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Survey of Transformational Leadership Program Staff Version (TCU STL-S)

Instruction Page

This survey asks questions about the leadership style of your Clinical Director (staff member with direct supervision of clinicians/counselors). You will judge how frequently each statement fits the person you are rating. It begins on the next page with a short demographic section that is for descriptive purposes only. The *Anonymous Linkage Code* is requested so that information you give now can be "linked" to your responses to similar questions you may be asked later.

To complete the form, please mark your answers by completely filling in the appropriate circles. If you do not feel comfortable giving an answer to a particular statement, you may skip it and move on to the next statement. If an item does not apply to you or your workplace, leave it blank. PLEASE DO NOT FOLD FORMS. The examples below show how to mark the circles.

For Example -- ●

	<i>Not at all</i>	<i>Once in a while</i>	<i>Some- times</i>	<i>Fairly often</i>	<i>Frequently, if not always</i>
	(0)	(1)	(2)	(3)	(4)
Person 1. I eat chocolate ice cream.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>This person infrequently eats chocolate ice cream.</i>					
Person 2. I eat chocolate ice cream.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>This person eats chocolate ice cream on a frequent basis.</i>					

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The anonymous linkage code below will be used to match data from different evaluation forms without using your name or information that can identify you.

Please complete the following items for your anonymous code:

First letter in mother's first name:

First letter in father's first name:

First digit in your social security number:

Last digit in your social security number:

Today's Date:
MO DAY YR

Your Birth Year: 19

Are you: Male Female

Are you Hispanic or Latino? No Yes

Are you: [MARK ONE]

- American Indian/Alaska Native
- Asian
- Native Hawaiian or Other Pacific Islander
- Black or African American

- White
- More than one race
- Other (please specify)

Highest Degree Status: [MARK ONE]

- No high school diploma or equivalent
- High school diploma or equivalent
- Some college, but no degree
- Associate's degree

- Bachelor's degree
- Master's degree
- Doctoral degree or equivalent
- Other (medical assistant, RN, post-doctorate)

Current Job Position(s): [MARK ALL THAT APPLY]

- Chief Executive Officer
- Program Director
- Clinical Director
- Clinical Supervisor
- Lead/Head Counselor
- Counselor
- Other (please specify)

Certification Status in Addictions Field: [MARK ONE]

- Not certified or licensed in addiction
- Previously certified or licensed, not now
- Currently certified or licensed
- Intern

How much experience do you have in drug abuse counseling?

- 0-6 months
- 6-11 months
- 1 to 3 years
- 3 to 5 years
- over 5 years

How long have you been in your present job?

- 0-6 months
- 6-11 months
- 1 to 3 years
- 3 to 5 years
- over 5 years

How many clients are you currently treating (i.e., your caseload)?

- 0
- 1-10
- 11-20
- 21-30
- 31-40
- > 40

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Survey of Transformational Leadership (TCU STL-S)

PLEASE FILL IN THE CIRCLE THAT SHOWS YOUR ANSWER TO EACH ITEM.

Select the statement that best describes you.

- I am at a HIGHER organizational level than the person I am rating.
- I am at the SAME organizational level as the person I am rating.
- I am at a LOWER organizational level than the person I am rating.

Select the statement that best describes the person you are rating.

- I consider this person UPPER management.
- I consider this person MIDDLE management.
- I consider this person LOWER management.

Use the following rating scale:

<i>Not at all</i>	<i>Once in a while</i>	<i>Some- times</i>	<i>Fairly often</i>	<i>Frequently, if not always</i>
<i>(0)</i>	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>

THE PERSON I AM RATING . . .

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. shows determination on the job. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. attempts to improve the program by taking
a new approach to business as usual. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. makes staff aware of the need for change
in the program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. treats staff members as individuals, rather
than as a collective group. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. provides opportunities for staff to participate
in making decisions that affect the program. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. performs leadership functions as a part
of a leadership team. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. accomplishes tasks in a different manner
from most other people. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. expresses appreciation on an individual
basis for high staff performance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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<i>(0)</i>	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>

THE PERSON I AM RATING . . .

- 9. provides opportunities for staff members to take primary responsibility over tasks.
- 10. does not display honesty.
- 11. tries ways of doing things that are different from the norm.
- 12. conveys hope about the future of the program. ...
- 13. treats individual staff members with dignity and respect.
- 14. assigns individual staff members to lead the implementation of program objectives.
- 15. communicates program needs.
- 16. is approachable.
- 17. takes appropriate personal risks in order to improve the program.
- 18. provides team incentives for high staff performance.
- 19. identifies program weaknesses.
- 20. delegates tasks that provide encouragement to staff members.
- 21. takes personal risks in pursuing program goals.
- 22. seeks new opportunities within the program for achieving organizational objectives.
- 23. considers staff needs when setting new program goals.
- 24. allocates some program funds for the sole purpose of acknowledging high staff performance.
- 25. delegates tasks that build up the organization.
- 26. encourages staff feedback in choosing new program goals.
- 27. is willing to personally sacrifice for the sake of the program.

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THE PERSON I AM RATING . . .

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<i>(0)</i>	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>

- 28. identifies limitations that may hinder organizational improvement.
- 29. develops new program goals.
- 30. assigns tasks based on staff members' interests.
- 31. makes bold personal decisions, if necessary, to improve the program.
- 32. takes time to communicate appreciation for high staff performance.
- 33. talks about goals for the future of the program.
- 34. does not respect individual staff members' personal feelings.
- 35. enables staff to make decisions, within contractual agreements, on how they get their work done.
- 36. displays enthusiasm about pursuing program goals.
- 37. considers the ethical implications of actions.
- 38. turns challenges into opportunities.
- 39. uses metaphors and/or visual tools to convey program goals.
- 40. follows delegation of a task with support and encouragement.
- 41. displays confidence that program goals will be achieved.
- 42. expresses values shared by program staff members.
- 43. expresses a clear vision for the future of the program.
- 44. provides individual incentives for contributing toward program goals.

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<i>Not at all</i>	<i>Once in a while</i>	<i>Sometimes</i>	<i>Fairly often</i>	<i>Frequently, if not always</i>
(0)	(1)	(2)	(3)	(4)

THE PERSON I AM RATING . . .

- 45. sees that authority is granted to staff in order to get tasks completed. (0) (1) (2) (3) (4)
- 46. clearly defines the steps needed to reach program goals. (0) (1) (2) (3) (4)
- 47. encourages staff behaviors consistent with the values shared by all members. (0) (1) (2) (3) (4)
- 48. positively acknowledges creative solutions to problems. (0) (1) (2) (3) (4)
- 49. sets attainable objectives for reaching program goals. (0) (1) (2) (3) (4)
- 50. offers individual learning opportunities to staff members for professional growth. (0) (1) (2) (3) (4)
- 51. provides requested support for task completion. (0) (1) (2) (3) (4)
- 52. helps staff members see how their own goals can be reached by pursuing program goals. (0) (1) (2) (3) (4)
- 53. acts consistently with values shared by program staff members. (0) (1) (2) (3) (4)
- 54. encourages ideas other than own. (0) (1) (2) (3) (4)
- 55. creates staff groups to discuss defining new program goals. (0) (1) (2) (3) (4)
- 56. allocates adequate resources to see that tasks are completed. (0) (1) (2) (3) (4)
- 57. demonstrates tasks aimed at fulfilling program goals. (0) (1) (2) (3) (4)
- 58. wants staff members to encourage each other in their work. (0) (1) (2) (3) (4)
- 59. is respectful in handling staff member mistakes. (0) (1) (2) (3) (4)
- 60. allocates resources toward program goals. (0) (1) (2) (3) (4)
- 61. takes into account individual abilities when teaching staff members. (0) (1) (2) (3) (4)
- 62. provides information necessary for task completion. (0) (1) (2) (3) (4)

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THE PERSON I AM RATING . . .

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|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 63. obtains staff assistance in reaching program goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 64. keeps commitments. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 65. shares leadership responsibilities with other staff members. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 66. secures support from outside the program when needed to reach program goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 67. coaches staff members on an individual basis. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 68. provides feedback on progress toward completing a task. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 69. is trustworthy. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 70. encourages staff to try new ways to accomplish their work. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 71. promotes teamwork in reaching program goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 72. expects excellence from staff. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 73. behaves in ways that strengthens respect from staff members. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 74. involves other staff members in performing leadership activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 75. expresses confidence in staff members' collective ability to reach program goals. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 76. is someone that staff members are proud to be associated with. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 77. suggests new ways of getting tasks completed. ... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 78. expects that members of the staff will take the initiative on completing tasks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 79. challenges staff members to reconsider how they do things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 80. expects that staff members will give tasks their best effort. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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<i>Not at all</i>	<i>Once in a while</i>	<i>Some-times</i>	<i>Fairly often</i>	<i>Frequently, if not always</i>
<i>(0)</i>	<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>

THE PERSON I AM RATING . . .

- 81. asks questions that stimulate staff members to consider ways to improve their work performance.
- 82. models behaviors that other staff are asked to perform.
- 83. prepares for challenges that may result from changes in the program.
- 84. takes bold actions in order to achieve program objectives.
- 85. recognizes individual staff members' needs and desires.
- 86. searches outside the program for ways to facilitate organizational improvement.
- 87. develops new program goals.
- 88. performs tasks other than own, when necessary, to fulfill program objectives.
- 89. encourages staff to share suggestions in how new program goals will be implemented.
- 90. shows appreciation when the staff collectively strive toward reaching program goals.
- 91. behaves consistently with program goals.
- 92. seeks program interests over personal interests.
- 93. conveys confidence in staff members' ability to accomplish tasks.
- 94. shows self-confidence.
- 95. does not criticize program members' ideas even when different from own.
- 96. helps staff members set attainable goals to accomplish work tasks.