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Background information: Transformational Performance Matrix Evaluation (Assessment) Tool

- 1) I have been fascinated by the construct “transformation.” I tried applying it by creating a performance evaluation (assessment) tool that is developmental than terminal. This necessitated reviewing the different theories and concepts related to transformation.
 - First, it seems to have originated and associated with physics through studies in the late 1920s done independently by several physicists (Max Born, Werner Heisenberg, Fritz London, Paschal Jordan and Paul Dirac)
 - George Land (1965) used it to describe the structure of change in the natural systems. He applied the concepts in creative performance which “integrates the principles of creativity, growth, and change.”
 - It was applied in transformational leadership introduced by James MacGregor Burns (1978) and expanded by Bernard M. Bass (1985).
 - Jack Mezirow (1985) applied it to put together his theory of transformative learning.
 - In 1987, David Lewin (a musician) employed the theory to musical transformation.
- 2) Common themes rising from transformation theory:
 - a. Individual
 - b. Systems
 - c. Significant change
 - d. Usually positive in nature
 - e. Progressive
 - f. Developing
 - g. Processes and Stages
 - h. Meaningful
 - i. Idealization
 - j. Transcendental
- 3) Explanation of the Transformational Performance Matrix Evaluation (Assessment)
 - a. The logic underlying the model:
 - i. Individuals possess an inborn desire to achieve higher levels and satisfy their higher needs. Hence, they are capable of higher level of performance and satisfaction. Growth and success are manifestations of such innate desire and capability.
 - ii. Continual growth and success stimulate profound motivation resulting in self-engagement and “idealization” (a state beyond self-actualization).
 - iii. Individuals’ self-engagement and idealization deepen a sense of meaning in their work and lives. More aspirations and newer values create a virtuous cycle of “knowing more, doing more and being more.”
 - b. The model uses a developmental approach in motivating individuals or groups to achieve and satisfy their higher needs at higher levels at their own pace and at varying point in time.

It starts with satisfying the fundamental expectations. With continual success, the group progresses beyond the basic expectations signifying growth.

A traditional rubric specifies the standards that need to be achieved within a designated timeline. It is terminal. For example, after a course project or performance is graded using a traditional rubric, the individual has completed the requirements. No further room for growth for the specific course work.

- c. Dream Outcomes: It is my hope that the proposed Transformational Performance Matrix Evaluation(Assessment) would guide SACs toward continuous growth and successes:
- i. Make exemplary changes as a result of commitment to excellence as differentiated from demonstration of compliance to a requirement.
 - ii. Take outstanding quality improvement actions based on new discoveries.
 - iii. Set a higher standard progressively.