

DRIVE

Delivering Results, Innovation, and Value in Enterprises

*Executive Certificate in Transformational Leadership
& Strategic Change for Healthcare Leaders*

Faculty Workbook

Program Orientation, Course Design Workspace & Facilitation Templates

Weatherhead School of Management	Faculty Name(s):
Case Western Reserve University	Course Assigned:
	Development Due:

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HOW TO USE THIS WORKBOOK

This workbook is your companion for the entire course development process.

It is organized into five parts, each serving a distinct purpose. Work through it in sequence — but know that you will return to it repeatedly as your course takes shape.

PART	PURPOSE & USE
Part 1: Program Context & Architecture	Read before the faculty orientation. Understand the full program arc before designing any single course.
Part 2: Design Principles & Your Role	Non-negotiable standards. Every design decision in your course should be tested against these.
Part 3: Course Design Workspace	Your working space. Complete collaboratively with your co-instructor. This becomes the blueprint for your LMS build.
Part 4: Panel Discussion Template	Scaffold for designing the Thursday evening session. Fill in with your specific panel composition, questions, and facilitation plan.
Part 5: Run-of-Show Template	Scaffold for the full-day Friday in-person session. Map every block with timing, objectives, and materials.

A NOTE ON COMPLETION

The working spaces in Parts 3–5 become the deliverables your development deadline requires. When this workbook is complete, you have everything needed for the LMS team to build your course and for the program coordinator to prepare your in-person session. Think of it not as paperwork — but as the architecture document for an experience that will matter to real leaders doing real work.

PART 1: PROGRAM CONTEXT & ARCHITECTURE

Healthcare today demands leaders who can not only navigate complexity but actively shape the future of care. Yet most clinicians and physicians are never taught in medical school how to redesign systems, lead organizational change, or think about healthcare as something they can intentionally rebuild rather than simply inherit.

DRIVE is a response to a genuine crisis — not a curricular exercise. Every design decision in this program should be made with that urgency in mind.

	Workforce Burnout & Staffing Shortages
	Declining Clinician Morale
	Intensifying Demand & Public Health Complexity
	Pressure to Deliver High-Quality, Equitable Care with Constrained Resources
	Accelerating Technological Disruption

The Action Research Spine

Every element of this program — every week of asynchronous content, every panel, every in-person workshop, and every deliverable — is organized around the action research cycle. This is not background philosophy. It is the structural backbone that participants will inhabit for the full year.

STAGE	COURSES	THEME	CORE QUESTION
Set the Stage	Course 1	Leadership & Purpose	<i>Why does this change matter, and are we ready to lead it?</i>
Look	Courses 2 & 3	Diagnose: Discovery & Analysis	<i>What is actually happening, and what does the evidence tell us?</i>
Think	Course 4	Design: Action Planning	<i>What should we do, and how do we make it viable?</i>
Act	Courses 5 & 6	Implement & Monitor	<i>How do we execute, adapt, and sustain momentum?</i>
Reflect	Courses 7 & 8	Evaluate & Report	<i>What did we learn, what changed, and what comes next?</i>

The Capstone Thread: One Project, Ten Months

The most distinctive feature of this program is the longitudinal capstone project. From the moment participants arrive, they are working on a real, live organizational challenge from their own healthcare context. The capstone is not a final exam — it is the curriculum. Your course feeds directly into their project.

COURSE	CAPSTONE STAGE	PARTICIPANT DELIVERABLE
Course 1	Problem Identification	<i>Refined problem statement + alignment map + initial readiness assessment</i>
Course 2	Data Collection Plan	<i>Problem Statement v3.0 + Mixed-Methods Data Plan v1.1 + External Forces Addendum</i>
Course 3	Analysis of Findings	<i>"Analysis of Findings" brief, including root causes and financial implications</i>
Course 4	Strategic Plan	<i>Full strategic plan with goals, communication plan, and financial projections</i>
Course 5	Implementation Plan	<i>Detailed implementation plan with timeline, resource allocation, and resistance strategy</i>
Course 6	Monitoring System	<i>Performance monitoring framework with feedback loops and adaptation protocols</i>
Course 7	Synthesized Findings	<i>"Synthesized Findings & Systemic Implications" report</i>
Course 8	Executive Presentation	<i>Final capstone report + professional presentation + executive brief</i>

THE CAPSTONE RULE

Every lecture you design, every case you bring, every workshop you facilitate should answer the question: "How does this advance the participant's project?" If you cannot answer that question for a given piece of content, reconsider whether it belongs.

PART 2: DESIGN PRINCIPLES & YOUR ROLE

Six Non-Negotiable Design Principles

These principles are not suggestions. Every design decision in your course — from the order of your weekly topics to the timing of the in-person workshops — should be tested against them.

01**Application-First**

Every piece of content connects to participants' capstone projects. Frameworks are tools, not ends in themselves. Before finalizing any module, ask: "What will participants DO with this in their project this week?"

02**Interdisciplinary by Design**

No course is owned by a single discipline. Finance, operations, organizational behavior, and clinical perspective must all be present. If your course feels siloed, it is incomplete.

03**Andragogical Respect**

These are adult learners with deep experience. Many are CNOs, CMOs, and COOs. Design for engagement, not compliance. Lecture earns its time — it is never assumed. Every module must justify its 3-hour weekly investment.

04**Theory + Practice, Woven**

Faculty and practitioners are co-equal partners. Neither explains the other. Both illuminate the same terrain from different altitudes. Participants should not be able to easily separate the two voices — because in the best sessions, they cannot.

05**Progressive Coherence**

Each course must know what came before it and set up what comes after. Participants are on a single ten-month journey. Your course is one chapter — it must begin where the previous chapter ended and close with the next chapter in sight.

06**Feedback as Infrastructure**

Capstone feedback is not optional enrichment. It is the primary mechanism by which participants advance. The Capstone Lab at the end of each in-person day is the most important block you will facilitate. Protect it.

Seven Principles of Transdisciplinary Co-Instruction

These principles govern how you and your co-instructor work together — in the room, in the async content, and across the full course arc.

01 Problem-Centered, Not Discipline-Centered

The organizing unit of your course is a healthcare leadership challenge — not a set of theoretical concepts. Concepts serve the problem; they do not define the course structure.

02 Visible Expert Dialogue and Productive Disagreement

When you disagree in front of participants, you are teaching the most important lesson available: that responsible leadership requires holding multiple legitimate perspectives simultaneously. Productive disagreement is pedagogy.

03 Integration Over Parallel Contribution

Your voices should weave together, not take turns. An academic lecture followed by a practitioner story that doesn't reference the lecture explicitly is co-presence, not co-instruction. Integration means each of you shapes what the other says — so the theory explains the practice, or the practice surfaces the limits and possibilities of the theory. If a participant could swap the order of your contributions without losing anything, the integration isn't there yet.

04 Executive Ambiguity as a Pedagogical Asset

Do not resolve every tension. Adult learners in leadership roles operate in permanent ambiguity. Your modeling of how to think through unresolved complexity is often more valuable than the answer itself.

05 Reflection Across All Dimensions

Every significant course moment should invite reflection across at least three dimensions: analytical, ethical, operational, and human.

06**Reciprocity and Epistemic Humility**

Be willing to learn from each other — visibly, in front of participants. “I hadn’t considered that dimension — can you help me understand how that showed up in your work?” That moment is worth a semester of lectures.

07**Applied Synthesis Tied to Organizational Reality**

Every course concept should close the loop to the DRIVE Innovation Project. Participants should be able to say: “I can see exactly how this applies to the problem I am trying to solve.” If they cannot, the synthesis is incomplete.

The Co-Instructor Partnership

This model only works if you see yourselves as genuine co-instructors — not a primary and a guest. That means reviewing each other's content before it goes live, referencing each other's material explicitly, and co-designing every in-person workshop together.

WEATHERHEAD FACULTY BRINGS	HEALTHCARE PRACTITIONER BRINGS
Theoretical frameworks & research grounding	Lived experience of leading change in healthcare systems
Models for change, strategy & organizational behavior	Case examples where theory met — and sometimes failed — reality
Rigor in data collection, analysis & interpretation	Credibility with clinicians, administrators & executives
Academic credibility & MBA-aligned competencies	Practical tools actually used in hospitals and health systems
Structured facilitation of complex group learning	Real-time feedback on the feasibility of capstone work

The Hybrid Learning Model: Your Responsibilities

ASYNCHRONOUS CONTENT (4 Weeks Before In-Person)

Where participants encounter the conceptual backbone. Designed for motivated adult learners pressed for time. Every module must earn its 3-hour weekly commitment.

Async content builds the conceptual foundation participants need to arrive at the live session ready to go deeper. It is not the course — it is the preparation for the conversation. Participants need genuine grounding: frameworks, cases, and examples they don't already have. But async content should introduce and ground concepts without resolving them. The incompleteness is deliberate. Participants should arrive with something unfinished that they actually want to work on.

Both co-instructors should be present across the async arc — not equally, but meaningfully. A faculty member delivering a conceptual framework clearly and efficiently, followed by a practitioner reflection on where that framework held in practice and where it didn't, is enough. Participants who encounter both perspectives before the live session arrive already oriented to how you think together.

- Both team members produce polished content — not a recorded lecture hall class, but a purposefully designed digital learning experience.
- Both co-instructors review each other's content before it goes live and reference it explicitly. Connective tissue between the two voices is mandatory, not optional.
- Total asynchronous time: approximately 3 hours per week. Every module must earn that investment.

EVENING PANEL DISCUSSION (Thursday Before In-Person)

The bridge between asynchronous learning and immersive application. Done well, it creates the productive tension that makes the next day's workshops land.

- Features a moderated discussion with 3–4 guests organized around the course's central question.
- The faculty moderator connects panel insights directly to theoretical frameworks. Participants should leave with new questions, not just answers.

- End with a structured table reflection: each table identifies one insight and one unresolved tension to carry into the next morning.
- Attendance by all course faculty is expected. Your presence signals the panel is part of the course.

IN-PERSON IMMERSIVE DAY (Full Day, Friday)

Where learning becomes application. Participants apply frameworks to their actual capstone projects with direct coaching from you.

- Morning: Workshops building from panel insights toward active skill-building.
- Afternoon: Workshops deepening application, followed by the Capstone Lab.
- Drive Innovation Project Lab: Faculty and practitioners circulate among participant tables, reviewing draft deliverables. Participants leave with refined, faculty-reviewed work.

THE 30-MINUTE RULE

If you find yourself building more than 30 minutes of lecture into the in-person day, stop. That content belongs in the asynchronous module. The in-person day is for application, coaching, and peer learning — not content delivery.

Regulatory Compliance & Risk: Built In, Not Bolted On

Healthcare leaders cannot propose change in a vacuum. Regulatory exposure, liability, and institutional risk are always in the room. Every course must address these — not as disclaimers, but as core analytical lenses.

Regulatory Landscape CMS, Joint Commission, HIPAA, state licensing boards. Any change initiative your participants pursue touches at least one of these. Surface it explicitly.	Risk & Liability Framing When participants design interventions, they must assess risk exposure — to patients, staff, and the institution. Build risk framing into capstone deliverable rubrics.
Compliance as Constraint & Driver Regulatory requirements both constrain solutions and create the impetus for change. Help participants learn to use compliance as a strategic lever, not just a boundary.	Ethics & Equity Overlay Every course should ask: who is protected by this decision, and who carries the risk? Health equity and institutional accountability are compliance issues, not just values statements.

AI in healthcare should be addressed where it is genuinely relevant to your course content — not applied as a required lens on every topic. In some courses it will be central: workforce implications, clinical decision support, algorithmic risk, data governance. In others it may be contextual. The goal is not AI coverage for its own sake — it is helping participants think clearly about how AI is reshaping the specific leadership challenges your course addresses.

What "Course Complete" Means

By your development deadline, the following must be in the LMS and reviewed by the program director:

01**Four Asynchronous Weekly Modules — All Videos Complete**

All lecture and case videos finalized and live in the LMS · Weekly overview sheet submitted for each module · Readings, activities, and assignments in place

02**Complete Panel Discussion Guide**

Theme · Panel composition with profiles · Discussion questions · Full moderator script · Table reflection prompts

03**In-Person Session Facilitator Guide**

Full run-of-show with timing · Morning and afternoon facilitation notes · Materials list · DRIVE Innovation Project lab structure with feedback protocols

04**DRIVE Innovation Project Deliverable Rubric**

Clear one-page description of a strong deliverable · Annotated strong and needs-work examples

05**Faculty-to-Faculty Handoff Note**

Brief memo to the next course team: where participants will be, what they produced, what they need to be ready for

PART 3: COURSE DESIGN WORKSPACE

Complete this section collaboratively with your co-instructor. Work through the guiding questions first — then build out each weekly module. This section becomes your LMS content brief.

COURSE IDENTITY

Course Number & Title	
Action Research Stage	
Core Question for Participants	
Weatherhead Faculty	
Healthcare Practitioner	
Development Deadline	
Async Start Date	
Panel Date	
In-Person Date	

WORKING SESSION — THREE GUIDING QUESTIONS

Work through these questions with your co-instructor before building out weekly content. These are the same questions you will discuss during the faculty orientation working session.

Q1 — EXPERTISE MAPPING

What expertise does each of you bring — and where do those strengths intersect around this course's central question? Don't pre-assign lanes. Both of you may bring theory. Both may bring practice. Start by mapping the terrain honestly.

Faculty expertise in this course territory

Theories, frameworks, research areas most relevant to this course's central question...

Practitioner expertise in this course territory

Healthcare contexts, cases, tools, and organizational experience most relevant...

Where your expertise intersects — the "sweet spot" for this course

What can you illuminate together that neither could do alone?

Q2 — STRENGTHS & GAPS

Where do you see the strongest fit between your experience and this course's outline? Where do you see a gap that needs to be filled? A gap named now is a course design decision. A gap ignored becomes a weak week.

Strongest fit — where you are most confident

Content areas, weeks, or topics where your combined expertise is strongest...

Gaps to address — content you will need to develop, supplement, or acquire

Areas that need additional research, external cases, or expert guests...

Q3 — DRIVE INNOVATION PROJECT VISION

What does a strong capstone deliverable look like at the end of your course — and what would tell you a participant hasn't yet done the real work? Be concrete. You should be able to describe a strong example and a struggling one in plain language.

A STRONG deliverable looks like... (be specific — what would you read, see, or hear?)

Concrete, specific. Describes a real organizational challenge. Root causes identified. Evidence-based. Actionable for the next course team to build on...

A STRUGGLING deliverable looks like... (what are the failure modes?)

Vague problem statements. Generic responses. No evidence of real organizational inquiry. Disconnected from capstone arc...

LMS CONTENT BRIEF — INFORMATION FOR THE BUILD TEAM

Complete this section to give the LMS build team everything they need to configure your course in the learning management system.

Course Description (2–3 sentences, participant-facing)

How this course is framed for participants in the program overview...

Course Learning Objectives (3–5 specific, measurable outcomes)

By the end of this course, participants will be able to: 1. ... 2. ... 3. ...

TECHNOLOGY & TOOLS NEEDED	SPECIAL CONFIGURATIONS	ACCESSIBILITY NOTES

WEEKLY MODULE PLANNING

Complete one page for each of your four asynchronous weeks. These completed pages become the faculty content brief submitted to the instructional design team.

MULTIMEDIA LEARNING PRINCIPLE

Each week should contain at minimum: (1) 45-60 minutes of lecture videos; no segment more than 15 min; (2) Assigned reading(s) that earn their time; (3) One active application task that advances the capstone. Total asynchronous time: approximately 3 hours per week.

WEEK 1: [WEEK TITLE]

Week Focal Question

The single most important conceptual move this week — the insight that unlocks the next phase of participant work...

Weekly Overview (2–3 sentences, participant-facing)

Written from the focal question outward. Sets up what participants are about to encounter and why it matters now in their project arc. e.g., "This week we move from understanding why change is necessary to examining the conditions that make it possible. You will assess your organization through three evidence-based lenses: cultural alignment, stakeholder commitment, and operational capacity. By the end of the week, you will have a preliminary readiness map that anchors your problem statement draft."

LEARNING OBJECTIVES (2–4 OUTCOMES)

By the end of this week, participants will be able to... Use Bloom's action verbs: describe, explain, apply, analyze, differentiate, evaluate, construct, formulate, critique, synthesize

Objective 1 (Remember / Understand):

e.g., Describe the three dimensions of organizational readiness for change (willingness, capacity, ability)...

Objective 2 (Apply):

e.g., Apply a stakeholder mapping framework to identify alignment gaps in their own organization...

Objective 3 (Analyze / Evaluate):

e.g., Differentiate between root causes and presenting symptoms using structured diagnostic tools...

Objective 4 (Synthesize / Create — optional):

e.g., Formulate a problem statement that integrates organizational purpose, evidence, and stakeholder perspective...

Bloom's hierarchy: Remember → Understand → Apply → Analyze → Evaluate → Create. Aim for at least one objective at Apply or higher.

ASYNCHRONOUS CONTENT (3 HOURS)**Lecture Module — Lecture video topics & titles***Topic & Title:***Assigned Reading(s)***Title, source, and why this reading earns its time (3 hours per week total)***Weekly Activity or Assignment — What participants DO***Activity type and complete details (reflection, simulation, draft, self-assessment): | Connection to capstone:***FACULTY ROLE NOTES**

Weatherhead Faculty Lead	Healthcare Practitioner Lead

CROSS-REFERENCE NOTE

What should your co-instructor reference from their content this week? What specific framework, case, or insight should link the two perspectives explicitly?

WEEK 2: [WEEK TITLE]**Week Focal Question**

The single most important conceptual move this week — the insight that unlocks the next phase of participant work...

Weekly Overview (2–3 sentences, participant-facing)

Written from the focal question outward. Sets up what participants are about to encounter and why it matters now in their project arc. e.g., "This week we move from understanding why change is necessary to examining the conditions that make it possible. You will assess your organization through three evidence-based lenses: cultural alignment, stakeholder commitment, and operational capacity. By the end of the week, you will have a preliminary readiness map that anchors your problem statement draft."

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ASYNCHRONOUS CONTENT (3 HOURS)**Lecture Module — Lecture video topics & titles**

Topic & Title:

Assigned Reading(s)
Title, source, and why this reading earns its time (3 hours per week total)

Weekly Activity or Assignment — What participants DO
Activity type and complete details (reflection, simulation, draft, self-assessment): | Connection to capstone:

FACULTY ROLE NOTES

Weatherhead Faculty Lead	Healthcare Practitioner Lead

CROSS-REFERENCE NOTE
What should your co-instructor reference from their content this week? What specific framework, case, or insight should link the two perspectives explicitly?

WEEK 3: [WEEK TITLE]**Week Focal Question**

The single most important conceptual move this week — the insight that unlocks the next phase of participant work...

Weekly Overview (2–3 sentences, participant-facing)

Written from the focal question outward. Sets up what participants are about to encounter and why it matters now in their project arc. e.g., "This week we move from understanding why change is necessary to examining the conditions that make it possible. You will assess your organization through three evidence-based lenses: cultural alignment, stakeholder commitment, and operational capacity. By the end of the week, you will have a preliminary readiness map that anchors your problem statement draft."

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Bloom's hierarchy: Remember → Understand → Apply → Analyze → Evaluate → Create. Aim for at least one objective at Apply or higher.

ASYNCHRONOUS CONTENT (3 HOURS)**Lecture Module — Lecture video topics & titles**

Topic & Title:

Assigned Reading(s)

Title, source, and why this reading earns its time (3 hours per week total)

Weekly Activity or Assignment — What participants DO

Activity type and complete details (reflection, simulation, draft, self-assessment): | Connection to capstone:

FACULTY ROLE NOTES

Weatherhead Faculty Lead	Healthcare Practitioner Lead

CROSS-REFERENCE NOTE

What should your co-instructor reference from their content this week? What specific framework, case, or insight should link the two perspectives explicitly?

WEEK 4: [WEEK TITLE]

Week Focal Question

The single most important conceptual move this week — the insight that unlocks the next phase of participant work...

Weekly Overview (2–3 sentences, participant-facing)

Written from the focal question outward. Sets up what participants are about to encounter and why it matters now in their project arc. e.g., "This week we move from understanding why change is necessary to examining the conditions that make it possible. You will assess your organization through three evidence-based lenses: cultural alignment, stakeholder commitment, and operational capacity. By the end of the week, you will have a preliminary readiness map that anchors your problem statement draft."

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ASYNCHRONOUS CONTENT (3 HOURS)**Lecture Module — Lecture video topics & titles**

Topic & Title:

Assigned Reading(s)

Title, source, and why this reading earns its time (3 hours per week total)

Weekly Activity or Assignment — What participants DO

Activity type and complete details (reflection, simulation, draft, self-assessment): | Connection to capstone:

FACULTY ROLE NOTES

Weatherhead Faculty Lead	Healthcare Practitioner Lead

CROSS-REFERENCE NOTE

What should your co-instructor reference from their content this week? What specific framework, case, or insight should link the two perspectives explicitly?

PART 4: PANEL DISCUSSION GUIDE TEMPLATE

The evening panel is not supplemental programming. It is the bridge between asynchronous learning and the immersive day. Done well, it creates the productive tension and real-world grounding that makes the following day's workshops land. Complete this template to build your full panel guide.

PANEL OVERVIEW

Theme, objectives, and intended participant outcomes

Panel Theme (one compelling phrase that anchors the evening)

e.g., "From Purpose to Problem Clarity: Seeing the System Clearly"

Panel Objective — What participants will gain from this evening (3 bullet points)

1. Reinforce and expand asynchronous learning through real-world voices... 2. Prime participants with questions and tensions for the next day... 3. Build relational connections before collaborative in-person work...

FORMAT & TIMING

Evening structure — typically 3.5 hours total

TIME	BLOCK	YOUR NOTES & CUSTOMIZATIONS
6:00–6:30	Reception (30 min)	<i>Informal mingling — faculty and practitioners circulate. Note: where will you position yourselves to model the faculty-practitioner partnership?</i>
6:30–7:30	Dinner (60 min)	<i>Seated networking dinner. Note: pre-assigned seating? Mixed tables (participant + practitioner + faculty)?</i>
7:30–9:00	Panel Discussion (90 min)	<i>Opening remarks (5–7 min each panelist) → Moderated dialogue → Audience Q&A. Note: your moderator script goes in the section below.</i>
9:00–9:30	Table Reflection (30 min)	<i>Each table: one insight + one unresolved tension to carry into tomorrow. Note: how will you capture and carry these into the next morning?</i>

PANEL COMPOSITION

Moderator and panelist profiles

MODERATOR — Name, Role, and Moderation Approach

Who will moderate and how they will tie panel insights back to course frameworks...

PANELIST	ROLE / ORGANIZATION	LENS THEY REPRESENT	WHY THIS VOICE MATTERS FOR THIS COURSE

DISCUSSION QUESTIONS

Guiding questions for the moderated panel discussion

Design 4–6 questions that move from broad framing to specific tensions participants will carry into tomorrow's workshops. Each question should be answerable from multiple panelist perspectives.

Question 1: Opening Question (broad framing — accessible to all panelists)

Write the full question as you would ask it aloud...

Question 2: Tension Question (where do perspectives diverge?)

Write the full question as you would ask it aloud...

Question 3: Application Question (what does this mean for how participants lead?)

Write the full question as you would ask it aloud...

Question 4: Failure Question (what have you seen go wrong, and why?)

Write the full question as you would ask it aloud...

Question 5: Forward Question (what is most urgent for healthcare leaders to understand right now?)

Write the full question as you would ask it aloud...

Question 6: Closing Question (what one thing should participants carry into tomorrow?)

Write the full question as you would ask it aloud...

MODERATOR SCRIPT

Key transitions, setup remarks, and closing anchors

Opening Remarks (2–3 minutes) — How you will frame the evening and introduce panelists

Set context: connect tonight's panel to what participants have been learning this week. Frame the central question. Brief panelist introductions...

Transition into Audience Q&A — How you will pivot from structured questions to open dialogue

Signal to participants that their questions are welcome. How will you capture and manage questions?...

Closing Anchor (3–5 minutes) — How you will tie the evening back to tomorrow's session

Name the key tensions that surfaced. Preview how tomorrow's workshops will pick up from here...

TABLE REFLECTION PROTOCOL

Structured closing activity for participants

Table Reflection Prompt (exact wording participants will receive)

e.g., "At your table, discuss: (1) What one insight from tonight challenges your current assumptions? (2) What one unresolved tension will you bring into tomorrow's workshops?"

How will you capture table reflections for use in tomorrow's opening block?

Index cards? Digital submission? Sticky notes on a wall? How will the morning session facilitator use these?

PART 5: IN-PERSON RUN-OF-SHOW TEMPLATE

The in-person day is where learning becomes application. Every block should advance participants' capstone work with direct coaching from you. This template scaffolds the full day. Customize timing, workshop focus, and facilitation approach to fit your course's specific content.

SESSION OVERVIEW

SESSION THEME	OVERARCHING OBJECTIVE	CAPSTONE DELIVERABLE DUE BY END OF DAY

Materials & Room Setup Required

Whiteboards, flip charts, printed templates, table groupings, A/V, name cards, etc.

8:15 AM	45 min	Breakfast & Check-In <i>Informal arrival, refreshments, faculty-participant mingling before session opens. No structured activity — connection and community.</i>
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MORNING BLOCK

8:45 AM	15 min	Pre-Session — Room Setup, Final Prep, Faculty Huddle <i>Lead: All Faculty & Practitioners</i>
Objective		
Activities & Approach		
Materials Needed		

9:00 AM	30 min	Opening Reflection & Panel Debrief <i>Lead: Lead Facilitator (Faculty)</i>
Objective		
Activities & Approach		
Materials Needed		

9:30 AM	90 min	Workshop 1: [Title] <i>Lead: Lead: [Faculty or Practitioner]</i>
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Objective	
Activities & Approach	
Materials Needed	

11:00 AM	15 min	Break <i>Lead: N/A</i>
Objective		
Activities & Approach		
Materials Needed		

11:15 AM	75 min	Workshop 2: [Title] <i>Lead: Lead: [Faculty or Practitioner]</i>
Objective		
Activities & Approach		
Materials Needed		

12:30 PM	60 min	Lunch & Informal Networking <i>Lead: N/A</i>
Objective		
Activities & Approach		
Materials Needed		

AFTERNOON BLOCK

1:30 PM	90 min	Workshop 3: [Title] <i>Lead: Lead: [Faculty or Practitioner]</i>
Objective		
Activities & Approach		
Materials Needed		

3:00 PM	15 min	Break <i>Lead: N/A</i>
Objective		
Activities & Approach		
Materials Needed		

3:15 PM	75 min	Workshop 4: [Title] <i>Lead: Lead: [Faculty or Practitioner]</i>
Objective		
Activities & Approach		
Materials Needed		

4:30 PM	90 min	DRIVE Innovation Project LAB — [Course Deliverable] Review & Refinement <i>Lead: All Faculty & Practitioners</i>
Objective		
Activities & Approach		
Materials Needed		

6:00 PM	15 min	Closing Reflections & Preview of Next Course <i>Lead: Lead Facilitator</i>
Objective		
Activities & Approach		
Materials Needed		

6:15 PM		End of Day <i>Lead: N/A</i>
Objective		
Activities & Approach		
Materials Needed		

DRIVE INNOVATION PROJECT LAB — DETAILED FACILITATION PLAN

The Capstone Lab is the most important block of the day. Protect it. Both faculty and practitioner must be actively circulating and coaching — this is not a work period, it is a faculty-intensive feedback session.

What participants bring to the Lab (the draft deliverable from their async work)

e.g., Draft problem statement v2.0 and preliminary data plan...

What participants leave with (the refined deliverable they finalize during the Lab)

e.g., Refined problem statement v3.0 and Mixed-Methods Data Plan v1.1...

Table grouping structure (how many tables, how participants are grouped)

e.g., 5 tables of 4–5 participants, organized by healthcare sector...

Feedback protocol — what faculty will say to each table, in what sequence

Step 1: Faculty/practitioner pair reads the draft (2 min)... Step 2: Ask one clarifying question (2 min)... Step 3: Offer one commendation and one development question (3 min)... Step 4: Participant revises while pair moves to next table...

Peer review component — how participants give each other feedback

e.g., "Red team" protocol: each table critiques one other table's problem statement for specificity and feasibility...

CLOSING REFLECTIONS PROMPT

End the day with a guided question that names what participants have accomplished and previews what comes next. Sample closing: "Look at what you built today. Where were you this morning — and where are you now? The next course team will pick up exactly where you left off. What is the one thing you most want them to help you with?" This closing primes the handoff and surfaces what Course [N+1] needs to address.

DRIVE INNOVATION PROJECT DELIVERABLE RUBRIC

Complete this rubric before your development deadline. It will be shared with participants at the start of the course so they know exactly what a strong deliverable looks like — and used by faculty to evaluate capstone work in the Capstone Lab.

Deliverable Name & Full Assignment Description

e.g., "Refined Problem Statement v3.0 + Mixed-Methods Data Plan v1.1"

CRITERION	STRONG (Ready to Build On)	DEVELOPING (Needs Revision Before Moving Forward)
Problem Clarity		
Evidence & Grounding		
Organizational Specificity		
Capstone Alignment		
Feasibility		

FACULTY-TO-FACULTY HANDOFF NOTE

This one-page memo is your communication to the next course's faculty team. Write it as you near your course's completion. Be candid — this document is how the program holds together across ten months.

FROM (Course & Faculty)	
TO (Next Course & Faculty)	
DATE	

Where participants are in their capstone when they leave your course

Describe the state of their work: what they have completed, refined, and validated. What version of which deliverable do they carry forward?

What participants now understand that they did not when they started your course
Conceptual shifts, frameworks internalized, tensions surfaced. What can they now name that they couldn't before?

What the next course team should assume, prepare for, and watch for
What assumptions will participants arrive with? What common struggles emerged? What does the next team need to address or build on?

The explicit handoff — one thing you are passing forward
Name it precisely. e.g., "Participants have a draft problem statement, but most need significant support tightening their root cause analysis. Course 3 should open with a structured root cause workshop before moving into synthesis."

CROSS-COURSE HANDOFF MAPPING (COURSES 1–3)

Complete this during the faculty orientation — all three course teams together. Document what participants will know, have produced, and be ready for at the end of each course. The program director captures this in real time and circulates a written summary within 48 hours.

	COURSE 1	COURSE 2	COURSE 3
What participants will KNOW			
What they will have PRODUCED			
What they need to be READY FOR next			

GAPS identified — content no one currently owns but participants will need*Name it, then decide who fills it...***OVERLAPS identified — content covered in more than one course***Decide who owns it, who references it, who removes it...*

**You are not teaching a course.
You are shaping what healthcare leadership
looks like a decade from now.**