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Bringing **LEADS** to Life...



Bill Tholl
Pre-RSNA Education Day
Chicago, Illinois
November 27, 2010



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**Breathing
Life into
LEADS
*in a Caring
Environment***





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The leadership gap in Canada



*“Making Canadians the healthiest people in the world must become the system’s overriding objective. **Strong leadership** and the involvement of Canadians are key to preserving a system that is true to our values and sustainable.”*
(Romanow, 2002, p. xv)



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Leadership is all about change...

“Effective change requires **leaders**. The system must identify leaders at all levels—within each jurisdiction, in the education system, among employers, among providers—who will work as a team to champion collaborative... planning and share the vision.” (Health Canada, 2007, Critical Success Factors, para. 7)





Six reports

Conversation on Health (BC)

Romanow Commission

Kirby Commission

Fyke report (SK)

Mazankowski report (AB)

Seaton Commission (BC)

Common elements

Sustainability

Access

Delivery models

Primary healthcare

Waitlist management

Emergency Access

End of life care

Health human resource planning

Home & Community Care

Social determinants / environment /
personal responsibility

Chronic disease management

Mental health & addictions

First Nations

Pharmacare

Agreement on the areas for action but not on the approach to implementation: that is the responsibility of *leadership*



LEADS *in a Caring Environment*

The Canadian Health Leadership Capabilities Framework

Strategic Partners



CANADIAN COLLEGE OF HEALTH LEADERS COLLÈGE CANADIEN DES LEADERS EN SANTÉ

Learning, Leading, Inspiring Apprendre, mener, inspirer



Canadian Health
Leadership Network





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**THE LEADS in a
CARING
ENVIRONMENT
As a foundation
for partnership**



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Emerging HealthLeaders



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Le Réseau canadien pour le leadership en santé



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• Defining Leadership



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Leadership Defined

*“**Leadership** is the capacity to influence others to work together to achieve a constructive purpose”.*





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- **Founding Partners:** Canadian Nurses Association; Association of Academic Healthcare Organizations; **Academy of Canadian Nurse Executives**; Canadian Medical Association; Canadian Healthcare Association; Emerging Health Leaders; Accreditation Canada; Canadian College of Health Service Executives (Host Secretariat); Health Care Leaders Association of British Columbia; Canadian Agency for Drugs and Technologies in Health; Canadian Society of Physician Executives; Canadian Patient Safety Institute.
- **New Network Partners:** Canadian Pharmacists Association; Canadian Blood Services; Public Health Agency of Canada; Public Health Association of Canada; Victoria Order of Nurses; Rx and D Canada; Canadian Institute for Health Information; Royal Roads University; Royal College of Physicians and Surgeons of Canada ; Manitoba Health.
- **Eligibility:** Ongoing strong commitment to excellence in health leadership; Annual Network Fee; acceptance of **LEADS in a Caring Environment** capabilities framework

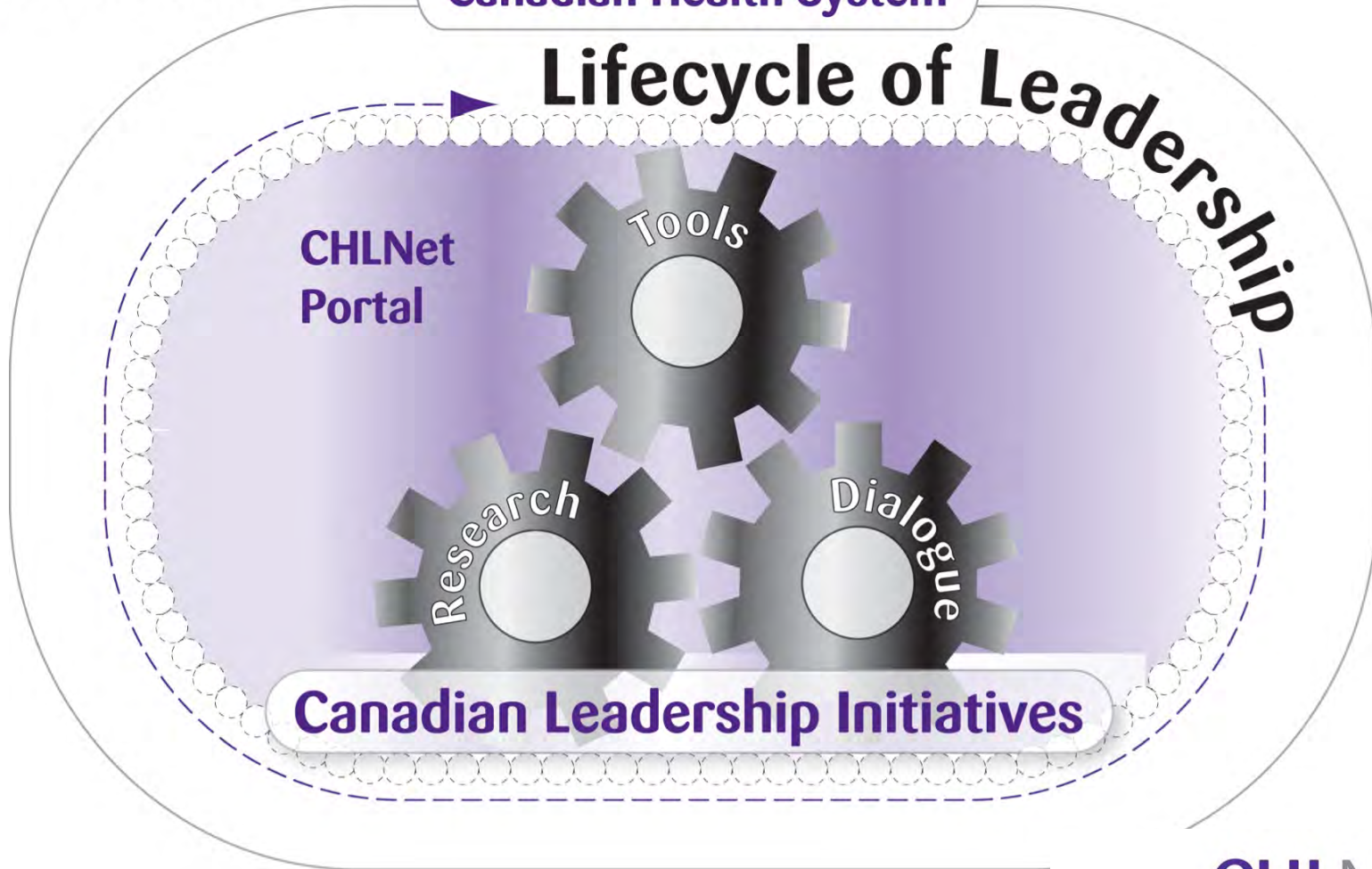




CHLNet 'Core Business Line'

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Canadian Health System





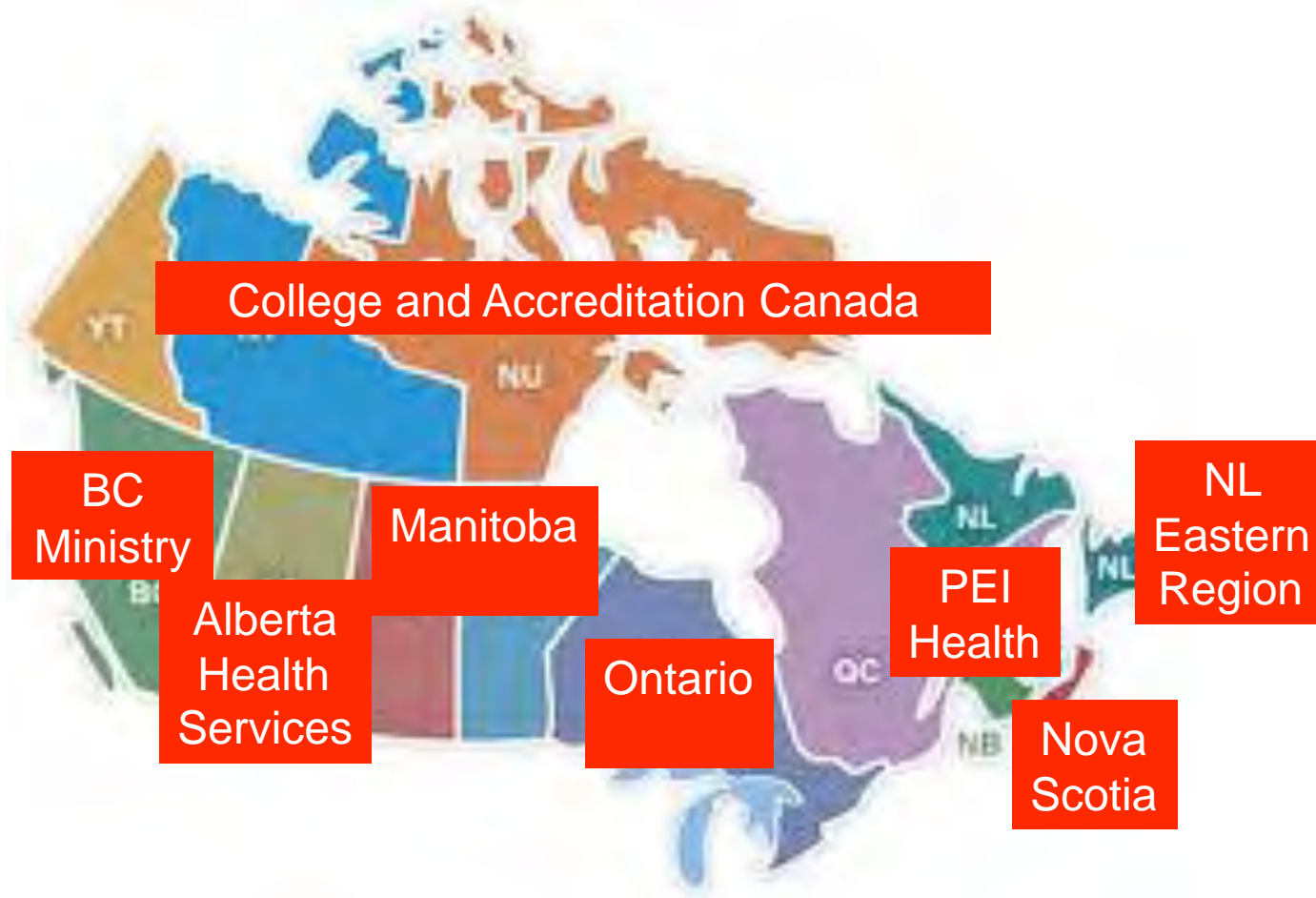
BRINGING IT ALL TOGETHER

- THE 'LEADERSHIP CHALLENGE...CLEAR AND COMPELLING
- UNDERSTANDING LEADS...AS A COMMON CAPABILITIES FRAMEWORK AND AS A CHANGE MANAGEMENT TOOL
- DIAD
- Putting 360s IN CONTEXT



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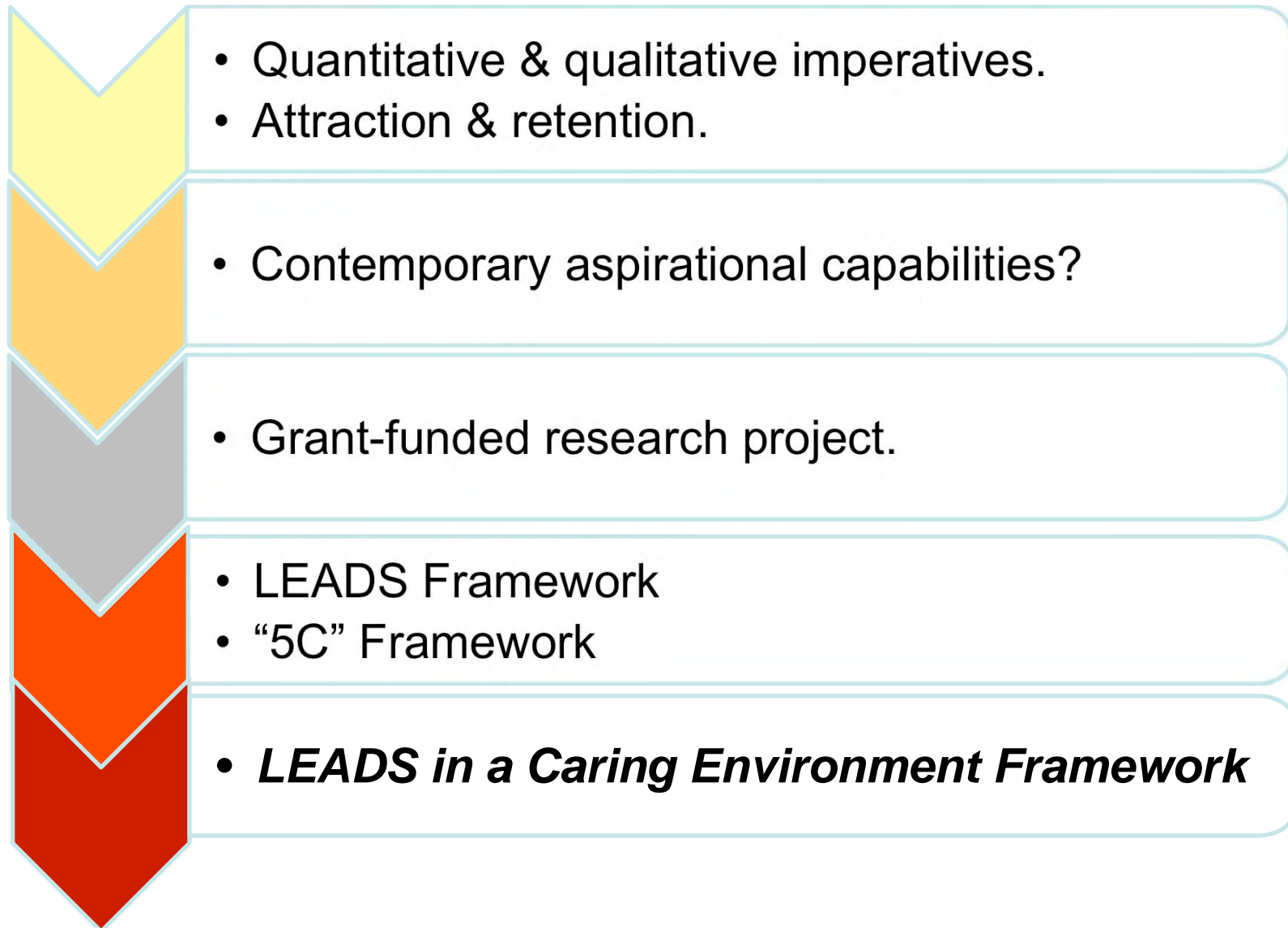
LEADS Across Canada





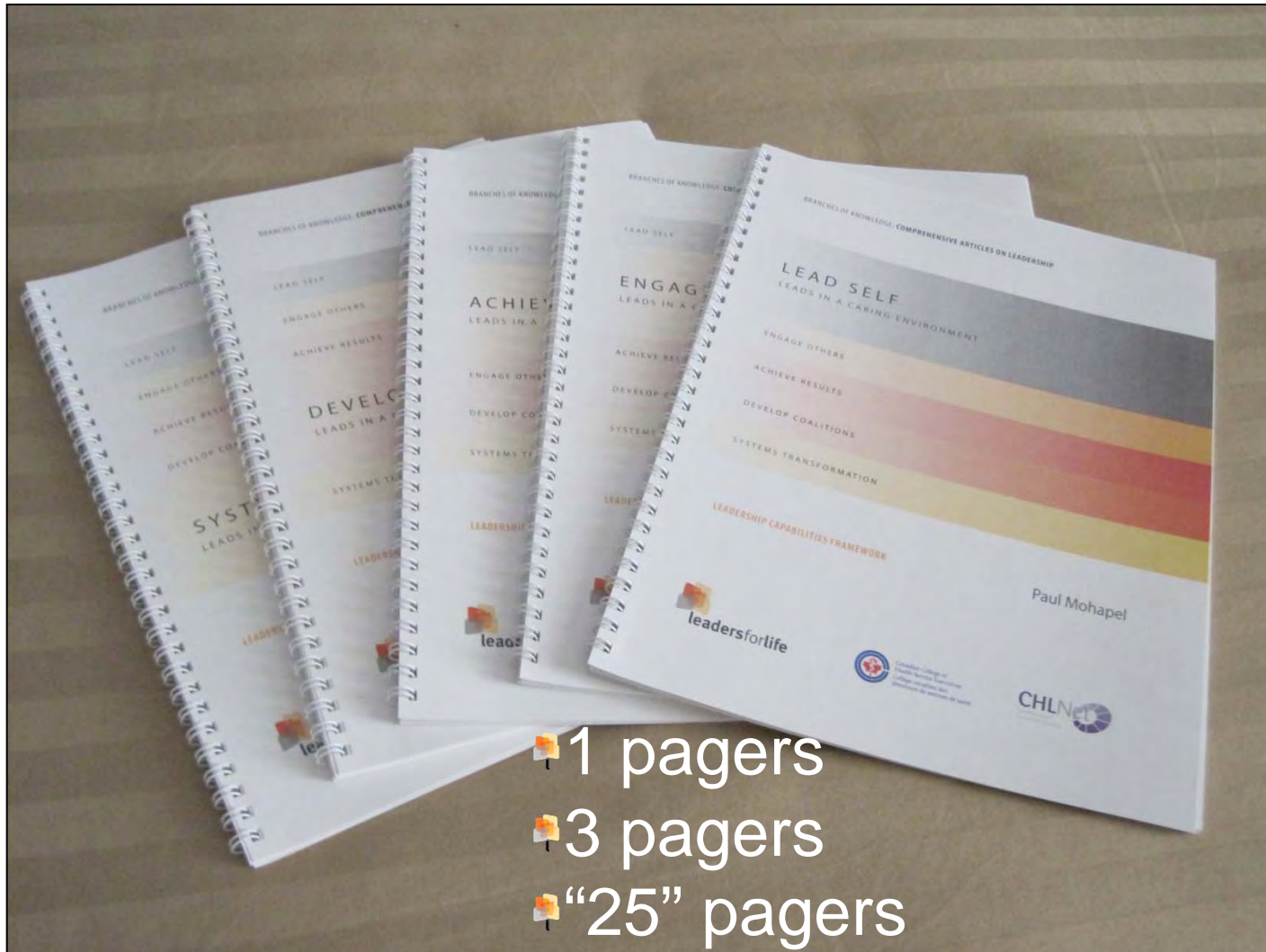
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Evolution





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- 📄 1 pagers
- 📄 3 pagers
- 📄 "25" pagers

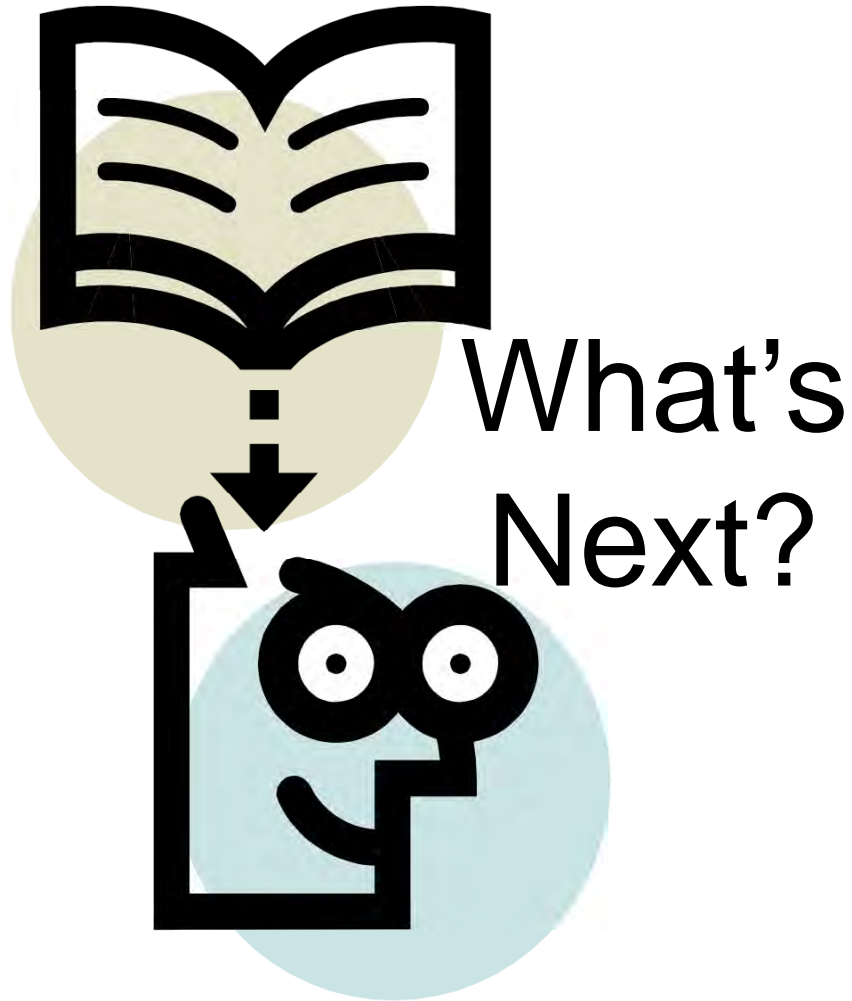


Differentiators

- ✦ Research-based
- ✦ Intuitive
- ✦ Elegant
- ✦ Interdisciplinary
- ✦ Memorable
- ✦ Country-wide endorsement/adoption



A Framework is Just a Framework





What can we do with the Framework?

- Organizational and systemic.
- Employer and personal.
- Individuals, groups and teams.



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Utility of the Framework

- Common platform for professional “standards”
- Common “language of leadership”
- Career and learning planning
- Performance planning, coaching and review
- Recruitment guidance
- Team development and management
- Curriculum development (AFMC/RCPSC)
- Routine problem-solving
- Change management model



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LEADS in a Caring Environment: **The five domains.**





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A Model for Change

Inter-personal
processes



Lead self - **O**utcomes -

Engage others

Achieve results - **R**elationships -

Develop coalitions

Systems

transformation

- **C**hange dynamics -

Strategic business
processes





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Organizational

- “Diagnostic” - Leadership Development Capacity
- Leadership Talent Development & Succession Planning.
- Balance pipeline and/or hothouse approaches.
- Professional development curricula and courses



Key Focus Areas for a Leadership Talent Development System

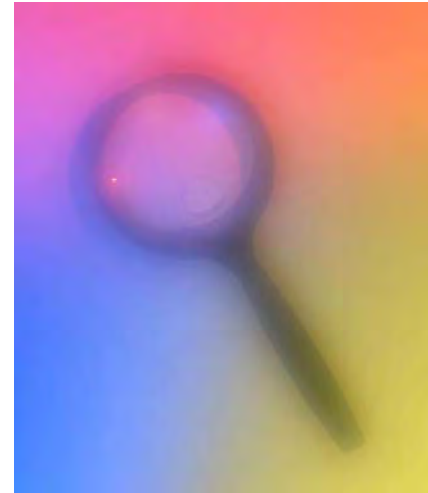
“DIAD”

- “DIAGNOSE” (Organizational)
- “IDENTIFY” (Organizational & Individual)
- “ASSESS” (Individual)
- “DEVELOP” (Individual & Organizational)

- “CREDENTIAL” (Individual & Organizational)



Assessment Tools

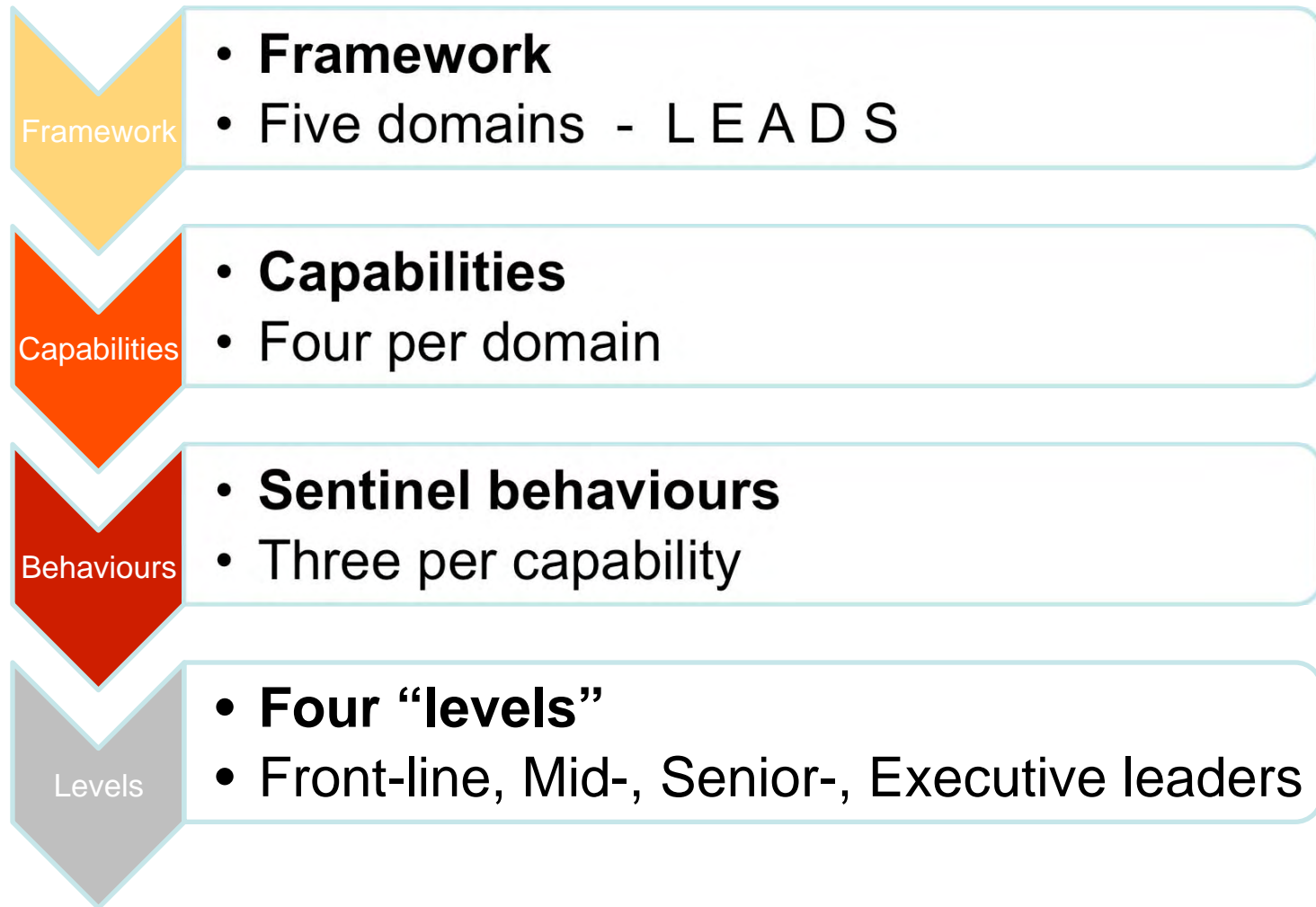


- LEADS Self-assessment
- BIODATA
- WSA (Work Skills Assessment)
- LEADS 360 Feedback Assessment
- VARK (Learning Styles Assessment)
- LPA (Self Directed Learning Readiness Tool)



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360 Feedback Assessment





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360 Feedback Assessment

Lead self

Engage others

Achieve results

Develop coalitions

Systems transformation



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360 Feedback Assessment

Lead Self

Capabilities

- 📌 Self awareness.
 - 📌 Manages self.
 - 📌 Develops self.
 - 📌 Demonstrates “character”.
- 📌 Is aware of own assumptions, values, principles, strengths and limitations.

Front Line	Mid-Level	Senior Level	Executive Level
<p>Domain = LEADS SELF</p> <p>Capability = Self Awareness</p> <p>Behaviour = Is aware of own assumptions, values, principles, strengths and limitations.</p> <p>1. Demonstrates understanding of own role and responsibilities</p>	<p>1. Demonstrates an understanding of own leadership style</p> <p>2. Surrounds themselves with staff who possess different strengths than themselves</p> <p>3. Applies "lessons learned" to strengthen self awareness</p>	<p>1. Demonstrates awareness of impact of own behaviour on others</p> <p>2. Handles self in a calm, reassuring manner that puts others at ease</p> <p>3. Keeps own emotions from interfering with effectively responding to others</p>	<p>1. Role models the organization's core values</p> <p>2. Shares assumptions when making decisions</p> <p>3. Demonstrates a personal style of excellence that inspires others</p>

DETAILS

Average of responses for each Heading, by response category

Combined Responders
Self
Supervisor
Direct Reports
Peers

Scale:
1 : Never
2 : Almost Never
3 : Infrequently
4 : Sometimes
5 : Often
6 : Almost Always
7 : Always
N : Not Enough Info

A. LEADS SELF: Self Awareness

B. LEADS SELF: Manages Self

C. LEADS SELF: Develops Self

D. LEADS SELF: Demonstrates Character

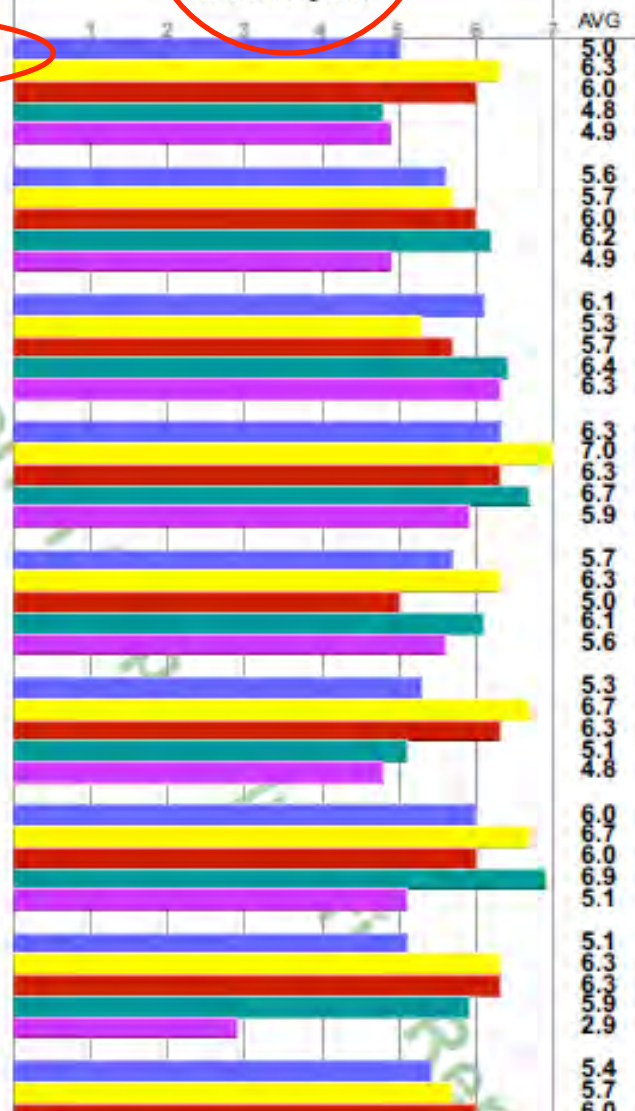
E. ENGAGES OTHERS: Fosters the Development of Others

F. ENGAGES OTHERS: Contributes to the Creation of a Healthy Organization

G. ENGAGES OTHERS: Communicates Effectively

H. ENGAGES OTHERS: Builds Effective Teams

I. ACHIEVES RESULTS: Sets Direction





Three learning Styles

 **Visual**

 **Auditory**

 **Kinesthetic**

People commonly have a main preferred learning style, but this will be part of a blend of all three.

Some people have a very strong preference; other people have a more even mixture of two or less commonly, three styles.



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- ❏ Executive coaching
 - ❏ certification
 - ❏ matching
- ❏ Mentor/mentee matching

In the toolbox





In the toolbox



- ✦ Online portal
 - ✦ Personal leadership space (Elements)
 - ✦ Links to leadership resources
 - ✦ Community of practice space
 - ✦ Inventory of Programs (CHLNet)





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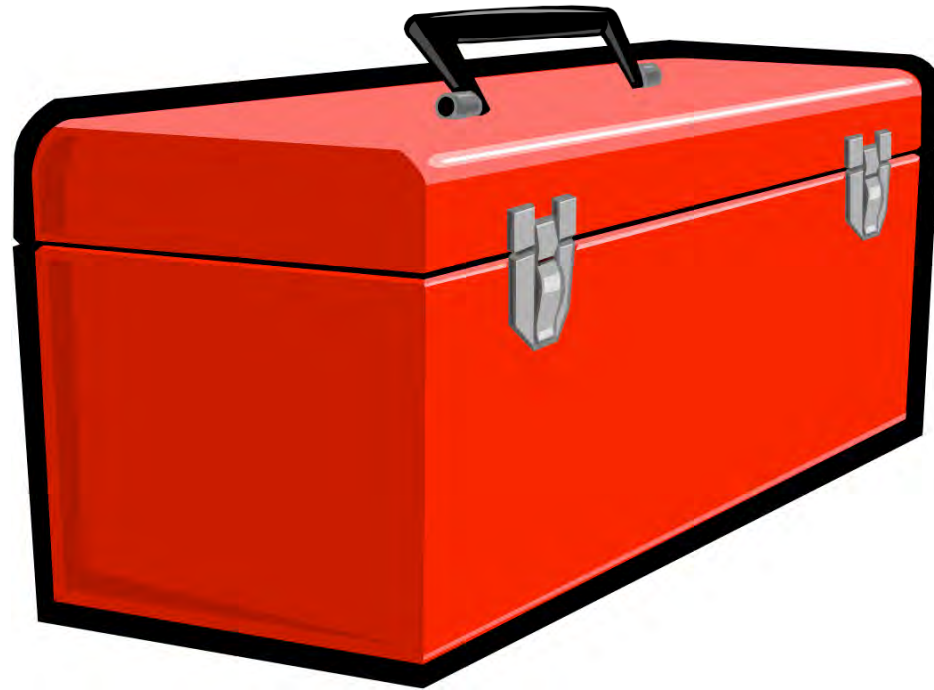
In the toolbox



- 📌 “Career plan”
- 📌 “Learning plan”
 - 📌 Professional/personal
 - 📌 Experiential/academic
 - 📌 Mentoring and coaching
 - 📌 Credential/non-credential
- 📌 ePortfolio (work in progress)



SUMMARY: Leadership Talent Development System





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- **Organizational “diagnostic”**
- **Capabilities Framework with behavioural characteristics @ 4 levels**
- **Self assessment against aspirational capabilities**
- **Mentor/Mentee matching (work in progress)**
- **Executive coach certification and selection**
- **360° assessment**
- **Psychometric assessments**
- **Learning styles assessment**
- **Personal career development and learning plan**
- **Support for work experience across employers and sectors**



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- **Online portal.**
 - **Self-directed and supported learning**
 - **Work experience / work placement matching (in progress)**
 - **Access to learning opportunities**
 - **Inventory of “mapped” and pre-qualified academic programming**
- **Professional development curricula and courses**
- **Community of practice discussion groups**
- **Graduated passport / credential (work in progress)**
- **Ongoing self-evaluation and “course correction”**



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A strategic leadership capacity initiative

info@leadersforlife.ca

www.leadersforlife.ca

Tel: 250 383 4252