

Transformational Leadership and Learning Outcomes

Transformational leadership is a behavioural approach which motivates followers to achieve performance beyond expectations by transforming followers' attitudes, beliefs, and values as opposed to simply gaining compliance (Bass, 1985; Yukl, 1999). Transformational leaders inspire followers to transcend their own self interest for the greater good by engaging them in a shared vision for the team, and making followers more aware of the importance and value of a task. It activates higher order needs in followers, for example, engendering feelings of worth, competence, and relatedness.

Using this framework, research has demonstrated transformational leadership to have a positive impact in a variety of domains such as the military (Hardy, et al., 2010); sport (Callow, et al., 2009); business (Barling, Weber & Kelloway, 1996); and the public sector (Rafferty & Griffin, 2004). For the purposes of the present research, transformational leadership behaviours evidenced in previous studies were examined, along with an additional two behaviours pertinent to expedition settings. The behaviours were: Intellectual Stimulation, Individual Consideration, Inspirational Motivation, Fostering Acceptance of Group Goals, High Performance Expectations, Appropriate Role Model, Contingent Reward, and the two new behaviours are Values and Discipline. Please go back to the PhD web page to learn more about each of the behaviours (separate link).

Further, the current research explores the relationship between transformational leadership behaviours and learning outcomes in the expedition context. The benefits of outdoor programmes are well documented in the outdoor literature (Hattie, et al., 1997; Sibthorp, et al., 2007; Propst & Koesler, 1998; Marsh, Richards & Barnes, 1986; Watts, Apps & East, 1993). In their meta-analysis of studies on outdoor programmes, Hattie, et al. (1997) found that the effects of the programmes on self-esteem exceeded the effects of other educational programmes, and that the effects were maintained over much longer periods of time. The learning outcomes for the research are regularly cited in the outdoor literature, and were deemed to be important by a number of Outlook's link teachers, expedition leaders and resident Outlook staff.

The learning outcomes (self-esteem, leadership, responsibility, team work and communication) are well documented in the outdoor literature (Hattie, Marsh, et al., 1997; Marsh, Richard & Barnes, 1986; Sibthorp, Paisley & Gookin, 2007; Hans, 2000), and are closely aligned to the ethos of Outlook Expeditions.