LEADS SELF

ENGAGE OTHERS

CAPABILITY OF THE LEADERS FOR LIFE FRAMEWORK

ACHIEVES RESULTS

DEVELOPS COALITIONS

SYSTEMS TRANSFORMATION

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Executive Summary

'Engaging others' is an essential element of leadership. Without willing and engaged followers, a leader is unable to accomplish results on any significant scale. Leaders engage others through personal influence, teamwork, communication, and through the creation and management of performance expectations. Leaders also focus on the whole organization, by providing an engaging vision, and by paying attention to the health of the organization. The research on leadership provides insight into all of these dimensions of engagement, and provides guidance on strategies that can help leaders effectively engage others.

We know that leaders do not exist in isolation—they exist in context and in relationship. In fact, leadership has been defined in the literature as existing only when there are followers, be these employees or others who are drawn to follow for various reasons.

Leaders for Life has created a leadership development competency framework for the BC Healthcare System. This framework focuses on five key domains of leadership for healthcare leaders:

1. **Leads Self**
2. **Engage Others**
3. **Achieves Results**
4. **Develops Coalitions**
5. **Systems Transformation**

When leaders develop all five capabilities and express these through corresponding behavior, leadership becomes visible and contributes effectively to the effectiveness of the healthcare system.

This paper explores the leadership domain of "Engage Others," and examines research that supports each of the five sub-domains as a key dimension of leadership: The five sub-domains included in the review are:

- **Foster development of others:** They support and challenge others to achieve professional and personal goals

- **Contribute to the creation of a healthy organization:** They create an engaging environment where others have meaningful opportunities to contribute and the resources to fulfill their expected responsibilities.

- **Communicate effectively:** They listen well and encourage an open exchange of information and ideas using appropriate communication media

- **Build teams:** They facilitate an environment of collaboration and cooperation to achieve results.

This paper explores conceptual models and theories of engagement, leadership styles, emotional intelligence, strength-based development, organizational health, language of communication, and teamwork as they relate to engaging others. The review also addresses research literature that focuses on the four subdomains identified above. The evidence in the literature supports the key action points, or leader behaviours that actually do engage others. 'Others' in this definition refer subordinates, but may also mean suppliers, partners, stakeholders, or customers.

Fostering the development of others is a relatively new area of investigation that stems from the recognition that leadership needs to be enacted at all

organizational levels. As leadership is no longer focused solely at the top of the organization, it becomes imperative to hold management at all levels of an organization accountable for the development of others. This ensures leadership benchstrength and creates a culture of growth and development that is more holistic and less hierarchical. When the benchstrength is strong and there is an investment in development, there is healthy growth.

Leaders contribute to the overall health of an organization by ensuring employees have the human, financial, and tangible resources they require to perform optimally. By creating opportunities for people to have meaningful relationships and make meaningful contributions, they engage people in communication; encouraging and supporting them toward objectives.

There is much in the literature that supports effective communication as an essential skill for leaders. Effective communication is more than just sharing information. It is an open exchange of thoughts, stories, ideas, questions, and images that draw employees to leaders and encourage dialogue and interactive collaboration. Effective communication contributes to the creation of shared meaning and understanding which supports an environment for poolilng the work of others and achieving collective success.

As people work together collaboratively, they form teams. These teams are not just a typical department or work team, but can also span internal boundaries to include cross-disciplinary project teams, virtual teams or teams that include suppliers or customers. Leaders need to develop the ability to effectively build these kinds of teams, using technology and media where appropriate and pushing the boundaries of traditional team planning, thinking and doing.

As leaders go about fostering the development of others, creating a healthy organization, communicating effectively and building effective teams they are contributing to an engaging leadership culture, that when added to the other four domains in the LEADS competencies of Leads Self, Achieves Results, Develops Coalitions, and Systems Transformation creates a strong framework that will guide the development of leaders in the healthcare system, and ultimately a transformation of the system itself.

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Literature Review on *Engage Others* Capability of The Leaders For Life Framework

Introduction

Leadership is often defined as the capacity to influence others to work together to achieve a common, constructive purpose. In that respect, the idea of attracting and capturing the imagination of others, and particularly of engaging their active involvement in a shared vision, is an inescapable part of what it means to be a leader.

In its effort to define the fundamental capabilities that leaders in the BC healthcare system should emulate, the BC Leaders for Life program has identified "Engage Others" as one of five key capabilities in its LEADS Leadership Capability framework. This paper focuses on the concept of engaging others, and provides a review of the background literature and research in which this portion of the LEADS framework is grounded. The paper explores conceptual frameworks that relate to the notion of "engaging others" as a fundamental part of leadership, and includes a review of literature that offers clear evidence that this capability is an essential component in healthcare leadership.

The BC Leaders for Life program has identified "Engage Others" as one of five key capabilities in its LEADS Leadership Capability framework.

Leaders for Life and the LEADS Capabilities Framework

Leaders for Life is dedicated to enhancing the culture of leadership across the BC healthcare system. It seeks to accomplish this by defining a set of core leadership capabilities for effective leadership throughout the system, and by providing established and aspiring leaders with opportunities to develop their leadership abilities according to this framework. The Leaders for Life initiative was created through a partnership that includes the BC Ministry of Health, the Healthcare Leaders' Association of BC, the post-secondary system, and selected organizations in the corporate sector.

One of the foundational elements created through Leaders for Life is the Health Leadership Capabilities Framework, referred to as LEADS. The LEADS framework represents five major domains of leadership: Leads Self, Engage Others, Achieve Results, Develop Coalitions, and Systems Transformation. The framework is designed to aid the healthcare system in three specific areas:

- To articulate the qualities, beliefs, and attributes that define an ideal "systems leadership culture" in the BC health system

- To articulate a set of descriptors that define behaviors that a capable leader might demonstrate when exercising leadership consistent with that culture

- To act as a "curriculum guide" for professional development programs developed by, and offered under the aegis of, the Leaders for Life Program.

The practice of leadership development, that is, how one grows and develops as a leader, has been researched and practiced academically and experientially for many years. We know that having a framework such as LEADS can help us focus and direct our development efforts, even though such a framework may not provide the complete and final answer to developing leaders. As such, the framework has been developed as a heuristic framework—grounded in a variety of practical, qualitative and, where possible, quantitative background information. The LEADS framework is anchored in historical and current leadership theories and models as we will see in the literature review to follow.

For those readers who like metaphors, the LEADS framework is like a coat closet full of hangers with labels on them … as we explore, use, adapt and grow

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with this framework we may find ourselves creating new hangers, shifting the hangers, and adding clothes and accessories. Sometimes we throw out the clothes and put in new ones. Some health organizations will embrace the whole "closet," others will contribute new ideas, and still others will adapt these ideas for their own use. What is important is that the framework itself provides us with common language to develop healthcare leaders in British Columbia.

The LEADS framework, and the specific capability of Engaging Others, has many similarities to other competency frameworks. Leaders in most areas provide opportunities for people to learn, to grow, and to develop in the specific functional areas in which they work, as well as for future opportunities. They also help people take accountability for results and performance. Is healthcare different than other organizations and industries? Absolutely it is, and fundamentally it is not. The paradox is that people development is related to context and situation and using language to represent the uniqueness of the healthcare system helps it make sense to those within the system.

In the LEADS framework, "Engage Others" focuses on four specific sub-domains. These sub-domains focus on what the leader does to engage others-regardless of who the 'other' is. That is, the behavior is about process, about being a whole leader, not necessarily about leading subordinate employees. Through broadening our thinking on this, the domain becomes much more inclusive of relationships of leaders to others in all contexts.

The four sub-domains are defined as:

- **Foster development of others:** They support and challenge others to achieve professional and personal goals

- **Contribute to the creation of a healthy organization:** They create an engaging environment where others have meaningful opportunities to contribute and the resources to fulfill their expected responsibilities.

- **Communicate effectively:** They listen well and encourage an open exchange of information and ideas using appropriate communication media

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Conceptual Frameworks

In considering the conceptual frameworks to explore for the topic of Engage Others, one of the first realities one encounters is that the foundational concept of leadership has been studied extensively and from a variety of perspectives. A review of past research demonstrates that leadership has remained one of the most complex and difficult to define concepts in social science. More recent research has continued to add to the diversity of perspectives, although there appear to be increasing efforts to focus the diversity of perspectives by incorporating research from other domains and weaving together various models and theories.

In reviewing the historical theoretical frameworks for leadership, there are specific theories that provide a useful context and understanding for this paper. One might first assume that the topic of Engage Others is primarily about engaging subordinates; however it is also about engaging stakeholders, peers, customers, clients, and suppliers which may lead you to explore a number of other theories and models from diverse areas.

There is a wealth of emerging literature and research on employee engagement in organizations that offers a useful perspective on the leadership capability of engaging others. In particular, this literature points toward the role of mentoring and coaching as part of leadership behavior. Employee engagement has become increasingly pervasive in the literature in recent years. Surveys from various companies such as Hewitt or the Q12 survey from Gallup provide ways of measuring employee engagement, and results are sometimes used to identify the Top 50 or Top 100 employers. Surveys serve a purpose for comparison and provide an impetus to create meaningful dialogue, encourage cross-functional relationships, and support managers and employees as they work towards improving their overall engagement culture.

Creating a culture of engagement—where people want to contribute—comes back to fulfilling basic needs. We gain energy through inner reflection and through being positively in the external world with people. Although not directly discussing engagement, Aderfer (2002) explains his ERG theory which includes "relatedness" and how it correlates to Maslow's well-known Hierarchy

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of Needs. Maslow's third and fourth level of "belonging" and "self-esteem" with co-workers, family and friends illustrate the need that human beings have to engage with others. Leaders that support this need for engagement, and who encourage it, are simply meeting one of our most basic human needs. In the workplace, engagement has come to mean more than communication or being with others. It has grown to relate to our effort, sometimes referred to as discretionary effort, where we immerse ourselves and with committed focus obtain results.

Loehr (2005) demonstrates how engagement begins: "Full engagement begins with the personal commitment to invest your best energy every day." He also helps us see that this commitment begins with us. We would find it difficult to engage others if we are not engaged ourselves. As leaders, engagement begins with a personal commitment to engage yourself and then extends to engaging others. Loehr (2003) simply stated, "Performance, health and happiness are grounded in the skillful management of energy." Keeping our energy high requires us to be engaged and aware in all parts of our lives - "physically energized, emotionally connected, mentally focused, and spiritually aligned." Loehr's model of engagement helps us see holistically, as his premise is that full engagement is about optimal energy (physical, emotional, mental, and spiritual) in the context of high performance.

> "Full engagement begins with the personal commitment to invest your best energy every day."

You can sense the engaged energy and discretionary effort of engagement that Axelrod (2002) refers to with his definition of an engaged organization that focuses on seven areas:

> *"People grasp the big picture, there is urgency and energy, accountability is fully distributed throughout the organization, collaboration across organizational boundaries increases, broad participation quickly identifies performance gaps and their solutions, creativity is sparked, and capacity for future changes increases."*

Leaders create this engagement environment by focusing on fundamental relationship strategies. Simple and effective, they require leaders to suspend judgment and effectively trust connected relationships. One of the great theories of leadership, servant-leadership by Greenleaf (1970) which still today is transformational and complex, has a strong focus on the development of others through building trust, creating community, and listening empathetically to the needs of individuals. Blanchard's (1968) seminal work on situational leadership speaks strongly of the need of leaders to engage others, adjusting their own leadership style to accommodate others' needs. Two of the quadrants in his model, S2 coaching and S3 supporting, illustrate behaviors that leaders need to

demonstrate to engage others and encourage them to perform. Other theories of leadership styles also emphasize engaging others and finding ways to move people toward improved performance. For example, House's (1971) four styles of leadership (directive leadership, supportive leadership, participative leadership and achievement-oriented leadership) are all dependent on responding to situations and specifically to addressing others' needs.

We shift our thinking now to look at an aspect of leadership that is larger than the leader-follower or individual engagement and look at a model that gives us a perspective of the health of organizations. The concept of the healthy organization develops from early writers in a number of disciplines and draws in aspects of holistic health and emotional intelligence. In creating an engaging organizational environment, we know that leaders must act in ways that are sensitive to a number of contextual and situational factors, and yet in its most basic level, leadership is all about relationships … the premise for engaging others.

Goleman's (2002) model of Emotional Intelligence, which is foundational in developing leaders, has four domains: self-awareness, self-management, social awareness and relationship management. This fourth domain is entirely about engaging others through influence, teamwork, collaboration, and creating change. Assessments such as the EQ-I Bar-on have been developed to determine people's emotional intelligence quotient. Goleman's model reinforces that the foundation for a healthy organization begins with our own emotional health and the health of our relationships. When we are emotionally healthy we create solid, meaningful relationships based on open, effective communication.

Communication is almost synonymous with leadership as illustrated in Fairhurst's (1996) work on framing. He explains how using different communication approaches can engage others and help them see complex or new ideas. The list includes using "metaphors, stories, traditions, artifacts, spin, contrast, or slogans" which help others feel connected or engaged by capturing their attention differently. This model helps us to understand that to engage others we need to first attract them to listen. In a research study on the communication between leader and follower, Salter (2007) confirmed this with his model of dyadic leadership. He proposed that leaders who communicate with transformational language (peer, vision, innovative, openly etc) are more effective leaders than those who communicate with transactional language (tell, schedule, more, instead).

When communicating or explaining, leaders need to use language that is inspiring to others. However, they also need to effectively communicate expectations. Vroom's Expectancy Theory helps us understand this focus on results. He explains that we raise our expectations when we have a performance goal that is linked to motivation and reward. This suggests that leaders

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who clearly articulate goals, keep expectations high, and provide the right motivation and reward, can engage people to raise their own expectations of their work.

High expectations and clarity are also implied by Senge's model of the Five Disciplines: personal mastery, mental models, building shared vision, team learning and systems thinking. Having a clear shared vision requires us to influence and engage others, and also to help teams learn. Senge's work on the learning organization leads us to see how important teams are to leaders. Being able to build an effective team leads to a team being engaged with each other, but also to team engagement within the larger organization. An effective team not only gets excellent results, it also uses the strengths of each member effectively to produce superior results.

Ensuring that people are put into jobs that fit them, that are in their area of strength, also keeps them engaged. Jim Collins' work on Level 5 leaders has a strong focus on engaging others towards large goals. Collins suggests getting the right people in the right positions, coupled with humility and a strong will leads to success. This model supports and serves to validate again that engaging others in their work both on their own and in teams is fundamental to being a successful leader.

As one looks at teams it is often helpful to be reminded of Janis' work on Groupthink. We want people aligned, we want them to work together and yet we also need diversity of opinions and ideas. Too cohesive a team and we get groupthink in which we all agree too quickly and decisions may be not well-thought through. Perhaps this is why building an effective team means ensuring broad, diverse representation as well as a collaborative approach.

Exploring these conceptual frameworks provides us with evidence and support stemming back many years that leaders need to engage others to get work done. How they engage becomes the challenge as organizational life becomes more complex, less hierarchical, more fluid, and both less and more connected.

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Research Evidence

As one looks further into the literature, and more specifically into the topic areas of the LEADS framework, there is specific evidence to support the elements of Engage Others. This literature provides insight into several key aspects of engaging others: fostering development in others, contributing to the creation of a healthy organization, communicating effectively, and building teams. In addition, ideas of how to engage others and what behaviour leaders need to demonstrate also emerge.

Research Evidence—Fostering Development of Others

One often hears that leaders need to grow other leaders. Growing other leaders in this context might mean leaders who will take over other leadership positions. Byham (2000) tells us that "Research has shown that a primary reason people leave companies is lack of personal growth and job challenge opportunities (Axel, 1998:SHRM, 1997 as cited in AMA, 1997)." His work goes on to help us understand that in providing development for all employees, and targeted development for pools of specific employees, we allow our talent to shine and optimize the potential and effectiveness of our people. What this means is that we need to grow leadership at all levels of the organization.

When leaders foster the development of others they provide the foundation for leadership to emerge and grow. Learning is inextricably linked to leadership and Fulmer (2004) tells us that "developmental activities do not dramatically differ from one organization to the next." They do vary in content, in approach, and in cost, depending on the level or function within an organization; however, when compared across organizations, there are many similarities. This provides us with encouragement that we can learn from other organizations and share development approaches.

Bernthal (2001) studied what keeps employees in organizations. Employees indicated the #1 factor was the "quality of relationship with their supervisor or manager" and HR professionals rated "opportunities for growth and advancement" as #1. We know that managers have a significant influence on employee development and as leaders learn how to foster development in others, their relationships improve which further encourages retention.

Kouzes and Posner (1995) in their classical leadership research study identified five fundamental practices that enable leaders to earn followers' confidence and get great work done. Three of these practices, "inspiring a shared vision, enabling others to act, and modeling the way," are all focused on engaging others. The final practice, "encouraging the heart," is about celebration and recognizing achievement—so important a practice in fact that they wrote an entire book on the subject. Kouzes and Posner (1999) helped us see the linkages between recognition and engagement, although not actually referencing this term.

> *"Soon after putting a more encouraging leadership approach into place...productivity increased, absenteeism decreased, and a stronger*

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human bond developed between coworkers. The more cooperative environment led to better communication and fewer conflicts... unless this issue [of engagement] is addressed, the goal of achieving a high—performance workplace will remain unattainable."

Business, leadership, or executive coaching are skills that managers and leaders today are developing, learning and finding valuable to use in developing others. Coaching in the workplace has grown exponentially over the last few years as a way to accelerate learning and development, to increase leadership awareness, to improve communication, and to stretch and grow individuals. There are licensed, academically educated coaches, people who have taken short coaching courses, and those who try to use a coaching approach when fostering development and improving performance in other people. Coaching has been shown in several research studies to accelerate development. In the current reality of generational challenges, it is important to find ways to support leaders to grow faster. Coaching has been shown to provide good return on investment, in fact up to "20—fold over 18 months" (Stephenson, 2000).

Mentoring, whether it is formal or informal, long term or short term, is a powerful connection between two people. Generally, mentoring is a relationship between someone who has recognized expertise or experience (mentor) with someone who believes they can learn from this person (mentee). There is willingness to share stories, experiences, suggestions and ideas to grow the career of the mentee. The mentor grows their own leadership through the process of developing the mentee. A strong engagement process, some organizations openly build formal mentoring programs, others more subtly encourage informal mentoring, and others build it into their succession management or leadership development strategy. Sometimes mentoring occurs at a distance, unbeknownst to the mentor. Goldsmith (2000) in his great collection of leadership stories explains mentoring as follows.

> *"Individuals can be mentors without knowing that they are playing this role. The power of our mentors may not lie in a particular model they give us, but may be in their capacity to wake us up to an important lesson, the significance of which we realize later... think about your willingness and capacity to mentor others, as well as your openness to having others mentor you."*

Later in that same work Goldsmith introduces the concept of "heart hero," in which the mentee feels the mentor has truly fostered their development and touched them deeply with a connection and meaning that often lasts a lifetime.

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What can leaders do to not only engage others, but to try to avoid disengagement? Rath (2007) provides us with solid research on the idea of encouraging individuals' strengths as it relates to engagement. This work demonstrates that "focusing on strengths reduces disengagement". In fact, the simple act of helping people work in their strengths, of acknowledging what they are good at and continuing to give them work aligned with their strengths, can be extremely effective. His research tells us that if a manager ignores an employee, the chances of being actively disengaged are 40%. If a manager focuses on the weaknesses of an employee the number decreases to 22%. However, if the manager focuses on the employee's strengths, the chances of being actively disengaged drop to only 1%.

Buckingham (2001) also provides us with some interesting thoughts on how to uncover our strengths. If managers are able to notice strengths in employees and provide opportunities to use more of their strengths, employees become more engaged and therefore productive in their work. Two questions can provide guidance while doing a particular activity, "When will this be over?" and "When can I do this again?" The latter question generally means the individual is working a strength. Other ways of detecting strengths are to notice "spontaneous reactions, yearnings, rapid learning, and satisfaction...listen for these clues."

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Linking learning to real business issues is something we strive for. We know that most real learning occurs when people are able to learn directly in the context and situations in which they will apply the skills. The "70–20–10 rule of development," as noted in Kramer (2006), tells us "70 percent of learning comes from job experiences, 20 percent comes from other individuals (coaching, mentoring, assessments), and 10 percent comes from education and training programs." When these are integrated together they are the most effective. Tichy (2002) in his work on teachable point of view and action learning let us know that "teaching and learning must be based on real business situations that engage employees and give them the opportunity to make a difference while they are learning."

Leaders can best foster the development of others by providing opportunities for employees to develop and learn, but more importantly in engaging with them by modeling learning and teaching, in participating in mentoring and coaching, and informally sharing their own learning journeys.

Research Evidence—Contributing to the Creation of a Healthy Organization

There has been research in recent years on organizational health or the healthy organization. As we learn more about individual health, about workplace wellness and balance, we are able to see what contributes to our organizational health and what leads to optimal performance. Schuyler (2004) helps us see the difference between organizational effectiveness, performance and health. He quotes (Bruhn, 2001) who builds off the definition developed by the World Health Organization (WHO): "Health is a state of physical, mental, and social well—being and not merely the absence of disease" Bruhn then applies this to the health of an organization:

- Body refers to the structure, organizational design, uses of power, communication processes, and distribution of work;

- Mind refers to how underlying beliefs, goals, policies, and procedures are implemented, "how conflict is handled, how change is managed, how members are treated, and how the organization learns";

- Spirit "is the core or heart of an organization …what makes it vibrant, and gives it vigour. It is measurable by observation" (p.147)

All of these areas need addressing as we move toward creating healthier organizations. Leaders in healthcare need to engage others towards creating cultures that make our organizations healthier for employees as this leads to healthier, safer and more effective patient care.

Ulrich (1998), in his extensive article, helps us understand that intellectual capital is not just about having talented, knowledgeable and competent employees, but also about ensuring that these employees are engaged and committed, thereby avoiding burnout. Gaining employees' commitment requires a strategic approach, and he suggests several approaches for this, many of which have been incorporated over the last decade, including wellness and work flexibility initiatives. He tells us "Building commitment involves engaging employees' emotional energy and attention. It is reflected in how employees relate to each other and feel about the firm." When people are committed they are easily engaged however the challenge is to ensure they also stay balanced and healthy or the entire organization become toxic with overworked and overwhelmed employees.

According to Goleman (1998), "Effective leaders are alike in one crucial way: they

Leaders in healthcare need to engage others towards creating cultures that make our organizations healthier for employees as this leads to healthier, safer and effective patient care.

all have a high degree of emotional intelligence." We know that a workplace with emotionally intelligent leaders and employees is a strong component of a healthy organization. To engage others we need Goleman's "empathy and social skills" which are defined as "thoughtfully considering employees' feelings along with other factors in the process of making intelligent decisions" and "friendliness with a purpose—moving people in the direction you desire."

Goleman (2002) also goes on to tell us that in healthcare, the traditional leadership style of command and control has created a culture where people are not encouraged to challenge authority to the point that mistakes and even deaths occur due the fear of repercussion in the culture.

> *"If medicine were to adopt the zero tolerance for mistakes that sets the norm for the airline mechanic industry, we'd cut our medical errors drastically... Creating a hospital culture that supported zero— tolerance would mean building in a far greater level of systematic checks and cross—checks than the medical field has thus far accepted and it would mean challenging the pacesetting and commanding leadership styles that hierarchical cultures encourage."*

Goleman gives us much to think about on the subject of emotional intelligence and how it becomes even more important to shift our leadership styles and find ways of engaging others through an increase in not only our own self—awareness but in helping others become more emotionally intelligent.

We know that healthy relationships in organizations indicate a healthier organization. When people relate well to each other, when they engage each other in meaningful, valuable, respectful conversation, when you know the people at work well enough to trust them, work is more productive and less destructive conflict exists. Lewin (2002) helps us with this as he explains how thinking about organizations organically and relationally rather than mechanistically and using complexity science theory as a way of thinking, can give us a new perspective on the growth of an organization. Much is said about healthy relationships: "mutual and connected relationships...where you can speak to me openly all the time....you have to be interactive and keep working at it...the way of being in relationship defines him as a leader, not his position." As leaders engage in relationship with others, they model the way for employees to engage with each other.

Gobillot (2007), in his in-depth book on the connected leader, gives us so much to learn about engagement with employees and with external stakeholders. Defining connected leadership as having three key components:

We know that healthy relationships in organizations indicate a healthier organization.

"They are trustworthy and have trust in others...enabling co-creation with customers. They give meaning to relationships, and they encourage dialogue and powerful conversations as a way to secure engagement."

He also helps us see the paradoxes of our time in this "people economy" noticing that people are "becoming ever more focused on themselves as individuals yet they cry out for membership and community. They want to be secure in deeper relationships, yet they do not want to be dependent." As Gobillot tells us these paradoxes have shifted our thinking on leadership and a connected leader of a healthy organization looks more like this, having "moral rather than positional authority." This includes:

1. *Being prepared to exercise personal risk in the pursuit of a key goal.*

2. *Influencing another person towards positive engagement with a goal.*

3. *Creating the perception of support and challenge within another person.*

We are shifting and evolving our viewpoints on workplaces and encouraging leaders at all levels to contribute to a healthy organizational climate. Leaders must engage with others through this process and focus on the relationships that ultimately become so connected that that we rely on them and create a better whole of the organization that is the "body, mind and spirit" components that Bruhn suggests.

Research Evidence—Communicating Effectively

Leadership communication is often behaviourally related. We are not always conscious of this. What leaders do and what they do not do explicitly tells employees what is valued. It is important to match words with action – what we often hear as "walking the talk." In becoming conscious of all methods of communication, it helps us understand that they reinforce each other. Not communicating is also a form of communication.

Most of us are aware that the most effective way to communicate is informally, face to face, and one on one. And even that form of communication holds many opportunities for misunderstanding. We have created so many alternatives to this effective form of communication: written publications, intranets, large and small meetings, email, voice mail, webinars, social networking sites, phone, handheld communication devices, web shared documents, and online courses as we strive to communicate crossing time and distance. And we wonder why communication efforts fail.

It is vitally important to seek a common alignment in all of our communication methods, and especially to validate that messages are interpreted correctly through one on one dialogue. Numerous studies as cited in Steele (1996) demonstrate repeatedly that

> *"Employees would rather receive information directly from their immediate supervisor. …Rarely does research speak in such a consistent voice. How should you respond to these findings? Spend 80% of your communication time, money, and effort on supervisors. ….Front line supervisors greatly influence the attitudes and behaviours of others, they are critical to the success of any change efforts."*

Walsh (2008) provides us with a viewpoint on communication that is slightly different. As leaders, he indicates that we need to find our authentic self-expression to have followers believe us, "if your voice is real and you can communicate your vision with a sense of meaning, purpose and conviction, you will open up new possibilities…your most effective communication comes from your deeply held beliefs, values and experiences." Finding ways to express this consistently in all of our messaging is what is most important—that is, not only is it important to know what to communicate, but ensuring that you consistently demonstrate the "what" through all the "hows." You need to

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reinforce and provide opportunities for people to hear through these various channels and even more importantly to listen carefully through all the methods to see how the "what" has been interpreted.

Wheatley (2005) gives us a reason to improve our listening as it will create an improved relationship, thereby creating shared understanding. With shared understanding we have less conflict and more productivity and actually "are able to create the change we each want to see in the world." She helps us know that listening is a leadership action. "Listening…always transforms relationships.…if we listen we move past the labels…the stereotypes that have divided us melt away and we discover that we want to work together." Listening with our wholeness is hearing meaning expressed through consistent messaging. Leaders will be asking more questions in the future and listening for answers, looking to connections and relationships in the people economy where information flows freely.

Goldsmith (2006), a world authority on coaching and leadership, helps us understand that leaders need to take action and in particular need to execute leadership development themselves and continuously ask questions, and listen to the answers.

"Since knowledge workers know more about their job than their managers, they can't just be told what to do. Leaders will need to ask, listen and involve their key staff members." He also goes on to tell us that leaders need to be responsible for the leadership development process, see it as a continuous process, and not just events or programs. With the busyness of leaders today he believes that "peer coaching is going to be the next breakthrough in this field. " Payne and Hagge (2006) indicate that peer learning and coaching…encourages people to be self—directed and thus optimally and powerfully engaged." As leaders learn to coach, listen to, and engage their employees, and as employees become more self—directed learners, communication in organizations will be more effective.

More recently, Scharmer (2007) in his work on Theory U gives us four dimensions of listening: "downloading, factual, empathetic, and generative." As we move to generative listening we listen from the emerging field of future possibility. This is the kind of listening we need to use in coaching as it transforms us, and "connects us to a deeper source of knowing." When we are listened to deeply, we feel engaged with others. When we know we are heard, we feel valued and honoured. As leaders learn to listen more rather than tell, they will find others around them being more engaged by their leadership.

The interactivity of collective communication, as noted in Rouhiainen (2007), is fundamentally a dialogue although there are still thoughts by leaders in his research that believe communication is information dissemination. He did note

> Leaders will be asking more questions in the future and listening for answers, looking to connections and relationships in the people economy where information flows freely.

> Theory U gives us four dimensions of listening: "downloading, factual, empathetic, and generative."

that the skill of dialogue is required in collaborative work. As leaders engage with others as partners, stakeholders, in teams and across the organization to customers and suppliers skills of interpersonal communication become more valued and essential.

Research Evidence—Build Effective Teams

Tichy (1996) describes how involving executive leaders in development through his "teachable point of view" changed the culture at Pepsi—Co. An extensive leadership development program, it had the added value of changing not just the participants but the executives as well. He also helps us understand how leadership can be developed throughout an organization with one important point, "HR professionals must be able to identify resources and people at all levels with the personalities, experiences, interpersonal skills, and internal respect required to lead this type of program." In seeking out these internal resources, helping them learn to share their knowledge and facilitate teams, leadership becomes effective at building teams in multitudes of ways.

We know that adults learn in the workplace from many experiences. We also know that in the workplace we collaborate to produce work and we learn both from collaboration itself as well as the experience of the work. Peters (2005) reminds us of the importance of collaboration as it relates to learning and also challenges us to see that "dialogue is fundamental to joint knowledge construction. It helps participants to create new knowledge and ways of knowing...serves as the basis for what they cannot create individually." Being engaged in a collaborative experience, then reflecting on this, then being reengaged keeps a cycle of learning that builds effective teams.

Kramer (2006), in discussing the diverse requirements of leaders of the future, emphasizes that "developmental experiences that cross the boundaries of organizational silos and having a talent identification process that selects individuals who exhibit a collaborative approach" is of paramount importance for leadership frameworks and programs to emphasize. It is through the engagement of others that leaders are able to get work done. Clearly engaging others collaboratively needs to be an important element in a leadership framework.

Bennis (1997), in his in depth work on "great groups," helps us understand that a team is not just a group of people who like each other, who get along well, and who feel like a team. At their heart, a strong team or great group is about "successful collaborations or dreams with deadlines. They are places of action, not just think tanks or retreats...they make and create great things." Through persistence, curiosity, and focus they are driven collectively and by the leader to get results. Leaders of teams are able to attract talented people, to work collaboratively and effectively with diverse talent, and to hold a focus on both the process and the product. Being able to build an effective team, contribute to

> **We also know that in the workplace we collaborate to produce work and we learn both from collaboration itself as well as the experience of the work.**

the team, and also recognizing the kind of team or group that needs to be built are characteristics of leaders at all levels in an organization.

Payne (2001) in the findings of her study on collaborative teams found that as participants became more engaged and aware of the energy of collaboration, they experienced "a sense of elation, of breakthrough wisdom to either a new creation or a common understanding..and there is a lightness in the air." (p. 56) When the struggles gave way to a flow of energy and productivity is when the leader sensed group engagement.

In traditional team building, we think of a manager or leader working directly with their team of people in the same location able to connect on a daily basis. More recently, we have people on virtual teams in the same organization being managed and led over distance and time, using communication technology and occasionally coming together. Now we are faced with mass numbers of people able to co-create, co-produce, and generate work in new ways. Tapscott (2006) helps us see beyond our typical internet communication, searching, and learning and explains the explosion of "peer production, a way of producing goods and services that relies entirely on self-organizing, egalitarian communities of individuals who come together voluntarily to produce a shared outcome. Leadership comes from the most skilled and experienced members of the community who help integrate contributions." Similar to the old community "barn-raising," it is a huge opportunity for business today to tap into social networking strategies, to harness creative talent, to create self-selected systems for learning, and encouraging teamwork that goes beyond the boundaries of the organization, creating "collaborative self-organizing business-web models where masses of consumers, employees, suppliers, business partners, and even competitors co-create value in the absence of direct manager control." Leaders everywhere need to find ways to build different kinds of teams, to encourage the use of new technologies and approaches, and engage others in the world of mass collaboration.

> We have people on virtual teams in the same organization being managed and led over distance and time, using communication technology and occasionally coming together.

Conclusion

Healthcare leaders today live in a complex, multi-dimensional, traditionally structured, academic-research-and-patient-driven environment. Challenges are immense, with resource limitations, demands for talent surpassing supply, new technologies and medical practices and treatment emerging continuously, and information flowing in multiple directions. Leaders are bombarded with decisions to be made and people to lead. The focus of this paper—on leaders engaging others to get effective results—is a key capability for leading in such an environment.

We know that we cannot easily do things alone anymore, and finding ways to engage others, to lead them with a strong intentional vision, to capture their commitment and energy, and to help them grow as leaders will make our system stronger. As leaders engage others through fostering the development of others, working on their contributions to creating a healthy organization, find ways of communicating more effectively and build collaborative, effective teams they will energize the healthcare system creating a solid foundation of relationships on which to base the emerging system transformation.

We know that we cannot easily do things alone anymore.

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