



Winnipeg Regional
Health Authority
Caring for Health

Office régional de la
santé de Winnipeg
À l'écoute de notre santé

Tools for Engagement



Participant Guide

Developed by:
Organization and Staff Development
Winnipeg Regional Health Authority

Learning Objectives

In this workshop, you will learn to:

- Define “Employee Engagement”
- Why bother about Employee Engagement?
- Whose responsibility is Employee Engagement?
- An insight into WRHA’s Engagement journey
- Explore the role of a Manager in building Employee Engagement
- Learn how to perform the 4 foundational steps –
 - Set clear expectations for employee performance
 - Provide effective feedback & Coaching
 - Foster ongoing learning and development for employees and teams
 - Recognize and celebrate employee and team accomplishments

LEADS in a Caring Environment

The LEADS framework represents the key skills, behaviours, abilities and knowledge required to lead in the health system. It presents a common understanding of what good leadership looks like. This module helps leaders build capabilities in the Engage Others and Achieve Results domains.



Defining Employee Engagement

Employee Engagement is a popular topic in workplaces these days. A quick Google search on the term “employee engagement” yields 20 million results and Amazon.com offers almost 7,000 books on the topic. Given all of this information it is no surprise that there are a range of approaches for measuring and recommendations for increasing employee engagement. The positive side of this attention is that there is an extensive amount of scientific research that has been completed that can guide us on how to measure, understand and impact engagement within our own teams and organization.

Engagement is...

- Employees' willingness and ability to contribute to company success. (Willis Towers Watson)
- “The level of an employee's psychological investment in their organization.” (Aon Hewitt)
- Engaged employees as those who are involved in, enthusiastic about and committed to their work and workplace. (Gallup)
- Employee engagement is the connection people feel to their work that results in higher levels of performance, commitment and loyalty. (Psychometrics)
- The alignment of an individual's personal satisfaction in their role and their contribution to the company's success (BlessingWhite)
- The commitment employees feel towards their organization and their willingness to go above and beyond the call of duty for the organization (Hay Group)
- The state in which there is reciprocal trust between the employee and leadership to do what is right however, whenever and with whomever (Dan Pontefract)

Marcus Buckingham and Curt Coffman coined the term “employee engagement” in 1999.

Some common terms you will hear:

- **Engaged** – Employees when are highly participative in day to day activities, contribute ideas, carry positive attitude, problem solve and deliver excellent customer service.
- **Disengaged** – Employees when demonstrate minimal participation, low performance, are dissatisfied and have low morale. Can be dysfunctional and disruptive too.
- **Model of Engagement** – It is a model comprising of research-based indicators that influence the overall organizational outcomes based on the level of employee engagement in the organization. In brief a model informs the path for action planning for improved results.
- **Drivers of Engagement** – An employee’s engagement is influenced by a number of factors in their work environment call “engagement drivers.” The engagement survey measures employee perceptions of different engagement drivers. for eg: Work life balance, Recognition, Senior Leadership, etc.



The Impact of Low Engagement

Think about the employees in your work area. What challenging performance, behaviours or attitudes have you observed from employees in the workplace?

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What is the impact of these challenging behaviours? How do they affect employees, the team, you, the organization? Are there impacts related to time, money, credibility, service, quality, safety, etc.?

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Benefits of High Engagement

What are the benefits of being an engaged employee? How would your job be easier if everyone on your team were engaged? How would the team benefit? How would the organization benefit?

Identify the benefits of high employee engagement in the following categories:

To the employee...	To your team...
To you as the manager....	To the organization....

Benefits of Employee Engagement in Healthcare in Canada

An extensive amount of research has been completed in many industries and countries regarding the benefits of employee engagement. Research shows that high employee engagement directly affects productivity, work relationships, customer satisfaction, and financial performance of an organization. We are fortunate to have recent data on the impact of employee engagement in health care in Canada.

The Ontario Hospital Association–NRC Picker Employee Experience Survey¹ was conducted in 2010-2011 involving over 10,000 employees in 16 Ontario hospitals. The study found that higher employee engagement correlated with higher performance in several organizational measures including:

- **Retention** – 10% of highly engaged employees will be looking for a new job with a different employer while 50% of disengaged employees will be job hunting in the next 12 months
- **Quality of Service** – 66% of highly engaged employees report that their work units “always” provide top-quality service while 20% of low-engagement group believe that excellent quality service is always provided
- **Patient-Centred Care** – 46% of highly engaged employees rate their ability to provide patient-centred care in the top quartile as compared to only 21% of disengaged employees. Equally important, 6% of highly engaged employees fall into the lowest quartile while 38% of the least-engaged employees do so.
- **Patient Safety** – 58% of highly engaged employees rate organizational tools and support for patient safety in the top quartile while only 3% are in the lowest quartile.

¹ Graham Lowe, “How Employee Engagement Matters for Hospital Performance,” *Healthcare Quarterly*, Vol 15 No.2 2012

Measuring Employee Engagement

One of the most accurate and efficient ways to measure is by conducting an employee engagement survey. Before we think about improving employee engagement we need to know where we stand. While a survey is a good place to start, there is far more to measuring employee engagement. The purpose of collecting data is to be able to track trends over time and use results to take action.

At WRHA we run surveys every 2 years with the help of an external partner agency. Our current partner is “Metrics @ Work”.

- An external partner helps us –
 - Reduce confirmation bias
 - Increase trust of employees
 - Opportunity to tap into expertise
 - Focus on action plans & building engagement

Metrics @ Work - Metrics @ Work has been in the business of designing and conducting Employee Opinion Surveys for 20 years. What makes them unique is their extensive experience of working with various Health sector organizations across Canada. Their model for measuring employee engagement is rooted in academic approaches to measuring psychosocial aspects of work environments and culture, and it drives reporting and action planning from front line leaders up to senior executives.

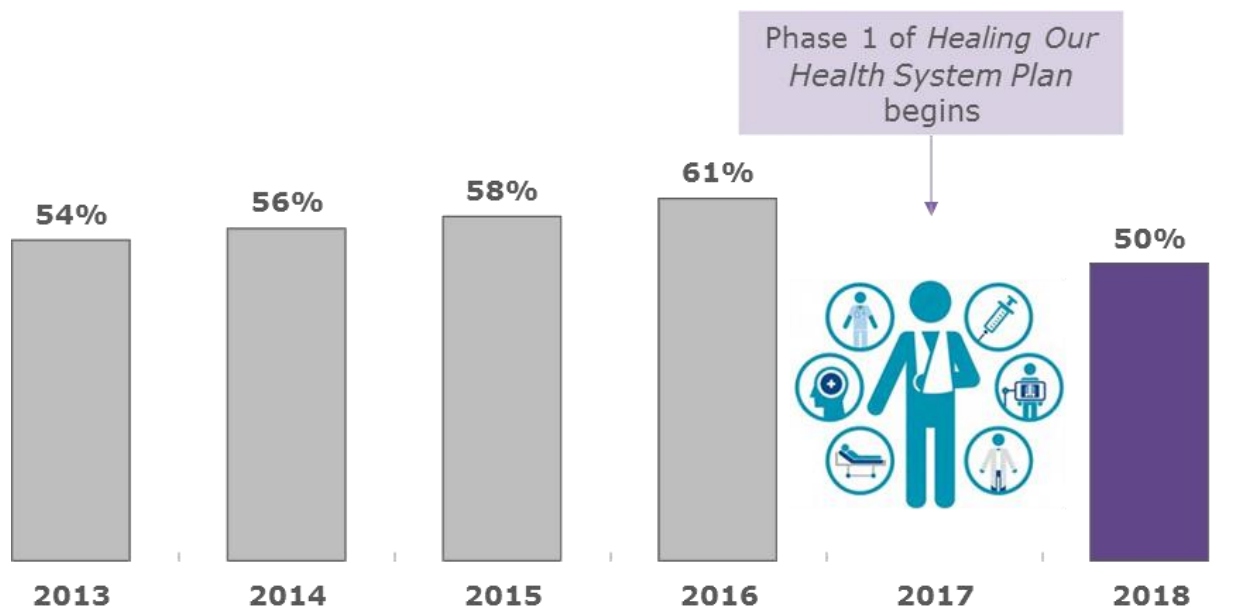
Employee Engagement at WRHA

The Winnipeg Regional Health Authority conducts an organization-wide Employee Opinion Survey every 2 years. The key survey objectives are to identify:

- How engaged are our employees?
- How can we improve engagement?

WRHA's Engagement Journey

After a steady improvement in engagement over the first four years of surveying employees, the engagement of many employees has been affected by major organization change within the WRHA and shows a significant overall decline.



Metrics @ Work's Model of Engagement

Engagement “in” or “with” something is not a global experience but is rather situational in nature, which means in organizations it takes place at various levels (i.e., employees can be differently engaged with, “enthusiastic about,” their job, different from their team and immediate work environment, different from their program or service area, and different from the organization as their employer). These levels correspond to leadership hierarchy and can be linked to survey actions and accountability for survey follow-up.

Three Levels of Engagement

- Job Engagement representing employees' perceived relationship to their job. Job Engagement is often predicted by factors such as workload manageability and having adequate job control and clarity.
- Departmental / Work Area Engagement represents employees' perceived relationship to their work area. Work Area Engagement is often predicted by factors such as feeling supported by co-workers, having adequate individual recognition, good cooperation with staff in other work units, and having a trusting and respectful relationship with one's supervisor.
- Employees' Organizational Engagement representing employees' perceived relationships with their organization, which is primarily presented in the form of emotional commitment to the organization, a willingness to remain (or, conversely, a lack of interest in leaving), and a willingness to give discretionary time and effort to the organization.

These three engagement levels, though related, are distinctly driven (or predicted) by some different elements of the workplace environment. For example, in healthcare nurses can be strongly job engaged, e.g., in the front line of helping people, yet they might be disengaged from the organization they work in (e.g., Long Term Care facility or hospital). Behaviorally, for instance, nurses might say they, “love their work”, but that they do not speak positively about their organization and they might be “looking elsewhere for work.”

The model also directly applies to physician and residents, with wording changes to reflect the differences in the nature of their employment, work roles, and practices. For instance, instead of Job Engagement, the equivalent can be referred to as Physician Practice Engagement.

Is Measuring Employee Engagement enough?

- One of the most accurate and efficient ways to measure is by conducting an employee engagement survey.
- Before we think about improving employee engagement we need to know where we stand.
- While a survey is a good place to start, there is far more to measuring employee engagement.
- Survey results do not provide insights into “why”.
- No action on survey results is like giving a message to employees that their feedback is not important.
- We need to be strategic and intentional with how we deal with results.
- The purpose of collecting data is to be able to track trends over time and use results to take action.

Using the EOS Results

When you access your team’s EOS results:

1. Analyze the results
2. Present the results to your employees, focusing on the top 3 positives and top 3 concerns
3. Involve employees in creating action plans for a maximum of 2 drivers
4. As a team, implement the action plans
5. Report on progress to employees and your leadership team on a regular basis

As a manager, you are expected to know, understand, and respond to the interests and concerns of your employees. The Employee Opinion Survey (EOS) results are a useful tool to help you do just that. To make the best use of the EOS results for your team, follow the steps on the slide.

The Engagement Responsibility

Senior Leadership Team – This group of leaders, usually led by the President or CEO, has two key responsibilities:

Setting and Clearly Communicating the Company’s Culture / Mission and Goals – These leaders must provide clear and effective formal communication for all employees. They must define “who we are as an organization” and “why the work matters”. This can be delivered effectively through a variety of vehicles: onboarding sessions, townhalls, company meetings or events. Larger organizations formalize the message in a video or formal letter that is distributed during onboarding.

Executive Sponsorship of Employee Engagement Activity –The President and the CEO along with their senior leadership team must work collaboratively with Human Resources, Directors and Managers to ensure these leaders have funding, tools, direction and executive sponsorship and support for engagement activities. Some of these initiatives include Employee Engagement Surveys, Pulse Surveys, Company Events, Training, Coaching and other measurement and execution activities.

Given their senior roles within the organization, it is inevitable that this will own the results of employee engagement measurement, but execution and ownership of the entire process should not rest exclusively with this group of leaders as they are often not in frequent contact with all employees.

Senior Leaders - [sets the tone for everyone else](#) – if leaders prioritize engagement, the rest of the organization will follow.

Human Resources – The Human Resources leader and their team have two critical roles in the process:

Process Management – The VP or Director or HR is well placed to organize, manage and drive accountability for the internal engagement process. They hire experts, manage Surveys (annual and pulse), presentations, documentation, ongoing training and coaching documentation, etc.

Maintaining Organizational Focus – The leader must work to keep an organizational focus on Employee Engagement as a strategic imperative. During peak

periods this can be challenging due to workloads and multiple simultaneous priorities. A dedicated “engagement focused” leader in the boardroom ensures engagement is maintained at the top of the priority list.

Given their multiple organizational responsibilities, limited influence on or daily connection with many individuals, the ownership for engagement cannot be placed entirely with the HR leader and team. HR is most effective when they own leadership for and keep focus on the process.

Front Line Managers – This group of leaders has a critical part to play in the process. They are perfectly placed to execute the program with their teams given their proximity and influence on non management employees. When well placed in the process Front Line Managers “own”:

Development of Team Engagement Strategy – Each team requires an employee engagement strategy that is customized to their team. Given their frequent interaction with employees, the manager can develop a specific, effective and executable strategy that meets the unique needs of their team.

Day to Day Engagement Execution – Front Line Managers are perfectly positioned to execute engagement strategy given their constant contact with their teams. One on One Meetings, Team Meetings, Pulse Surveys, Team Communications and other frequent points of contact allow for effective execution of the company and team strategy. Engagement, as we all know, is not a one-time event.

Continuous Team Engagement Measurement and Reporting – Alerting the organization to engagement challenges in real time is the responsibility of the front-line manager. In a recent blog, we addressed the measurement of employee engagement and the managers role in the process.

While the front-line manager has a tremendous role to play in the engagement process, they cannot own the process entirely given their limited ability to dictate budgets and organizational strategy within the organization.

Employees – Employee accountability is often overlooked but is critical in the process:

Engagement Is A Two-Way Street – We often think of engagement activity as something is delivered to employees. In other words, employees are the recipients of the actions of the employer and act as judge and jury. While it is the manager’s and supervisor’s responsibility to create an environment that enables its’ people to develop the best version of themselves, the employee **MUST** accept responsibility to meet the employer half-way.

Poor Attitude and Toxicity Must Be Addressed – Under conditions that encourage engagement, employees must be held accountable to ensure they approach their work with an authentic positive attitude. Poor attitudes and toxicity must be addressed by by all levels of the organization early and often. If unaddressed, they will affect your best employees who do understand the nature of the “two-way street”.

Utilizing Five Self-Administered Engagement Questions – these questions are terrific and offered by Kevin Kruze in his Forbes Article on Employee Engagement. Even our best employees can struggle and bring some negativity into the workplace. Kruze’s questions challenge all employees to meet their responsibility bring right attitude to the workplace even during busy or difficult times. It resets the correct mindset:

Today, how engaged was I at work?

What actions did I take today to learn and grow?

What did I do today to improve communication with my manager and peers?

Whom did I thank today, and who recognized me?

Was I mindful today of our company’s long-term goals?

Employees like front line managers have a critical role but lack the influence on budget and strategy in order to “own” the organization’s employment engagement strategy.

Everyone is responsible for engagement!

Leading for Engagement

When we consider the top drivers of engagement and we review the statements in the Manager Effectiveness Index, we see the key manager responsibilities leading to higher levels of employee engagement include:

- Set clear expectations
- Provide coaching and feedback
- Foster learning and development
- Recognize and celebrate accomplishments

Let's look at each of these responsibilities and how to perform them effectively.

Set Clear Expectations

The starting point for success is to set clear expectations and goals. It is difficult, if not impossible, for employees to be successful if they do not know what they are trying to accomplish. There is a wide range of expectations that employees need to be aware of including but not limited to:

- Duties of the job
- How to perform each of those duties
- Organizational policies
- Guidelines set out in collective agreements
- Professional codes of conducts
- Health and safety procedures
- Team-specific procedures and routines
- Unwritten norms of behaviour
- Organizational and departmental goals
- Due dates for assignments
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Types of Expectations

As a leader in your department, it is your responsibility to ensure all employees know and understand the relevant expectations and goals. There are different types of expectations that employees must understand and meet.

Organizational and Departmental Expectations

- Some expectations are in place through organizational policies, health and safety procedures, collective agreements, legal requirements and similar sources. Generally these expectations apply to all employees in the organization and tend to be more formal and stable.

Team and Role-specific Expectations

- Some expectations apply to the team or specific job functions. These expectations include the duties of a position, how those duties are performed, the results to be achieved, team goals and team routines. While these expectations are relatively stable they may shift based on procedural changes, continuous improvement initiatives, customer feedback and the needs of the team.

Individual Expectations

- A third type of expectation relates to individual employees and is based on that employee's performance, behaviour, and development goals. For example, while performance and behaviour expectations may be set for the entire team or position, if an employee is struggling to meet expectations the manager and employee may agree on an interim goal as part of the progression towards the required expectation. Similarly, if any employee has a specific professional development goal, they may commit to a stretch assignment to build new skills.

Importance of Clear Expectations

When managers and employees identify and agree upon specific expectations and goals, the expectations:

- Serve as an objective basis and common understanding for communicating about performance and behaviour
- Enable employees to differentiate between acceptable and unacceptable results
- Increase engagement and satisfaction because employees know when tasks are performed well
- Inform new employees of expectations about job performance and workplace behaviours
- Encourage an open and trusting relationship between the manager and employee
- Ensure that what the employee is doing is aligned with the goals of the organization
- Increase the level of care and customer service excellence
- Help keep employees, customers and visitors to the workplace safe
- Ensure professional practice guidelines are met
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Three-Step Process for Setting Expectations

The starting point for success is to ensure the expectations and goals are defined and communicated. At times these expectations are inherent as part of the function while other times additional projects arise that require specific parameters. Regardless of the situation, the more a manager can set expectations in partnership with the employee performing the work, the more the employee is likely to feel engaged and responsible.

Let's look at a general process for identifying specific expectations with your team.

Step 1: Understand the Context

The first step in setting expectations is to review supporting documents. It is necessary to ensure performance expectations are appropriate, relevant, fair and aligned with organizational goals.

Some of the information you can review prior to setting expectations include:

- Organizational goals and priorities
- Current job description
- Collective agreements
- Customer feedback
- Quality reports
- Safety reports
- Feedback from other's regarding an employee's performance
- Dialogues with an employee regarding his/her performance
- Employee's workload and current results
- Team's workload and current results

Step 2: Define Expectations

Effective managers identify performance expectations for key areas of an employee's position. To avoid unclear expectations and to enhance outcomes and employee engagement, consider the following elements:

- **Establish clear success criteria:** When setting and conveying expectations, describe the outcome(s) that would be considered successful. One way to do this is to finish the following sentence: "This goal/task will be successful if/when...." This sets clear success criteria that provides direction and focus to the employee and allows for measurable outcomes.
- **Convey completion date:** One of the most important details to confirm is when you expect the work to be completed. If the expectation is a task or project that has a specific end point, agree on the final due date as well as progressive milestones during the project. If the task is repetitive, agree on the frequency, for example: weekly, by the last day of each month, or every time a trigger event occurs.
- **Outline level of authority:** Managers should consider the level of authority that the employee has when completing specific goals or tasks. What decisions can the employee make independently? How much can they spend? Who can they talk to and/or involve? What resources do they have access to? When a situation beyond their level of authority arises, what is the appropriate action?
- **Communicate areas of priority, risk, or visibility:** What level of priority should the goal or task take? Are there key stakeholders that the employee should consult or consider? What risks or obstacles might the employee to come across? The more informed the employee is when taking on a goal or task the better prepared they can be and the greater the likelihood of success.

Step 3: Communicate Expectations

It may seem obvious but the third step in the process of setting expectations is to communicate them to the employees. Many times managers assume that employees know the expectations without having discussed them with their employees. Effective managers communicate their expectations and follow up on results.

Expectations should be shared when an employee begins a new position, takes on a new goal or project, and when expectations change due to new organizational priorities, new technology, a change in practice guidelines, etc.

Even if the expectations do not change it is useful to check in with the employees to give them an opportunity to ask questions, clarify any misunderstandings and reconfirm priorities. These conversations can occur individually and in team meetings. By giving each of your employees an opportunity to ask questions regarding the expectations, you increase understanding, clarity and engagement.

Do not leave communication to chance – create a plan for when and how communication will take place. The communication plan should include the overall context from step one and the elements defined in step two.



Setting Expectations for Your Team

Now that we have explored the importance of clear expectations and have reviewed a three-step process for setting expectations, let's put that knowledge into practice.

- Select a specific expectation for which one or more of your employees is responsible.
- Fill in the information below for that expectation.

Name of Expectation:
Type of Expectation (check one) <input type="checkbox"/> Organizational and Departmental Expectations <input type="checkbox"/> Team and Role-specific Expectations <input type="checkbox"/> Individual Expectations
Why is it important to ensure this expectation is clearly communicated?
What information is required to understand the context for this expectation?
What constitutes success? This goal/task will be successful if/when....

When does the work need to be completed?

What level of authority does the employee have? What decisions can the employee make independently?

What priority does this expectation have? Who should be consulted? What obstacles might arise?

How and when will you communicate this expectation? What check-ins will you have with the employees?

Provide Coaching and Feedback

A core responsibility of being a people manager is to provide coaching and feedback to employees. However, many people view coaching and feedback negatively. The manager giving the feedback is often worried they might offend the employee receiving it and make the situation worse. The employee receiving feedback may feel that they have failed in some way since they have something to improve.

If your team members are anxious about coaching and feedback, listen to their concerns carefully and with empathy. Explain to them that coaching and feedback are important tools you use to support them and help them succeed. Let them know that this will be a collaborative process – you need their input so that you can help them reach their professional goals and contribute to the organizational mission.

Let's review what coaching and feedback are and when you might use each one.

What is Feedback?

Feedback is a great way to increase someone's self-awareness. Ideally, feedback is just data. If presented effectively, feedback is neither positive nor negative. It is just data to increase an individual's awareness of the impact their performance and behaviour has on others. Good feedback is descriptive, specific and timely, not evaluative.

However, even feedback that is not intended to be evaluative can be experienced as being negative. In fact, when people hear the phrase "Do you mind if I give you some feedback?" they assume they are about to hear something negative. Feedback focused on past performance often produces defensiveness in the receiver, tends to reinforce negative self-fulfilling prophecies, and is denied if seen as inconsistent with one's self-image. Research shows that even high performers may perform worse after this kind of feedback conversation.

An additional consideration is that research has found that feedback alone results in little to no significant change in performance or behaviour. In order for feedback to result in a lasting change in individuals it needs to be accompanied by additional assistance and situated in a supportive environment. That is where coaching comes in.

What is Coaching?

While effective feedback is an essential part of coaching, it is the coaching that creates the environment for change and development. The manager as coach can go well beyond the data to:

- Provide a strategic and organizational context for prioritizing behaviours
- Help explore the root causes of dysfunctional behaviours
- Raise issues and explore blind spots the employee is unaware of or avoiding
- Provide an objective sounding board
- Encourage the employee to set goals and provide support to attain the goals
- Increase employee's feelings of accountability
- Manage the stages of change required to reach performance and developmental goals



Coaching is a thought-provoking and creative process that inspires an individual to maximize their personal and professional potential. When coaching, the manager is a partner in the employee's success, believing in and drawing out the potential in each employee. The goal of coaching for performance is to build in the employee:

- Awareness
- Responsibility
- Self-belief

Traditional management practices tend to use telling more than coaching. With the complexity and pace of change in workplaces today, telling is not sufficient. Coaching capitalizes on a shift from telling to asking. By asking questions during the coaching process, the coach:

- encourages action and forward movement
- fosters employee ownership and accountability
- invites interaction and expansive thinking
- creates opportunities and possibilities previously not considered
- creates a balance of power with the employee and manager working as partners



Feedback versus Coaching

Feedback	Coaching
<ul style="list-style-type: none"> • Increases self-awareness • Focuses on past behaviour • Reactive to a situation • Usually one-way communication • Advice oriented • Goal is to get receiver to act a certain way • Focuses on data and information • Telling • Controlled by giver • Describes consequences • Something managers must do • Can have minimal impact on performance 	<ul style="list-style-type: none"> • Increases likelihood of change • Focuses on future behaviour • Proactive to obtain a goal • Only effective as a two-way dialogue • Engaging • Helps coachee increase awareness, responsibility and self-belief • Focuses on unlocking potential • Asking • Equal participation in conversation • Explores alternatives • Something coachees must want • Can have significant impact on performance

Both feedback and coaching have benefits and both deserve a place in your managing toolkit. Today we will focus on feedback. To learn more about coaching and to hone your skills as a coach, take the **Coaching for Performance** course offered by Organization and Staff Development. Visit the Learning Management System (LMS) for dates and to register.

Tips for Providing Effective Feedback

Employees benefit from knowing what they are doing well and not so well. For them to really hear the information and your suggestions though, that feedback has to be delivered carefully and frequently. Giving feedback effectively is a skill. Like all skills, it takes practice to build your confidence and expertise. Use the following tips when giving feedback:

Be Objective

Feedback involves sharing information to help the employee increase their awareness about the impact of their performance and/or behaviour – positive or negative. Feedback is not about someone feeling like a “bad person”, settling a personal vendetta, or blaming.

Before giving feedback get clear about why you are providing it. The purpose for giving feedback is to improve the situation or performance and to help the employee be successful. Let that purpose guide your decision about what information to share and how to share it.

To avoid making assumptions when considering what feedback to provide about performance issues, consider a range of potential causes of performance issues:

- Does the employee know that the performance is unsatisfactory?
- Does the employee know what is to be done and when?
- Are there obstacles beyond the employee's control?
- Does the employee know how to do it?
- Do negative consequences follow good performance?
- Do positive consequences follow non-performance?
- Could the employee do it if they wanted?

Be Timely

The golden rule of feedback is to provide feedback as soon after the event as possible. The closer to the event you address the issue the better the employee will be able to relate it to the performance or behaviour under discussion. The feedback will make more sense and there will be an increased chance they learn from it.

One exception to this guideline is if the situation involved is highly emotional. In that instance, wait until everyone has calmed down before you engage in feedback. None of us process information well when emotions are intense.

Provide Feedback Frequently

When feedback is an ongoing process people know where they stand and there are few surprises. Employees feel an increased a sense of security and trust. Concerns are addressed before they grow into significant problems or become well-ingrained habits.

Be Specific

To provide specific feedback about an employee's performance or behaviour, describe the actual actions and results or impact. This helps you stick to the facts and avoid ambiguity. If you tell someone they acted unprofessionally, they may not know what that means. Your understanding of unprofessional behaviour may differ from the employee's understanding and they may be unclear which exact behaviour was the problem.

Similarly, do not exaggerate to make a point. Avoid words like "never", "all" and "always" because the employee is likely to get defensive and dismiss the feedback as inaccurate or unfair.

Choose the Appropriate Location

When giving feedback it is important to do so in a respectful, supportive way. One aspect of showing respect is selecting an appropriate location.

Establish a private, safe place to talk where you will not be interrupted or overheard. If you have an office with a door that location may work well. If you work in an open area, find a meeting room where you can ensure privacy. Depending on the nature of the feedback you may want a more informal setting such as chatting over coffee.



How to Give Effective Feedback

To help you provide effective feedback, it is helpful to use a specific format when organizing your thoughts. One useful tool is the Situation – Behaviour – Impact (SBI) Feedback model. The SBI Feedback model was developed by the Centre for Creative Leadership. It focuses your comments on specific situations and behaviours, and then outlines the impact that these behaviours have had on others.

The SBI Feedback model outlines a simple structure that you can use to give feedback:

1. Situation
2. Behaviour
3. Impact

When you structure feedback in this way, employees are better able to understand precisely what you are commenting on and why. This tool helps you avoid making assumptions that could upset the other person and damage your relationship with them.

Here is how to use the SBI Feedback model to structure feedback.

1. Situation

When you are giving feedback, first identify when and where the situation you are referring to occurred. This puts the feedback into context and gives the other person a specific setting as a reference. For the feedback to make sense, the employee needs to know what situation you are referring to.

2. Behaviour

Your next step is to describe the specific behaviours that you want to address. This is the most challenging part of the process for a couple of reasons. First, you should comment on only the behaviours that you observed directly. Do not rely on hearsay as this may contain others' subjective judgments. If you need to discuss behaviours you did

not observe directly it will require more of a dialogue with the employee so consider using some coaching techniques.

The second reason this step can be the most challenging part of the process is that it is deceptively difficult to remain objective when describing behaviour. To give feedback effectively it is important to avoid making assumptions or subjective judgments about the behaviours. Your assumptions and judgements could be wrong which could undermine your feedback and create defensiveness.

3. Impact

The part of the feedback that has the greatest chance of increasing the employee's awareness is the statement about impact. In this step you identify the impact the employee's performance or behaviour has had on those around them such as their peers, customers, or you. Remember that feedback is data used to increase awareness, not scold or shame another person. When describing the impact, connect to your intent of supporting the employee and helping them be more successful.

What Did You See?

Since step 2 is the most challenging let's practice it. Watch the video. In the space below describe the behaviour you see.

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How Would You Say That?

Select one or two scenarios that requires feedback. Write a feedback statement using the SBI model.

Scenario:
Feedback Statement:

Scenario:
Feedback Statement:

Foster Learning and Development

A common workplace motivator for employees is ongoing learning and development. As the manager your role is to encourage and foster that learning. The good news is that there are many opportunities for learning on a daily basis and many managers consider this one of the most rewarding parts of their jobs.

Any time an employee asks questions about how to perform a certain task, or struggles to deal with a challenging client/patient/resident, or expresses frustration about a recent change, you have the opportunity to help them learn. The key is to recognize that learning is much more than attending workshops or courses. Learning takes place through a wide range of activities. As a manager you can create a learning environment and help your employees recognize and maximize learning moments.

The Importance of Ongoing Learning

It is incredibly important for employees to pursue ongoing learning and continue to improve their skills. The pace of change in organizations, particularly in the healthcare sector, is increasing at unprecedented rates. Ongoing learning is required just to keep up with new technology, updated processes, and revolutionary innovations.

What's more, in addition to keeping one's skills current, the complexity in organizations require new ways of thinking and working together. Skills that have been "nice-to-have" or required of senior leaders, such as systems thinking, collaboration and strategic decision making, are becoming necessary for employees at all levels.

As a manager this means that your ability to foster an environment of ongoing learning and development is more imperative than ever. Fortunately there is a lot of research that tells us the most effective ways to create interest in learning and identifies strategies to increase employees' skills and knowledge.

Barriers to Learning

In order to select effective strategies to promote ongoing learning and development, it is helpful to understand what barriers may get in the way. Some of the barriers exist within the individual and other barriers are in the environment. Here are some examples:

Internal Barriers

- Low confidence – If individuals think that learning is difficult for them, they often resist efforts that encourage them to learn.
- Fear of the unknown – Some individuals resist learning because they like doing what they already know and fear trying something new.
- Unconvinced of the need – Individuals are unlikely to dedicate energy and attention to learning if they do not believe there is a need to learn a new skill.
- Loss of control or expertise – If an individual has been successful at a certain skill they may resist a change that will shift them into the novice role once again.

External Barriers

- Limited time – Workplace learning may be delayed because other priorities overwhelm our schedules.
- Lack of resources - If an organization has insufficient resources to dedicate to the required learning they may delay the process or use a less effective method.
- Lack of leadership support – If you see the need for your team to learn a new skill but your leader does not, you are less likely to receive approval to proceed.
- Lack of information – Without knowing the organization's strategic priorities or future direction employees might not know what they need to learn to stay up-to-date.

Strategies to Foster Learning

There are many strategies to foster learning and development in the workplace.

Provide evidence that justifies learning - Employees need to know why learning is important and how it will benefit them personally or professionally. When explaining the rationale for specific or ongoing learning, use evidence-based terminology. Explain how the learning is designed to positively affect issues such as patient outcomes, job performance, and organizational effectiveness.

Create a comfortable learning environment - Successful learning environments must be supportive and nonthreatening. Employees should feel they have the right and opportunity to ask questions without ridicule. Provide an opportunity for individual employees to share their learning with teammates to reinforce the value of learning.

Understand learning styles - Some employees learn best by watching someone perform a task and then trying the process themselves. Others learn best by reading or listening. Once you know how your employees learn best, you can guide them to development opportunities that cater to their particular style.

Connect learning with work objectives and life goals - Ask your employees about their career and life goals. Identify where their goals align with the organization's objectives. Highlight how learning and development will help them to achieve their goals and contribute to the organization.

Help employees set learning goals - Start by helping your employees identify what is most important to them in their current role. Then discuss what they could do to get better at the activities they find most important. For instance, people who care deeply about helping others on their team might benefit from learning how to reduce conflict in a group. Setting a specific goal for learning makes the benefits more tangible and will increase an employee's motivation to get started.

Encourage social and peer learning - Many people prefer to learn from one another through observation, imitation, and modeling. This type of social learning gives employees tangible examples of how they can apply a new skill or process. Encourage people to learn as a group, where practical. For example, you could organize short training sessions or discussions for your team during a regular scheduled team meeting.

Highlight achievements - Everyone needs encouragement and recognition to keep them going. Acknowledge when your employees dedicate time and effort to learning activities. Recognize the improvements employees make as they start to apply their new skills.

Support the transfer of learning - As a manager an important role you play is to help employees use the learning they acquire. When an employee completes a learning experience, whether that is a workshop, committee work, or special project, talk with them about what they have learned and how they can apply it in their work. Consider asking the employee to share in a team meeting what they have learned in a course. This helps solidify the learning for them and increases the knowledge of their teammates.

Set an example - Team members are less likely to see the value of learning if you are not setting the example. Make sure employees know that you are actively working on your own learning and development. Highlight your learning objectives and share with your team what you have learned. If they see that you are willing to put effort into professional development then they will see that it is important and follow your lead.

*“Learning is a continuous, collaborative
and connected process”*

Dan Pontefract, Telus

The Best Ways to Learn

There is no one best way to learn. In fact, the more ways we are aware of the more we can learn. Often people have a limited view of when and where they learn. They tend to think that learning takes place in the classroom but, in fact, only a small percentage of our professional learning occurs in that way.

Research conducted by Professor Allen Tough at the University of Ontario tells us that approximately 70% of an employee's learning and development come from on-the-job experiences, development in the current role, and challenging job assignments. An additional 20% of learning comes from people around us such as supervisors, colleagues, parents and friends. Only 10% of learning coming from formal education led by learning and development professionals such as teachers, trainers and facilitators. This breakdown is known as the 70-20-10 principle.

There are several benefits in recognizing the range of learning activities and environments. By educating staff about the 70-20-10 principle, organizations experience:

- Increased learning since employees look for the learning in more situations
- Increased employee engagement as they realize that development is happening 'all the time'
- Increased manager involvement in the development of their staff since learning can be fostered during daily activities
- Increased sharing since teams have a common language to identify and share lessons learned

Let's look a range of activities that fall into each of the three types of learning.

70% *Experiential Learning*

- On-the-job experience
- Participate in or lead projects
- Job rotation
- Committee work
- Volunteer work
- Practice new behaviours
- Practicums
- Self-directed learning (such as reading books, websites, professional journals)
- Using new tools in your work (such as a decision matrix, checklist, template)

20% *Social Learning*

- Informal networking
- Communities of Practice
- Coaching
- Mentoring
- Observing others demonstrate a task
- Job shadowing
- Blogs

10% *Formal Learning*

- Internal courses
- External courses
- Workshops
- eLearning
- MOOCs (such as those through coursera.org and edx.org)
- Conferences
- Lunch and Learns



What Learning Activity Can I Use?

- Identify several skills that your team members need to learn. They can represent development needs of your current employees or the standard learning that new employees coming into the role must acquire.
- For each skill list activities that an employee could use to learn that skill. Be sure to select activities from all three types of learning - experiential, social and formal.



Recognize Accomplishments

Sometimes it seems like it is human nature to notice when things go wrong. After all if something is wrong, as a manager you want to fix it before it causes damage or harm. However you miss a lot if you are only looking for problems.

Almost everyone loves to get sincere acknowledgement for a job well done. Unfortunately many people feel that they do not receive enough recognition in the workplace. Fortunately there is more and more research that is building a strong case for the powerful benefits of genuine appreciation.

Judith Umlas, author of several books and courses on the topic of grateful leadership, promises that once you start paying attention to the good qualities and contributions of the people around you, you will be awed by their accomplishments, talents and wisdom. You will feel compelled to acknowledge them and when you do you will make an extraordinary difference in their day.



“Recognizing good work leads to high energy, great feelings, high-quality performance and terrific results. Not acknowledging good work causes lethargy, resentment, sorrow and withdrawal.”

Judith W. Umlas,
The Power of Acknowledgment

How Grateful are You?

How often do you actively look for things going right? When you find them, do you show your appreciation for the people who are performing well?

According to a survey of 2,000 Americans conducted in 2013 by the John Templeton Foundation², people are less likely to feel or express gratitude at work than anyplace else. The research showed that:

- People are not thankful for their current jobs, ranking them dead last in a list of things they're grateful for
- Almost all respondents reported that *saying* "thank you" to colleagues "makes me feel happier and more fulfilled"
- However on a given day, only 10 percent of respondents acted on the impulse to express gratitude
- A stunning 60 percent said they "either never express gratitude at work or do so perhaps once a year"

The good news for you as a manager is that:

- Ninety-three percent agreed that grateful bosses are more likely to succeed
- Most respondents reported that hearing "thank you" at work made them feel good and motivated

² As summarized at:

http://greatergood.berkeley.edu/article/item/five_ways_to_cultivate_gratitude_at_work



The Benefits of Gratitude

Acknowledgment has the power to change the lives, the moods and the self-perception of both the giver and the recipient, each and every time it is practiced. And the bonus is that each of us has it available to all of us at any time.

At the Greater Good Gratitude Summit, Dr. Philip Watkins of Eastern Washington University explains³ how gratitude improves relationships and cognitive processes:

- People like grateful people
- Gratitude enhances our desire to affiliate with others
- Gratitude enhances our communal orientation towards others
- Gratitude enhances our tendency to include others
- Gratitude enhances prosocial behaviour
- Gratitude enhances our relationships
- Grateful recounting trains you to notice the good
- Grateful recounting trains you make positive interpretation of good events
- Grateful recounting trains you reflect more positively on your past



³ Video available at:

http://greatergood.berkeley.edu/gg_live/greater_good_gratitude_summit/speaker/philip_watkins/the_social_benefits_of_gratitude/



The 5 Cs of Acknowledgement⁴

Judith Umlas, the senior vice president, author, and trainer at the International Institute for Learning, Inc. (IIL), has developed the 5 Cs of acknowledgement. Based on her work with leaders around the world she asserts that the 5 Cs will inspire those around you to perform their best and reach their highest possible levels of engagement. When people feel valued and appreciated, they grow loyal to the organization, commit to their jobs, and pursue their vision of what they can accomplish.

Consciousness:

- Become conscious of the acknowledgments and gratitude that you already have in your mind and heart.

Choice:

- It is your choice whether to deliver the acknowledgment or to merely keep it floating around in your mind. Choose to share it whenever possible.

Courage:

- It is courageous to deliver heartfelt and authentic acknowledgment—it makes us vulnerable. If you feel that you need to summon courage, you are on the right track!

Communication:

- Determine the best way to reach your recipient. It is simple to communicate your gratitude and appreciation once you choose to do so.

Commitment:

- Once you witness the benefits of gratitude (for example, watch your people come alive, take more initiative, and work with more passion and engagement), committing yourself to being a grateful leader becomes easy and logical.

⁴ Judith W. Umlas (2012) *Grateful Leadership: Using the Power of Acknowledgment to Engage All Your People and Achieve Superior Results*. McGraw-Hill Education.

Tip for Acknowledging Others Effectively

Remember these guidelines when recognizing your employees:

Be consistent – Consistency is vital. If you praise often during one month, and then skip the next month entirely, your team will wonder what is going on. Creating a culture of recognition and reward is important and requires consistency.

Be specific – When you acknowledge people on your team, be specific about what they did to deserve the recognition. Being specific makes the person you recognize feel appreciated and lets the team know what behaviours and contributions are important.

Know your people – Getting to know your employees is necessary to showing your appreciation effectively. Some people love public acknowledgement while others prefer it in private. If you mix this up the recognition may not have the intended impact.

Make the acknowledgement relevant – Your gesture should be relative to the employee's effort. If you make a big deal out of a little success while barely mentioning a huge accomplishment, it may result in confusion, embarrassment or resentment.

Be genuine – Acknowledgment is only meaningful when it is done honestly, with good intention, and with no ulterior motive. People can sense insincerity and they will lose trust in and respect for you.

Be patient – As you begin to use this skill, or use it more than you did previously, you might have to acknowledge some people two or three times before they can really “hear” what you are saying, due to their own negative self-image or disbelief.

Strategies for Practicing Gratitude at Work

Acknowledgement is a skill. We all have it; however, like any skill we may need to practice it so we can show appreciation comfortably and frequently. You can start with a simply thank you and move to more creative gestures of acknowledgement.

Here are some ideas on how to practice gratitude at work:

- Say "thank you" regularly. Employees tend to work harder and be more engaged if they feel that their contribution makes a difference and that their efforts are noticed.
- Pass along compliments you have heard to the person who was praised. It is surprising how often people are surprised when they find out someone else thinks highly of them.
- Send handwritten thank-you notes when someone goes above and beyond the requirements of the job. Employees frequently keep these notes and read them again and again – especially on the difficult days! StAR Cards are available to every WRHA office and are a great way to recognize individuals.
- When you e-mail a team member to say thank you for a significant contribution, copying that message to YOUR boss.
- Invite employees to write out their achievements and submit them to an organizational newsletter such as Health Care Connection. This acknowledges the employees' successes as well as shares best practices with others.
- If you have a large or geographically dispersed team, make an effort to meet with as many team members in person as you can as frequently as you can.
- Implement changes as a result of employee feedback to improve employee experience and give credit to the originators of the idea
- Encourage people on the team to acknowledge each other for their contributions to create an overall culture of gratitude.
- Dedicate time in your team meetings to formal and informal recognition inviting any one to acknowledge others on the team.

Showing Your Appreciation

What are you grateful for? Are there specific accomplishments, regular practices, or helpful characteristics that make the workplace a better environment? Consider your employees, your team, your peers, your boss, your patients/clients, and others that make a positive contribution.

How can you show appreciation to those around you? Consider what actions you can take to express gratitude to your employees, your team, your peers, your boss, your patients/clients, and others that make a positive contribution to you and to the organization.

Conclusion

We have covered a lot of information in this booklet. We have defined employee engagement and analyzed the WRHA Employee Opinion Survey results. You can use those results as a guide to prioritize your management activities.

As part of your core management responsibilities you need to set clear expectations for employee performance and communicate those expectations to your team. Once employees know the expectations and begin performing the work, you provide feedback to employees to help them stay aligned with the expectations and confident in their performance.

An essential strategy to help employees become and remain successful is ongoing learning and development. As a manager you play a key role in creating a learning environment and promoting a wide range of learning activities. Equally important to employee engagement is the recognition and celebration of individual and team accomplishments. The genuine expression of your gratitude and appreciation for employees' contributions is a significant factor in creating a positive and productive workplace.

Take a moment to consider how you will use the information in this booklet in your role as a manager in the WRHA. On the next page is a personal action plan that will help you plan how to put these lessons into practice. Beyond that are lists of resources to assist you as you implement your plan.

This is an exciting time in our organization. Working together we will achieve success in co-ordinating and delivering safe and caring services that promote health and well-being. Thank you for your partnership!

Personal Action Plan

This is your personal action plan. It will help you apply the concepts you have learned today. Take a few moments to respond to each statement below.

1. Identify at least three concepts or strategies that you have learned in this session.

2. Describe a specific outcome you would like to accomplish using your new knowledge and skills.

3. List the benefits that would come from achieving this outcome.

4. List at least three actions you commit to take in order to achieve this outcome and identify the date by when you will complete each action.



Appendix

WRHA Resources

Employee Engagement website

This is your go-to spot for messages from WRHA executives, updates on the engagement survey, and a plethora of resources:

<http://www.wrha.mb.ca/professionals/survey/index.php>

The Online Employee Engagement Toolkit

This is a share point site and contains a compilation of resources from the web categorised under various Dimensions of Employee Engagement. The resources are also linked to LEADS domains. Helpful for managers / leaders especially when developing their staff engagement strategies and working on engagement action plans.

https://extranet.manitoba-ehealth.ca/osd/_layouts/15/start.aspx#/SitePages/Home.aspx

The HUB

The Leaders Learning Hub is designed to support managers as they support their teams. It is a collection of articles, videos, job aids and other resources to answer questions and provide tools when the needs arise.

<http://www.wrha.mb.ca/education/LeadershipLandingPage.php>

People Manager's Guide

When you are on the WRHA's Employee Engagement website, check out the People Manager's Guide that defines the process for analyzing EOS results and offers tips for implementing action plans to address any areas of concern:

<http://www.wrha.mb.ca/professionals/survey/files/EOSPeopleManager'sGuideCondensed.pdf>

Recognition in the Workplace

This is a recognition toolkit for managers and is accessible on the WRHA Education

Portal: <http://www.wrha.mb.ca/osd/files/RecognitionMgrsFeb10.pdf>

Staff Appreciation and Recognition (StAR) Program

The WRHA StAR Program strives to make the WRHA a great place to work by offering recognition resources, long service awards, staff discounts, “You’re a Star” e-cards and

more. Check it out here: <http://home.wrha.mb.ca/star/index.php>



External Resources

Books

Kevin E. Kruse (2012) *Employee Engagement 2.0: How to Motivate Your Team for High Performance (a Real-World Guide for Busy Managers)*. Createspace.

Judith W. Umlas (2012) *Grateful Leadership: Using the Power of Acknowledgment to Engage All Your People and Achieve Superior Results*. McGraw-Hill Education.

Judith W. Umlas (2011) *The Power of Acknowledgment*. International Institute for Learning, Inc. (IIL).

Simon Sinek (2011) *Start with Why: How Great Leaders Inspire Everyone to Take Action*. Portfolio.

Websites

<http://www.mindtools.com> – an impressive collection of articles, quizzes and other resources on a wide range of topics for professional, managers, and leaders.

<http://www.free-management-ebooks.com> - Over 100 free eBooks, templates and checklists to help you gain the advanced skills you need to become an outstanding leader.

<http://greatergood.berkeley.edu> - The Greater Good Science Center studies the psychology, sociology, and neuroscience of well-being, and teaches skills that foster a thriving, resilient, and compassionate society. The website is packed with informative articles and practical tools.

<https://www.youtube.com/watch?v=y4nwoZ02AJM> – Watch and learn from research on employee engagement, what employers can do to keep their organization afloat.

Team Learning Plan

While each employee can benefit from their own professional development or learning plan, as a manager you can develop your team as a group. By offering common development experiences to your team they are well positioned to reinforce the learning with each other and have a common understanding of how certain skills can be used.

- Select one learning goal you would like to pursue with your team.
- Complete the plan by identifying the activities you will undertake, the timeline to do those activities, and the impact you expect this development to have on the team.

Learning Goal	Activities	Timeline	Application	Impact
What do you want to have your team learn or develop?	How are you going to accomplish this goal?	When will you do each activity?	What will your team do better or differently as a result?	What metrics or results will improve?

Creating an Action Plan with EOS Results

As a manager, you are expected to know, understand, and respond to the interests and concerns of your employees. The Employee Opinion Survey (EOS) results are a useful tool to help you do just that. To make the best use of the EOS results for your team, follow these steps:

- 1) Analyze the results.
- 2) Present the results to your employees, focusing on the top 3 positives and top 3 concerns.
- 3) Involve employees in creating action plans for a maximum of two drivers.
- 4) As a team, implement the action plans.
- 5) Report on progress to employees and your leadership team on a regular basis.

This document helps you complete Step #3: Creating an Action Plan.

With the team, use the attached action plan template and:

- Select the top one or two drivers to address. Consider which drivers contribute the most to dissatisfaction or, if fixed, would have the greatest positive impact.
- Describe the specific changes or outcomes the team wants.
- Identify specific tasks that will help achieve that outcome.
- Select the person or people who will do each task. Involve team members as much as possible.
- Identify resources they will need to complete the task (such as time, subject matter experts, supplies, etc.)
- Agree to a date by when each action will be completed.
- Describe what changes will indicate that the completed action has moved the team closer to the goal.

Once the action plan is created:

- Share the plan with your leader and Director of Human Resources for coordination of cross-departmental and/or organization-wide efforts.
- Plan when and how to communicate to keep everyone informed about progress and interim results.
- Track the tasks that the group has completed.
- Explain the rationale if it is determined that an issue cannot be resolved to the satisfaction of employees.
- Be cautious of actions that might create new problems while solving an old one.

CONCLUSION

Leadership is committed to understanding our employees' input, taking concrete action where possible, providing clear explanations when action is not taken and helping employees make the link between their EOS responses and management action. If you require additional support, contact your local Human Resources team.

EOS Action Plan

Team Name: _____

Manager Name: _____

EOS Driver: _____

Goal (What result or outcome do you want?): _____

Actions <i>(What tasks needs to be done to achieve the goal?)</i>	Owner <i>(Who will do this task?)</i>	Resources <i>(What do you need to complete this task - people, tools, etc.?)</i>	Timeframe <i>(When does the task need to be done?)</i>	Indicators of Success <i>(What changes will indicate you moved closer to the goal?)</i>	Complete <i>(✓ when complete)</i>

LEADS in a Caring Environment

LEAD SELF



Are Self-Aware

They are aware of their own assumptions, values, principles, strengths and limitations

Manage Themselves

They take responsibility for their own performance and health

Develop Themselves

They actively seek opportunities and challenges for personal learning, character building and growth

Demonstrate Character

They model qualities such as honesty, integrity, resilience, and confidence



ENGAGE OTHERS

Foster Development of Others

They support and challenge others to achieve professional and personal goals

Contribute to the Creation of Healthy Organizations

They create engaging environments where others have meaningful opportunities to contribute and ensure that resources are available to fulfill their expected responsibilities

Communicate Effectively

They listen well and encourage open exchange of information and ideas using appropriate communication media

Build Teams

They facilitate environments of collaboration and cooperation to achieve results



ACHIEVE RESULTS

Set Direction

They inspire vision by identifying, establishing and communicating clear and meaningful expectations and outcomes

Strategically Align Decisions with Vision, Values, and Evidence

They integrate organizational missions and values with reliable, valid evidence to make decisions

Take Action to Implement Decisions

They act in a manner consistent with the organizational values to yield effective, efficient public-centred service

Assess and Evaluate

They measure and evaluate outcomes, compare the results against established benchmarks, and correct the course as appropriate



DEVELOP COALITIONS

Purposefully Build Partnerships and Networks to Create Results

They create connections, trust and shared meaning with individuals and groups

Demonstrate a Commitment to Customers and Service

They facilitate collaboration, cooperation and coalitions among diverse groups and perspectives aimed at learning to improve service

Mobilize Knowledge

They employ methods to gather intelligence, encourage open exchange of information, and use quality evidence to influence action across the system

Navigate Socio-Political Environments

They are politically astute, and can negotiate through conflict and mobilize support



SYSTEMS TRANSFORMATION

Demonstrate Systems / Critical Thinking

They think analytically and conceptually, questioning and challenging the status quo, to identify issues, solve problems and design and implement effective processes across systems and stakeholders

Encourage and Support Innovation

They create a climate of continuous improvement and creativity aimed at systemic change

Orient Themselves Strategically to the Future

They scan the environment for ideas, best practices, and emerging trends that will shape the system

Champion and Orchestrate Change

They actively contribute to change processes that improve health service delivery