Introduction
Transformational leadership skills are essential for safe healthcare practice. Assessment of healthcare students’ degree of transformational leadership skills before graduation is important when developing future healthcare leaders. Therefore, optimization of focused educational activities helps students recognize their dispositions toward practical leadership attributes and behaviours before they graduate from a nursing or healthcare program. Researchers studied the degree of difference between students’ perceived individual transformational leadership behaviours or traits before and after participating in a focused in-class group activity.

Objectives
The Conceptual Model for Developing and Sustaining Leadership from the Registered Nursing Association of Ontario, was used to guide this multi-site quasi-experimental study to determine if there was a significant difference in participants’ transformational leadership behaviours or traits after participating in a group case study specific to transformational leadership.

Methodology
A convenience sample of 78 nursing students from a nursing program in Canada and the Netherlands that were randomly assigned to a control and an experimental group. The control group completed a traditional group case study scenario on nursing leadership and management, whereas the experimental group completed a transformational nursing leadership and management case study group scenario. Participants completed a pre and post-test instrument, the Multifactor Leadership Questionnaire by Bass and Avolio, which was administered over two weeks.

Results
Statistical analysis from independent samples t-test and analysis of covariance controlling for previous leadership experience, suggested that students in the experimental group obtained increased mean scores in all of the transformational leadership domains of the Multifactor Leadership Questionnaire when compared to the control group. Additionally, the mean scores from the experimental group indicated an increased development in the disposition of participants when recognizing less than ideal leadership behaviours that negatively impact on healthcare practice, when compared to the control group. Minor, yet insightful differences between students from each study site were useful to researchers for future curriculum development.

Conclusions
Healthcare students can develop a disposition for Transformational Leadership skills before graduation. The implementation of focused educational activities that challenge professional assumptions and critical thinking can contribute to the professional preparation and readiness of healthcare students and effect positive changes in the healthcare system through empowered transformational leadership skills.
**References**


**Financing entities**

Not applicable/no financing entities to declare.