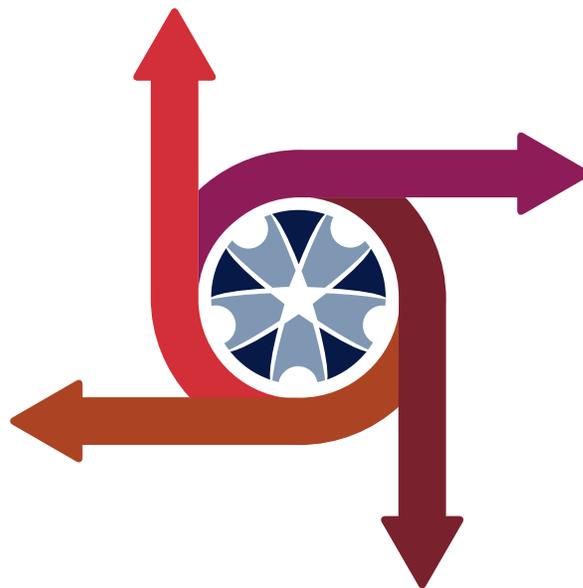


Collaborative Change Leadership™

An Advanced Certificate Program for Healthcare
and Health Education Leaders

September 2021 - June 2022
Virtual Program



Collaborative Change Leadership™

This advanced certificate Program, grounded in leadership, change and social accountability theories, processes and practices, is designed for senior and high potential leaders who are accountable for meaningful and sustainable change within and across complex systems. These leaders are driven to engage multiple stakeholder and community voices, build strong relationships and partnerships, work collaboratively to co-create change, and lead by example.

During the COVID-19 pandemic, our alumni are reaching out to share that the CCL Program has enhanced their ability to be the leaders needed for these challenging and uncertain times. As alumni are engaging their teams and communities in compassionate and meaningful ways to co-create and sustain system change, they are achieving rapid, efficient and unprecedented results. CCL is specifically designed for the time in which we find ourselves. The need for emergence, adaptation, co-creation and highly effective implementation rooted in compassion has never been more critical.

Participants will apply their learning to a capstone initiative identified as a priority within their organization, system or community.

Prerequisites

The candidate must meet the following prerequisites:

- Leaders across healthcare and education
- Support of your organizational sponsor to participate in the program
- A capstone initiative that is identified as a priority within your organization, system or community and engages the organization, system or community
- Teams of two or more participating in the program required

The goal of the advanced CCL Program is to develop people to lead health system transformation and enable socially accountable change in their community.

Program Outcomes

By the end of the program, we expect that participants will:

1. Model and exemplify collaborative change leadership in all facets of their professional work.
2. Advocate for socially accountable solutions.
3. Explore different theoretical change approaches, and be able to apply change theory in their own contexts.
4. Use appreciative inquiry principles to engage the system in co-creating meaningful and sustainable change that builds on strengths and contributes to the achievement of system goals.
5. Design and implement an emergent change strategy by stewarding an organization, system, community, or inter-sectorial capstone initiative.
6. Integrate and align complementary initiatives within their system.
7. Foster senior leadership and collaborative community engagement within and across systems and sectors.
8. Lead meaning-making processes to generate sustainable change.
9. Design and implement an evaluation strategy informed by developmental evaluation.
10. Reflect on, assess movement and adapt direction throughout change implementation.
11. Translate knowledge to improve health and health systems.
12. Articulate a personal comprehensive description of collaborative change leadership.

Alumni Highlights

216 graduates

85 system change initiatives

48 organizations in Canada and beyond

“Teaching Collaborative Change Leadership is invaluable in transforming the health care system.”



Program Structure

Structured to be context specific, the curriculum is adapted to the individuals, teams, organizations and communities participating. Participants work on a Capstone Initiative during and between sessions to apply what they have learned in the Program.

Participants from the same organization should either be working on the same initiative or be prepared to integrate, align or link different initiatives as part of working systemically.

Your nine-month journey includes:

- A program designed, delivered and facilitated for transformative learning
- Expert faculty and guest speakers

- Five face-to-face sessions (two days each)
- Innovative instructional approaches, including experiential learning, reflection, theory bursts, small and large group activities, peer learning
- Coaching from faculty
- Readings pre-program and between sessions
- Application of learning to a capstone initiative
- Pre-session check-in reflections and evaluations
- Online community of practice

Participants are also involved in evaluating the Program, both within and between sessions and after the conclusion of the Program.

Program Overview

Session	Dates & Times	Session Focus
SESSION 1 DISCOVERING THE BEST OF WHAT IS	September 30- October 1, 2021 08:00-16:30	Exploring an integrated model of collaborative change leadership; developing understanding of social accountability and community engagement in the context of setting up the capstone initiative and inquiry; initiating community of practice.
SESSION 2 IMAGINING THE POSSIBILITIES	December 2-3, 2021 08:00-16:30	Identifying engagement processes; conducting the inquiry with the voices in the system; beginning to design the change strategies and evaluation; and exploring what it means to be a collaborative change leader in this context.
SESSION 3 DESIGNING & IMPLEMENTING	January 27-28, 2022 08:00-16:30	Interpreting the inquiry results; deepening knowledge of emergent change and meaning-making; integrating system perspectives to begin to co-create the design of the intended change; navigating the tension within traditional systems between implementing a change strategy and sensing system needs and adapting accordingly; leading meaning-making processes and generative feedback; continuing to develop the integrated change and evaluation strategy.
SESSION 4 SENSING, EVALUATING AND ADAPTING	April 7-8, 2022 08:00-16:30	Assessing movement, reflection and adapting strategies based on what is emerging as meaningful in the organization and/or community; deepening the evaluation.
SESSION 5 ACCOMPLISHMENTS, REFLECTION AND ADAPTATION	June 9-10, 2022 08:00-16:30	Presenting work accomplished and coaching each other; continuing to assess movement & adapting strategies; deepening participants' capacity for reflecting, meaning making and adapting; enhancing participants' ability to articulate the purpose, value and impact of their professional work at its essence; viewing progress through the lens of generative change; and leading through effective storytelling.
CAPSTONE INITIATIVE	Session 1 - Session 5	Developing, implementing and evaluating a capstone initiative.



Program Application Process

Step 1: Program Abstract Submission

Candidates must submit a team application package to belinda.vilhena@uhn.ca with the following:

- Names, email contacts and roles of colleagues expecting to attend the program. **A minimum of 2 applicants per organization required.**
- A current curriculum vitae (experience & education) for each applicant.
- Individual candidate's motivation letter: a brief description of his/her leadership journey to date and how the advanced CCL Program will help to enhance his/her leadership development.
- A team one-page outline that describes the: underlying rationale and scope for change in the proposed capstone initiative, the target population and/or community; and the organizational sponsor and partners that are willing to support this initiative.
- A team letter of support from an organizational and/or community sponsor indicating support for the capstone initiative and the time needed to participate in and complete the program.
- **Application Deadline: June 2, 2021.**

Step 2: Acceptance

- Applicants will be notified of acceptance into the program as the applications are reviewed, and, by no later than **June 16, 2021.**
- Written notification of acceptance will be issued along with registration information.

Registration & Program Fee

Fee: \$4,500 CAD per participant plus 13% HST. (*For every two registrants from a single organization, the third registration will be discounted by 50%.*)

“This program went well beyond any expectations I had. Having recently completed a Master’s program I have been surprised that this program is hands down better than many of those programs.”

CCL Program Faculty

Brian D. Hodges MD, PhD, FRCPC,
Executive Vice President Education and Chief Medical Officer, University Health Network; Senior Fellow, Massey College, CCL Program Executive Sponsor

Mandy Lowe, MSc, BscOT, OT Reg. (Ont.),
Senior Director, Clinical Education, University Health Network; Strategic Advisor, Centre for Interprofessional Education (Centre for IPE), University of Toronto

Kathryn Parker, MA, PhD, Senior Director,
Academic Affairs and Simulation Lead, Holland Bloorview Kids Rehabilitation Hospital, Toronto; Associate Director, Student Led Environments, Centre for IPE, University of Toronto

Jill Shaver, MBA; MSOD; Consultant, B.J. Shaver Consulting; Adjunct Faculty, Master of Science in Organization Development Program, Pepperdine University (CCL Program Co-Director)

Maria Tassone, MSc, BSc. PT, Director,
Centre for IPE, University of Toronto; Senior Director, Continuing Education and Professional Development, University Health Network, Toronto (CCL Program Co-Director)

Belinda Vilhena, MEd, BSc, Director, Business Development & Centre for IPE Operations; Acting Director, Conference Services & UHN BMO Conference Centre (CCL Program Manager)

More Information

Contact Belinda Vilhena, e-mail: belinda.vilhena@uhn.ca; website: www.collaborativechangeleadership.ca