“Everyone thinks of changing the world, but no one thinks of changing oneself”. Leo Tolstoy
Project Participants

In May 2008 a diverse group of leaders attended the Saskatchewan Institute for Health Leadership (SIHL) conference to embark upon a journey of leadership development. Through circumstance, and the selection of a choice project, the most unlikely characters were grouped together to deliver a project on Transformational Leadership.

Our team members wanted to become transformational leaders. Each one of us had identified challenges in our workplace that made us wonder if there wasn’t a better way. We acknowledged that the status quo was no longer working for the system, the health care worker, or the patient.

Each team member completed the Emotional Intelligence (EI) and Multifactor Leadership Questionnaire (MLQ) test to evaluate our individual leadership characteristics. Using the test results, we were able to identify goals for leadership development. We set our plan in motion and began the journey……..

The characters:
1. Debbie Beaton, Director, Strategic Human Resource Planning and Development, Regina Qu’Appelle Health Region
2. Donovan Beaudin, Laboratory Xray Technologist (LXT), Mamawetan Churchill River Regional health Authority, La Ronge
3. Stephen Booth, RPN, Manager, Prairie North Regional Health Authority PRP & Lloydminster Community
4. Janice Burgess, BSP, Director of Professional Practice, The Pharmacists' Association of Saskatchewan
5. Pauline Mason, Licensed Practical Nurse (LPN), Prince Albert Parkland Health
6. Marilyn Sargent, BScn RN, Manager, Integrated Health Care Facility, Gull Lake

Every day you may make progress. Every step may be fruitful. Yet there will stretch out before you an ever-lengthening, ever-ascending, ever-improving path. You know you will never get to the end of the journey. But this, so far from discouraging, only adds to the joy and glory of the climb. Sir Winston Churchill

And in today, already walks tomorrow.
Samuel Taylor Coleridge
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Becoming Transformational Leaders

Our Team Journey

*The world is too big for us. Try as you will, you get behind the race despite yourself. It is an incessant strain to keep pace and still you lose ground. Science empties its discoveries on you so fast that you stagger beneath them in hopeless bewilderment.*

*The political world witnesses new scenes so rapidly that you are out of breath trying to keep up with them.* Author unknown

Introduction

Change is all around us; it is in our jobs, our organizations, our families and throughout our lives. We are constantly in a state of adaptation to change and as such we often do not see the power that harnessing change can provide.

A transformational leader is a **change agent**, someone that draws on that powerful energy and leads people through the transformational change process. Our project team expressed interest in becoming that change agent.

Health care by its nature is a bureaucratically, hierarchical structure that attracts **transactional leadership** as its **modus operandi**. Working on the principle that a clear chain of command and well-defined systems (regimented roles and job descriptions, operational rules and setting of standards) will enhance overall performance. Reward and punishment are used to gain compliance from the employees. This historical rule-oriented structure has flavoured the culture and impacted the behaviour and attitudes of employees, as well as the patient experience.

There is widespread acknowledgement that the **status quo** is no longer working.

> “…today’s networked, interdependent, culturally diverse organizations require transformational leadership to bring out…in followers…their creativity imagination, and best efforts” (Walsman, Bass, & Yammarino, 1990)

Many of the new changes that are occurring in health care today are transformational. They are driven by the environment and client need, we do not know the exact outcome at first, because it emerges throughout the process, it requires a fundamental change to our mindset and organizational culture, and requires continual course corrections to the change process.

In 1984, Hasbro released “robot-to-vehicle” toy figures called Transformers. By moving and rearranging the limbs of the robot, it would transform into a truck. The toy turned into something entirely different from its original state. This toy illustrates the essence of transformational change, how you get from point A to B is about leadership.

**Transformational leadership** is about inspiring, motivating and engaging employees in the application of their work.

> *People change what they do less because they are given analysis that shifts their thinking than because they are shown a truth that influences their feelings*”

Changes are coming whether we want them to or not and our team saw the importance of identifying the characteristics of Transformational Leadership (TL), developing goals to enhance our own TL qualities, and journalizing our change-experiences.


Our Team’s Transforming Process

Our team members wanted to become transformational leaders. Each one of us had identified challenges in our workplace that made us wonder if there wasn’t a better way. We acknowledged that the status quo was no longer working for the system, the health care worker, or the patient.

The team wanted to start with achievable, measurable changes within ourselves and therefore the process was defined by the following agreed upon activities:

1. Literature Search
Due to the varying degrees of awareness of Transformational Leadership (TL) between team members, it was decided we should each conduct a literature search to define TL, identify the characteristics of TL, determine its importance in health care today, and explore the profound changes that occurred in other transformational leaders and their followers along the way. Our group also explored the concept of Magnet Workplaces, Emotional Intelligence and its relationship to good leadership, and recruitment and retention of staff. Linkages were identified in research articles; however our team decided to focus our energy and time on self-development of our personal TL characteristics.

2. Testing
Each team member completed the Emotional Intelligence (EI) and Multifactor Leadership Questionnaire (MLQ) test to evaluate our individual leadership characteristics. Using the test results, we were able to identify goals for leadership development. This enabled a baseline measure for areas of development and an evaluation of whether change occurred by the end of the 63 day cycle.

3. Commitment Memo and Accountability
Individual goals and leadership development activities were identified and communicated to team members, this enhanced accountability and assisted us with documentation of our personal journey. Goals were identified and worked on for (3), 21-day cycles. This included a report back on the goals from the first cycle as you were moving into the second and third cycle of identified leadership goals. Coaches were used for accountability and feedback.

4. Journalizing and Reflection
Documentation of our journey of change included successes and challenges. We documented our personal reflections, thoughts and experiences as we practiced our transformational leadership goals within our sphere of influence. We identified the effectiveness of articles, books, tools, and activities used during our personal journeys.

5. Post testing
Team members repeated the EI and MLQ test to measure improvements and/or changes.
Measuring Emotional Intelligence

Emotional intelligence (EI) is the ability to recognize and understand emotions. Emotional intelligence is based on the notion that the ability of leaders to understand their own emotions, and those of the people they work with, is the key to better performance.

The Emotional Intelligence Test evaluates several aspects of emotional intelligence and suggests ways to improve specific skills within each domain of Emotional Intelligence.

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The Four Domains of Emotional Intelligence

1. **Self-Awareness**
   - Emotional self-awareness, accurate self assessment and self confidence

2. **Self-Management**
   - Emotional self-control, transparency (trustworthiness), adaptability, achievement orientation, initiative, optimism, conscientiousness.

3. **Social Awareness**
   - Empathy, organizational awareness, service orientation

4. **Relationship Management**
   - Inspirational leadership, influence, developing others, change catalyst, conflict management, building bonds, teamwork and collaboration, communication.

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Daniel Goleman, author of Primal Leadership

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Emotional Intelligence is about knowing yourself and others through understanding how emotions influence our thoughts and behaviours. It is also using that knowledge to make the most of your own talents and improving your effectiveness when interacting with others. According to the literature, EI more strongly influences career success than one’s IQ, or technical competency.

Measuring Transformational Leadership

The best measurement of Transformational Leadership is the Multifactor Leadership Questionnaire (MLQ) developed by Bass & Avolio. There is significant evidence that Transformational Leadership as measured by the MLQ correlates with measures of leadership effectiveness and assess the Full Range of Leadership (FRL).³

The MLQ report, which is based on the Full Range Leadership Model, will help the leader to think about the nature of effective leadership. Most importantly the leadership areas are trainable, meaning that any leadership goals undertaken by the leader have a real chance of succeeding.
Multifactor Leadership Questionnaire
Actual vs Ought Feedback Report
Bernard M. Bass and Bruce J. Avolio

The Overall Model
Fundamental to the Full Range Leadership model is that every leader displays each style to some amount. The relationship of these styles to effectiveness and activity (passive/active) is shown on the first page of this report. The depth of each box is indicative of using each style more or less. For example, LF is less deep and should be used the least; the 5’s of Transformational Leadership should be used the most. The horizontal active dimension is evident in the meaning of the scales; the vertical effectiveness dimension is based on empirical findings.

The leader with an optimal profile infrequently displays laissez-faire (LF) leadership. This individual displays successively higher frequencies of the transactional leadership styles of MBE-P, MBE-A, CR, and the transformational components most frequently. In contrast, the poorly performing leader tends towards inactivity and ineffectiveness.

Research Findings for the MLQ

The MLQ is the best researched measure of leadership (especially Transformational Leadership). It shows strong validity, reliability, and evidence of prediction of organizational effectiveness. Many researchers have been involved in this evidence and are adding to this research all the time. For a list of these studies go to:

www.mindgarden.com/assessments/mlqresearch.htm

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Characteristics of Transformational Leadership

Transformational leadership is a process of influencing in which leaders change others awareness of what is important, and moves them to see themselves and the opportunities and challenges of their environment in a new way. Transformational leaders are proactive: they seek to optimize individual, group and organizational development and innovation, not just achieve performance "at expectations." They convince others to strive for higher levels of potential as well as higher levels of moral and ethical standards.

Bernard Bass has four interrelated components that he views as essential for leaders to move followers into the transformational style.

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<th>The 4 I’s of Transformational Leadership:</th>
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<td>The leader is committed to developing a collective sense of mission and reassures others that obstacles will be overcome. The leader is willing to take risks, is consistent, can be counted on to do the right thing, and demonstrates high standards of ethical and moral conduct. They champion exciting new possibilities.</td>
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**Idealized Influence (I.I.): (Developing the Vision)**

**Inspirational Motivation (I.M.): (Selling the Vision)**

The leader articulates a compelling vision of the future, talks optimistically about the future and enthusiastically about what needs to be accomplished.

**Intellectual Stimulation (I.S.): (Finding the way forwards)**

The leader stimulates others’ effort to be innovative and creative by questioning assumptions, gets others to look at problems from many different angles. Encourages non-traditional thinking. New ideas and creative solutions are solicited.

**Individualized Consideration (I.C.): (Leading the Charge)**

The leader spends time teaching and coaching and helping others to develop their strengths. New learning opportunities are created along with a supportive climate in which to grow.

Transactional Leadership

Transactional leaders display behaviors associated with constructive and corrective transactions. The constructive style is labeled Contingent Reward and the corrective style is labeled Management by Exception. Transactional leadership defines expectations and promotes performance to achieve these levels. Contingent Reward and Management by Exception are two core behaviors associated with Management functions in organizations. Full range leaders do this more and more.

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<th>Full Range of Leadership Model (FRL):</th>
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| **Contingent Reward:**
  The leader clarifies expectations and offers recognition when goals are achieved. |
| **Management by Exception – Active:**
  The leader directs attention toward failures to meet standards. |
| **Management by Exception – Passive:**
  The leader takes no action against failures until complaints are received. |
| **Laissez-faire:**
  This is complete avoidance or absence of leadership and is inactive and most ineffective. |
Transactional VS. Transformational Leadership

According to Warren Bennis (On Becoming a Leader) the distinction between transactional leadership and transformational is as follows:

1. **Transactional** is **Managers Doing Things Right** (administrates, maintains, focuses on system and controls and the short term view, asks how and when, keeps eye on the bottom line.)
2. **Transformational** is **Leaders Doing The Right Things** (innovates, develops, focuses on people, inspires, creates trust, asks what and why and has a long term view and an eye for the horizon.)

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<th>Transactional Culture VS. Transformational Culture</th>
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<tr>
<td>Concentrates on explicit and implicit contractual relationships,</td>
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<td>Job assignments are in writing, accompanied by statements about conditions of employment, rules, regulations, benefits and disciplinary codes.</td>
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<td>You get what you earn; no more, no less.</td>
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<td>We bargain with each other for resources</td>
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<td>Rules and procedures limit discretionary behaviour.</td>
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**Advantages of Transformational Leadership:**

1. **Commitment/ Loyalty & Satisfaction of Followers**
   Transformational leaders are able to build strong follower commitment and loyalty by building on their trust and promoting their self-esteem and self-efficacy.

2. **Effectiveness**
   Research shows that transformational leadership does effect group performance, leads to performance beyond expectations compared to transactional leadership and helps develop followers to be better contributors to the group effort by being more creative, more resistant to stress, more flexible, more open to change and more likely to become transformational leaders themselves.

3. **Stress**
   Leadership that effectively deals with stress is leadership that results in rationally defensible quality decisions; appropriate use of available information, skills and resources; and enhanced performance of followers in reaching goals despite threats and obstacles.

   Ready to be influenced followers under stressful conditions seek rapid decisions from leaders. Intellectual Stimulation can halt crisis by questioning assumptions and disclosing opportunities, fostering unlearning, and eliminating fixation on old ways of doing things. Inspirational leaders inspire courage and stimulate enthusiasm.

   Leaders can also present dramatic changes as challenges rather than threats and can select followers who prefer a vigorous, fast-paced lifestyle and have the cognitive capacity and readiness to prepare themselves to cope with stress, giving the followers a sense that they are masters of their own destiny. This creates a sense of identity with a social network of support.

4. **Strategic Planning:**
   TL can contribute to improvement in strategic planning, corporate image, recruitment selection and transfer of personnel. It also has implications for job and organizational design as well as for decision making and organizational development. ³
Leadership Development:
Leadership development involves learning of core leadership qualities focusing on the enhancement of the individual leader and looking at how the leader and followers can develop shared leadership capacity.

Empowerment and Leadership
Empowerment is effective in building follower commitment and inspiring better performance. It includes sharing power and control as well as relinquishing it. Empowering others involves communicating high performance expectations, improving participation in decision making, removing bureaucratic constraints, setting meaningful goals, and applying appropriate systems of reward.

1. Share problems, offer suggestions and appropriate alternatives for completing an objective.
2. Give information necessary to do the task
3. Maintain an appropriate level of personal responsibility
4. Empower followers with authority to get the job done
5. Give support and encouragement as needed
6. Allocate resources to complete the job
7. Request progress reports
8. Review effects of delegated performance
9. Provide praise and rewards for successfully accomplishing objectives
10. Avoid intervening unless requested to do so.
11. Delegate appropriate level of responsibility and authority to followers based on their needs and capabilities.
12. Assume some mistakes will occur before the follower becomes proficient at the task.
13. It may take longer for the follower to complete the task than if you did it yourself.
14. Consider how delegation of a task to one follower might affect another.
15. Make sure task objectives are clear, specific and acceptable to follower.
16. Try to use delegation to manage both performance and development.
17. Try to delegate tasks that are meaningful and of interest to followers.
18. Explain to followers why you have chosen them to do the task.
19. Distinguish how much control you want to retain over the process of their efforts.
20. Do not delegate undesirable tasks too often.

Future Challenges:
Leaders of the future will need to be good listeners, and show they care by being responsive to the needs of followers. Leaders will also need to mentor, coach, empower, stimulate and challenge their followers. In turn, followers will need to be involved in the decision making. Challenges for the leader might include confidently standing their ground and making unpopular decisions when there is resistance from others.

“Effective leaders help others to understand the necessity of change and to accept a common vision of the desired outcome.” John Kotter
Leading in a complex dynamic health care system is both a privilege and a challenge. Today’s leadership challenge is focused on transitioning health care environments from the “status quo” to one that inspires, motivates and engages employees in the application of their work.

“For an organization to be successful, it has to get the best out of its resources.” Unknown

Transformational leadership is proclaimed as the new criteria essential to this transition. Transformational leadership is about connecting with “the hearts and minds” of people. Linking into their internal motivators and stimulating them to activate “drive and energy” into purposeful action. This internal “drive and energy” creates an emotional connection that is applied to the work, thereby increasing employee productivity, creativity and overall satisfaction. Transformational leaders link into individual motivators through interpersonal communications and relationships.

“It is better to have one person working with you than three people working for you.” Dwight D. Eisenhower

For this reason and to improve my leadership skills, I joined the transformational leadership group. In this story I will reflect on my leadership experience throughout this journey, first by clarifying what qualities/competencies are necessary for transformational leadership and second by discussing some of the experiences in trying to achieve them.

“Everyone thinks of changing the world, but no one thinks of changing oneself”. Leo Tolstoy

Transformational leaders know that they must first transform themselves if they expect to have success at transforming others.

The very act of transforming oneself while working in an atmosphere of; an uncertain future, hierarchical structures, historical influences, and systemic attachments to the status quo seems daunting and overwhelming at times.

The two key psychological traits that kept me moving forward in the process were hope and optimism. Hope and optimism enables me to believe that I can effect change. Hope for a better future and optimism that my personal contributions will make a difference.

A) Getting Started
I asked myself these key questions;

1. Why become transformational leaders?
   While doing the literature search, the “captions” that spoke to me included the following:
   • The transformational leader inspires, motivates and encourages others.
   • Imagine your employees doing their work because they want to, not because you told them to.
   • The transformational leader is the catalyst for change.
   • Transformational leadership provides a new optimism in a changing health care environment.
   • Through partnering efforts, sharing information and sharing power, the transformational leadership can increase staff satisfaction, alleviate the burden of staff shortages and resource constraints while creating working environments that benefit worker and patients.

2. Do I have what it takes?
   Transformational leadership can be achieved through training, education and professional development.

3. What does it take?
   Transformational leaders must be visionary, balanced, self-aware and confident. Developing and applying the competencies necessary to enhance my full transformational leadership potential. This can be realized through individual consideration, intellectual stimulation and effective communication, which inspires, motivates and encourages staff to achieve organizational goals.
4. Where do I sign up?
Using a transformational leadership measurement tool and the individual planning and goal setting tools, I was able to begin the journey along with my project team.

B) Personal Results
After completing the MLQ rating tool, I realized that every leader displays each style to some degree. The trick is to increase the frequency of the transformational components.

To build habits, you need to build repetition into habit.

My Leadership Strengths:
The MLQ rating tool indicated that I was above the universal norms in all transformational leadership competencies. I attribute this to my role in the organization (Director, Strategic Planning and Development), where it is essential to utilizing influencing skills opposed to management skills.

Some of my high performing strengths are that I:

- Display a sense of power and confidence
- Express confidence that goals will be achieved

Developmental Areas:

- Articulate a compelling vision of the future
- Talk about my most important values and beliefs

I was now ready to take the necessary steps to program myself for the journey toward success.

Through individual planning, journalizing and daily self-reflection, I set the plan in motion. Throughout the process I was able to influence a small group of people whom I had direct influence with.

The Sad Reality
I found it difficult to articulate a compelling vision of the future when my regional department was going through significant turnover. Vacancies were not filled, the cohesive “Leadership Team environment” was gone, and work loads were shifted to the few leadership positions remaining. In essence, the work environment and the people in it were in chaos. The Vice President position had 5 incumbents in a one-year period. Incumbents brought their own vision of the future and each vision was different. We often heard what was wrong with our department and not what was right. Our confidence was shaken and our transformational competencies retreated, we went into survival mode. This was not an ideal environment for developing, learning and growing. My work environment was influencing me in a negative way.

I felt as though I had polar opposites working against one another, in my psyche. I had two forces influencing my thoughts, behaviours and personality. One force containing hope and optimism and the other force containing negative emotional connections to the work environment. The “Leadership Outcome” measures from the MLQ tool indicated that I was below the desired benchmark in exerting extra effort, leadership effectiveness and satisfaction with leadership.

The Sad reality was that I regressed.
This is difficult to acknowledge because the research says:

Health care leaders that develop and foster transformational leadership can surmount oppressive traditions and confidently navigate a complex and rapidly changing health care environment.

Outcomes of Transformational Leadership Journey
What I learned about myself was that I too need the very things I was trying to offer others by becoming a transformational leader, I needed to be inspired and motivated in order to connect my “heart and mind” to my work.

Research tells us that transformational leaders must be visionary, balanced, self-aware and confident. I believe these qualities were absent at times throughout my journey.

This is where my hope and optimism comes back into the story. I have mustered up a renewed sense of courage, commitment and determination. I am doing a course correction with a new way of thinking. I will continue to expand my ability to create the desired results in myself, and through a chain reaction empower my team. It is lifelong generative learning.

Debbie Beaton
I wasn’t too sure what my lowest scoring attribute was going to be; considering I had no idea what the test results were going to give. It however did not surprise me to find that it was my motivation that was severely lacking. I have been told by colleges, friends and family that I tend to be “the lazy type” or “not in a rush to do anything”. I figured this would be a prime opportunity to fix my motivational problem. So as I agreed with the rest of the group I started journaling and working on ways to motivate myself. The self motivation stuff would work for a little while but then putter out after a few days. I would be in high spirits working at my job, doing side work when I was all caught up. However over the following days my spirits would drop lower and lower until I was back into my regular slump. After doing this rollercoaster of being motivated then not motivated for a couple of weeks I was about to abandon working on it for perhaps something more attainable. I then received a package from my parent full of my old things. As I went through everything deciding what to throw away and what to keep I opened a box full of my old high school stuff. In high school I had the highest grades, I enjoyed going and rarely had any homework due to the fact I’d have everything finished and ready to hand in. It then occurred to me as I was looking through the various achievement awards and metals (don’t really like tooting my own horn) as to why I was more motivated in school then I am now; I crave recognition. At work you get nothing extra for putting in extra so subconsciously I wouldn’t feel the need to do so. As opposed to my high school in which if you put in extra effort you were rewarded for it. I don’t think it even has to come down to giving a person a physical object. It can be as simple as giving a person praise for putting in that extra effort in their work. If you’re going to start praising someone though, do it consistently or else the praise could start to come off as being empty and meaningless. After having this insight into myself about my motivation I’m still not “cured” however I know what I need in order to boost it.

Thanks!
Donovan Beaudin
My Story by Stephen Booth

I have had many leadership roles in my life. As the oldest of 5 children I tended to want to be the boss from an early age. When my dad got sick when I was 8, my opportunity to be the leader of my siblings emerged. My sibs would say it was a military takeover. Throughout my teens I was a leader in my scout troupe, choir, drama group, and on various teams and in the class room. I see that I was naturally drawn to the leader or person in charge role. I graduated high school and went to work in the food industry where I quickly got into management and made my way to the top manager of the stores I was working in. It was in these roles that I became aware that something was missing. Sure I was the boss but was I leading, not really. At 25, I went to psychiatric nursing school in Ponoka where I became a psychiatric nurse. This led me to eventually managing a 20 bed psychiatric group home in surrey BC.

It was here that I began to see the difference between managing and leading. I helped transform this group home into a facility that helped residents gain the skill they needed to live independently. Without realizing it I began to do many of the things that good leaders do. Envision a future and talk optimistically about achieving it, encouraging others, staff and business owners to join me in this vision and make it happen. Working through the barriers to achieving this vision taught me that hard work pays off and that it is possible to make a difference in peoples lives.

When I came back to Alberta I worked in the community as a community outreach worker, helping patients build better lives. My leadership skills enabled me to see the possibilities when my patients couldn’t and thereby continuously encourage them to achieve what they didn’t believe was possible. I also saw that further education may provide me with the theory and knowledge I was lacking to solidify my leadership skills and I began working on my advanced diploma in psychiatric nursing. I began working for the Calgary Health region in the psychiatric assessment team on the emergency department. It was here that I saw the power of entrenched behaviour in my coworkers and while I tried to do what I believed was right in treating the people who were referred to the team, because it wasn’t the way things had always been done I was continually under the gun in these practices. Following this I became a therapist in the DBT program where I used my skills to help my clients make the changes needed in their lives to decrease suicidal behaviours and manage their emotions better. This helped me to see the change process not as an enemy needing to be challenged at every turn but as an opportunity for growth and improvement if it could be directed in a positive direction.

My own growth led me to take the management position that I currently have in the Prairie North Health Region where I manage the Lloydminster mental health clinic and the community mental health nurses throughout the region. I am also the manager liaison with the 5 community based organizations across the region. It is in these two roles that I am trying to exert leadership qualities as the opportunities for growth are abundant. This position enabled me to be sent to the Saskatchewan Institute for Health leadership SIHL.

It was here that I met many people much like myself in their desire to make a difference in their health regions, jobs workplaces or organizations. I was able to join a group examining magnet workplaces and transformational leadership. While we all had the desire to turn our workplaces into magnets attracting and keeping knowledgeable, qualified staff, we saw that we first had to learn to be able to direct the change processes that we were continually in. We realized that before we could change our organizations or our workplaces we first had to change ourselves. To do this we undertook the journey to become better transformational leaders. This involved first determining where we were on the continuum and for that we chose the Emotional Intelligence Test (EQ) and the Multifactor Leadership Questionnaire (MLQ). For some these test confirmed skills that were already known, while for others they provided insights that will enable accelerated growth in the future. Both of these tools gave us a template and areas to work on over the next 3 months. In addition to this we read a variety of articles and books helping us to identify other leadership skills in action as well as being able to read about the positive outcomes of leadership in action, thereby staying motivated. We used commitment memos to our other team members to enable us to stay on track and make us accountable to each others as leaders need to “walk the talk” and do what they say they will.

All of these activities helped me to be aware that a leader needs time; Time to envision the future and what the current flow of change could be leading to. Time to plan the necessary steps or changes needed to be able to use this change to get to a better future. Time to interact with staff and others to communicate the vision, and allow them to buy in and add their energies to the journey. Time to convince those who would stand in the way of the change to come on board. And overall time to see it through.

In all I have learned that those who can see the opportunities in the continuous changes that occur daily, can use those changes to make the world that we live in a better place for all.

Sincerely, Stephen M. Booth, RPN
My Story by Janice Burgess

The main reason I became interested in Transformational Leadership is because the changes that are occurring in pharmacy right now are transformational in every way - they are driven by the environment and client need, they are happening whether we want them to or not, and most unsettling of all is the exact outcomes are not known. It is like the big elephant in the dispensary that no one wants to talk about because it is so difficult to talk about the unknown. There are elements in the pharmacy environment that make this a perfect time to transform. Our burning platforms are the following:

-Although pharmacists will still need to ensure the safe and efficient delivery of drug distribution services, they will no longer be needed to dispense medications. Technicians and machines, or both will very soon take over the dispensing function and this means pharmacists will need to re-focus their expertise and skills on the roles that we were trained for – pharmaceutical care.

- Pharmacists can make significant contributions to the health outcomes of their patients especially when their skills and expertise are used to their full potential. On any given day in Saskatchewan, there are pockets of excellence. All pharmacists need to be using their medication expertise and skills to help patients every day and be recognized for their contributions to patient care.

For me, this has been such an interesting process. Like the rest of the group, I completed the EQ and MLQ test, but I wanted to compare the MLQ provided by Mind garden to the MLQ provided by the MLQ Leadership Services Pty Ltd in Australia. Both tests were very similar, but I discovered that the MLQ Leadership Services Pty Ltd, although slightly more expensive, provided a three phase Leadership Development Plan that clearly listed goals to work on to enhance my specific leadership skills. A list of goals were provided and then you could pick the ones that were most relevant to you in your current environment.

My post-test confirms that my leadership skills have indeed improved but I think the improvement is a living, breathing thing to work on continually. I believe, as indicated, it is a journey. Life and work experiences effect that journey. Where you are, in the here and now, will effect your goals, and the leadership goals accomplished will effect where you need to go next. We used 21 days to cycle through our defined goals, but as you become experienced with the process, one or two day cycles would work as well.

I also chose to read the book: Transformational Leadership, by Bernard Bass, and Ronald Riggio which really gave me a lot of background about transformational Leadership. In fact it talks about all leadership styles, components of Transformational Leadership, measurement of Transformational Leadership, commitment/loyalty and satisfaction of followers, effectiveness, how it affects stress levels, and implications of transformational leadership in strategic planning and leadership development. Although the book was a tough read in some sections, once I had outlined in writing the key points that I needed to take from it, I found that it provided a clearer picture of what TL was, and how I needed to use the theory in my own practice.

What now and what have I discovered? I will continue to work on my identified TL goals. I believe that co-creative leadership is an excellent way to have other pharmacists become involved in the leadership process. This means promoting and selling the vision, getting others to be emotionally involved in the changes that need to occur and then they become the Transformational Leaders to the next wave of pharmacists that decide to embrace the changes.

Practice change for pharmacists will happen. In order for it to be successful it will need to be implemented incrementally, it will need to be implemented into current work sites, and it will need to be sustainable. I have a plan, and now I will need to talk confidently about the plan to others. I will need to continue to develop and use the 4 I’s of TL to achieve my goals.

In order to make the Pharmacists’ Association of Saskatchewan the best it can be, we will also need to assess current processes, assess the association as a system and implement quality improvement principles into the everyday work. This will not be easy and will not happen overnight, but it is all part of the process for change and improvement.

Janice Burgess BSP
Director of Professional Practice
The Pharmacists’ Association of Saskatchewan
My Story by Pauline Mason

I will start my story by telling you a little bit about myself. My name is Pauline Mason; I am a Licensed Practical Nurse working in the PA Parkland Health district for 29 years in acute care. The growth of my profession as well as my personal growth has come a long way since I graduated in 1978. Summer of 2007 I was convinced to sit as a member of long for Zone2 for my professional regulatory body Saskatchewan Association of Licensed Practical Nurses, as a seat had become unexpectedly vacant. It was here that I became introduced to the Saskatchewan Institute of Health Leadership and eventually signed up for the group project on Transformational leadership and Magnet Workplace, not really knowing what either was. I am not a manager, I did work relief for a few years in a long term care facility where I was in charge but hadn’t for 8 months. I am a front line worker, dealing with direct patient care, I did know a bit about leading as I have preceptored and mentored practical nursing students, orientated new staff, and have a lot of experience so get asked a lot of questions and give guidance. But how to become a Transformational Leader?

As our group met and we researched, we realized our topic of Transformational Leadership and Magnet workplace was very broad and in depth but in some ways connected as well. If you can become a transformational leader it can in the long run make your place of employment a Magnet Workplace. Transformational leaders can create the vision, communicate it and then get people to buy into it. Some common themes of Magnet workplace are Team work, communication and collaboration, Higher levels of job satisfaction and lower burnout rates, allowing staff to make decisions- being allowed to have a voice in the decision making and staff has pride in where they work and what they do- meaning and purpose, feel appreciated, respected and have opportunities to learn and grow [professional development]. Since we all come from different disciplines in health care we decided to scale back and work on ourselves to see how we could become Transformational Leaders as individuals and see if it was even possible to do this in the short time frame we had to work on it.

This is how I progressed. The first hurdle was how to use the computer to research and E-mail, boy have I come a long way. The next was understanding the language and by researching this started to evolve. The first test I took was the Queendom Emotional Intelligence which is a measure of the 21st century leader. This test makes you feel vulnerable and opens up your eyes to your weaknesses and strengths when it comes to recognize your own emotions and those of others, how to motivate yourself, become close to others and manage your own feelings and those of others. I scored average on this assessment with my lowest scores being Emotional Expression and Self Report and mid-range scores being Social Insight, Recognition of Emotions and emotional insight in to self. So through daily journaling and reflection I had to work on how to improve my self which isn’t easy after years of entrenched habit. Working through it really makes you see how it is all for the better, it helps you in your everyday life at home in the community and at work. For example I had to work on becoming more confident in dealing with my own emotions and those of others, open up and express my feelings. Being more assertive and not scared to ask questions for fear of looking or sounding stupid add try not to avoid conflict, deal with it as it arises.

My daughter was going through a difficult time at work in late June and into July so being aware of my weaknesses in the above areas helped me to help her through it. I thought her situation through before saying anything, I let her work her own way through it with some positive advice from me and it all worked out. She is feeling a lot better with her decision and it saved me from using my unhealthy emotional energy, I took a step back and thought before reacting and tried not to run the other way when conflict arose. I have started asking questions even if it makes me feel uncomfortable and not letting things stay as status quo. I am becoming more in tune and feeling comfortable with expressing emotions. I am working on becoming a better listener. I wrote down my strengths and limitations to help me understand and handle emotions and building my self esteem by reminding myself of my strengths and worked on important issues. This is a journey which takes time and conscious effort and will be ongoing. Dealing with these emotions will make me a better person and in turn a better leader, even if it is only among your co-workers on the team and your family.

The second test I took was the Mindgarden MLQ or Multifactor Leadership questionnaire. It is the best researched measure of leadership [especially transformational leadership] I found this test to be more challenging as I did not manage anyone and again some of the language was foreign to me. Over the 9 weeks I worked through it, it became clear to understand that you do not have to be a manager for this to work. We can do things at work or home to make us Transformational Leaders.

One area to develop was in Inspirational Motivation, which is when leaders express optimism that goals can be attained which services to give context of meaning when members of the organization make sacrifices and/or work through difficulties. My husband is very positive in his thinking and speaking. He has coached and managed a lot of our children’s sports teams over the years and is always optimistic and I am not as much this way. My action was to
talk optimistically about the future, I will create a positive and enthusiastic work climate which will energize my associates and help them maintain enthusiasm for their jobs by being enthusiastic myself. So now I start the morning cheerful and say good morning to everyone [which I did before] and be optimistic by saying we are going to have a great day. I try to stay optimistic throughout the day [even if it feels like the ship is sinking] and keep my negative thoughts to myself and write them down in my journal at the end of the day and try to reflect on how it could of gone better and work on it for the next day.

After reading one of our research articles I thought, how can I improve communication in my workplace. I decided it was a nurse to nurse communication book [we had an old one but no one used it]. I took the initiative to write a memo explaining how I thought this would improve our teamwork when we all knew what was happening in the workplace and posted it in our staff room. We bring this book in to report each day and write in it changes that have gone on. Example; supplies moved from here to there, patients transferring into LTC date and time, activities happening etc. I felt this would be especially good if you had just come back from a few days off or from holidays. It is working and helped everyone to be more up to date and not have to ask all the time, it makes the team run a lot smoother.

Another area is Intellectual Stimulation; which is allowing and encouraging others to have significant involvement in the emerging vision and plans for change. A few weeks ago we had a long nursing meeting and I brought up the issue on how to improve our busy work day. Through brainstorming as a team we found several small things to change which would help and not cost a dime, things like having the discharge sheet on the chart and writing on it in red “Meds to take home”. I was finding that a lot of patients medications were being left behind in our safekeeping cupboard when they were discharged, which is a hardship for them to return to pick them up, a waste of our valuable time to call them, and a big expense to them or the government if they did not pick them up. Another way to make the day more efficient was to fill the med cart on nights when it usually is a bit quieter, have housekeeping make the beds on discharge not just washing them, third set of narcotic keys which saves you from running up and down the hallways looking for the person who has them, plus several more ideas. These small changes will save time and energy which in turn will make for a better work environment which is one step to magnet workplace.

One area that I feel needs to improve is the entrenched history of some of the RNs and LPNs. Times are changing, each of our scopes of practice are evolving and we need to work collaboratively for the good of our patient. At my hospital this change is happening with direction from the health authorities, enthusiastic managers, new hospital policies, improved collaborative communication from our professional regulatory bodies to managers and staff in all health districts and us as team members working together and looking at the bigger picture to gain a better understanding of our roles in health care today. I feel as a transformational leader I can do my part in moving this forward.

After taking the post EI test my overall results had improved and I believe this is due to the fact that I was conscious of the areas I needed to work on. My post MLQ test showed there were areas that I did better on in my pre test than post test. I feel Transformational Leadership is lifelong learning and reminder to look at myself and the bigger picture so each day I can improve and see the difference it will make in our workplace community and home life.

From Pauline Mason
When I first started in my position 8 months ago as manager of an integrated health facility, one of the biggest challenges I faced was the issue of inadequate staffing. This is not a new challenge for the entire of North America is facing this same issue. As I was driving home from work one weekend, I heard a radio program describing the difficulties the Wheaties Cereal Company was having with sales. It told the tale of how the cereal was invented and how it was initially marketed - convenience and nutrition etc. It also related how involved in the local community the company was - sponsoring local sports teams- in particular baseball teams. Well the years pass and around the 1950’s Wheaties sales has dropped significantly. They have stopped becoming involved in local community sports. So in order to boost sales an advertising company is hired to try new approach. One suggestion was to emphasize its nutritional values again. Fell like a leaded balloon. One advertising exec studied the history of the company and realized that they should become involved in local sports again. And that Wheaties should start showing pictures “American sports heroes” on the box. This would grab the children’s attention and because it was a nutritionally sound food, the parents would buy it for them and also for themselves as everyone was enamoured of sports figures.

That emotional hook was what created my “aha!” moment. There must be something, I thought, that will attract nurses to a facility and keep them happy and working and willing to work. When I was enrolled in the SIHL course, I felt that this might be the source to find that secret ingredient to attracting and keeping nurses. Not just for the facility for which I had just become the manager but also for the health region in which the facility was located. Grandiose, you betcha! But I was so tired of the complaints of fellow staff about this, that, and the other; the backbiting about each other, the administration and the managers whether it be our manager or another unit’s manager. Most people would state that is just the way it is. But I was feeling depleted spiritually and psychologically with all the complaining that was going on unchecked. I felt that if I was in management I might be able to make a difference. I started thinking about magnet hospitals and how they are quite literally magnets for high quality staff and wonderful environments to work in. What would it take to create a magnet work place? So the investigation began. And the enormity of the task was very evident. So many things that have to be in place. There was even an accreditation type process that an institution goes through before being given the Magnet designation. Obviously that was too great a task for this one person to tackle. So the search went on. The opportunity to take this course was the first step in moving toward a goal that will probably take a few years to put in place. And the sharing of ideas with other participants finally crystallized into finding the path to follow.

But as we dug deeper into our topic of transformational change and transformational leadership it was very obvious that a large sweeping change was not going to happen in any of the facilities simply because we each worked at such different facilities and in such different capacities and one project would not cover all of them. So we decided that perhaps we could work on something together and one where change, if it happened, could be measured. So it was decided to work on ourselves. The thinking was that if we could document how we felt about change and its influence on us then we could understand and anticipate how change would affect others when it was implemented in our respective workplaces. Through research and consultation we decided on using two different approaches/tools to measure where we started and then attempt to change one aspect of ourselves through three different 21 day cycles and then take the tests again and see if there was any movement forward.

As I initially thought I would, I scored very high in the Emotional Intelligence test. But it was recommended that I work on self management. I wasn’t really sure what that meant. It took a couple of tries to figure that part out and that was my first 21 day cycle. The MLQ test was very confusing for me and I couldn’t make hide nor hair of it. What confused me was that I felt that I had and practised all the recommended actions and developed all the recommended attitudes. This came from before I ever became a manager as it has been an ongoing self development, self critical, self assessment practise that started when I was very young. So again, where do I go from here? Added to my dilemma was the stress of being in a new job and trying to find my way in a new environment, starting renovations at home and all the details that required my attention, and having a friend staying with us that was fresh from a knee replacement surgery and her constant demands on both myself and my husband. I believe the big turning point for me in my relationship with the staff was when I started doing staff evaluations. Almost every one of them came to me with a self evaluation of being less than I felt and had observed they were. When, during the interviews I mentioned that they had reached a level of achievement more than they assessed themselves, they were surprised and pleased with the fact that I saw what they had accomplished and were maintaining. Since then, the staff have been more willing to respond positively to suggestions, to work toward gaining new perspectives and skills.
I, on the other hand have discovered that I needed to project a more positive attitude with regards to challenges that face our facility.

Example - we have skeletal registered nursing staff and have been working so hard to cover vacancies and vacations and sick times, sometimes at a great cost of overtime causing stretched emotions and stress from fatigue and an uncooperative physician. We finally have come up with a solution to address the loss of 2 FTE RN’s with a lot of consultation and playing with the schedule. In the middle of trying to find the solution to this very real and pressing problem, I remembered to say that a solution would be found, and talked positively about finding that solution. At the time, simply saying that phrase, “I am confident that a solution will be found”, certainly seemed to lessen the anxiety in the room.

One of the books on transformational leadership that really resonated with me was Quantum Leadership. My immediate supervisor lent it to me when she heard what our topic was. When I read that book, I discovered it was a great textbook about how and what transformational leadership could do. It has, throughout the book, little tidbits of quotes from various leaders of the past who themselves have been transformational leaders without the label. One of the quotes that really stuck with me was the one about leaders having to live in the white space between changes: knowing where they’ve been and not knowing where they are going but being willing to be the conduit to wherever that end place is.

My biggest challenges were being able to find time to keep journaling and coming up with two of the three commitment memos. I found that work really interfered with the paper work and doing it at home just seemed to be too much effort especially dealing with the home stresses. I simply didn’t have the energy and couldn’t find it once I got home.

When I did the post test, the results were an improvement in the Emotional Intelligence test and a decline in the MLQ test.

Would I do it again? Yes. Especially now that I understand the test results better. I am continuing to journal which is very helpful in bringing myself to account each day. I also believe that I allowed myself to become overwhelmed with all the suggestions that were being put forward by the MLQ test. I have made a quiet commitment to myself to relook and find one or two aspects to work on and when I feel I have thoroughly processed them and integrated them into my work attitude and my performance then to look at one or two more and do the same thing again. Growth, yes. Rapid transformational growth? Not sure yet but one doesn’t help the butterfly to fly by peeling away the chrysalis before it emerges.

Go gently
Marilyn Sargent
Leadership Tools: Resources

In the following sections we have include a variety of recourses for interested Transformational Leader to make use of. While this list is not exhaustive we have found some of these resources useful and hope the reader will also.

Article Listing and Bibliography


Robertson, D., Change in my Pocket: Effective Change Leadership Strategies for Pharmacists, Aug 2007.

Russell, J. E. A. [Review of the book Developing Leaders: Research and Applications in Psychological Type and Leadership development.] *Personnel Psychology, 504-507*


Thyer, F.L. (2003). Dare to be different: transformational leadership may hold the key to reducing the nursing shortage. *Journal of Nursing Management, 11, 73-79.*


In the late 1990’s, emotional intelligence (EI) was one of the hottest buzz-phrases in contemporary psychology. In the business world, it became a hot topic, largely due to one author’s claim that a high EI was one of the best predictors of success in the workplace. In his 1995 book, Emotional Intelligence, Why it Can Matter More than IQ, author Daniel Goleman used an early definition by researcher Peter Salovey which stated that the construct of EI includes knowing one’s emotions, emotional self-control, motivation and persistence, recognizing emotions of others, and successfully handling relationships. Goleman made some very strong statements in his book, including the suggestion that EI is one of the main keys to success in life. He implied that emotional intelligence is at the root of many of life’s puzzles. Why are some smart people unsuccessful? Why do certain individuals strike out at others in a violent manner? Why so some excel at managing others while others struggle? He hinted that EI was an answer to all these, and many others, of life’s questions.

Since the birth of the concept in a 1985 thesis by Wayne Leon Payne, researchers have been working to discover what factors play a part in emotional intelligence. Many conceptions of emotional intelligence are divided into two main parts; aspects related to understanding and dealing with one’s own emotions, and those related to understanding the emotions of others and handling social interactions. For many prominent EI researchers, including most notably Goleman and Reuven Bar-on, the construct also includes broader traits such as motivation, interpersonal and other personal attributes (this is often called a mixed model). For others, including Peter Salovey and John Meyer and their colleagues, the latest models of EI are strictly related to the test-taker’s abilities in this area (often called an ability model). Like the classical notion of intelligence, they feel that emotional intelligence is a cognitive ability that can be accurately and concretely defined and measured.

Three main options exist in terms of how to assess EI:

- Assess the related skills as you would traditional intelligence, with questions where the goal is to select the best answer. This method works best with the ability model of emotional intelligence.
- Evaluate these skills through self-report, where the test-takers answer according to what they most likely would do in a variety of situations. This works best with the mixed model of emotional intelligence.
- Create an assessment that combines these two techniques, and therefore utilizes both the ability model and the mixed model of EI, while helping to overcome potential problems of both.

It appears that the mixed models and the ability methods of evaluating EI do not assess exactly the same thing. In fact, Mayer and Salovey themselves found that their assessment shares only 10% of the variance with Bar-on’s self-report measure of emotional intelligence (Mayer, Caruso, Salovey, 2000). This means that while they may be somewhat related, there is not enough overlap to justify using only one or the other. Since self-report and ability measures can be seen as distinct elements, our assessment will include both forms but report scores for both separately. Both types of measures have been shown to have predictive value in different areas in a large number of studies, so using both can create a measure that is effective in measuring success in a variety of areas.

Our definition of emotional intelligence is Mayer et al.’s (1999) definition:

Emotional intelligence refers to an ability to recognize the meanings of emotions and their relationships, and to reason and problem-solve on the basis of them. Emotional intelligence is involved in the capacity to perceive emotions, assimilate emotion-related feelings, understand the information of those emotions, and manage them (p. 267).

We chose to assess this construct using both self-report questions and ability questions. The results may at times contradict each other because people vary in their ability to assess themselves accurately. If this is the case, the results will clearly state where the contradiction occurs.

EI test prologue from www.queendom.com
Leadership Development: The Personal Side

Developing yourself is an essential part of the leadership process. Leadership development represents self-development at its core. The leader can be a role model for associates to emulate. Thus, if the leader exhibits a willingness to receive and use feedback, a willingness to change and adapt as new contingencies arise, and the ability to learn from both his/her successes and failures, then so will that leader’s associates. Leadership development is a personal journey to different degrees and different points in time. Some have begun their journey, while others have yet to consider the direction to take, or to even consider that a direction should be contemplated. Your life role includes your leader role. Life experiences and events can enhance your role as a leader to the degree that you develop the qualities of transformational leadership. Leadership cannot be examined simply with respect to its relevance to work; rather, it must be examined in the broader context of your life space. The parent, the supervisor, the volunteer board member, the colleague and coach can all be transformational and, most important; they may all be the same individual.

Leadership Development: Your Associates

Following this logic concerning leaders, what leaders develop in themselves will inevitably have an impact on their associates. You have a tremendous impact by what you do, by what you fail to do, by who you are, by what you believe and by how you convey these beliefs to associates. Developing associates must be part of your own personal Leadership Development Plan (LDP). To some degree, associates have needs, desires and aspirations that, once uncovered, can be used to move them to higher levels of individual potential.

The development of yourself and your capabilities will be reflected both in your behavior and performance and also in your associates’ behavior and performance. The degree to which you are successful in developing leaders to a higher level of individual potential, the higher the probability they will do the same with their associates. That is the “falling dominoes” or cascading bonus effect of leadership development. However, dominoes can fall both ways—and they should. Your development should be reflected in your being more capable of working with associates. Associates develop over time and become more effective leaders in their own right. Moreover, once developed, associates also have a positive effect on your development. The best associates are capable of doing their own job and doing it better, and they are able to influence their leaders as needed. The associates’ perspectives, perseverance, individual capabilities and beliefs can influence their leaders, just as the leaders can influence their associates. It is not a one way process—at its best over time, it is reciprocal.
Transformational Leadership Behaviors
The transformational Leader’s Notebook that accompanies the testing lists all the measured leadership skills including the following for transformational leadership. It then breaks each of the skills down into distinct behaviors that can be practiced for a period of time to achieve mastery.

1. I act in ways that build others’ respect for me
2. I consider the moral and ethical consequences of decisions
3. I specify the importance of having a strong sense of purpose
4. I talk optimistically about the future
5. I express confidence that goals will be achieved
6. I seek differing perspectives when solving problems
7. I re-examine critical assumptions to question whether they are appropriate
8. I consider an individual as having different needs, abilities, and aspirations from others
9. I help others to develop their strengths
10. I treat others as individuals rather than just as a member of a group
11. I instill pride in others for being associated with me
12. I display a sense of power and confidence
13. I go beyond self-interest for the good of the group
14. I talk about my most important values and beliefs
15. I emphasize the importance of having a collective sense of mission
16. I talk enthusiastically about what needs to be accomplished
17. I articulate a compelling vision of the future
18. I suggest new ways of looking at how to complete assignments
19. I get others to look at problems from many different angles
20. I spend time teaching and coaching
Body Sensations:
(Rate pain or tension from 1-10 where 10 is high and 1 is low)
Head: Neck/Shoulders: Back:

Do I feel the energy of optimum health?
Yes Sometimes No

Development Period from: __________ to: __________

MLQ Focus: _______________________________________________________

Emotional Intelligence: _____________________________________________

Measurements of Progress: How will you track your goals?
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

Development Strategy: Action Steps:
Circle one or more strategies from among these basic approaches:

Using your strategies, what actions do you need to take to achieve your goals?

Experience

Example

Education
How well have I met my action goals? (Rate on a score of 1 to 10, with 10 being the highest)

1  2  3  4  5  6  7  8  9  10

Explain.

What will I do different tomorrow to help me reach my action goals?
**Commitment Memo – (EXAMPLE)**

To; (Whoever you have arranged with to be accountable to and Aid you in your Journey of Transformation)
From: (insert Your Name)
Date:

Leadership Development Actions: To continue improving my capabilities as a leader, I commit to take the following actions over the next 21 days:

EIQ: (Identify the area you are looking to improve in.), I will attempt to put in place the following suggestions from the test: (Example)

1. I will take negative comments by others and evaluate the comment for validity (could it be true) or as the view of that person based on the events of the interaction (why would they say what they said). If any validity is noted determine how this can be changed. If no validity – don’t take it personally simply as a sign they may be under stress,

2. I will acknowledge the other persons emotions as truth for them – I won’t minimize or defend myself as that only minimizes their experience.

MLQ: (Example)
The TL areas identified for development that I will focus on in the next 3 weeks include;

1. I will talk about my most important beliefs and values
2. I will work to create a collective sense of mission
3. I will articulate a compelling vision of the future
4. I will get others to look at problems from different angels.

Educational: I will read 2 articles per week and comment on their validity to my leadership learning, potential to cause introspection on my present leadership practice and general information relative to leadership.

Group Support: I will endeavour to get the articles I researched out to the group with a means to identify what articles were read and how they were received. (This will need some thought and lots of photocopying)

Using the 7 or 21 day recording form I will evaluate, rate and comment on my efforts regarding the areas listed above, as well as ______________(any other goals for the period) and plan for ways to practice, use and improve my efforts the following day.
### Recording Form for Commitment Memo 21 day Cycle

| Type category of Goal here (i.e. EI, MLQ, Experience, Educational, etc.) | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 | DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 | DAY 11 | DAY 12 | DAY 13 | DAY 14 | DAY 15 | DAY 16 | DAY 17 | DAY 18 | DAY 19 | DAY 20 | DAY 21 |
| Type Goals to be monitored Here | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Type 2nd category of Goal here | | | | | | | | | | | | | | | | | | | | | |

**Daily Reflections:** About the above goals can be used like page 2 of development worksheet: (Just start typing)

**Date, Day:**
Recording Form for Commitment Memo 7 day Cycle

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**Daily Reflections:** About the above goals can be used like page 2 of development worksheet: (Just start typing)

**Date, Day:**