Academic leaders are often selected for their roles based on their academic expertise with little, if any, leadership development. NEAL is specifically designed to fill that gap.

GOALS

- To prepare both formal and informal academic health science leaders for the full scope of their role
  - as managers of people and departments and
  - as systems change agents
- To hold and deal with multiple perspectives and complex systems
- To create an engaged and committed faculty and staff community
- To create an interdisciplinary community of academic leaders

DEADLINES

Early bird application deadline - March 19, 2018
Final application deadline - May 4, 2018
* See website for details.

For further details on the program curriculum, participants’ testimonials, faculty, application process and fees, please visit our website: cfd.utoronto.ca/neal

Would you like help solving your leadership challenges? Are you in a new leadership role? Consider the...

New and Evolving Academic Leaders Program
Unique features of the program

- Focus on university leadership activities or roles within the academic health care/science network, locally and beyond
- Workplace-based learning
- Application of learning to an academic leadership project
- Participants work on context relevant stretch goals and shared issues
- Individual coaching
- Leadership shadowing
- Enabling change in complex academic health science/care settings
- Building a shared and networked leadership capacity
- The development of a network of academic leaders
- Completion of the program will result in a University of Toronto certificate of added qualification

Module Objectives – Participants will be able to:

Module 1: Getting Started
1. Reflect on their strengths and gaps in academic leadership and set development goals
2. Apply current frameworks for 21st century leadership to their work
3. Describe how to utilize their style and communication to enable engagement
4. Discuss the design and maintenance of high performing academic groups
5. Explain the relevance of complexity for understanding leadership in academic health science/care settings
6. Recognize the power of diverse perspectives for solving organizational dilemmas
7. Develop their initial strategy for enabling academic change and innovation
8. Consider how to utilize their influence
9. Practice compelling communication techniques

Module 2: Building capacity and momentum
1. Deepen their understanding of their strengths for academic leadership
2. Practice negotiation techniques for academic health science system issues
3. Develop strategies for dealing with challenging conversations
4. Describe approaches to promoting high performance and mediating conflict
5. Identify strategies for leveraging networks for academic issues and opportunities
6. Apply a variety of reflective and Integrative Thinking™ strategies to academic issues
7. Apply complexity informed approaches to enabling change and innovation
8. Describe an approach to creating a vision and priorities for their academic unit

Module 3: Creating resilience and adaptability
1. Apply economic principles to academic resource management
2. Design their academic unit for adaptability, sustainability and resilience
3. Discuss strategies for leading across academic health system boundaries
4. Describe how scanning and strategic thinking inform leadership work
5. Discuss approaches for engaging government in academic agendas
6. Apply a systems thinking perspective to organizational change
7. Practice coaching and mentoring techniques
8. Identify and integrate your leadership learning

Who is this program for?
We invite applications from both formal and informal leaders, nationally and internationally, with faculty appointments in Faculties of Medicine or Health Sciences. Applicants must have been in a faculty position for at least 3 years and have academic leadership roles and/or responsibilities. Such leaders, (with or without formal institutional titles or roles), are engaged in the academic mission of research, education or program development. Their roles or responsibilities could include, but are not restricted to: vice-deans, chairs, vice-chairs, and chiefs of academic departments; research program or institute leads; or university unit heads such as: clerkship, residency, graduate program, clinical education, work placement, curriculum or centre leaders.

Past participant roles have included: Department Chair, Associate Dean, Program Director, Division Head, Academy Director, Site Chief/Coordinator, Research Program Head and Vice Chair, Education.

Enacting leadership is essential to the program as there is a leadership project requirement that participants will need to fulfill.

Outcomes of this program
You are your leadership instrument! In the NEAL program, participants develop the mindsets and capabilities to successfully lead their division, program, research, education or other academic unit and help enable the success of their academic teams. Specifically, they become competent in the four practices of academic leadership: intrapersonal, interpersonal, organizational and system.