Illuminating Leadership and LEADS

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Many people spend time studying the properties of animals, or herbs; how more important it would be to study those of people, with whom we must live or die.

Baltasar Gracian

The Foundations of Modern Leadership

Ancient Greece and Rome are famous for their leaders [1]; Chinese philosophers Lao Tzu, Confucius and Mencius all had thoughts on leadership [2]. Chanakya, an ancient Indian philosopher mused on leadership. Machiavelli's masterpiece of political philosophy *The Prince* is often quoted (rarely flatteringly) [3].[1] Shakespeare's

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[1] In an interview with the *New York Times*, Pulitzer Prize–winning author Jared Diamond was asked which book he would require President Obama to read if he could. His answer? Niccoló Machiavelli's *The Prince*, written 500 years ago. He argued that while Machiavelli "is frequently dismissed today as an amoral cynic who supposedly considered the end to justify the means," he is, in fact, "a crystal-clear realist who understands the limits and uses of power."

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plays examine power through the examples of individuals who strive for it [4]. The seventeenth century [5] Spanish philosopher Baltasar Gracián, who wrote this chapter's opening quote, was yet another writer on leadership.

In a rich tradition going back some 2500 years, the leadership styles of people ranging from Roman emperors to Vladimir Lenin, from Mahatma Gandhi to Margaret Thatcher, have been dissected at length. Much of this literature focuses on the "great man" model of leadership, where character is destiny [6].

However, such accounts fail to recognize the collective leadership of the many. In *War and Peace* Leo Tolstoy argued leadership from the unnamed masses was the engine of success, pointing out that historians give Napoleon credit for the success of the French army in Russia, but in reality, it was commanders and front-line soldiers who exercised the leadership needed to defeat the Russian army. Tolstoy captured that in this amusing vignette of the morning of a great battle:

> *Napoleon wakes up early on a misty summer morning and stands outside his tent, surveying the placement of his armies in the valley below. To his surprise, he sees a Russian regiment moving to flank a division of French troops. He immediately calls a senior general to his side, telling him to get on his horse and ride out to alert the French commander in the field of this maneuver. The general snaps a salute, saying "Of course, my emperor," and runs off to his horse. He quickly realizes the risks of carrying out the order: he could easily be shot delivering the message. So he grabs a bottle of wine and some baguettes, and heads out into the forest for a picnic. Two hours later, having rubbed dust and grime into his uniform, he rides his horse back into camp and says to Napoleon, "Message delivered, Sir!" In the meantime, the French commander in the field, having received intelligence from his sentries, responds to the Russian threat and defeats them as per Napoleon's plans [7].*

After thousands of years of contemplation and writing, there are numerous theories to explain leadership and how it works (see Appendix). Dinh and colleagues [8] described a number of these, including these traditional approaches:

- Trait theory seeks to identify the character traits of a successful leader.
- Behavioural theory posits that it's a leader's behaviour that allows him or her to be successful.
- Situational theory suggests the effectiveness of a leadership style depends on the goals of the organization at the time as well as the nature of the task presented to the leader.

Contextual leadership theories are similar to situational, describing leadership effectiveness as a function of how a leader's behaviour interacts with context. Some newer ideas academics are exploring include: authentic leadership, servant leadership, substitutes for leadership, spirituality and leadership, cross-cultural leadership, complexity leadership, abusive/toxic leadership, change leadership and e-leadership.

Work on LEADS has been informed by an awareness of all these theories and it's perhaps not surprising that since the first edition was released, we've often been told there's nothing fundamentally new about the LEADS framework: "I've heard this all before." Our response has been relief—we'd be concerned if something fundamental was missing. How those multiple theories of leadership come together in a

modern, public service-oriented health system has been our first concern as we researched and defined how leadership is understood and put to work in practice through the LEADS framework.

This chapter reviews the understanding of leadership that underpins the LEADS framework and explores various contexts that shape our concept and definition of leadership and generate some of the philosophy behind the LEADS framework. We also use those concepts to define modern health leadership, the definition that gave rise to LEADS.

The Foundations of Leadership

Leadership has been likened to a fog: you can see it and feel it, but you can't grab hold of it. But if we can see it and feel it, why can't we define it? And if we can't define it, how can we possibly develop it?

Simpson and Jackson in their book *Teacher as Philosopher* [9] suggest one way of understanding the implicit meaning of a word is to examine its use in conventional talk, the day-to-day discourse of society. By looking at references to leaders and leadership in advertising slogans we get a sense of its meaning in private-sector discourse. Table 2.1 gives some examples:

Table 2.1   References to leaders and leadership in advertising slogans

Advertiser	Statement	Implied meaning
Cadillac	*The Penalty of Leadership; The Mark of Leadership* (one of the most famous print ads of all time, written in 1915)	Cadillac is the finest vehicle in the automotive world. As a consequence, Cadillac must deal with the pressure of expectations and the potential mean-spirited whispers from those who cannot measure up.
ESPN	*The World-Wide Leader in Sports*	ESPN is the most comprehensive, most polished, and most knowledgeable sports entertainment company. They are the experts.
Seiko Watch Company	*At the Leading Edge of Time*	Seiko is first in the field; its advancements are unequalled. The ad plays on the split-second requirements of competitive sport.
Toshiba	*Leading Innovation*	Toshiba is in the forefront of innovation, and sets standards others should aspire to.
SpecGrade LED	*Sustainable lighting leading the way in the fight against global poverty*	SpecGrade is helping community residents to reverse the cycles of poverty by providing low-cost sustainable lighting products. It sees what other manufacturers have not seen: the potential for using lighting to solve social issues.
Mercedes Benz	*Mercedes Benz Leadership goes beyond just staying ahead*	Mercedes Benz is visionary; not complacent. It's pushing boundaries.
Shell Ultra Helix	*Shell Ultra Helix is leading the way for a new standard in motor oil protection*	Hard working company at the cutting edge is producing new products meeting the highest standards of safety.

The ads are trading on several conventional beliefs about leaders and leadership:

1. *Leaders go first:* People who lead enter new territory—sometimes of thought, sometimes of action. They face challenges or uncertainties and take the initiative to address them.
2. *Leaders face uncertainty and danger:* Exercising initiative means taking risks; leaders have the courage to face them, and confidence in their ability to overcome them.
3. *Leaders have vision and can communicate it compellingly:* Leaders see things others don't, have information or understanding others lack and can engage people in sharing a vision.
4. *Leaders are capable and credible:* Leaders have substance and focus; they know their business and personify quality.
5. *Leaders innovate to provide service to clients:* Leaders are creative and find new solutions to old problems.
6. *Leaders have followers:* Leaders differentiate themselves from others and attract followers who share a willingness to shoulder the risk, initiate action or find a solution.

Learning Moment

Sometimes taking a risk is as simple as risking discomfort in changing one's own behaviour.

At one point one of your co-authors, Graham, was asked by a senior official of British Columbia's Ministry of Education to be its official representative to the BC Federation of Labour, the BC Business Council, and the BC Chamber of Commerce. I was flattered as the government of the time was promoting workplace learning and I was to facilitate their support for a new skills policy for Kindergarten—Grade 12 education.

I went back to my office and did my usual: read papers, researched what each of these organizations did, and planned what I would say when they approached me. I worked out strategies for engagement. However, after 2 weeks, no one from any of the organizations had contacted me or even acknowledged my new role.

"Sam," I said to the man who appointed me, "I don't think this is going to work. It's two weeks since you appointed me to this role and not one person has bothered to pick up the phone and call me." Sam looked at me over his glasses, took them off his head and waggled them at me. "Graham," he said, "Leaders cross the street first."

That was a blinding glimpse of the obvious: rather than reaching out to them I had waited for them to come to me. Given I am an introvert at heart I simply indulged my comfort zone. Taking a risk—in this case—was simply reaching out to make contact.

Reflective Questions
- Do you have default attitudes and behaviour? What are they?
- How do they limit your ability to respond to some leadership challenges?
- Can you think of some current situations where changing an aspect of your habitual behaviour might lead to a resolution?

Looking at how words are used in private-sector advertising doesn't capture every aspect of leadership and leaders; there are some different expectations and realities in public-sector leadership. Because Canada and other developed countries are multi-cultural societies, we looked at the use of the word *leadership* as it pertains to public service in a variety of cultures [10].

There are few accessible records of Canada's Indigenous peoples using the term leadership (in a literal translation), but the concept of leadership is well established. Popularly the notion of a leader is closely tied to that of an elder, someone whose wisdom about spirituality, culture and life is recognized and affirmed by the community [11]. Not all elders are old; sometimes the Creator chooses to imbue a young person with the wisdom of an elder. First Nations communities will normally seek the advice and assistance of elders on a wide range of issues. (We explore Indigenous health leadership in detail in Chap. 14.)

On the west coast of British Columbia, home to the Nisga'a peoples, formal leadership was traditionally held by a hereditary chief, or *Sim'oogit*. This position was passed on through matrilineal succession. From birth, future hereditary chiefs were taught leadership qualities, which were honour (personal integrity), respect (esteem for, or a sense of the worth or excellence of something), and compassion (tenderness, a desire to alleviate suffering). A *Sim'oogit* would also wear a headdress during sacred ceremonies as a reminder to "move with caution and purpose as [they] are a leader" [12]. It is interesting to note that in Nisga'a, the word to lead or chair an event is *diyee*, which captures the idea of guiding, or giving direction.

In Australia, Aboriginal and Torres Strait Islander peoples have different values and criteria for leadership than wider Australian society [13]. There are no words in the native language directly translatable to the English word, but their notions of governance speak to it: a leader is someone to whom other people listen, a person who can create consensus. Leadership is only conferred conditionally and has to be constantly earned. Leadership is also seen *as a process* rather than a position, with the leader on the same plane as those who confer authority on him or her through consensus.

In Hindi, the word for leadership is *netrtva*, pronounced *neh-tu*. It means to guide and exercise initiative. In Punjabi, the word leadership itself is used, direct from English. However, *pardhaan* is the word for leader in a temple. A *pardhaan* leads people in prayer and performs temple duties. Also, in Punjabi, a leader can be called a *surpanch*, which is an elected leader of a village. In traditional Chinese the

characters for leadership are: 領導 [pronounced *ling dao*] meaning to direct, to shepherd and to guide. By putting a scroll with this word on the wall of your home, or office you are suggesting you are deliberately honing your leadership skills or hold a position of leadership.

In German, the word for leader is *fuhrer,* synonymous with guide, operator and pilot. In Italian, the word for leader is *capo* (from the Latin word *capit*, meaning head, also the root of the English word captain). The Italian word for leadership, *direzione*, is synonymous with giving direction and guidance, as well as management. In France, the word for leader is *chef*—meaning boss, overseer or superintendent.

It's notable that these multicultural examples capture the importance of guiding and offering wisdom—harkening to the type of leadership people want in a public-service context. They suggest a widespread foundation for Richard Lewis's contention "each society breeds the type of leader it wants, and expects him or her to keep to the path their age-old cultural habits have chosen" [14].

Other key ideas of leadership found in various cultures are:

1. *Service to the people:* In Nisga'a heritage, leaders alleviate suffering. In the indigenous cultures of Australia, leaders listen to the people. Captains and pilots guide others safely on journeys. Implicit in all is the ideal of compassionate, just, and fair service on behalf of others.
2. *Leaders are expected to have moral character:* Leadership qualities are described in terms of honour, respect, compassion, righteous self-esteem and a hard-working character.
3. *Leadership can be developed:* Young Nisga'a future leaders are taught leadership qualities from birth.
4. *Leaders have wisdom:* Implicit in the culture of First Nations is the belief in leading from a place of wisdom: that is, depth of understanding and humanness based on spirituality, culture and life, as affirmed by the community.
5. *Leaders are resilient:* Successful public-service leaders experience sudden shifts in political ideology. Having the inner strength to snap back from inevitable setbacks in advancing service to the public is essential.

Comparing public-service and private-sector concepts of leadership shows they share some attributes but differ on others. Both public- and private-sector leadership link to notions of initiative, foresight, excellence and professionalism, but the public sector definition of leadership does not include the element of risk that characterizes entrepreneurship valued in the private sector.

One other trend is obvious as well: in public-service leadership, the assumption that leadership qualities are genetic and passed on from one generation to the next has faded. For the most part, leaders must establish their own

credentials, are elected to (or selected for) positions based on their ability to lead effectively and are held accountable—formally and informally. In today's world of instant social media judgment and feedback, leaders can be constantly under attack for perceived flaws—while people who are not in positions of power but possess natural leadership talent can exert enormous influence, enough sometimes that if a leader is ineffective, someone else will quickly be identified to do the job.

Let's look at how context can affect leadership.

Leadership and Context

Regardless of who a leader is, what will work is not only a function of their leadership behaviour, but also of situation, time, and circumstance. A leader's choice of self-, interpersonal or strategic leadership is not just a function of how he or she acts, but also the degree to which s/he interacts with the context in which the action is done. Recent theories of leadership increasingly focus on context as an important factor in leader effectiveness [15, 16].

Formal health leaders work in large, multi-level organizations or in some cases, larger systems (nation-wide, state-wide, or region-wide amalgams of organizations working together to create health and wellness). Different contexts demand a suite of different leadership actions and styles, customized to the unique situation and particular organization.

Context has two dimensions. The first is the structural context—the organization's design, size, scope, the leader's breadth of responsibility and role, time constraints. Barak Oc states "…characteristics of the task, team, organization, and social network as well as physical distance and time pressure play an important role in shaping the leadership outcomes, more so than the leadership process itself" [15, 16]. Health care leaders, then, must strive to know the multiple contexts in which a decision is made, and its potential impact on both individual contexts and the organization as a whole.

The second dimension of context is people—their emotion, energy, politics, team chemistry and organizational culture and climate. To address this dynamic Tse and colleagues [17] attempted to integrate how feelings and emotions of leaders and followers interact with people factors at five levels: self; between persons; interpersonal; team; and organizational levels. In our research [18], we learned health care leaders should constantly assess their own feelings and emotions, their impact on people with similar levels of responsibility, and on those with different levels of responsibility, on teams and on the organizational climate overall. Better strategic decisions result when leaders are armed with that information.

Let's look now at multiple aspects of context that will shape our definition of modern health leadership.

The Democratic Context

The context of modern democracy demands leadership that is exercised in a different way than it was thousands or even dozens of years ago. Below are some aspects of modern democracy that influence what kind of leadership is most likely to succeed:

- *A highly educated population:* Canada, the United Kingdom and Australia—like most developed nations—have the most educated populace they have ever had. Educated people want to exercise critical thinking, debate issues and use knowledge and evidence to make decisions.
- *The knowledge explosion:* Knowledge is growing at an exponential rate. Leaders don't need to search for knowledge, their task is to assess its truth, relevance and meaning.
- *Professionalism and expertise:* Leaders need to recognize the challenge of professionalism, which gives preferential credibility to a group's expertise and inclines members to be more influenced by their peers than their leaders.
- *Gender and cultural equity:* Women, as the #MeToo movement shows, are demanding the patriarchal power traditionally wielded by males be dismantled and replaced by leadership that is more caring. Indeed, we are now seeing a stepped-up effort initiated by the United Nations to engage more actively with the #HeForShe movement, enjoining men to not just be better mentors for women but also sponsors. Similarly, societies that might earlier have been ethnically monochrome are benefitting from a multiplicity of different cultures and traditions. The involvement of people from all cultures in leadership is vital to modern societies.
- *The revolution in communication technology:* In 2014, we wrote that we live in what Thomas Friedman calls a flatter, faster world, where information is almost universally available [19]. That's even more true today, as the explosion in social media use and the advent of bots sends information travelling at warp speed. Evidence suggests "when you are exposed to a given piece of information multiple times, your chances of adopting this information increase every time" [20].
- *Choice, customization and increased expectations:* There has been a dramatic growth in the choice of treatments in health care. Technological advancements and artificial or augmented intelligence (AI) make it possible to customize care, while public demand has complicated the choices health care leaders face and makes their decisions staggeringly more complex.

- *Economic capacity:* Since 2013, governments in Canada and abroad have been much more preoccupied with "bending the cost curve" of health care spending. Even though economic capacity has been marked by the longest bull market in decades and sustained growth from 2011 to time of publishing, stringent controls on health care expenditures have been maintained [21].
- *Politics of approval:* For two decades, reality shows have dominated prime-time television. One pundit has said we're so good at portraying reality on TV that audiences are hungering for "authentic" reality from their leaders.

These and other factors are why leadership is as stimulating as it is challenging, and different every day. Just as we explored tenets of leadership from a macro perspective to better understand the impact of culture and context, it's important to consider the micro level as well: the organization you work in.

The Organizational Context: Leadership and Culture

Do our large and growing health delivery organizations have cultures that de-emphasize leadership and accept compliance? Max Shkud and Bill Veltrop, change architects and authors, contend that a major problem that organizations face today "is the widening gap between their existing leadership capacity and the exploding demands of our increasingly complex and rapidly changing world. To return to the computer metaphor, the 'old leadership operating system' is no longer able to keep up—to respond with sufficient agility and intelligence to the growing barrage of challenges and opportunities in the environment" [22].

Shkud and Veltrop have classified organizational culture based on the degree to which leaders and others distribute the qualities of leadership throughout the organization's culture (see Fig. 2.1). The resilience scale on the right hand of Fig. 2.1 suggests that as you move from toxic organizational cultures to generative cultures, your resilience as individuals and organizations increases. In a volatile, uncertain, complex and ambiguous (VUCA) environment, the need for high levels of resilience is heightened.

Edgar Schein, an organizational development guru from MIT, defines culture as "a pattern of basic assumptions invented, discovered, or developed by a given group as it learns to cope with its problems of external adaptation and internal integration…," or more simply, culture is "the way we do things around here" [23].

The primary determinant of an organization's culture is the formal leader's influence on it [24]. A recent study found evidence that autocratic leadership at high levels in organizations makes it more likely managers further down in the hierarchy will behave similarly [25].
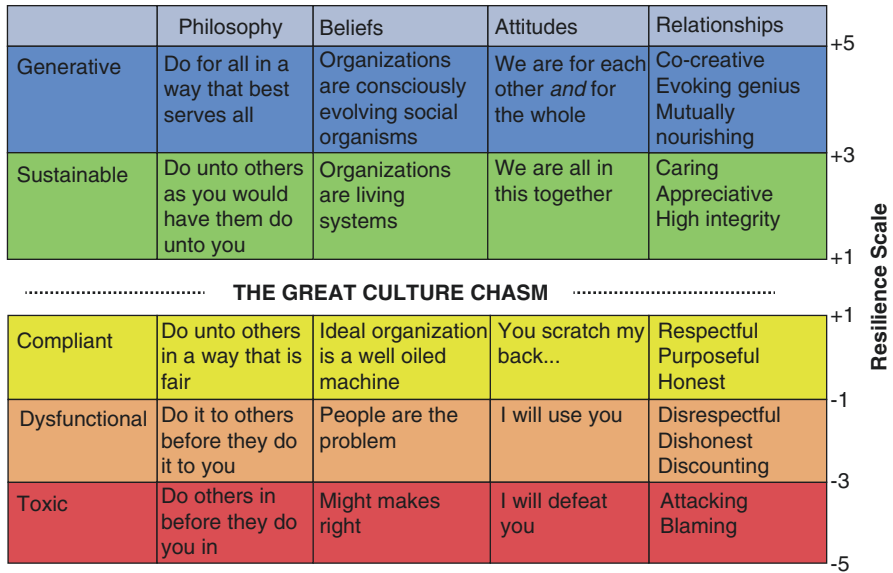
	Philosophy	Beliefs	Attitudes	Relationships	
Generative	Do for all in a way that best serves all	Organizations are consciously evolving social organisms	We are for each other *and* for the whole	Co-creative Evoking genius Mutually nourishing	+5
Sustainable	Do unto others as you would have them do unto you	Organizations are living systems	We are all in this together	Caring Appreciative High integrity	+3
.... THE GREAT CULTURE CHASM					+1
					+1
Compliant	Do unto others in a way that is fair	Ideal organization is a well oiled machine	You scratch my back...	Respectful Purposeful Honest	
Dysfunctional	Do it to others before they do it to you	People are the problem	I will use you	Disrespectful Dishonest Discounting	-1
Toxic	Do others in before they do you in	Might makes right	I will defeat you	Attacking Blaming	-3
					-5

Resilience Scale

Fig. 2.1 Shkud and Veltrop [22]: A typology of organizational culture as a function of mores and distributed leadership

In Fig. 2.1 the bottom three cultures—toxic at the bottom, moving up through dysfunctional to compliant—emerge from a hierarchical and mechanistic structure, where leadership resides only in formal authority. The formal leader-follower power structure is accepted by leaders and followers alike.

The top two cultures progress from a sustainable culture—where the idea leadership is everyone's function is accepted, and organizational structures are adapted to that notion—to a generative culture, an ideal state in which formal and informal leaders co-create the future. Note the descriptions of compliant, sustainable and generative cultures reflect the sense of moral purpose we ascribe to LEADS: those three cultures are in line with high quality leadership practice.

We interpret the great culture chasm, shown in Fig. 2.1, as Shkud and Veltrop's name for the shift from compliant cultures, with formal leadership only, to cultures where leadership is shared by many. To be compliant is to obey rules and acquiesce—in other words, to be a follower. Indeed, health care's traditional top-down management model and heavily regulated operations have enforced follow-ership, ensuring it's a learned characteristic.[2]

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[2] Consider the number of compliance requirements in health care such as accreditation; clinical protocols; legal issues from patient/resident/client care, privacy, conflict of interest and possible/actual litigation, to labour and employment issues, workplace safety and the regulation of health care providers.

For that reason, the great culture chasm is a central factor in this book. When we encourage people at every level of an organization to develop their own leadership capabilities, we're asking them to overcome the huge gap between the behaviour and action of a follower (which is likely how they were trained) and behaving and acting in ways aligned with distributed leadership. It takes a significant mental, and cultural transition to move from being a well-trained follower to embracing leadership. It can be done: it takes courage.

The Need for More Courage

A recent study by Deloitte in Canada argues that the culture gap and the difficulty of transitioning from compliance to leadership is due to a lack of courage [26]. The study defines courage as "…doing the right thing—the hard thing—for the greater good, despite being filled with fear, doubt or uncertainty. Courage is taking a stand when it's difficult, not when it's easy."

Leading on behalf of health and wellness is the right thing, the hard thing, and to initiate and bring about significant reform requires courage. The Deloitte study says only 10 per cent of businesses in Canada are courageous. The leaders we revere in Canadian health care were courageous. If Tommy Douglas or Monique Begin had not made bold decisions, we would not have universal health insurance or a Canada Health Act. Today, however, it's not just political leaders who need to show courage, it's everyone working in health care.

Fear limits the ability to lead. Courage, coupled with confidence, hope and conviction must drive leadership and actions. The Deloitte study helps set the direction for those who wish to lead by identifying five elements for operationalizing courage:

1. *Start with yourself.* You can grow courage through deliberate action. What fears do you possess? Why? How might you mitigate them, overcome them?
2. *Do what is right.* Demand of yourself that your actions reflect your beliefs.
3. *Be provocative and challenge the status quo.* Champion meaningful reforms. Force yourself to speak up when naysayers block change.
4. *Take calculated risks.* Be a shi*f*t disturber: where the *f* stands for finesse. Grow your political skills.
5. *Unite to include.* Relationships are the true currency of leadership: talk with others, make inclusion a priority, and build through the power of networks.

Defining Leadership in Health

Now that we've touched on the long history of thought on leadership, and explored factors that shape it, it's time to talk about our definition of leadership, keeping the above notions in mind, as well as the multitudinous concepts and theories of leadership that abound in the academic literature [27].

The key ideas we've been exploring suggest leadership includes:

- taking initiative or going first and facing the risks that go with that;
- influencing through position, character or wisdom; and
- taking responsibility for pursuing a shared purpose or goal.

We've also discussed how leadership is a product of its context. All these factors feed into our definition of leadership in health: "*Leadership is the collective capacity of an individual or group to influence people to work together to achieve a common constructive purpose: the health and wellness of the population we serve.*" (First edition).

To further understand what our concept of leadership is, let's explore what it isn't.

What Leadership Isn't

Leadership is often assumed to reside in formal leadership or authority roles—that is, it's limited to managers and executives. While leadership has strong connections to administration and management, it's also a quality that can be found in anyone who rises to a challenge and uses his or her skills to engage others in solving the problem. Leaders need management and administration skills to solve problems, but those skills alone do not constitute leadership. Further, being appointed to an important job does not automatically endow someone with leadership qualities. A manager with excellent technical skills can still be unable to influence performance, build morale or drive change.

Another concept closely related to leadership is power. If the power differential between a formal leader and those he or she leads is great [28], the leader may be able to wield such authority over people that they have no option but to obey. There's no guarantee in a traditional hierarchy that power is exercised in the best interests of the people it serves. Hierarchical power also promotes a cultural belief that only those with formal authority can use judgment and make decisions; everyone else must simply follow.

That's why influence is a key word in our definition of leadership: it evokes a different type of power. Martin Luther King put it this way: "Power, properly understood, is the ability to achieve purpose…power is not only desirable but necessary in order to implement the demands of love and justice…power without love is reckless and abusive…" [29]. In contrast, our word for power with love is influence. The Oxford Dictionary defines influence as: "The capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself." As put by Kuhel, "There are two distinctive types of leadership. One is power or line authority and the other is influence… influence is consistently successful, while power wreaks havoc" [30].

In physics, power is the exercise of energy, the capacity to do work. In our definition of leadership, the work is getting people to work together on generating health and wellness. But getting people to work together, or to generate health and wellness are both moral enterprises in their own right, so leadership in health care is inherently moral.

When we were creating the LEADS framework, this principle of moral purpose guided how we expressed many of the domains and capabilities and led us to describe leadership that embraces caring as the foundation of its work.

Contrast this to Robert Greene's [5] description of power where leadership is amoral: some do what it takes to be a winner, for winning's sake. Greene goes so far as to say the exercise of power is a game, in which all humans strive for power over others, and feel worthless and miserable if they don't have it. In this struggle, he says, everything "must appear civilized, decent, democratic and fair. But if we play by those rules too strictly, if we take them too literally, we are crushed by those around us who are not so foolish." Greene argues no leader should ignore the idea that leadership is built on a worldview where winning or losing for personal gratification are the be all and end all. We disagree and think it's fundamentally important that health care leaders resist and rise above that kind of leadership.

Contrary to Greene's perspective, Martin Luther King said there is nothing essentially wrong with power, but as in law, the intent behind the use of power is crucial to its correctness. "The collision of immoral power with powerless morality constitutes the major crisis of our times" [30]. Health leaders need to recognize their intent in using power: What is motivating you? Whose interests are being served?

Finally, Greene offers a caution to those who believe, as we do, in caring leadership: appealing to people's better nature is a good guideline but won't work with everybody. There are people who are pathological and enter the world with one goal—to win the power game at all costs. Appealing to their better nature is interpreted by them as a weakness to be exploited. These leaders—narcissists, sociopaths—are the enemies of caring leadership.

They're also enemies to followers, because they are often "toxic" leaders who wield power like a personal weapon and create deeply unhealthy workplaces.

So just as management and power are often mistaken for leadership, it's important to understand leadership goes beyond exercising power and performing technical skills. In the following sections we will explore some of the central tenets that form the basis of this definition of leadership and how it's enacted through the LEADS Framework.

Self, Interpersonal and Strategic Leadership

Figure 2.2 shows three forms of leadership. The first is self leadership, beginning with looking inwards to know why you lead and then to act in concert with that
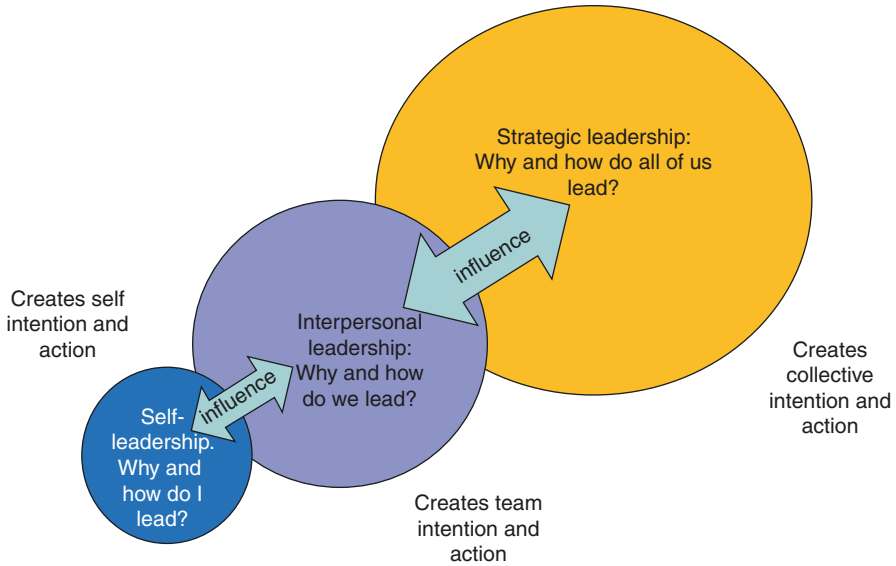
Fig. 2.2 Self, interpersonal and strategic leadership

motivation. Inner leadership is anchored by one's core values, attitudes and beliefs. The second is *interpersonal leadership*, exercising your influence by interacting directly with others. Interpersonal leadership is operational regardless of where the leader fits in the hierarchy or community.

The third, *strategic leadership,* refers to actions that shape the direction and efforts of people beyond the interpersonal orbit of the leader. Those actions can influence organizations or larger systems in which the organization sits. Laws, policies and clinical protocols are all expressions of strategic leadership. When personal, interpersonal and strategic leadership are aligned, the overall impact of leadership is magnified, making it easier to achieve both individual and organizational goals. When they are misaligned, significant energy and power can be wasted through friction between them.

True leadership is a flow of energy between leaders and followers. In self leadership, that flow is internal, starting with undertaking your worthiest challenge—leading yourself. As Bill Ury said in his most recent book *Getting to Yes With Yourself,* "…the better we are able to get to yes with ourselves, the better we will be able to get to yes with others" [31]. This concept links to the Lead self and Engage others domain of LEADS.

Leaders must act according to their values, beliefs, and moral purpose. When those are expressed through deliberate actions to affect structure or culture, energy will flow across the organization or system and encourage everyone to act in a manner consistent with both individual and collective purpose. These notions permeate

the Achieve results, Develop coalitions and Systems transformation domains of LEADS. This is strategic leadership.

Distributed Leadership

In Chap. 1 we said leaders are different from others. Indeed, the others are described as "followers" in conventional language. This distinction implies a stratification of leaders and followers, which suggests a hierarchical organization, but if that's the case, how can we say leadership can come from anyone—patients, workers, politicians, the public?

We can say it because, you'll recall, our definition of leadership suggests it's a natural trait, which can be developed like abilities in athletics, painting, music or science. Second, research into leadership has defined it and helped make the knowledge and skills behind it clear so more people will be able to develop the skills to be effective leaders, particularly in a well-educated society. Third, because the complexity of health care has grown so significantly, no one person can have all the expertise needed to solve every problem and issue that emerges. That makes distributed (or shared) leadership essential for finding and implementing solutions.

But if leadership is distributed, and everyone can become a leader, who is a follower? In a distributed leadership model, no one person is always leader. Dr. John Van Aerde (author of Chap. 15) says effective followers and leaders are often the same people, playing different parts at different times. Sometimes a person in a formal leadership position must step back and let someone else lead, because they're the most appropriate person with the will and skill to do so.

The qualities that make effective followers are pretty much the same qualities found in effective leaders—demonstrating character, listening carefully, monitoring and evaluating progress as you go and serving the greater good. Leaders in organizations with distributed leadership engage others by engaging them in a problem where a novel solution, a fresh perspective, is needed.

Ultimately, if we believe social responsibility is a component of leadership, then the democratization of leadership in health organizations is inevitable. We can't assume, however, the transition from authoritative, hierarchical leadership to distributed leadership will be easy. Look at the following study that provides an example of putting LEADS to work:

> As part of a doctoral study, Kirsty Marles used the Health LEADS Australia framework to engage the leadership team of an extended care home in Adelaide to transition from traditional hierarchical leadership to distributed leadership.
>
> Much of the three-year transition was a process of sense-making, giving leaders the opportunity to talk about what the concepts inherent in distributed leadership mean, reflect on whether or not their learned leadership behaviour—what they called traditional leadership in a bureaucratic setting—was in fact an appropriate way to behave in light of their

growing understanding of distributed leadership, and then taking on the responsibility of changing that behaviour, which they found very challenging to do.

The study documents the team's struggles and demonstrates that shifting from traditional models of hierarchical, top-down leadership to a shared model is a very difficult mental process [32].

Summary

The concept of leadership is undergoing a fundamental transformation in our wired world. Based on both the literature and the use of the word leadership in common language, and within the work of healthcare, we defined health care leadership as: *the collective capacity of an individual or group to influence people to work together to achieve a common constructive purpose: the health and wellness of the population we serve."* And in keeping with Chap. 1, health leadership has three functions. They are to integrate service for patients and families, create healthy and productive workplaces so people can deliver optimal service and successfully implement health reform policies and practices.

Leadership has a moral imperative that must be reflected in both the means and ends of its action. That moral imperative also dignifies the construct of distributed leadership, whereby influence and power is shared amongst many rather than exercised by few. We postulate that leadership plays out in three different arenas of action: personal leadership (leading self), interpersonal leadership (leading others in your span of direct contact) and strategic leadership (leading large departments, organizations, or systems).

The responsibility for new and better leadership is therefore everybody's business, throughout the health system and over the lifecycle of a leader. Increased complexity has created the demand for a common vocabulary of leadership—which is what LEADS offers. It also demands inherent courage in putting LEADS to work, which is the substance of this second edition.

That was the goal of the LEADS project when it began. Through reading this book, by adopting LEADS as your leadership vocabulary and using personal mastery as your approach to development, you can realize your potential as a modern health leader. By then putting LEADS into practice—as those profiled in the vignettes and personal stories in this book have done—you can find the courage needed to truly change your health system for the benefit of the patients, families and citizens you serve.

Appendix: Leadership Theories

This appendix contains short one or two sentence descriptions of the leadership theories most mentioned in recent literature and referenced in Chap. 2. Theories are categorized by theme and by the frequency they were referenced in the literature

(adapted from Dinh et al., 2014 [33]). The theories are presented in two categories: *Established Theories*; and *Emerging Theories*. Only the theories with greater than 4% of the total frequency of mention are described in this Appendix.

Category: Established Leadership Theories

Sub-category	Theory	% Frequency	Description
Neo-charismatic theories		39	***Neo-charismatic*** theories are those that pertain to attributes of leadership that engage followers in a variety of ways that include emotional bonding, agreement on task, and visioning a future. These sets of theories are based on the emotional appeal of the leaders and the extraordinary commitment of the followers. It encourages leaders and followers to become aware of their own personality types and of the people around them in order to be more effective in their workplace. The weakness of this approach is that there are few skills to learn
	Transformational leadership	20	***Transformational leadership*** theory is about how leaders inspire followers by transcending their own self-interests for the good of the organization. Transformational leadership is defined as a process in which a leader increases followers' awareness of what is right and important to motivate followers to exceed performance expectations. Four important characteristics of transformational leadership include: effective communication, inspirational traits, trustworthiness, and teamwork
	Charismatic leadership	10	***Charismatic leadership*** theory says that followers make attributions of heroic or extraordinary leadership abilities when they observe certain behaviors from the leader
	Transactional leadership	5	***Transactional leadership*** theory posits that leaders involve, motivate and direct followers primarily through appealing to their own self-interest. The power of transactional leaders comes from their formal authority and responsibility in the organization. The main goal of the follower is to obey the instructions of the leader

Sub-category	Theory	% Frequency	Description
Leadership and Information Processing		26	***Leadership and information processing*** theories pertain to cognitive approaches to information processing and decision making processes in leadership including attribution theories, leader and follower cognitions (e.g., perceptions), the connectionist approach, and implicit leadership theories. This thematic category also answers questions like "what do I think leadership means?" and "what do I think is important" in being an effective leader?
	Leader and follower cognition	13	***Leader and follower cognition*** theory posits that leadership is determined by the mental models of both leaders and followers. It suggests that these mental structures are built up in part from experience; and by exploring these cognitive models we can understand how leaders and followers can work together better
	Implicit leadership	7	***Implicit leadership*** theory is a cognitive theory based on the idea that individuals create cognitive representations of the world and use these preconceived notions to interpret their surroundings and control their behaviours. These assumptions guide an individual's perceptions and responses to leaders. The term implicit is used because they are not outwardly stated and the term theory is used because it involves the generalization of past experiences to new experiences
	Attribution theories	4	***The attribution*** theory of leadership suggests that a leader's judgment about his employees (or the follower's judgment of the leader) is influenced by their attribution of the causes of the other individual's performance. Attribution theory attempts to explain behaviours by indicating a cause. More specifically the theory looks at how the leader or follower assesses the meaning of a particular event based on the motives for finding the cause as well as his or her understanding of the environment

Sub-category	Theory	% Frequency	Description
	Information processing and decision making	3	***The information processing and decision making*** theory suggests that how leaders process information and their personality are both related to leadership effectiveness, and the relationship is moderated by leader behavior. In this theory, leaders, process information by two interacting, bi-directional systems; that is, the rational (analytical) and experiential (intuitive) systems, and the outcome influences how followers interpret events, make decisions, behave, and feel
Social Exchange/ Relational Leadership Theories			***Social exchange*** theories of leadership say that human relationships and social behavior are rooted in an exchange process. In any leader-follower relationship, people weigh the risks and rewards. When those relationships become too risky for either leader or follower, the ability of the leader to influence the follower diminishes accordingly
	Leader-member exchange (LMX)	21	The ***leader–member exchange (LMX)*** theory is a relationship-based approach to leadership that focuses on the two-way relationship between leaders and followers. It suggests that leaders develop an exchange with each of their subordinates, and that the quality of these leader–member exchange relationships influences subordinates' responsibility, decisions, and access to resources and performance
	Relational leadership	4	***Relational leadership*** theory focuses on the idea that leadership effectiveness has to do with the ability of the leader to create positive relationships within the organization. This theory suggests that the leader acknowledges the diverse talents of group members and trust the process to bring good thinking to the socially responsible changes group members agree they want to work toward

Sub-category	Theory	% Frequency	Description
Dispositional/ Trait Theories		20	***The Dispositional/Trait Theories*** category includes theories that looked at individual differences in leaders and investigated specific traits, abilities or clusters of abilities that contribute to leadership effectiveness. It includes the traditional trait approach, as well as other newer approaches, i.e., nature of managerial traits, managerial attributes, skills and competence, situational relevance of skills, and leader motive
	Trait theories	16	*Trait* leadership theories aim to outline integrated patterns of personal characteristics that reflect a range of individual differences inn leaders; and yet foster consistent *leader* effectiveness across a variety of group and organizational situations
Leadership and Diversity		11	The focus of the ***Leadership and Diversity*** category is on domestic and cross-cultural issues of leadership
	Leadership and diversity	7	***Leadership and Diversity*** theories investigate the experiences of women and minorities in leadership positions, and of diverse followers within domestic borders, e.g., the benefits of more women leaders, the challenges facing women in leadership roles
	Cross-cultural leadership	4	The ***cross-cultural leadership*** thematic category includes articles comparing the leadership processes of one culture to another; or looking at leadership in non-US populations to discern if European/US leadership theories applied in such settings/culture, country & attributes of leadership, universality, cultural & institutional changes, differences in Leadership across cultures, leadership in the multinational firm, and the GLOBE Project
Follower- Centric Leadership Theories		9	***Follower-centric leadership*** theories prioritize the follower in the leader–follower pairing
	Followership theories	7	***Followership theories:*** Specifically, this sub-category includes research that investigate follower attributes related to the leadership process (e.g., identity, motivation, and values), the active roles follower play in leader–follower dynamics, romance of leadership, and follower outcomes

Sub-category	Theory	% Frequency	Description
Behavioural Theories		8	The ***behavioural leadership*** theories sub-category focuses on research into the nature and consequences of participative, shared leadership, delegation, empowerment of leadership, studies on task-oriented behavior and initiating structure, and people or relations-oriented and individualized consideration behavior, critical incidents, the high-high leader, leadership behavior taxonomies, and specific task behaviors
	Participative, shared leadership: delegation and empowerment	5	***Participative, shared leadership*** theories include ***distributed*** leadership and ***collective*** leadership. Shared leadership practice is not related to the knowledge and skills of only one leader, but a participative perspective in which individuals and situations interact with each other. The important part in shared leadership is not the formal position or role of individuals, but their knowledge and competencies regarding the topic. In ***distributed*** leadership, individual expertise is the central concept: collective work as well as collective learning by working on goals through communication and interaction is prominent, rather than individual work
	Leadership skills/ competence	4	The ***leadership skills/competence*** approach takes into account the knowledge, skills and abilities that the leader has. A leader can learn certain skills and/or competencies and become more effective. The focus is on the leader him or herself, rather than the situation or context; although this theory may encompass situational variety in determining what skills are needed. More recent literature emphasizes the concept of capabilities: bundles of competencies that must adapt to situation and circumstance

Sub-category	Theory	% Frequency	Description
Contingency Theories		7	The ***contingency theory*** sub-category encompasses research into how the here the leader adjusts to the situation or adjusts the situation to fit him- or herself. This included the Lease Preferred Co-worker (LPC) contingency model, path-goal theory of leadership, leadership substitution theory, situational leadership theory, multiple linkage model, cognitive resources theory, applications for adaptive leadership, life cycle theory of leadership, and normative decision model, and flexible leadership theory
,	No one theory received more than 1% mention		***Other theories*** include: path and goal theory, situational leadership theory; contingency leadership theory, leader-substitute leadership theory, etc.
Power and Influence of leadership		7	The focus of the ***power and influence*** thematic category is on the concepts of power and influence, power types and sources, consequences of position and personal power, impression management and influence, coding scheme tactics, and political skills. The focal level of analysis for these influence and political tactics is dyadic, group and organizational as opposed to institutional, regional, and societal
	Power and influence of leadership	4	The ***power and influence of leadership*** approach explores the practice of power and influence, considers different leader frames of reference that affect how leaders think about and use power, looks at some sources and types of power, and outlines ways leaders exercise power and influence
	Political theory and influence tactics of leadership	3	The ***political theory and influence tactics of leadership*** research explores how leaders in a formal political context exercise power and influence through political activity

Category: Emerging Leadership Theories

Sub-category	Theory	% Frequency	Description
Strategic Leadership		24	***The strategic leadership*** sub-category addresses leadership phenomena at the highest levels of organizations and how executive leaders influence organizational performance. The focal level of analysis involves CEO or other top leader and/or top-management teams (TMT) at the upper echelon levels of the organization
	Strategic/top executive	12	***Strategic/top executive*** topics include constraints on executives, top management teams and leadership succession, conditions affecting the need for strategic leadership, and effects of CEO leadership
	Upper echelons theory	9	***Upper Echelons*** theory explores how top executives' thoughts, intellectual constructs and values influence how they come to understand their environments; and how this understanding then influences strategic decisions and organizational performance
	Public leadership	3	The ***public leadership*** focus includes research on public leadership, e.g., president, professional politicians, as they direct large bureaucracies, determine strategy, and are commonly viewed as reasons for success or failure of public initiatives in parallel with their corporate counterparts
Team Leadership		15	***The team leadership*** sub-category includes research where teams were the primary focus, or the articles attempted to apply one or more leadership theories to team settings in a novel fashion. The focal level of analysis involves teams and groups at the mid- and lower-level echelons of the organization
	Leadership in team and decision groups	15	Topics encompassed by ***leadership in team and decision groups theory*** include the nature of leadership in different types of teams, determinants of team performance, procedures for facilitating team learning, guidelines for team building, and leadership function in decision making in groups

Sub-category	Theory	% Frequency	Description
Contextual theories of leadership		15	***The contextual leadership theories*** sub-category addresses leadership in specific context arenas. Social network and integrative perspectives of leadership were also included
	Contextual theories of leadership	6	***Contextual leadership*** theories explore the mediating effect of context such as the national context; function context—e.g., military, health or education setting; and discrete organizational context, and how leadership practices often are constrained by contextual variables (i.e., period of time in organizational processes) and singular events or circumstances
	Social network theories of leadership	4	The ***social network*** theories of leadership explore the contribution of multiple actors and bidirectional influence (top-down and bottom-up) that unfolds along different time scales (from minutes to years). Social network theory emphasizes inter-personal networks as both cognitive structures in the minds of organizational members and opportunity structures that facilitate and constrain leadership understanding and successful action
Complexity and systems leadership theories			***The complexity and systems*** sub-category encompass catastrophe or complexity theory, with the concept of complex adaptive systems (CAS) and encompassed how complexity theory was useful in describing how leaders can be successful in turbulent environments
	Complexity theories of leadership	3	***Complexity theories of leadership*** are based upon the application of complexity theory to the study of organizational behavior and the practice of leadership. In essence, complexity theory is about (1) the interaction dynamics amongst multiple, networked agents, and (2) how emergent events—such as creativity, learning, or adaptability—arise from these interactions. Leadership as mediated and practised by the influence of these factors is the substance of complexity leadership

Sub-category	Theory	% Frequency	Description
Leader Emergence and Development		14	***The leader emergence and development*** sub-category is focused on research that prescribed or described pathways or processes by which leaders came to possess leadership capacity, follower recognition of leadership status, and a systems perspective of leadership. Specific topics include leadership training programs, designing effective training, specific techniques of leadership training, learning from experience, developmental activities, self-help activities, facilitating conditions for leadership development, development and identification of leaders, and leadership assessment, appraisal and selection
	Leadership development	9	**Leadership development** theories explore the processes that lead to the expansion of a person's capacity to be effective in leadership roles and processes. It takes two forms: individual leader development; and leadership development, which is the expansion of a one's ability to be effective in leadership roles and processes
	Leadership emergence	5	***Leader emergence*** theory concerns itself with how a group member emerges and maintains a leadership position within a group or organization; not necessarily as a function of formal position. The individual acquires emergent leadership through the support and acceptance of other people in the organization and it is the "emergent leader" who is most respected and most followed in any leadership setting
Ethical/Moral Leadership Theories		11	***This ethical/moral*** sub-category encompasses leadership theories that have in common a core focus on altruistic behaviour as a foundation for effective leadership
	Authentic leadership theory	4	***Authentic leadership*** theory describes leaders who are self-aware, process positive and negative ego-relevant information in a balanced fashion, achieve relational transparency with close others, and are guided in their actions by an internalized moral perspective. The theory emphasizes building the leader's legitimacy through honest relationships with followers which value their input and are built on an ethical foundation

Sub-category	Theory	% Frequency	Description
	Ethical leadership theory	3	***Theories of ethical leadership*** investigate leader moral priorities, including how an ethical orientation toward leadership is developed; how an ethical approach to leadership is important; the consequences of ethical leadership and how it can be sustained.
Leading for Creativity, Innovation and Change		9	The ***leading for creativity, innovation and change*** sub-category investigated creative leadership processes from a variety of perspectives, covering topics like innovation and organizational learning. Research in this thematic sub-category also dealt with leader's roles in organizational change, or larger social changes in society or government, e.g., developing a vision, implementing changes, and influencing organizational culture. These changes were spurred by direct or indirect actions of leaders
	Leading for creativity and innovation	5	***Leading for creativity and innovation*** theories emphasize the use of innovation theory and creativity processes in the practice of leadership. Tangential theories are authentic, complexity, abusive, transformational, organizational change, shared and team leadership
	Leading organizational change	3	***Leading for organizational change*** theories focus on how leaders can unleash the potential of systems and people to adjust and adapt in ways that successfully address the needs of a shifting environment. Topic areas include leadership and ambidexterity, dynamic capabilities, innovation, and paradox and tension. They are also tangential to theories on complexity, leadership and networks, and collective leadership
Identity-Based Leadership Theories		8	***The identity-based*** sub-category of theories includes self-concept and social identity approaches to leadership, i.e., studies adopting the work on leader categorization theory and studies adopting other social identity and self-concept frameworks

Sub-category	Theory	% Frequency	Description
	Social identity theory of leadership	4	*Social identity theory* describes the emergence of a leader as being based on a group member's resemblance to a prototypical leader as determined by other group members. Leadership is perceived as a group process generated by social categorization and prototype-based depersonalization processes associated with social identity
	Identity and identification process theories of leadership	4	*Identity and identification process* theories of leadership posit that leaders are perceived in an organizational setting as leaders through a process of mutual influence in which social interaction among individuals as well as contextual factors cause leader and follower identities to shift over time and across situations. Leader identities are constructed through individuals projecting an image as a leader and others mirroring back and reinforcing that image as legitimate
Other		13	A potpourri of *other individual theories* is found in the research literature. Two that are profiled here are emotions and leadership; and destructive/abusive/toxic leadership
	Emotions and leadership	8	*The emotions and leadership* construct encompass leaders' and followers' affect, and a variety of influences that emotions, positive and negative, have at all levels of leadership both on the leader and follower
	Destructive/ abusive/toxic leadership	3	*Destructive/abusive/toxic theories* encompass cases where leaders misbehaved, acted in ways contrary to the well-being of followers and/or the organization, and the setting where they were leaders, including abusive leadership, toxic leadership, and followers' susceptibility and destructive followership as well

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