



a place of mind

Transformational Leadership

A Workshop for SCI Peer Mentors

Workshop Handbook

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Transformational Mentorship

Providing peer mentorship with respect to.....

- Fulfilling family roles and responsibilities (being a father, mother, spouse, etc.)
- Getting out and about--going shopping, to concerts, to restaurants
- Returning to work
- Participating in sports, exercise, leisure activities
- Travelling/touring abroad
- Dating, sexuality
- Getting around the community
- Using public transit, taxis, etc
- Self-care (e.g., bowel and bladder routines, dressing)
- Housework, household chores
- Parenting

- So it's worth the time and effort!



Transformational Leadership

What is it and why is it important?

A broad definition of leadership is “To get people to do things they otherwise would not have done...because:

[a] They want to do it

[b] They understand why!

As a mentor, you are in a leadership role with your mentee. One of the keys to developing social participation in your mentees is to lead by **persuasion** and not by **coercion** - this is where **Transformational Leadership** comes in!

During the workshop, we talked about **Transactional Leadership**. Some of these behaviours, such as *monitoring* your mentees and *goal setting* (with rewards and consequences) are useful to some extent to support human achievement.....

However, the extent to which they can elevate and motivate others is somewhat limited.

Transactional Leadership
Contingent Reward
-Set goals
-Provide feedback
-“Behaviours should have consequences”
Management by Exception
-Focus on *corrective* behaviours – take place when standards and expectations are not met.

Transformational Leadership is a different kind of leadership style. Its primary focus is on “maximising the quality of relationships with others”. Transformational Leaders place great importance on *empowering* those that they lead and *encouraging* them to go beyond what they thought was originally possible.

“Little changes will make a big difference in the long term”

A Reminder of the 4 I's of Transformational Leadership

IDEALIZED INFLUENCE

- Behaves as a role model
- Does what is *right*, not what is convenient
- Creates trust and respect
- Consistent and dependable
- And if you make a mistake don't be afraid to apologize!



INSPIRATIONAL MOTIVATION

- Raises expectations
- Convinces individuals they can achieve 'beyond expectations'
- Is optimistic and enthusiastic about what can be achieved
- Sets high standards

INTELLECTUAL STIMULATION

- Challenges others to think for themselves
- Shows respect for others' ideas and opinions
- Gets people to think about old problems in new ways
- Encourages individuals to see issues from multiple perspectives



INDIVIDUAL CONSIDERATION

- Listens, displays empathy and compassion
- Recognizes individuals' physical and psychological needs
- Displays genuine care and concern

Idealized Influence: What can I do?

- Behave as a role model
- Do what is *right*, not what is convenient
- Create trust and respect
- Consistent and dependable
- And if you make a mistake don't be afraid to APOLOGIZE!



SCI peer mentors have the potential to be extremely important role models for others with a SCI. Being a **great role model** includes:

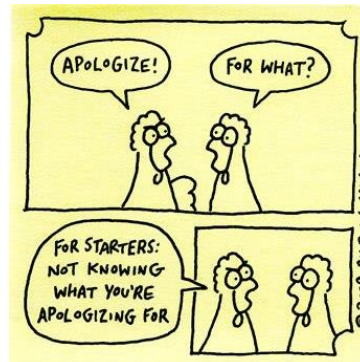
- Letting your mentee see you following through on your words.
- Talking to your mentee about your own values and beliefs (in relation to social participation, the workplace, physical activity, relationships, health, peers, etc).
- Practicing what you preach!

“Transformational leaders do the **RIGHT** thing for the **RIGHT** reason, even if this takes time”

Give up some control! Trust is mutual, and as such we must be willing to give away some control in those areas where you want your peer mentee to make good decisions. Fostering autonomy and supporting your peer mentee to make good decisions can be very empowering. As peer mentors it's important that you are **consistent and dependable**.

“Do not say anything you can't do or don't intend to do, and do *everything* you say you are going to do.”

..... and if we screw up, don't be afraid to apologize.





Idealized Influence and Social Participation

Talk about the importance of social participation.

Take a look at what you are modeling in terms of social participation. Perhaps ask yourself, ‘are there appropriate times to show my peer mentee that I am prepared to lead (or try things) by example’?

Remember it’s IDEALized influence not IDOLized influence.....! Something as simple as the manner in which you communicate your own personal values and beliefs has the potential to transfer to your peer mentee.

- Be acutely aware of whether you are endorsing **self-referent improvement** (personal improvement) or **norm-referent performance** (i.e., being better or worse than others in the same position).
- Talk with your mentee about your personal experiences and show that you’re prepared to do everything you’re encouraging your mentee to do (i.e., “walk the walk”).

“Be the change you want to see in the world”

Inspirational Motivation: What can I do?

- Raise expectations
- Convince others that they can achieve 'beyond expectations'
- Be optimistic and enthusiastic about what can be achieved
- Set high (but achievable) standards



Mentees might find themselves confronted with new and unfamiliar issues, and indeed peer mentors might struggle to identify effective strategies to stimulate and motivate them. **A lack of enthusiasm and motivation** might arise and often stems from:

- A lack of belief in their own abilities
- No awareness of the importance and usefulness of the subject or goal
- Being stressed out
- Low self-esteem.

As a peer mentors, it is vital that you **convince your mentees of what they are capable of achieving**. This is NOT achieved through instilling guilt or fear (by telling mentees what will happen if they don't do 'X'), but by setting high (yet achievable) standards and convincing mentees that they can achieve beyond what they originally thought was possible. Transformational leadership centers on developing an inspiring vision of the future, or what things could be like. A vision is:

- **Seeing the obvious that other people overlook**
- **Seeing what ought to be done and how to do it.**

Individuals will follow a person who inspires them and a person with *vision* and *passion* can achieve great things. The way to get things done is by **injecting enthusiasm and energy** into your actions and behaviours.

If peer mentors encourage their mentees to set clear goals and expectations and display optimism and support for their mentees to achieve those goals, their mentees will likely feel more successful and motivated.

Inspirational Motivation and Social Participation

In terms of social participation, perhaps talk with your mentees about what you think is possible (this is your VISION). This can be something as simple as encouraging your mentee to get out of the house more often, or discussing the types of work opportunities with which your mentee might be well suited. The next step is to *clearly explain your vision and the reasons behind it*. This takes **ENERGY and COMMITMENT**. Seize on those ‘teachable moments’ to convince your mentees about what they are capable of achieving. Remember to [PLAN AHEAD AND MAKE TIME TO CONNECT WITH YOUR MENTEE.](#)

Remember, success builds on prior success.

In general, people want to excel and feel successful, and these feelings of success are a powerful motivator to continue doing the activity. People also want to feel autonomous, so let your mentee take the lead in choosing the social participation activities they want to pursue. Remember **optimism is infectious**, and if peer mentors are optimistic about what mentees can achieve it is often quite astonishing what their mentees can end up achieving (remember the Pygmalion Effect.....).

“The route forwards may not be obvious and may not always be plotted in exact details, but with a clear VISION, the *direction* will always be known.”





Inspirational Motivation: Strategies, Barriers and Solutions?

Inspirational Motivation: What can I do?

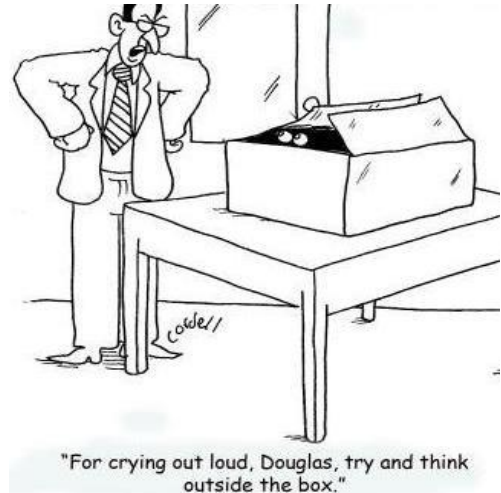
(Try to identify practical strategies that you can use in your daily interactions with your students)

Potential Barriers & Challenges to making use of *Inspirational Motivation* in your interactions with your mentee (e.g., “I’m finding it difficult to motivate my mentee; s/he seems just so unenthusiastic”; “When I’m really tired it’s sometimes very difficult to be really enthusiastic with my mentee”).

Possible Solutions to overcoming those barriers :

Intellectual Stimulation: What can I do?

- Challenge others to think for themselves (WHY do you think that..?)
- Show respect for others' ideas and opinions
- Get mentees to think about old problems in new ways
- Encourage mentees to see issues from multiple perspectives



Transformational leaders create intellectual stimulation by encouraging **creative problem solving**, inspiring followers to **think for themselves**, and to question and re-think their own ideas.

As peer mentors you will often have considerably more experience in dealing with the day-to-day challenges involved with having a spinal cord injury than your mentee. If an important objective is to empower your mentees to lead an independent life, rather than simply giving your mentees all the answers, think of creative ways to (a) get your *mentees to think for themselves* and, (b) come up with their own *solutions to their own personal challenges*.

It's easy to resort back to *Transactional Approaches* when the going gets tough – that is, we end up doing things for other people, rather enabling others to do things for themselves. This is where intellectual stimulation comes in.

Think of ways to support the autonomy of your mentee.

Encourage your mentees to think for themselves, and set their own goals (versus goals that are set by you or someone else).

Show genuine interest in your mentees' ideas and values, whether they relate to work, inter-personal issues, dating/sexuality, physical activity, family issues, health (or any other issue/concern). It is



crucially important that you encourage your mentees to express their own opinions and distinctive ideas freely, and without judgment.

Expose your mentees to various ideas and perspectives.

How can this be done in various social contexts?:



Sometimes people lack motivation because they haven't 'yet' been exposed to what might be a life passion.

“A person’s mind, stretched to a new dimension, never goes back to its original dimensions”



Intellectual Stimulation and Social Promotion

Acknowledge your mentees difficulties and challenges with different aspects of their lives that they might be having difficulty with, and **try to brainstorm potential strategies**; encouraging them to think of ideas for themselves (in terms of activities they might enjoy).

Avoid pushing your mentees towards activities that they don't enjoy. Instead **discuss alternatives and challenge your mentees** to come up with activities that work for them and that they feel comfortable doing.

Mentors can give examples of how various social activities can be beneficial, but try to **challenge your mentees to come up with their own ideas for enriched social participation** and how these activities can be beneficial for them





Intellectual Stimulation: Strategies, Barriers, and Solutions?

Intellectual Stimulation: What can I do?

(Try to identify practical strategies that you can use in your daily interactions with your mentee)

Potential Barriers & Challenges to making use of *Intellectual Stimulation* in your interactions with your mentee (e.g., “My mentee just sees the world so differently to how I do and so it’s sometimes difficult to make that connection”; “My mentees say that physical/social activities aren’t for them, and they just can’t see the benefits”).

Possible Solutions to overcoming those barriers :

Individualized Consideration: What can I do?

- Listen, display empathy and compassion
- Recognize mentees' psychological and physical needs and abilities
- Display genuine care and concern



Transformational leadership involves actions that **promote growth and development** in those that they lead. Effective leaders and peer mentors make time for one-on-one communication and understand unique differences in others' physical and psychological needs.

Individualized consideration involves **spending quality time** with others and focuses on catching people doing things right rather than picking on the negatives.

"The key to developing people is to catch them doing something right."

As a peer mentor, you can strive to display individualized consideration by **showing a constant and genuine interest** in diverse aspects of your mentees' lives (e.g., relationships, work, physical activities, family).

Remember, **it's the small things that count** (even things such as making sure you know your mentee well and showing empathy can have HUGE impacts in the long run).

Try to make sure that you are empathetic and respectful, and not judgmental (this can be very difficult at times when we're tired and feeling overworked)!

If you are **genuinely considerate** in your peer mentoring approaches, your mentees will feel free to express their concerns to you. **Open and supportive communication** is vital:

- **Often, it's more important that we listen more than we speak** –This is especially important when talking to mentees, who may tell us more if we are silent long enough to give them the opportunity.



- **Focus on the positives** - and work together to address the negatives. If the situation escalates, tell your mentees you can finish the conversation later after everyone has calmed down.
- **Have fun** – make time for laughter and appropriate (self-deprecating) humour.

Individualized Consideration and Social Participation

Be sensitive and compassionate about your mentees capabilities. Do whatever you can to help your mentees to find an environment in which they will feel comfortable being themselves.

- Ask your mentees about whether they like to take part in group/team or individual activities. If appropriate, perhaps encourage your mentees to try some 'new' or 'alternative' activities.
- Are there community partners that can provide opportunities to try new/novel activities that mentees can pursue in their leisure time (e.g., wheelchair rugby)?

Perhaps ask yourself, is there something that I can do to improve my personal connections with my mentee?

This might involve asking mentees about challenges they may be having with things in diverse aspects of their lives.





*Envision
The Possibilities*



Transformational Mentoring Goals

Please use this space to **set and monitor your goals** relating to transformational leadership in your daily interactions with your mentee.

Remember the **SMARTi** goal setting principles; your goals should be:

Specific For example..... “I will take the time (and schedule a 2 meetings this week) to find out about those aspects of my mentee’s life that she particularly values”, rather than “I really should find out more about my mentee”.

Measurable How will you know when you have achieved this goal? It should be measurable so that you know how you are progressing.

Action-Oriented Have a plan of action to ensure your goal becomes a reality.

Realistic Changes may take time so keep your goals realistic, and work on goals that you can realistically incorporate in your daily interactions with your mentee.

Time-based These goals should be achievable within a specific timeframe.

(i)mportant to YOU! You’ll only likely pursue those goals that are genuinely important to you

Transformational Leadership Goals

*What (behavioral) goals would you like to accomplish (pick **ONE** then move on)*

1. _____

2. _____

3. _____

4. _____

5. _____



Weekly Goals

Use this space to monitor your goals: set **ONE WEEKLY GOAL** and at the end of **EACH** week note what went well and what do you need to improve (goal attainment). Try to revisit any barriers highlighted on the previous pages, plus (and this is important) any strategies to overcome those barriers to help make your goals more attainable.

Week 1:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 2:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 3:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 4:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 5:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 6:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 7:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 8:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 9:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 10:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 11:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 12:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 13:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 14:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 15:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 16:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 17:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 18:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 19:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 20:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 21:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 22:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 23:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 24:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Week 25:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____



Week 26:

Date: _____

Goal for this week: _____

When: _____

Where: _____

How (will you go about pursuing this goal): _____

If you would like feedback on your **goal pursuit/attainment** how will you go about getting it (peer feedback, coaching).

Comments on goal attainment (e.g., what went well/what needs improvement): _____

Post-Workshop Support

"Learning is defined as a change in behaviour. We haven't learned a thing until we can take action and use it."



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As part of the post-workshop support for peer mentors, the SCI BC Co-ordinators will contact you by phone once a month to see how things are going.

This is a mechanism to provide you with support (this is something that participants in our previous work highlighted they would like). As part of this process, we will ask you three short/simple questions.

[1] How have your transformational leadership goals been going?

[2] What leadership dimension (i.e., which of the 4 I's have you been working on).

[3] Anything we can do to help?