solution of teaching and practicing these critical values. Because the main focus of innovative-driven action learning engage student in the midst of action wherein everyone creating the knowledge through collective activities based on externally open to other focused. Therefore, innovative-driven action learning affects the ability of emotional recognition. Increasing emotional recognition and focus on supporting follower's individual needs are likely to enhance student's transformational leader behavior. I propose the following:

Proposition 3: Emotional recognition partially mediates the positive relationship between innovative-driven action learning and transformational leadership behavior.

D. Innovative-Driven Action Learning, Intellectual Recognition, and Transformational Leadership Behavior

Despite strong recent interest in the study of organization's capability and transformational leadership behavior that closely tied with intellectual capital, very little attention has been devoted by researchers to assess the effectiveness of leadership ability to recognize it. Many scholars describe an organization's knowledge resources as its intellectual capital. However, these knowledge will be more effectively utilized only when leader be able to recognize its. Intellectual capital is the sum of all knowledge that firms utilize for their competitiveness [38]-[40].

Intellectual capital is the integration of human, organizational, and social capital. Human capital is defined as the knowledge, skills, and abilities residing with and

utilized by individuals [41]. Organizational capital is the institutionalized knowledge and codified experience residing within and utilized through databases, patents, manuals, structures, systems, and processes [40]. Social capital is the knowledge embedded within, available through, and utilized by interactions among individuals and their networks of interrelationships [39]. Therefore, the ability of leader to recognize and integrate the value of all aspects, is promising.

Cohen and Levinthal [42] propose recognizing the value of external and internal knowledge as the first component of absorptive capacity when he introduced the term absorptive capacity to label the capabilities of firm to innovate and, thus, to be dynamic. However, the cognitive structures of individuals and organizations will work effectively when they have prior knowledge to be able to evaluate the existing and new knowledge and thus absorptive it [42]-[43]. In addition, research on management learning and education provides empirical evidence support for the reinventing of university curriculum and the role of management education of recognizing ability development of the future leaders.

Moreover, the constraints on ability to recognize and judge the intellectual capital can stem not only from the cognitive and capability bounds on search and expectation formation but also from the use of the values of high performing class by transformational teacher through innovative-driven action learning as evaluation criteria [43]. Therefore, cognitive and structural embeddedness of leader can identify by innovative management learning approach. In sum, the ability to recognize intellectual and absorptive it-depends to the great extent on the effectiveness of the class-learning approach in the university.

I therefore theorize that, in ongoing education, extraordinary class conducted by transformational teacher can enhance student's intellectual capital recognize ability. In addition to rational consideration, the ability to articulate a vision is also likely to be influenced by intellectual recognition ability. Furthermore, transformational leadership behavior is also likely to be more effective because intellectual recognition ability strengthen individual leadership capabilities. Thus:

Proposition 4: Intellectual recognition partially mediates the positive relationship between innovative-driven action learning and transformational leadership behavior.

III. DISCUSSION AND CONCLUSION

Today, management education face intense criticism for failing to impart useful skills and failing to prepare leaders who can lead change effectively with their moral reasoning and ethical behavior [44]. The challenge is emphasis on how teacher can teach and energize knowledge, skills, and embedded desired attitudes of the future leaders to act successfully in today's creative economy rather than focus on improving the curriculum only.

Especially, the global trend of being academic excellence is now measuring by the rigor of their scientific research instead of measuring themselves in terms of the competence of their graduates [44]. That might lead the university emphasis into the wrong track. For example, when Joseph Wharton founded The Wharton School at the University of Pennsylvania in Philadelphia in 1881, he believed the school's guiding purpose was to graduate students who would "serve the community skillfully as well as faithfully in offices of trust" and "aid in maintaining sound financial morality".

Even business schools offer topics such as ethic, and corporate social responsibility into their curriculum, few have yet to adopt a universal sense of purpose in the classroom for the role of business in today's society [45]. The absent of these issues have been created a large negative impact to the global society now.

As a result, the understanding microfoundations of management education become one of the solutions to enhance transformational leadership behavior. Thus, designing learning process by focused on the initial pattern of transformational leadership behavior, intellectual and emotional recognition then followed by reflection on action, preferably with others, is recommended [46]. Advancing the understanding of particular phenomena and, in turn, a field, thus may require expanding theoretical and empirical work to encompass multi-level effects, including micro and macro-level effects [47].

Thus, identifying these key debates and issues of management educators is become more crucial. Particularly in today situation, the management education requires a critical assessment of the role of management teaching and learning process. Therefore, introducing alternative mode of learning, which is innovative-driven action learning, may offer the better solution on practical implications for preparing young leader with good desired behavior of transformational leader as well as contemporary knowledge for their life-time continuous improvement.

In conclusion, dynamically identifying and examining best management education process or platform in higher education, to teach next generation, is become the first priority of all educators. Teacher job is not only teaches our students to become the great business leaders, but also the great community leaders as well. Therefore, we have to ensure that we embedding them with the great courses through well-designed innovative learning context. Thus, the core purpose of teaching is to educate and inspire ordinary students to become high potential one who can embrace change with their own greatness and have personal clarification to become a good leader through transformational leadership behavior.

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