How is this case study an example of transformational leadership?

Transformational leadership is about treating followers as full human beings by understanding their emotions, values, ethics, standards, and long-term goals in an effort to move followers to accomplish more than what is expected of them. Dr. Cook understands that every student comes with different skills and it is this diversity that completes the team. He listens to his students and understands them. He uses the available resources and their particular strengths. He created a team environment by asking them to share the responsibility to make the excavation successful. This environment promoted the students to naturally divide the work based on their strengths. He gave them authority to design and schedule on how they want to complete their tasks. At the same time he provided the necessary expertise to the students when needed by making the director and other senior staff available at all times as advisers. He shared with the team on the importance of the project and his special interests in the project. He also highlighted the accomplishments of the teams who participated in similar digs previously. This bought in the creativity within the teams and helped them achieve beyond expectations. He transformed the team from its initial form which was disjoint, unmotivated and exhausted to a team that was more involved and mutually supportive of each other. He has 10 students (which is about 40% of students) returning from the previous year. This proves that Dr. Cook was able to create a sense of achievement within his students.
Where are Dr. Cook’s strengths on the Full Range of Leadership model (see Figure 9.2)?

Dr. Cook has demonstrated all the leadership factors of transformational leadership. He was able to successfully influence his students and motivate them to follow the time and inspire them to be more involved in the project by sharing the importance of the project and the impact of the findings in the field of archeology.

**Idealized influence:** The students have very high respect for Dr Cook. The return of 40% of students back to this year proves his idealized influence.

**Inspiration motivation:** Dr. Cook was successful in motivating the students. The improvement in the student’s involvement in the project after 2 weeks proves it. He gave an opportunity for the students to express their thoughts and ideas for improving and discussed on what need to change. He made them take ownership on the excavation by giving the authority to plan their assignment. He provided them advise and support if and when needed.

**Intellectual stimulation:** Dr. Cook likes teaching students about archaeology. He was able to create the interest and involvement in the students by sharing stories about past digs and highlighting the accomplishments. He also shared with the students on his interests in the project and how as a team they can be successful in this important project.

**Individualized consideration:** Dr. Cook recognizes that every student in the excavation project comes with different backgrounds and strengths. He listens to students use their strengths to the success of the excavation.
Discuss the vision Dr. Cook has for the archaeology excavations?

Dr. Cook wants to advance the scholarly work in archaeology based on the outcomes of the expeditions. He likes to teach, inspire and get more students involved in this subject through these expeditions. His vision is to educate the world through the findings from the excavations and also inspire students to pursue the field of archeology. He is not only a role model in his subject but can also be looked up on his leadership skills. He set a good example on how to develop and generate interest in subordinates. He was able to successfully transform a team who was completely lost in the goal of the project and was disjointed, unmotivated and mentally and physically exhausted in the first two weeks to a completely different team after two weeks. He was successful in making the team more camaraderie and more involved. The team worked together in completing all assignments without much supervision and supported each other in the team.