



Clinical Leader Professional Certificate

2021



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Chris Irwin is a Principal at Measure of Success Inc., a consultancy that partners with organizations to support, monitor and improve performance by clarifying priorities and aligning activity. He also teaches negotiations and stakeholder management in the MBA program at Schulich School of Business." He brings his insights into collaboration as a trainer and speaker with the Supply Chain Management Association (formerly PMAC) and its provincial institutes. Chris has an MBA (Schulich, 2006) and a BCom (McGill, 1994).

He speaks French and Japanese, and lives in Toronto with his wife, three kids, and one pug. Chris spent the first years of his career living and working in Japan where he was involved in training and development (skills/language/cultural training and curriculum development), as well as in communication (stakeholder management, writing and translating). This included time at the Disney entity that oversees Tokyo Disneyland. He has worked in the not-for-profit environment, as well as in the private sector in sales/business development and as a consultant. His industry experience also spans Media/Publishing, Financial Services, Health Care and Technology.

WELCOME TO

CLINICAL LEADER Professional Certificate: Leading Interprofessional Collaboration

Performance, Collaboration & Complexity

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1

AGENDA

- **MODULE 1 – January 18**
 - Personal Development
 - Leadership Development
 - Workplace Development (Action Learning Project intro)
- **Module 2 – January 19**
 - Creating Narratives
 - Selecting and Defining Problems
 - Acting and InActing



2

AGENDA

- **Module 3 – January 20**
 - Collaborating for Success
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3

Context Setting

Foundational Thoughts

- You can influence your system (somewhat)
- There are formal and informal elements
- You can decide how to make sense of it
- You need rationale for actions/decisions

Thoughts on the thoughts? (page 1)



4

Day 1: Developing as a Leader

Question: What is in it for Whom?



5

Personal Development

QUESTION:

What are you doing to stay healthy?

FOLLOW-ON QUESTION (*Appreciative Inquiry*)

What do we mean by “healthy?”

Physical (e.g. exercise, sleep)

Nutritional (e.g. diet content, eating schedule)

Spiritual (e.g. mindfulness practices, faith routines)



6

Skill Focus #1 & #2

APPRECIATIVE INQUIRY

Asking to understand, not to challenge.
Challenging by questioning, not by retort.

EMPATHETIC LISTENING

Reserving judgement
Resisting the temptation to make conversation
Leaving space to answer and talk



7

Pair Work #1

In pairs (or small groups), you will:

- Decide the order of SPEAKERS
- Take turns sharing your tips, beliefs and practices on “staying healthy”
- Listeners use appreciate inquiry and empathetic listening

Guideline: 3 to 4 minutes sharing per person



8

DEBRIEF (Process)

QUESTION:

How did the Appreciate Inquiry and Listening go?

FOLLOW-ON QUESTIONS

Did it turn into a conversation?

Did it feel like you were being interrogated?

Did you find yourself judging your partners responses?



9

DEBRIEF (Content)

QUESTION:

What were some health practices that work?

FOLLOW-ON QUESTION

What do we mean by “work?”

How do you know that it is “working?”

TAKE-AWAY

Commit to trying something new



10

Leadership Development

QUESTION:

What are you here to develop?

FOLLOW-ON QUESTIONS

What do you:

Currently do well (and have developed consciously)

Currently do well (and came by naturally)

What are you consciously trying to develop? Why?



11

Pair Work #2

In pairs (or small groups), you will:

- Take 2 minutes to formulate your thoughts
- Decide the order of SPEAKERS
- Speakers share “do well” and “need focus” items
- Listeners probe using:
 - What feedback/direction have you received?
 - What books, videos, people influenced this?

Guideline: 3 to 4 minutes sharing per person



12

DEBRIEF (Process)

QUESTION:

How were these conversations similar to AND/OR different from the previous pair work?

FOLLOW-ON QUESTIONS

Is it easier to talk about health?

Do you prefer talking about strengths or weaknesses?

How hard is it to find an area of focus?



13

DEBRIEF (Content)

QUESTION FOR INDIVIDUAL ATTENTION:

What are specific leadership areas and skills that deserve my focus?

FOLLOW-ON QUESTION

What do I do well and want to nurture?

What do I want to develop and how can I do that?

(What do I need to accept?)



14

Workplace Development

SOME THINKING:

Managing Uncertainty vs. Managing Risk
(Lynn Stout, Cornell University)

UNCERTAINTY – Loose connections and correlations.
For example: Will a pandemic hit LTC?

RISK – Clearer cause and effect connections.
For example: Vaccines?

CERTAINTY – Proven connections.
For example: Wound care?



15

Workplace Development

MANAGING UNCERTAINTY:

Create a Narrative (Module 2)
Embrace Ambiguity (e.g. confident uncertainty)
Question, Experiment and Learn (ALP)

MANAGING RISK:

Use Received Wisdom (e.g. don't smoke)
Follow Rules (e.g. plant-based diet)

MANAGING CERTAINTY:

Just Execute; no "Manage" required



16

Pair Work #3

In pairs (or small groups), you will:

- Share “Received Wisdom” and experiences on:
 - Dealing with challenging co-workers
 - Dealing with challenging patients/family members
 - Handling unworkable situations

Guideline: 3 to 4 minutes sharing per person



17

DEBRIEF (Content)

QUESTION:

What came up in discussion?

FOLLOW-ON QUESTION

Where are we dealing with risk?

Where are we dealing with uncertainty?

TAKE AWAY

What development focus will I choose for my workplace?



18

Homework / Pre-Work

HOMEWORK QUESTIONS:

What areas deserve your focus in...

- Personal vitality and health?
- Leadership development?
- Improving my work environment?

PRE-WORK QUESTION

What is a story or movie that you enjoy? Why?



19

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20

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Context Setting (reminder)

Foundational Thoughts

- You can influence your system (somewhat)
- There are formal and informal elements
- You can decide how to make sense of it
- You need rationale for actions/decisions

Thoughts on the thoughts?



4

Day 2: Developing a Narrative

Question: What story to tell/believe?
(Let's talk about your movies!)



5

Workplace Development

MANAGING UNCERTAINTY:

Create a Narrative (Module 2)

Embrace Ambiguity (e.g. confident uncertainty)
Question, Experiment and Learn (ALP)

MANAGING RISK:

Use Received Wisdom (e.g. don't smoke)
Follow Rules (e.g. plant-based diet)

MANAGING CERTAINTY:

Just Execute; no "Manage" required



6

ELEMENTS of the STORY

Any NARRATIVE has:

- Overriding Plot: - the fundamental “truth” of a situation;
 - inherent judgment of good/bad
 - starting point for everything
- Allies: - those striving for good
- Enemies: - those countering good



7

YOUR STORY

What is “The Plot” for your personal story?

How does this connect to your work story?



8

YOUR STORY

Some ideas:

Kindness, Loving, Caring...

Leadership, Perseverance, Valour

Curiosity, Growth, Love of Learning

Judgement, Perspective, Justice, Fairness

Spirituality, Forgiveness, Faith, Inner Peace...

Humour, Zest, Joy de vivre...

Community, Citizenship, Loyalty

Gratitude, Humility...

Restraint, Self-Control, Integrity...

WHAT RESONATES FROM THIS LIST?



9

YOUR BATTLES

Think of a workplace “battle” you experienced:

Who was “with you” in the fight?

Who was “against you” in the fight?

What was “the fight” about?



10

Pair Work #1

In pairs (or small groups), you will:

- Share your Personal Plot
- Identify “allies” and “enemies”
- Find similarities in your “narratives”

Guideline: 3 to 4 minutes sharing per person



11

ELEMENTS of the STORY

Your work NARRATIVE:

Overriding Plot: What are you trying to do/emphasize?

Allies: Who is with you?

Enemies: Who/what is against you?



12

Rethinking Enemies

How do we work with enemies?

Question our beliefs: Are unions bad?

Recognize trade-offs: Something has to give.

Unite our interests: What do we both want?

Empathize: Yes. It is unfair.

Tough on problems; Soft on parties



13

Uniting Focus

Setting up Problems:

How can we [SOMETHING TO ACCOMPLISH] while
[SOMETHING TO AVOID OR ACCEPT]?

Example:

How can we KEEP ENGAGEMENT while
EVERYONE IS WORKING FROM HOME?



14

Pair Work #2

In pairs (or small groups), you will:

- Identify a persistent workplace challenge
- Set up the problem using our “How can we ... while...?” structure
- Resist the temptation to solve the problem before fully defining it

Guideline: 3 to 4 minutes sharing per person



15

Acting and InActing

We always have options for ACTING...

ACT (and get a result or manage risk)

Don't ACT (and fail to get a result or manage risk)

Don't ACT (and avoid making a situation worse)

Queen Mary from The Crown: InAction = Noble



16

Acting and InActing

When to ACT...

Under Certainty: ACT!

Under Some Ambiguity: EXPERIMENT (and LEARN)

When to INACT...

Under More Ambiguity: Risk of making it worse

Note: This is what we try to avoid in the Projects!



17

Homework / Pre-Work

HOMEWORK QUESTIONS:

What areas deserve your focus in...

- Clarifying my narrative?
- Setting up Problems?
- Improving my work environment?

Action Learning Projects

Define some PROBLEMS in the ALP Template



18

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Thoughts on the thoughts?



4

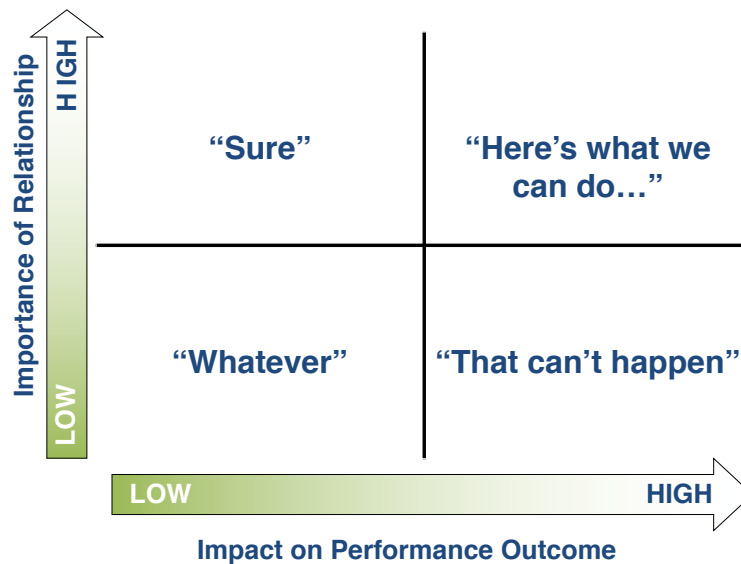
Day: Collaborating

Question: How can we perform best?



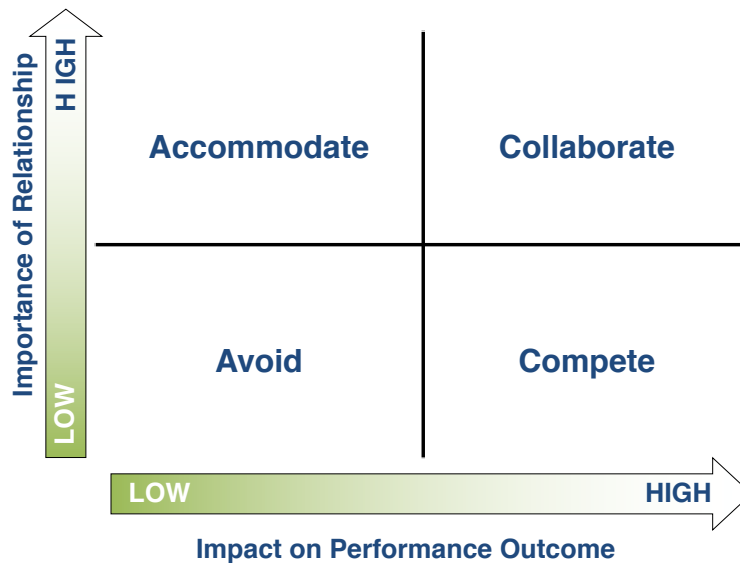
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“Thinking” Approaches



6

“Thinking” Approaches



7

Pair Work #1

In pairs (or small groups), you will:

- Discuss situations where you have these approaches (don't think about the result)
- Develop some criteria for selecting
- Listeners use appreciate inquiry and empathetic listening

Guideline: 3 to 4 minutes sharing per person

8

DEBRIEF (Process)

QUESTION:

When do you...?

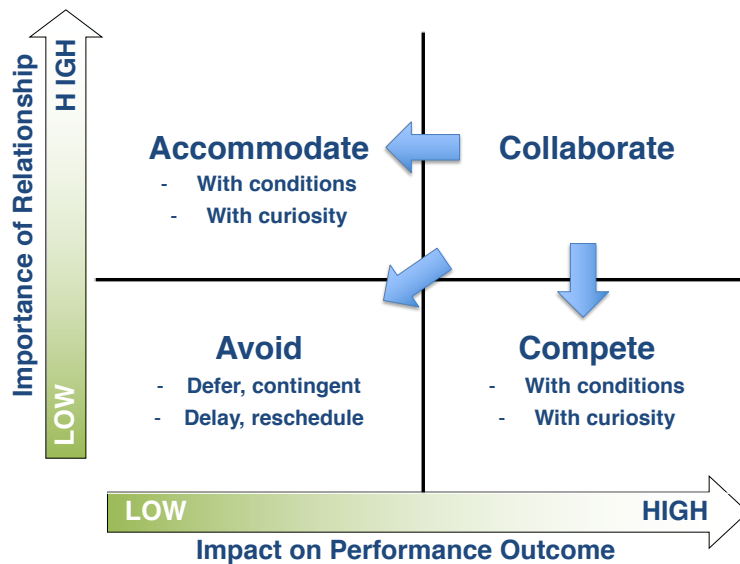
FOLLOW-ON QUESTIONS

If you start with “Collaboration” and it does not seem to work, where do you go next?



9

“Thinking” Approaches



10

Collaboration – Quick Check?

TRUST: There needs to be a baseline of trust for collaboration to work. If this is not there, you have a different problem.

AUTHORITY: Organizational structures try to define authority relationships. Those in authority bear responsibility for decision making and providing direction.

EXPERTISE: Division of responsibility dictates that not everyone can be “an expert” in everything. Expertise can bring specific insight in decision making.



11

Sell and Tell

You (or they) have AUTHORITY and EXPERTISE

Collaboration is optional
Getting “buy in” is not necessary
Careful about creating undue “interference”

SKILLS:
Selling and Persuading



12

Influence and Dialogue

**Split between AUTHORITY and EXPERTISE
with TRUST**

Natural division
COLLABORATION is essential

Careful about “ego” issues with authority figure
Careful about “expertise” in driving the right decision

SKILLS:
Influencing and Persuading



13

How Do You Sell/Persuade?

Rational Support

Emotional Sensitivity

**Speak to benefits/value
Case studies**

**Tell stories
Testimonials**

Principles of Persuasion:

**Reciprocity, Commitment, Social Proof, Liking,
Authority, Scarcity (Robert Cialdini)**



14

Trust me, OK?

**Split between AUTHORITY and EXPERTISE
without TRUST**

Natural division
Need to build relationship
ACCOMMODATING can work

SKILLS:

Performing/Selling and Influencing
Building Trust



15

How Do You Build Trust?

Sensible Trust

Under promise
Clear communications
“Deliver” obviously

Sensitive Trust

Take an interest
Don’t rush
Empathize

Body Language



16

Pair Work #2

In pairs (or small groups), you will:

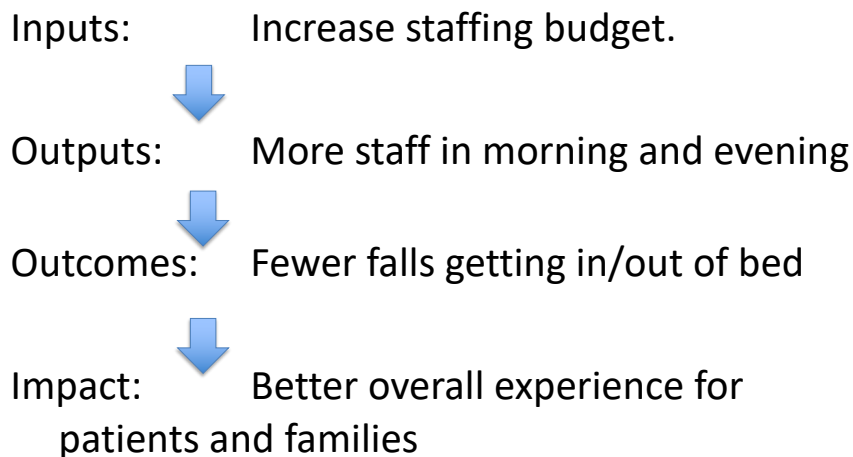
- Discuss a relationship that you have to manage
- How does “persuasion” fit?
- How does “trust building” fit?

Guideline: 3 to 4 minutes sharing per person



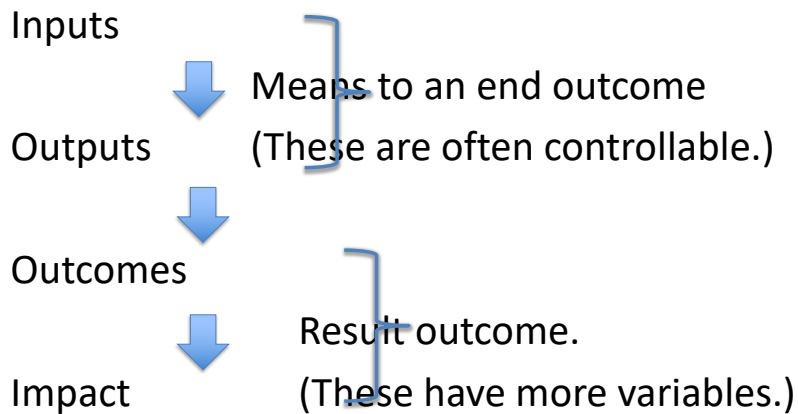
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Outcomes and Logic Models



18

Logic Models – a primer



19

Pair Work #3

In pairs (or small groups), you will:

- Identify some “outcomes” to which you are accountable:
 - Things we do
 - Results we effect that we see
 - Results we effect that we don’t see

Guideline: 3 to 4 minutes sharing per person



20

Homework / Pre-Work

HOMEWORK QUESTIONS:

What RELATIONSHIPS deserve your focus?

What can you do?

What OUTCOMES deserve your focus?

What connections are you seeing?

Action Learning Projects

Define some MEASURES in the ALP Template



21

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22

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Module 4: Affecting the System

Question: How do we set up for impact?



4

Systems as Games

OBJECTIVE – What am I/are we trying to do?

RULES – How are we supposed to do it?
What are our constraints?

SCOREBOARD – What counts?



5

Pair Work #1

In pairs (or small groups), you will:

- Select a non-work activity, game, sport. Etc,
 - Share if there is an overall OBJECTIVE
 - Share any RULES
 - Share how you SCORE or MEASURE THINGS

Guideline: 3 to 4 minutes sharing per person



6

DEBRIEF (Process)

QUESTION:

Does the model hold up?

FOLLOW-ON QUESTIONS

What were some of the interesting parts of the discussion?

Is the system “working,” and if so, why?



7

Our Systems

OBJECTIVE – What am I/are we trying to do?

RULES – How are we supposed to do it?
What are our constraints?

SCOREBOARD – What counts?



8

Our Systems

OBJECTIVE – What am I/are we supposed to do?



RULES – How are we supposed to do it?
What are our constraints?

SCOREBOARD – What could we do better?



9

Types of Rules

- Personal Values (Self Imposed)
- Policies (Corporate Encouraged)
- Legislated (Government Regulated)



10

Personal Values

Look back at your personal “Plot” your self-imposed constraints based on values?

Work ethic?

Fairness?

Balance?



11

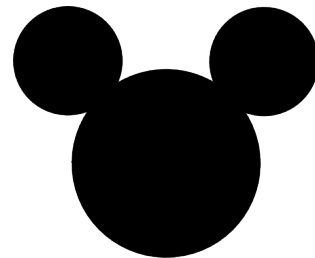
Policies – Corporate Values

Mission

Values

Credo

Guiding Principles



*"We believe our first responsibility
is to doctors, nurses and patients,
to mothers and fathers and all others
who use our products and services."
- Johnson & Johnson's Credo*



12

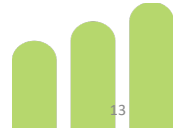


Vacation Policy and Tracking

"there is no policy or tracking"

"There is also no clothing policy, but no one has come to work naked lately." – Senior Exec

Lesson: you don't need detailed policies for everything.



13

Pair Work #2

In pairs (or small groups), you will:

- Share your company Values
 - What resonates most?
- Share any other policies from your company
 - What resonates most? Least?

Guideline: 3 to 4 minutes sharing per person



14

Other Regulations

What are the most challenging Government Regulations?

What are other regulations that affect your workplace (e.g. Union, Property Manager, etc.)?

Do those regulations help us to do what we want to do?



15

Working with Rules

The “good” workaround:

In situations where the “official rule” is distracting or overly cumbersome, a “good” workaround can enable collaboration.

Thoughts?



16

Your Action Learning Projects

What can I put into practice?



17

Are trying to do the same thing?

What is/should be important to you?

What is important to others?

How can I keep the two aligned?

This should be your emphasis if...

- I don't know what the priorities are.
- My staff gets mixed messages.
- When people ask "why?" they don't get answers
- People are no longer asking "why?"



18

Are we playing by the same rules?

What policies best supports our direction?

What legislation helps to keep us on track?

What “good workarounds” can we create?

This should be your emphasis if...

- People are not following good rules
- Rules/constraints are causing apathy
- No one risks breaking/testing bad rules
- Workarounds are creating problems



19

Do we use the same Scoreboard?

What can give me “peace of mind”?

What do I have to report on?

What better measures are possible?

Potential Problems

- Too much focus on results takes us off track
- Leadership thinks everything can be measured
- People are worried about the wrong things
- People are not worried about the right things



20

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